K-8 REPORT CARDS – ASD-W

Definitions	
Accommodations	Accommodations are strategies, technologies or adjustments that provide support to students to reach prescribed outcomes. They do not alter the expectations described in the curricular outcomes.
Achievement Levels	Brief descriptions of student performance on the provincial curriculum expectations. There are four levels of achievement (4-3-2-1). With Levels 3 and 4, a student may receive a + designation.
Assessment	The process of gathering information to determine how well a student is achieving the curriculum expectations in a subject strand.
Co-construct Criteria	The process by which students and teachers develop together criteria for assessing successful achievement of learning **targets/goals**.
Conversations	Conversations are one way to gather **evidence** of learning. They include planned dialogue with individuals about their learning. These can be written and through spoken conferences. Conversations help teachers to get to know their students' strengths and the challenges, monitor their progress, provide feedback, and plan future instruction based on identified needs and interests. They include both planned and unplanned dialogue with students about a topic that relates to their learning. Other ways to gather evidence includes **observations** and **products**.
Curriculum	This refers to the prescribed or approved program design and components, **learning expectations/outcomes**, learning experiences and instructional and assessment strategies, and resources. The documents that outline the information are called curriculum guides.
Descriptors	These refer to specific criteria statements that explain how well a student has demonstrated what they know and are able to do in different aspects of learning. The descriptions are outlined in achievement charts called **rubrics**.
EECD	This is an acronym referring to the provincial government department of Education and Early Childhood Development that oversees Early Learning and publicly funded education.
Elementary	This is the term used for schools offering Grades K – 5. **Primary** refers to students in Grades Kindergarten to 2.
English as an Additional Language (EAL)	Students who have English as an additional language as their primary learning goal, are designated EAL. These students need educational opportunities to develop age-appropriate English-language literacy skills and this is given consideration when evaluating performance. While a student designated EAL may achieve some subject-area **learning goals** at the grade level, while the greater focus is on English language learning.
Evaluation	The process of making **professional judgments** about student learning with established criteria and assigning a value to describe the quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times, usually at the end of a period of learning.

K-8 REPORT CARDS – ASD-W

	Definitions
Evidence	Information gathered to show student learning. Evidence is gathered overtime through **observations**, **conversations**, and **products**. Teachers examine all sources to plan for, assess, and evaluate learning.
Formative Assessment	Assessment that is part of the teaching and learning process. It involves frequent and interactive checking for understanding and adjusting instruction to ensure students have the supports and challenges required to progress toward their **learning goals**. A key component is ongoing feedback about understanding and progress.
Grade Book	The software that is part of the **School Information System**, **PowerSchool**. It is used by teachers to track information about students including attendance, behaviour, and achievement.
Learning Expectations	Knowledge and skills students are expected to develop and to demonstrate in classwork, on tests, and in a variety of other activities; learning expectations are also referred to as **outcomes** and are the focal point when assessing and evaluating achievement.
Learning Goals	These are also referred to as **targets** and are brief statements that describe what students should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or learning task). The goals are more specific than **learning expectations/outcomes**. The audience is the student. Ideally students help develop (co-construct) criteria for assessing successful achievement of these learning goals.
Learning Habits	The habits identified as being important for learning and for life. These can be demonstrated across all subjects and grades and in other aspects of school participation. Development of these habits supports achievement of the **learning expectations**. There are five learning habits reported on from K - 8: independence, initiative, interactions, responsibility, and organization.
Meeting	This is the provincial level for achievement to indicate a student has met the criteria in a course. Level 3, indicates a student has met the provincial standard for achievement. Parents and teachers of students achieving at level 3 or above can be confident that the student is prepared for subsequent work/the next grade.
Middle-level	This is the term used for schools offering Grades 6 – 8. Depending on the school, sometimes Grade 5 students are included in the term middle level. The philosophy of middle-level schooling is that is should offer a transition between **elementary** in which instruction is largely the responsibility of one or two teachers, to high school in which students are instructed by multiple teachers. Usually middle-level students take different subjects taught by a cluster of four or five teachers.
Observations	Observations are one way to gather evidence of learning. Observations include watching, listening, and noting students' behaviour, interests and abilities, patterns of development, and progress in learning. Teachers keep record of their observations to monitor progress, to plan instruction and to

