



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

POLICY NAME	Academic Excellence		
POLICY NUMBER	ASD-W-ER2	Number of Reports per year	2
Date of Report	November 24, 2016		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	May 2017		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Supervisor of Data and Accountability		

- **Policy states that each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.**
- **The priorities for Academic Excellence for the District Education Council during the period of 2012-2016 are: NB3 Focus (Literacy, Numeracy and Science), Critical Thinking Skills, Promotion of Teaching Excellence, Extending Student Learning.**
- **Anglophone West School District (ASD-W) has a curricular and leadership district staff that supports the school leadership and teaching staff with curriculum, instruction and assessment. This staff includes positions of Directors, Subject Coordinators, Data and Accountability Supervisor, and Teacher Leads. In total, ASD-W has 60 Curriculum Leads providing direct support to teachers (5 French Second Language; 18 Numeracy; 24 Literacy; 2 Science; 4 Technology; 2 PowerSchool, 1 Physical Education, 1 Fine Arts, 1 EAL, 2 First Nations and Social Studies). There are also Leads in the area of Education Support Services.**

POLICY NAME**Academic Excellence**

- **ASD-W has a District Improvement Plan (DIP – see www.asd-w.nbed.nb.ca) that was collaboratively created, reviewed and updated for 2016-2017. The baseline data in the DIP supports overall priorities, yearly goals, and is used to inform district decisions and priorities. Development of a new DIP 3-Year Plan with Priorities will begin in January 2017. Moving forward, the DIP will reflect the newly released 10-Year Education Plan. (Appendix A)**
- **Educators of ASD-W have attended courses, seminars and workshops at the University of New Brunswick. For example, on October 19 and 21, 2016, 200 ASD-W educators participated in a half day PL session by Dr. Peter Johnston. His current research explores links among classroom talk, reading engagement, and children’s social, emotional and literate development. Others attended the New Brunswick Teacher’s Association (NBTA) “Developing Successful Schools” Conference. The summer of 2016 featured Peter Dewitt and focused on Visible Learning – Evidence to Action.**
- **In partnership with ASD-W, the NBTA Professional Development Chairs focused their August professional learning day on “Global Citizens”. The day provided networking in the morning with the focus on Supporting One Another as Learners. In the afternoon, the keynote address was provided by Simon Keith, one of the longest-living organ transplant recipients in the world.**
- **Professional learning organized by Subject Coordinators and Leads has a focus on promoting teaching excellence and enhancing competencies. Literacy, Numeracy and Science Leaders have summarized initiatives and continue to prepare “Tips and Newsletters” for posting to the ASD-W Portal site for educators. (Appendix B)**
- **Curriculum and Education Support Services Subject Coordinators have developed work plans that are in alignment with the District Improvement Plan and reflective of data analysis. These educational leaders are key supports to our school leadership and teaching staff.**
- **New for 2016-17 is the introduction of additional staff and supports through the Department of Education and Early Childhood Development Priority Unit Initiative. ASD-W has 9 EECD Literacy Leads (included in count above), 9 EECD Numeracy Leads (included in count above), 3 Intervention Planning Leads and 3 Diversity and Respect Leads. The position of District Alignment Champion has also been added. The Education Support Services division also has a team of leads, including 6 Autism Leads, 3 Guidance Leads and 3 Resource Leads. There is also 1 Leadership Lead.**

