

Report Card Key

Scale	Provincial Academic Achievement Expectations
Excelling	Student learning and work show strong and/or excellent achievement.
4+	4+ indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.
4	The student has a thorough understanding 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.
Meeting	Student learning and work show appropriate and/or proficient achievement.
3+	3+ indicates that the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.
3	The student has a solid understanding 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.
Approaching	Student learning and work show a combination of appropriate and below appropriate achievement.
2	The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.
Working below	Student learning and work show below appropriate achievement.
1	The student has a limited understanding 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>N/A (Not Applicable) indicates there is insufficient evidence to comment at this time. A blank box indicates the strand has not been assessed in this reporting period. PLP-M (Personalized Learning Plan - Modified) indicates modification to learning goals. PLP-I (Personalized Learning Plan - Individualized) indicates individualization of learning goals. EAL (English as an Additional Language) indicates the English language is the primary learning goal.</p>	

Learning Habits	Observable Indicators	Learning Habits Scale		
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 	C	Consistently	Almost all or all of the time
		U	Usually	More than half of the time
Initiative	<ul style="list-style-type: none"> Demonstrates interest in learning Works hard and makes an effort Takes risks 	S	Sometimes	Less than half of the time
		R	Rarely	Almost never or never
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 behaviour 			