	Definitions
	support **professional judgements**. Other ways to gather evidence includes **conversations** and **products**.
Outcomes	Broad statements that describe what students should know and be able to do at the end of a course or grade level. These are also referred to as **learning expectations**. All prescribed **curriculum** includes descriptions of the knowledge and skills students are expected to develop and demonstrate as an outcome of the course. These expectations are the focal point for instruction.
Pilot	A process for examining a change in a controlled environment before introducing it on a large scale.
PLP	Refers to a written plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student's individual needs.
Peer Assessment	Refers to the process in which students provide each other with meaningful feedback about particular work for the purpose of making improvements prior to completion. In order to participate, students must have an understanding of the **learning goals** and criteria for success. Peer assessment is a powerful process for creating a community of learners.
PowerSchool	A web-based **student information system** (SIS) used to maintain student records.
Portfolio	A collection of carefully selected samples of student work that the student, with teacher support, uses to show what has been learned throughout the year. It is an excellent **self-assessment** tool as teachers ask students to actively reflect on their learning in order to choose what will go into the portfolio.
Primary	Refers to students enrolled in Grades Kindergarten to 2.
Products	Products are one way to gather evidence of learning. They include performance tasks, demonstrations, projects, essays, quizzes, and tests. Other ways to gather evidence includes **conversations** and **observations**.
Professional Judgement	Decisions informed by professional knowledge of **curriculum** and the learners. It is part of professional practice to use information gathered: daily to make decisions about instruction; and, overtime from **conversations**, **products**, and **observations** to determine how well a student is meeting the **learning expectations**.
Research	Published and credible sources reviewed for information.

K-8 REPORT CARDS – ASD-W

	Definitions
Rubric	This refers to a chart that describes levels of achievement of the **learning expectations**, in relation to specific criteria. The rubrics for the New Brunswick **curriculum** are posted to the portal. In the future, these will be embedded in curriculum documents for every subject. The rubrics have **descriptors** for the achievement **scale** for each report card strand.
Scale	Levels used to describe particular areas of learning (e.g., 4-3-2-1, C-U-S-R).
Self-Assessment	The process of recognizing, describing, and applying criteria and using the information to set, monitor and adjust one's own **learning goals**.
Standards-based grading	Assessment focused on whether a student's performance in relation to a predetermined set of criteria not in relation to the performance of other students or through the averaging of scores.
Strand	This refers to categories within a subject. Achievement is described by strand to provide specific information about learning; therefore, there are no overall subject grades in K–8. For example, instead of an overall grade on ELA, information is separated into Speaking and Listening, Reading and Viewing, and Writing and Representing.
Student Information System (SIS)	The provincial learning management system for tracking student information. In New Brunswick the SIS is called **PowerSchool**.
Student-Led Conference	A student-led conference is a student-centred approach that engages the student in direct communication with the parents through the use of personal work samples and demonstrations (games, experiments, etc.). Students showcase their knowledge of their own achievement and learning. Teachers work with students to prepare them to lead a conference.
Summative Assessment	Refers to assessment used to measure what students know and can do with respect to **learning expectations**. This kind of assessment occurs at the end of units and key times in learning.
Targets/Goals	Refers to brief statements that describe what students should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or learning task). The goals are more discreet than learning expectations or outcomes. The audience is the student. Ideally students help develop (co-construct) criteria for successful achievement of these targets/goals.
Triangulation	Refers to the use of information gathered from multiple types of evidence (**conversations**, **observations**, and **products**) overtime in order to enhance confidence in **professional judgements**.