POLICY NAME**Academic Excellence**

- **ASD-W recognizes the efforts of the Department of Education and Early Childhood Development (EECD) when it comes to a focus on assessment. EECD has revamped the provincial assessment program and shares relevant information on balanced assessment, in general, and formative assessment as an essential part of a balanced assessment program. This information helps guide us, as educators, in ASD-W.**
- **ASD-W is in Year 2 for the new Kindergarten to Grade 8 Report Cards. The ASD-W website continues to be updated to provide clear information to parents/guardians and students about the new student achievement report cards. A parent video to support the Response Form is posted. Additionally, a Parent Bulletin will go home with each K-8 Report Card. (Appendix C)**
- **A district process for School Reviews was established for 2016-17. Seven schools will be reviewed and will follow a model similar to the former EECD process.**
- **Senior Administration shall continue to support the Staff Growth Process for the district. This model of professional growth and supervision focuses on walk throughs. Schools will focus the January 9th PL day on the continued monitoring and development of School SIPs and PLWEPs.**
- **A variety of events and partnerships occur throughout ASD-W to extend the learning of students and promote critical thinking skills. Some of these include: The Learning Partnership - Turning Points Essays at Middle and High School (8 schools), The Learning Partnership - Entrepreneurial Adventures Program at Elementary and Middle School (10 schools to date), and The Learning Partnership - I-Cubed. Other opportunities include: Local Option Courses-Independent Studies-Advanced Placement Courses-Distance Learning (High Schools), Chess Tournaments, Drama Festivals, Heritage Fairs, Music Festivals, School Productions, Artists in the Schools programs, Science Fairs, STEAM Expo, Math Competitions, Envirothon, SHAD Valley, Legislative Assembly, Forum for Young Canadians, Oratory (French and English), Spoken Word, Summer French Program.**
- **ASD-W organizes and shares data on achievement through a variety of sources. This data helps inform District decisions and the DIP/PLWEP. This DEC Report fulfills the obligations of the District Education Council and the Superintendent under the Education Act {Sections 36.9(5)(c) and 48(2)(d)} with respect to a "District Report Card".**

POLICY NAME**Academic Excellence**

- **All school provincial achievement results are available to the public through the EECD website (<http://www.gnb.ca/0000/index-e.asp>, click on Publications and Statistics, then Report on Achievement). The Province of New Brunswick has set targets for a percentage of students who will experience success on each of the provincial assessments**
- **Appendix D provides an overview of ASD-W 2015-16 Provincial Assessment Results, in a general, power point format. Within the power point are slides that show ASD-W results and comparisons with the province and other districts**
- **Appendix E provides the same information in a more comprehensive manner; a “Take-Away” Document.**

Appendices:

- **Appendix A – District Improvement Plan / Positive Learning and Working Environment Plan (see separate attachments)**
- **Appendix B – Literacy, Numeracy and Science Initiatives and Points of Interest**
- **Appendix C – A Parent’s Guide to New Brunswick Provincial K-8 Report Card**
- **Appendix D – Assessment Results Presentation (see separate attachment)**
- **Appendix E – Assessment Results Executive Summary (see separate attachment)**

Superintendent’s Signature: _____**DEC Chair Signature:** _____**Date:** _____

ASD-W Literacy Team Initiatives November 2016 Additional notes

Our goal as a literacy team is to build teacher capacity in the following areas:

- Planning for instruction and formative assessment based curricular outcomes and achievement standards
- Gathering evidencing through a variety of formative assessment tools to plan purposeful and responsive instruction based on immediate student needs
- Creating print rich environments where students have access to a wide range of diverse text (both print and digital)
- Providing student choice in reading and writing and in ways to demonstrate their learning
- Increasing student voice through conversations around text and opportunities to collaborate
- Supporting student engagement through authentic, relevant, collaborative and appropriately challenged literacy tasks for students

Leads

2015-16

16 – K to 3

2016-17

24

EST-L (Priority Delivery Unit) 9

EST-L (K – 2) 9

EST-L Coaches 6

The role of the K-2 EST-L leads is 60% coaching (co planning/co teaching), 25% tier 2 intervention, 15% professional learning and planning.

With the new emphasis on K to 2, leads are working primarily with a classroom coaching model that endeavors to help teachers refine their use and understanding of balanced literacy components with daily formative assessment evidence to improve student learning.

The role of the EST-L coaches in to provide job embedded professional learning, supporting professional inquiry/action research, and leading special projects related to literacy.

Initiatives to Support Teacher Capacity

New Teacher or New to Grade Level Support in Literacy K-8

- Support teachers' knowledge of grade level curriculum outcomes, standards, approaches and assessment

Critical Literacy Project

- grades 4,6, and 7
- facilitated by coaches at multiple sites across district
- Will result in samples of critical literacy lessons and units that will be accessible to teachers across district

Text Complexity Modules

- Available on portal K-8
- Supports teachers in understanding the 3 key components of text complexity (quantitative, qualitative, reader/task)

Growing Readers

- professional learning session K-2 on October 6th (other dates possible based on school requests)
- focus on student profiles, formative assessment tools
- review of balanced literacy look fors and components

Formative Assessment Tools K-8

- developed and field-tested by ASD-W educators
- on portal based on provincial curriculum and standards
- EST-L leads working with teachers in schools to use for gathering and analyzing evidence

