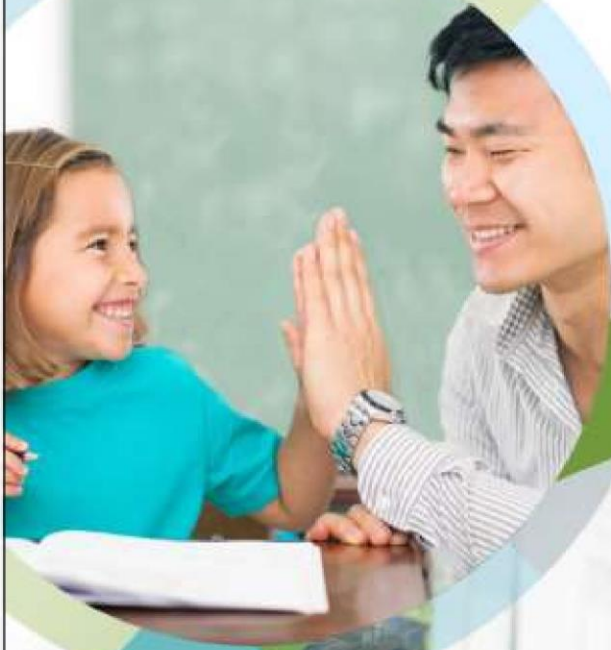


# Assessing, Evaluating and Reporting Grades K-8



Guidelines for New Brunswick K-8 Teachers  
September 2018



## Acknowledgements

The Department of Education and Early Childhood Development (EECD) gratefully acknowledges the educators across the province who contributed to the development of this document. Their input was key to clarifying and enhancing information. A special thanks also to the members of the Provincial Report Card Committee, including representation from each of the four school districts, the New Brunswick Teachers' Association, and staff from EECD, for their support in conceptualizing and revising the document. EECD also extends a sincere thank you to Nova Scotia's Tri- County Regional School Board for providing permission to adapt sections of their handbook for use in this document.

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## Introduction

As part of the ongoing work to support assessment for learning, and to update and improve consistency with reporting practices, this document was developed with educators, for educators. The document explains the importance of ongoing assessment to learning and includes references to key materials that have been created to support teachers with assessment practices. The majority of the document provides information about various aspects of preparing for and completing report cards. It includes an explanation of the levels teachers will use to report on achievement as well as the performance indicators to report on learning habits, suggestions for writing comments, details concerning attachments, and information about possible checkboxes that are available for use on report cards. Appendix C - **Completing K-8 Report Cards with PowerTeacher Pro** provides step-by-step technical procedures for actually completing report cards. Many screen shots have been included in this appendix to enhance the clarity of the information. Although there is some redundancy between the main body of the document and Appendix C, the real focus of the appendix is the technological explanations.



The complete document is in electronic format and can be found on the Educational Portal site (<https://one-un.nbed.nb.ca/>) in the **PS** section under the **My Tools** on the left hand side. This site will continue to be a storage area for all shared documents pertaining to reporting and PowerSchool.



The full document will also appear on the **PowerSchool Playbook** site. Appendix C will appear as a separate document to facilitate printing. There are also other PowerTeacher documents and videos on the new Playbook site to assist teachers in using PowerTeacher and PowerTeacher Pro.

It is important to note that this document replaces the version that was created for the 2017-18 school year. This document will remain in a working document format as it will be updated again at the end of the school year to incorporate necessary changes identified by educators, with a particular focus on clarifications or responses to questions that may have arisen. The ultimate goal is for the document to be for all K-8 educators.

Given the number of terms used within this document, particularly those pertaining to the new provincial report cards K-8, educators requested that an appendix of definitions be created. The definitions are in the Appendices section: Appendix A – Definitions.

## Background on Provincial Report Cards

In 2013, a collaborative decision was made to study and review reporting practices on student learning K-8. The New Brunswick Teachers' Association (NBTA), school districts and the Curriculum Branch of the Department of Education and Early Childhood Development all saw the need for

change and worked together to review research, reporting practices in other jurisdictions and to consult with educators, students and parents to create proposed recommendations.

The ultimate goal of the review of the reporting process was to:

- improve accuracy and consistency in reporting,
- increase alignment with provincial curricular learning outcomes, and
- provide clearer descriptions about what students know and are able to do.

Although the original pilot of the changes to provincial report cards (K-8) in 2014-15 was completed in Anglophone West School District (ASD-W), all school districts, through the Provincial Report Card committee, provided input on the proposed changes. The foundational underpinning of the new reporting practices is to *ensure our students understand where they are with their learning, where they need to go next and how they are going to get there.*

During the 2015-16 school year, ASD-W educators implemented the changes recommended during the pilot and educators in Anglophone North School District (ASD-N) and Anglophone East School District (ASD-E) engaged in professional learning to prepare for implementation of the new provincial report cards in 2016-17. The plan is for educators from Anglophone South School District (ASD-S) to participate in professional learning in 2016-17 to prepare for implementation in 2017-18. The implementation of the provincial report cards is staggered due to the simultaneous implementation of the new student information system, PowerSchool.

