

## Why is there a new report card?

The new report cards will provide a clearer description about what a child knows and is able to do. Information about achievement, progress and learning habits is separated to provide a straightforward reporting system that is accurate, meaningful, and supportive of learning. The new grading scales are better aligned to provincial curricula and support inclusive practices.

## What are the changes?

There will be two kinds of report cards: Progress and Achievement (samples appear below).

You will receive a **Progress Report** in **early November** and **early April**. The Progress Report is a general update about the progress your child is making and will indicate if your child is: progressing well, progressing, or progressing with difficulty in each area of learning. This report will focus discussions with your child's teacher about next steps for learning during the parent-teacher interview.

You will receive an **Achievement Report** in **early February** and near the **end of June**. These reports summarize on a 4-point scale if your child is: *4 - exceeding*, *3 - meeting*, *2 - approaching*, or *1 - working below* the learning goals. The teacher will collect evidence of learning in a variety of ways with the involvement of your child to determine achievement levels. The evaluation will be based on provincial learning expectations.

Both types of reports will indicate when a student has a personalized learning plan.

**PROGRESS REPORT**

Student Name: Kyia Johnstone School: Jack Carter Middle School  
Attendance: 3.5 Days Pages in Report: One

**October Progress Report 2014-15**  
Grade: 6

Learning Goals	Progressing			Learning Goals	Progressing		
	well		with Difficulty		well		with Difficulty
Speaking & Listening				Speaking & Listening			
Reading & Viewing				Reading & Viewing			
Writing & Representing				Writing & Representing			
Number				Using Technology			
Patterns & Relations				Personal Wellbeing			
Change & Space				Team, Module & School			
Probability				Physical Growth & Care			
Health, Society, Environment				Communication			
Skills				Energy			
Knowledge				Participation			
Doing				Creating			
Knowing				Responsible			

**Learning Habits**

Independence	Interactions	Organization	Responsibility

**Comments**

Kyia is making progress on Grade 6 learning goals. She works alone very well and is able to communicate her message in writing, but she finds it hard to explain her ideas when speaking. In partner and group situations, she stays very silent, and her ideas have not been shared. We will continue to work on her speaking skills and we will discuss this to help her at the parent-teacher conference.

**Learning Habits**  
 VG Very Good G Good S Satisfactory NI Needs Improvement

Progress Scale

Comments

Learning Habits Scale

**FINAL ACHIEVEMENT REPORT**

Student Name: James Lator School: Jack Carter Middle School  
Homework: 2 Days Pages in Report: Two

**Final Achievement Report 2014-15**  
Grade: 8

Subject	Comments	Achievement	Learning Habits
English Language Arts	James has exceeded an interest in fiction and other non-fiction texts and has been able to apply a range of strategies to understand the text. He has been able to identify main ideas and details from text and has been able to identify the author's purpose and point of view. He has been able to identify the author's point of view and has been able to identify the author's purpose and point of view.	4	4
Mathematics	James has good understanding of the addition, subtraction, multiplication and division of whole numbers and has been able to apply these skills to solve problems. He has been able to identify the author's purpose and point of view.	3	3
Science	James understands and can apply a range of scientific concepts and has been able to apply these concepts to solve problems. He has been able to identify the author's purpose and point of view.	3	3
Social Studies	James understands and can apply a range of social studies concepts and has been able to apply these concepts to solve problems. He has been able to identify the author's purpose and point of view.	3	3

**Comments**

James has exceeded an interest in fiction and other non-fiction texts and has been able to apply a range of strategies to understand the text. He has been able to identify main ideas and details from text and has been able to identify the author's purpose and point of view. He has been able to identify the author's point of view and has been able to identify the author's purpose and point of view.

Comments

4-point Achievement Scale

Learning Habits Scale

Both types of reports will have a section that gives you information about your child's development within each of the learning habits. These habits have been identified as important to children's success in school and life.

Please note that reports will be produced through PowerSchool, the new student information system, and will not look exactly as shown above.

## Is the provincial report card the same for all grade levels?

Yes. Reports will be consistent from Kindergarten through to Grade 8. The progress, achievement, and learning habit grading scales remain the same for ease of understanding the reports.

## When is this change taking place?

In the 2014-15 school year, the new report cards will be piloted in K to Grade 8 in ASD-West. They will be rolled out in the other Anglophone school districts in the following two years.

## Will I get information from teachers at other times?

Yes. Report cards are only one way of communicating with parents. The purpose of the report card is to provide a summary of learning that has occurred during an instructional period. Other ways schools inform parents about learning may include: phone calls, school open houses, newsletters, student portfolios, student-led conferences, school web pages, and parent-teacher conferences.

## Will I have an opportunity to provide feedback on the new report cards?

Yes. Watch for communication about survey opportunities throughout the school year.

# Information Sheet

## Learning Habits

### 1. Independence

- Uses time well
- Perseveres with difficult tasks (does not give up easily)
- Practises self-control

### 2. Interactions with Others

- Cooperates and shows respect for others
- Works well with others
- Resolves conflict appropriately

### 3. Organizational Skills

- Takes care of belongings
- Comes ready to learn
- Completes quality work

### 4. Responsibility

- Works hard
- Makes an effort to speak French in classes instructed in French
- Accepts responsibility for actions
- Respects school property and the property of others



*Progress Reports  
November and April  
(to coincide with parent/teacher  
interviews)*



*Achievement Reports  
February and June*

