

School
Logo

_____ School
Principal: _____
School Year: _____
Report Date: _____

Report Card 1
Student's Name
Grade 6

Homeroom: Teacher's Name

Attachment Included

To the parents/guardians of:

Student
Street Address
City/Town, NB
Postal Code

Attendance	T1	T2	T3
Days Possible			
Days Absent			
Days Tardy			

Achievement Scale Legend			
4 Excelling with Learning Goals 4+ Surpasses Learning Goals	3 Meeting Learning Goals 3+ Consistent Proficiency	2 Approaching Learning Goals	1 Working Below Learning Goals

Learning Habits Scale Legend			
C Consistently	U Usually	S Sometimes	R Rarely

English Language Arts 6 Name of Teacher	T1	T2	T3	Learning Habits	
Speaking & Listening				Independence	
Reading & Viewing				Initiative	
Writing & Representing				Interactions	
				Organization	
				Responsibility	

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps:

Mathematics 6 Name of Teacher	T1	T2	T3	Learning Habits	
Number				Independence	
Patterns & Relations				Initiative	
Shape & Space				Interactions	
Stats & Probability				Organization	
				Responsibility	

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps:

Post-Intensive French 6	T1	T2	T3	Learning Habits	
Name of Teacher					
Speaking & Listening				Independence	
Reading & Viewing				Initiative	
Writing & Representing				Interactions	
				Organization	
				Responsibility	
Personalized Learning Plan - <input type="checkbox"/> Modified <input type="checkbox"/> Individualized <input type="checkbox"/> English as an Additional Language					
<u>Strengths/Needs/Next Steps:</u>					

Science 6	T1	T2	T3	Learning Habits	
Name of Teacher					
Society/Environment				Ind	
Plan & Perform				Ini	
Analyze & Explain				Int	
Knowledge				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Social Studies 6	T1	T2	T3	Learning Habits	
Name of Teacher <i>Wilson, A.</i>					
Knowledge				Ind	
Inquiry/Skills				Ini	
				Int	
				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Physical Education 6	T1	T2	T3	Learning Habits	
Name of Teacher					
Knowing				Ind	
Doing				Ini	
Valuing				Int	
				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Health Education 6	T1	T2	T3	Learning Habits	
Name of Teacher(s)					
Safety				Ind	
Wellness				Ini	
Growth & Development				Int	
Use, Misuse & Abuse				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Music 6	T1	T2	T3	Learning Habits	
Name of Teacher				Ind	
Create				Ini	
Communicate & Connect				Int	
				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Art 6	T1	T2	T3	Learning Habits	
Name of Teacher				Ind	
Create/Communicate/Connect				Ini	
				Int	
				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Pers. Dev. & Career Plan. 6	T1	T2	T3	Learning Habits	
Name of Teacher				Ind	
Personal Development				Ini	
Lifelong Learning				Int	
Career Exploration				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

Technology 6	T1	T2	T3	Learning Habits	
Name of Teacher(s)				Ind	
Tech Operations & Concepts				Ini	
C. Thinking & P. Solving				Int	
Digital Citizenship				Org	
				Res	
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL					
<u>Strengths/Needs/Next Steps:</u>					

School Comment
<p>Teacher signature _____</p> <p>Principal Signature _____</p>

Name of Student _____

_____ School

Provincial Report Card: 2015-16 Report Period 1 Response Form

Student: Name of Student

Grade:

School: _____

Homeroom: Name of Teacher

Principal: Name of Principal

School District: Anglophone West School District

This is the parent/student response form. Please complete, sign, and return this form to the school with your child.

- Students, we encourage you to comment on what you have done well and what you plan to work on next.
- Parents, we encourage you to comment on your child's achievement, to suggest ways we can assist your child in his/her learning, and to ask questions regarding your child's educational program. If your child is in early elementary, he/she may wish to express his/her response by drawing.

Student's Reflections/Goals

SAMPLE

Student's

Signature: _____ Date: _____

Parent/Guardian's Comment

Parent/Guardian's

Signature: _____ Date: _____

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
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"> • Demonstrates interest in learning • 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 behaviour

Learning Habits Scale		
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