Reading Engagement Session

- professional learning session will be presented to all Grades 6 to 8 ELA teachers
- module on portal for teachers of Grades 3-5 literacy

Book Talk

- modeling book talk for teachers and students grades 6-12
- promoting reading engagement with high interest titles

Supporting Striving Readers

- professional learning session for Grade 9 teachers
- Dawn Reithaug resources provided to Grade 9 literacy teachers and EST-R

Book Studies

- Opening Minds and Choice Words by Peter Johnston
- Other topics TBD based on need and interest

Afterschool Professional Learning (delivered to rural schools upon request)

- Balanced Literacy (Other topics TBD based on need and interest throughout the year)
- Book Talks
- Using Picture Books to Engage Readers in Grades 6 – 12
- Using Digital Texts to Engage Readers in Grades 6 - 12

Shelfie Talk Chats

- *The Book Whisperer*
- *Mindset for Learning*
- *Learning from Classmates*
- *Story: Still the Heart of Literacy Learning*
- *Make Writing*
- *No More Reading For Junk*

Book Relay

- Introducing Grades 6-8 ELA teachers to current Middle Grade fiction
- Participants also receive professional readings related to reading engagement

Padlet of sources of digital text

- for teacher 6-12

November 2016

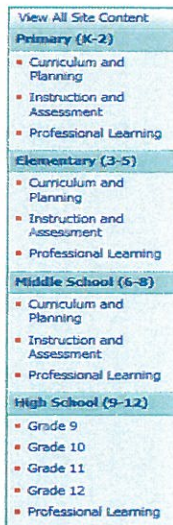
Update for the DEC regarding ASD-W Numeracy Initiatives 2016-2017

- Education Support Teachers-Numeracy (EST-N) work collaboratively with the Numeracy Subject Coordinators to provide coaching, co-teaching and mentorship support to teachers. As part of the co-teaching component, the teacher and Lead reflect on what has been accomplished during their block together – what gains were made? What could be changed? What was most helpful during the block?
- Professional learning sessions included the following: Components of a Balanced Math Lesson, Collection of data to inform instruction, Differentiating lesson plans to meet the needs in the classroom, Using rubrics and report card guidelines for reporting periods, Key Skills and Target questions as assessment tool, and Interpreting Data, Using manipulatives in the classroom, Long and Short-term planning, Supporting Teachers new to mathematics, grade levels and combined classrooms and Navigating the Math portal Book studies. Professional learning has occurred to support the implementation of report cards K-8, and ways to enhance assessment practices.
- Review of the School Improvement Plans and Numeracy Goals of schools, along with Teacher Professional Growth Plans.
- Materials developed to support classroom teaching and learning. Target questions have been revised and reflect all achievement indicators in the curriculum document. This work complements the targets previously developed for grades K-10.
 - Math exemplars were posted to the EECD portal Grades K-8.
<https://portal.nbed.nb.ca/tr/lr/K-8Mathematics/Media/Forms/All%20new%20default.aspx>
Teachers, Leads and Subject Coordinators of ASD-W collaborated and assisted with this initiative. The exemplars are also linked to the curriculum document on the provincial portal.
- Grade 9 Math Screener (WEC and FEC), and discussion surrounding graduation requirements for mathematics.

Focus on Grades 3-8

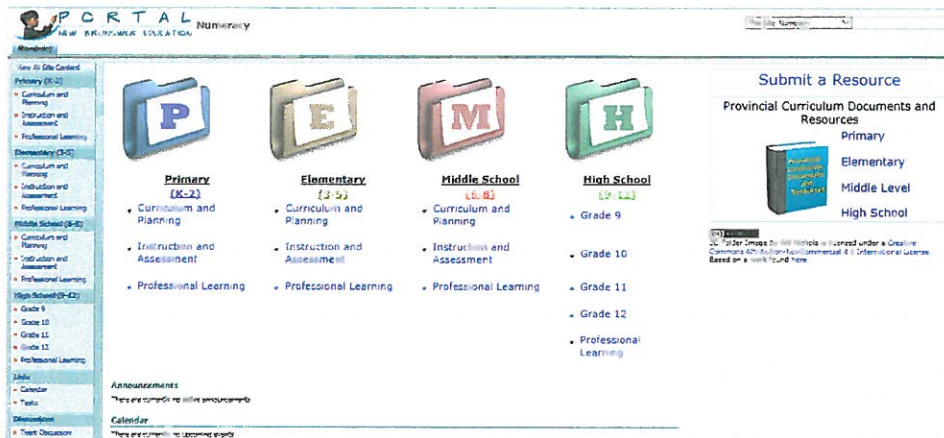
- ASD-W has 9 Math Leads supporting Grades 3-8 teachers.
- EST-Numeracy Leads working with educators on lesson planning, identifying and applying effective teaching strategies, utilizing data and formative assessment practices.
- EST-Numeracy Leads collaborating with EST-Resource on interventions and supports to assist students.
- Update the Grade 4 Math Assessment tool that complements the provincial assessment all grade four students will participate in.
- Subject Coordinators supporting schools and collaborating on actions to support Numeracy goals as identified in School Improvement Plans and Teacher Growth Goals Plan.
- Subject Coordinators working with principals examining student achievement data, hypothesizing about the reasons students may not be learning to their potential, and developing and implementing strategies to improve.

