

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

In ASD-W, teachers provide formal feedback about student learning three times per year (**November, April, and June**). Parent Teacher Conferences will occur two times per 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

<p><b>4+</b></p> <p><b>4</b></p> <p><b>Excelling</b></p>	<p><b>Student learning and work show:</b> 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>
<p><b>3+</b></p> <p><b>3</b></p> <p><b>Meeting</b></p>	<p><b>Student learning and work show:</b> 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>
<p><b>2</b></p> <p><b>Approaching</b></p>	<p><b>Student learning and work show:</b> A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has <u>some understanding</u> of the outcomes addressed to date and <u>with support, applies learning</u> to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
<p><b>1</b></p> <p><b>Working below</b></p>	<p><b>Student learning and work show:</b> 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>

## 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.nb.ca](http://www.asd-w.nbed.nb.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.

Provincial Report Card: 2015-16 Report Period 1 Response Form  
Please complete this form and return it to your teacher.

Student:	Grade:
School: 2015-16	Home Language:
Program:	School District: Anglophone West School District

This is an optional response form. Please complete, sign, and return this form to the school by the end of the reporting period.

Comments:

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 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, 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 with the Learning Habits? Is there one you would like to improve?

# 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.

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

### 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