

School
Logo

School

Report Card 1

Student's Name

Grade __

Homeroom: Teacher's Name

Attachment Included

Principal: _____
School Year: _____
Report Date: _____

To the parents/guardians of:

Student

Street Address

Town/City, 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 Proficient	2 Approaching Learning Goals	1 Working Below Learning Goals

Participated in French Learning Experiences	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
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English Language Arts 1 Name of Teacher(s)	T1	T2	T3
Speaking & Listening			
Reading & Viewing			
Writing & Representing			

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps:

Mathematics 1 Name of Teacher(s)	T1	T2	T3
Number			
Patterns & Relations			
Shape & Space			

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps:

You and Your World 1	T1	T2	T3
Name of Teacher(s)			
Groups			
Our Environment			
Healthy Lifestyles			
Community			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
<u>Strengths/Needs/Next Steps:</u>			

Physical Education 1	T1	T2	T3
Name of Teacher(s)			
Knowing			
Doing			
Valuing			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
<u>Strengths/Needs/Next Steps:</u>			

Music 1	T1	T2	T3
Name of Teacher			
Create/Communicate/Connect			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
<u>Strengths/Needs/Next Steps:</u>			

Art 1	T1	T2	T3
Name of Teacher			
Create/Communicate/Connect			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
<u>Strengths/Needs/Next Steps:</u>			

Learning Habits (LEGEND: C - Consistently U - Usually S - Sometimes R - Rarely)	
Independence	<u>Strengths/Needs/Next Steps:</u>
Initiative	
Interactions	
Organization	
Responsibility	

School Comment
Teacher signature _____
Principal Signature _____

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 student 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