- Promote student engagement and stretch learning opportunities for students (Math Competitions – such as Canadian Math League, Caribou Math, UNB Math Competition, Math Fairs, STEAM, Chess...)
- Discussions with administrators on best practices for timetabling/scheduling mathematics, such as 60 minute numeracy blocks, as per provincial guidelines.
- Work with educators on assessment practices, use of rubrics, formative assessment to guide instruction and interventions.
- ASD-W Portal Site - complement of resources and support materials for educators.
- New additions this year include Enrichment activities.



Numeracy Portal site designed with three categories: Curriculum and Planning, Instruction and Assessment, and Professional Learning.

Resources can be sorted by grade levels.



Middle School - Curriculum and Planning

Numeracy Resources						
Type	ID	Name	Grade	Activity Type	Grade Prerequisite	Grade Correlation
📄	110	1NS 2N9 2N10 4N5 5N3 6N3 Operation Strategies	1; 2; 3; 4; 5; 6	Whole Class Instruction	6N5	
📄	110	2N13 4N8 5N7 6N4 Using Number Sense to Compare Fractions	3; 4; 5; 6	Whole Class Instruction	6N4	
📄	110	4N10 5N9 6N4 7N4 Identify Fractions and Decimals on a Number Line	4; 5; 6; 7	Whole Class Instruction	6N4	7N4
📄	110	4N5 4N8 4N9 5N3 5N7 5N8 6N1 6N4 6N5 Common Misunderstandings	4; 5; 6	Whole Class Instruction	6N1; 6N4; 6N5	
📄	110	5N2 5N4 6N3 Multiplication Fact Fluency Using Doubles	5; 6	Whole Class Instruction	6N3	
📄	110	6 Mental Math Strategies	6	Mental Math		
📄	110	6N Achievement Indicators and Outcomes	6	Whole Class Instruction	6N1; 6N2; 6N3; 6N4; 6N5; 6N6; 6N7; 6N8; 6N9	
📄	110	6N8 Division Strategies for Wall	6	Templates	6N8	
📄	110	6PR Outcomes and Achievement Indicators	6	Whole Class Instruction	6PR1; 6PR2; 6PR3; 6PR4	

Highlights of the K-2 Math Improvement Plan:

- A Number of schools and teachers are being supported this year (Phase One and Two) by 9 Math Leads
- Math portal site available for K-2 teachers, Administrators and Resource teachers that contain Yearly Curriculum Outcome Plan, Readiness, Grade Level and Stretch Tasks along with other resources
- Teaching and Co-teaching goal of 75% of time within classrooms

Benefits of K-2 Leads:

- Ongoing support
- Consistent resources being used
- Consistent use of math vocabulary
- Horizontal and vertical team discussions
- Use of formative assessment items to inform instruction
- Common goals
- Tasks available to assist in identifying individual needs
- Weekly conference calls with leads to discuss celebrations and concerns.
- Recommendation of resources to teachers
- Recording and tracking data in an excel spreadsheet
- Use of math models



ASD-W has a bank of target questions available on the portal to be used for formative assessment. This is a valuable resource compiled *by* math teachers *for* math teachers.

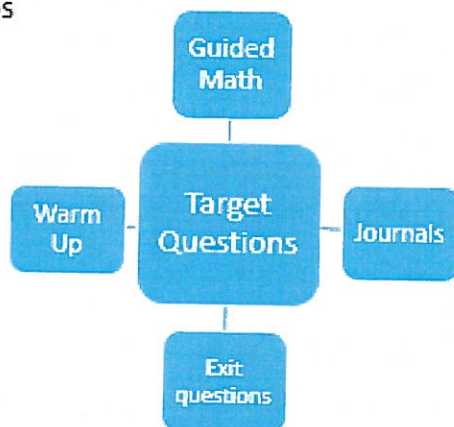
- Math assessment questions are available for every outcome *and* every achievement indicator.
- K-2 targets are organized as appropriate and strong achievement.
- Grades 3-8 targets are organized as basic, mid-range and high-level questions.
- Use target questions for weekly formative assessment.

What is your learning target for the week?

Carefully select, cut and paste specific questions to use as formative assessment through the use of:

- Guided math groups
- Warm-ups
- Journal questions
- Exit questions

Targets are not intended to be printed as a whole document.



**Strategies to Foster and Promote
Excellence in Science Education
November 2016**

2014-2015 was the Main Administration of the grade 6 Science assessment and marked a departure from Provincial assessment programs in the past. The new Provincial science assessment (at Grade 4, 6 and 10) focuses entirely on science skills, in the past, Provincial assessment have primarily focused on the knowledge outcomes of the science curriculum. To support this pedagogical shift we have established and implemented the following strategies to promote inquiry and skills-based science education:

2015/2016

- **Embedded Science support** over 1 week visits – two Education Support Teachers (Leads):
 - o LEAD - K-5 with a focus on Grade 4 and early career teachers (24 schools, 89 teachers)
 - o LEAD - Gr. 6-10 with a focus on Grade 6 and early career teachers (25 schools, 57 teachers)

Supports focused on modelling, co-planning and co-teaching inquiry-based, hands-on lessons with embedded science skills and formative assessment strategies. Presentations at staff meetings, where leads present resources, tips and strategies are often part of this embedded support.

- **Professional Learning**
 - o Oct 9th, 2015 – for all Grade 6 Science teachers in ASD-W highlighting a new support document - Spotlight on Science Skills and how to integrate this into learning environments.
 - o Ongoing – (staff meetings, PL days, team meetings) to promote resources and exemplars of science skills lessons and activities that integrate STSE and knowledge outcomes
- Developed a **Science portal**, <https://portal.nbed.nb.ca/sites/ASD-W/science/default.aspx> to host links to Skills documents, Science TIPS, Inquiry Packages (EECD) and [Showcase Blog](#) (videos and pictures of hands-on, skills-based inquiry lessons from around the District).
- **Monthly Tips** that focus on exemplar lessons that focus on science skills, inquiry and hands-on learning. TIPS are emailed to all Science teachers and archived on the Science Portal.
- Developed “**I Can...statements**” to help teachers track skill development in classes (a response to the complexity of Combined classes and the effectiveness of personalization)
- **Lesson Study Initiative:** Two teachers per target school were invited to attend an initial planning meeting (Feb) where we explored a common inquiry lesson and then discussed how to implement/design an inquiry lesson (with embedded formative assessment and science skills) for each classroom. Teachers then returned to their classes to implement and document lessons and brought exemplars of student work to a follow-up meeting (March) to discuss evidence of learning.
 - o Woodstock Ed Centre: two Elementary: Andover, Centreville and two Middle: Florenceville Middle, Meduxnekeag Consolidated
 - o Oromocto and Fredericton Ed Centres: two Elementary: Summerhill, Sunbury West and two Middle: Bliss Carman, Ridgeview
- There was a **5% increase** across ASDW in the number of students achieving Appropriate or higher on the Grade 6 Science Provincial Assessment from 2014/2015 (20.9%) to 2015/2016 (25.9%) and we remain slightly ahead of the Provincial average (25.7%).

2016/2017

- **Embedded Science support** over 2 week visits, with return visits later in the year, at 18 “focus” schools (9 Elementary, 9 Middle across all 3 Education Centres). Schools were initially selected based on feedback from Leads and debriefs with school Administrators. “Focus schools” were re-visited following the release of the 2015/2016 Grade 6 Science Assessment data and some Middle schools were added/removed based on this additional information:
 - o **Elementary “Focus” Schools:**
 - Florenceville Elementary School
 - Centreville Community School
 - Andover Elementary School
 - Sunbury West School
 - Summerhill Street Elementary School
 - Cambridge-Narrows Community School
 - Liverpool Street Elementary School
 - Priestman Street Elementary School
 - Nashwaaksis Memorial Elementary School
 - o **Middle “Focus” Schools:**
 - Meduxnekeag Consolidated School
 - Florenceville Middle School
 - John Caldwell School
 - Devon Middle School
 - Nashwaaksis Middle School
 - Central New Brunswick Academy
 - Ridgeview Middle School
 - Sunbury West Community School
 - Harvey High School

A

Although “focus schools” have been identified to maximize capacity building and the impact to staff and students, there remains flexibility within our schedule to support additional schools, as needed.

- **Monthly TIPs** – science skill focused
- Continue to document and post best practices in science education from around the District through our **Science Showcase Blog**.
- **Community partners** – continue to build partnerships with community members and agencies (UNB, Science East, Meduxnekeag River Association, Brilliant Labs, etc.) to engage students in science focus learning opportunities

Initiatives for 2016/2017 include:

- “I Can...” statements are being translated into French “**Je Peux...**”
- **Science/Literacy cross-curricular initiative** with Jill Davidson to promote descriptive writing in Science – an area of focus identified by Leads and teachers involved in the coding of the constructed responses on the Gr 6 Provincial Science Assessment
- Develop “**Formative Assessment Checklists**” and “**Strategies**” to facilitate descriptive feedback in classrooms
- Create a “**Balanced Assessment Framework for Science**” that includes a list of assessment strategies and exemplars (I Can/Je Peux)
- **Expand STEAM initiatives** (in conjunction with Donna McLaughlin) District-wide to promote science skills development, student engagement and cross-curriculum collaboration

Subject: FW: Science Tip - Three Assessment Ideas
Attachments: I Can Grade 6 Science.docx; I Can Grade 7 Science.docx; I Can Grade 8 Science.docx; Je peux 6e année.docx; STSE Booklet French SS.docx; STSE Student Workbook-English.docx; Quiz - sample english.docx; Quiz de Sciences les etres vivants early immersion.docx; Quiz de Sciences tardif (1).docx

Sent: Wednesday, November 02, 2016 1:00 PM, **Subject:** Science Tip - Three Assessment Ideas

Hello Middle School Science Teachers!

As report cards are approaching, we'd like to share some formative and summative assessment ideas that have been developed and implemented by teachers in the district. Please see descriptions below and attachments.

1)'I can'... statements (student self-assessment)

-These are student-friendly outcomes that have been re-worded. Some teachers find that they can use these in checklists and student self-assessment.

Example of how to use this resource:

-As a warm-up, ask students to choose an 'I can...' statement (outcome) that has been covered that they believe they know well. Ask them to self-evaluate and give themselves a 3 or 4. You may ask them to give a list of 3-4 things that they've done that show evidence of learning. Ask the same thing for one 'I can...' statement that they feel they need to work on or improve, and self-assess at a 1 or 2.

-After a one/two week period, ask students to re-visit these 'I can statements' and decide if they need to adjust, with a list of activities or assignments they've completed that show evidence of their learning. Use this self-assessment evidence in combination with products, observations and conversations you've collected or will collect.

NOTE- "Je peux..." statements for 7/8 are being translated.

2)STSE activity books

-This is an activity booklet developed for English and French students. While it is targeted for the grade 6 level, many activities could be adapted for various topics/grade levels.

Examples of how to use this resource:

-Piece by piece, as a warm-up or exit slip daily/weekly.

-As an in-class 'anchor activity' to support the topic being covered.

-As homework to be completed independently.

-Consider giving students choice/options on how to complete this activity.

3)Quizzes by strand (STSE, PP, AE, K)

-These quizzes were developed for grade 6 English, late FI and early FI classes. While this may not fit your exact topic or language level, consider organizing your summative assessments by asking questions related to each category (STSE, Skills-Plan+Perform, Skills-Analyze+Explain, and Knowledge). Identifying which evidence is being collected on which strand helps students understand how they are being evaluated on each strand.

A big thank you to teachers for sharing. Please feel free to share other ideas and strategies with teachers on this e-mail list. Have a good day!

Learning Habits in Grades K - 8

Students, parents, and schools work together to develop learning habits important to success in school and in life. On the report card, learning habits are evaluated separately from learning achievement emphasizing the critical role they play in developing the competencies required in the 21st century learning and work environments.

Independence	<ul style="list-style-type: none"> sets goals and reflects on these goals asks for assistance when needed does not give up easily on challenging tasks
Initiative	<ul style="list-style-type: none"> has the desire to learn works hard and makes an effort takes risks
Interactions	<ul style="list-style-type: none"> resolves conflict appropriately works well with others is respectful
Organization	<ul style="list-style-type: none"> creates and follows a plan manages time well to complete tasks manages personal belongings and learning materials
Responsibility	<ul style="list-style-type: none"> takes care of belongings and school property completes work on time accepts responsibility for actions and manages own behavior

- Report Scale for Learning Habits
- C: Consistently - almost all or all of the time
 - U: Usually - more than half of the time
 - S: Sometimes - less than half of the time
 - R: Rarely - almost never or never

Appendix C

A Parent's Guide to

New Brunswick Provincial K-8 Report Card



"The process of conferencing and reporting is changing from a teacher-directed, end-of-term event to a collaborative ongoing process designed to support learning."
Davies, 2011

2016-2017

In ASD-W, teachers provide formal feedback about student learning three times per year (November, April, and June). Parent Teacher Conferences will occur on **November 25** and **April 10** this school year. Additional methods of communication such as meet the teacher, curriculum letters, and student folders are provided throughout the year.

For the report cards, teachers will identify the level of achievement on a 4-point scale that best describes your child's current progress.

Achievement Scale

4+	<p>Student learning and work show: Strong and/or Excellent Achievement</p> <p>4+ Indicates, in addition to excelling, the student demonstrates learning that <u>surpasses</u> grade-level expectations</p> <p>The student has a <u>thorough understanding</u> of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.</p>
4	<p>Student learning and work show: Appropriate and/or Proficient Achievement</p> <p>3+ Indicates the student demonstrates <u>consistent proficiency</u> with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.</p> <p>The student has a <u>solid understanding</u> of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
3+	<p>Student learning and work show: A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has <u>some understanding</u> of the outcomes addressed to date and with <u>support, applies learning</u> to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
2	<p>Student learning and work show: Below Appropriate Achievement</p> <p>The student has a <u>limited understanding</u> of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>
1	<p>Student learning and work show: Working below</p> <p>The student has a <u>limited understanding</u> of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>

Frequently Asked Questions

If a box on the report card is blank or says N/A, what does that mean?
N/A indicates there is not enough evidence to give a comment or performance level at this time. A blank box indicates the strand has not been assessed in this reporting period.

What will teachers use to decide my child's performance level?

Teachers will use a collection of evidence about a student's learning based on the grade level expectations. This collection will include products completed by the students, observations made by the teacher, and conversations with your child. How is the final achievement level calculated?

Each term stands alone. Terms will not be averaged on the final June report card. Student achievement level will reflect that most recent success.

Will there be teacher comments on the new report card?

Teachers will summarize your child's learning each term by making specific comments on the report card. These comments will include strengths, needs, and/or next steps.

What if I still have questions?

Please contact the teacher if you have specific questions about the academic progress of your child.

Response Form (visit www.asd-w.nbed.nh.ca -Parents Section - K-8 Report Cards for a look at a parent conversation)

Does the response form for parents and students have to be filled out?

Parent expectations and students setting their own learning goals are two factors research says improve academic achievement; therefore, it is recommended students and parents reflect together and fill out this form. The only requirement is for parents/guardians to sign and return the form so the teacher knows it was received. All forms will be read and kept on file.

Questions for parents to consider when talking with their child about their Report Card

1. How do you feel about your report card?
2. Do you think the report captures your learning? Were you surprised about anything? Did you agree? What would you add?
3. What is your best learning memory, lately?
4. What have you learned that you are really happy about learning?
5. What is your best thing to do at school?
6. Were you frustrated with any part of your learning? What did you do about this or what could you do?
7. Is there something you would like to do better? Do you have any ideas about how you could start to get better?
8. What are you interested in learning right now? Do you have any ideas about how to begin?
9. Do you understand the Learning Habits? Do you have questions about one of the Learning Habits? Do you value one Learning habit more than the others? Why?
10. How do you think you are doing on with the Learning Habits? Is there one you would like to improve?