## Assessment and Evaluation Practices

Assessment and evaluation are critical to the teaching and learning process. By collecting and examining evidence of students' learning on an ongoing basis, educators are able to make informed decisions about instruction to support improved student learning. They are well positioned to personalize instruction and maximize learning for all students as they compare the various forms of evidence with the learning outcomes or goals that students are expected to achieve. These actions and decisions directly support **New Brunswick's vision**: *Working together, in inclusive learning environments, to support each child and student in reaching their full potential.*

Over the past several years, New Brunswick, like many other jurisdictions, has placed a greater emphasis on assessment and how it can positively impact learning. Educators at all levels are encouraged to be guided by the following principles of assessment:

- The purpose of all assessment is to obtain evidence of learning.
- Assessment is a powerful tool to effect change for improvement.
- Assessment is an integral component of an evidence-based, decision-making model.
- The effectiveness of assessment depends on users' understanding and appropriate application of results.

### Balanced Assessment

Balanced assessment includes a variable blend of formative, benchmark and large-scale assessment to provide information at differing intervals, for different purposes and for different roles. Each type of assessment provides a different perspective, and one cannot take the place of another. Together, they provide holistic assessment that informs decisions from the individual student through to the international level. Assessment is driven by purpose and educators select the type of assessment depending upon the decision they need to make. At the classroom level, the emphasis is on formative and benchmark assessments with formative assessment being used most frequently.

For more information about assessment types as they relate to planning, supporting, monitoring and verifying learning, refer to the provincial Balanced Assessment 2-sided document. Copies are available in each school.



### Formative Assessment

Formative assessment is an essential part of a balanced assessment program and when used regularly and in an interactive manner can significantly improve learning. As Moss and Brookhart (2009) state, "The research is clear. Formative assessment works because it has a direct effect on the two most important players in the teaching-learning process: the teacher and the student."



Formative assessment (assessment for learning) is not a new concept; it has been around for well over 40 years. It has, however, gained significant attention more recently because of its potential to improve learning with:

- evidence collected and examined on an ongoing basis to make informed instructional decisions;
- specific and descriptive feedback;
- information to plan for learning that happens at different rates and is shown in many ways; and
- specific information and a process to help learners take responsibility for their own learning.

For more information on how formative assessment can be used throughout the entire learning cycle, that is, planning for learning prior to instruction, supporting learning during instruction, monitoring learning between instruction, and verifying learning after instruction, see the provincial Formative Assessment foldout document that has been provided to schools. This document also includes teacher and student strategies to help facilitate effective formative assessment practices. Additionally, it provides some valuable links to support the implementation of formative assessment.



### Formative Assessment to inform instruction.

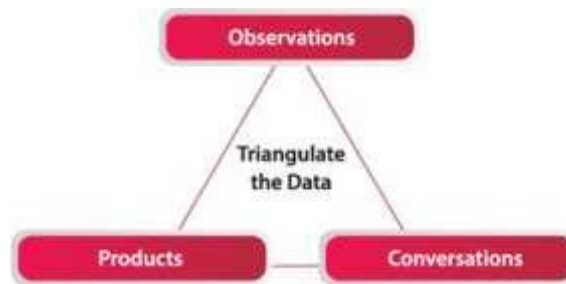
Formative assessment is an interactive and frequent part of the learning cycle, and allows teachers to collect feedback to validate or modify current instruction. Additionally, it allows students to affirm or adjust their current learning strategies. In order for formative assessment to be successful, the relationship between teacher and student is paramount. Teachers have access to a reflection checklist to assist with Self-reflection on one's own practice and to monitor growth over time. Refer to Appendix B for a copy of the checklist.

FORMATIVE ASSESSMENT TO INFORM INSTRUCTION K - 12	
<b>IDENTIFYING PRACTICES</b>	<p><b>TEACHERS:</b> Identify current formative assessment practices used in the classroom. Consider the effectiveness of these practices and how they can be improved. Use the checklist to guide reflection on current practices and to monitor growth over time.</p> <p><b>STUDENTS:</b> Identify current formative assessment practices used in the classroom. Consider the effectiveness of these practices and how they can be improved. Use the checklist to guide reflection on current practices and to monitor growth over time.</p>
<b>IMPLEMENTING PRACTICES</b>	<p><b>TEACHERS:</b> Implement formative assessment practices in the classroom. Use the checklist to guide reflection on current practices and to monitor growth over time.</p> <p><b>STUDENTS:</b> Implement formative assessment practices in the classroom. Use the checklist to guide reflection on current practices and to monitor growth over time.</p>
<b>EVALUATING PRACTICES</b>	<p><b>TEACHERS:</b> Evaluate the effectiveness of formative assessment practices used in the classroom. Use the checklist to guide reflection on current practices and to monitor growth over time.</p> <p><b>STUDENTS:</b> Evaluate the effectiveness of formative assessment practices used in the classroom. Use the checklist to guide reflection on current practices and to monitor growth over time.</p>
<b>ADJUSTING PRACTICES</b>	<p><b>TEACHERS:</b> Adjust formative assessment practices in the classroom based on the results of the checklist. Use the checklist to guide reflection on current practices and to monitor growth over time.</p> <p><b>STUDENTS:</b> Adjust formative assessment practices in the classroom based on the results of the checklist. Use the checklist to guide reflection on current practices and to monitor growth over time.</p>

### Triangulation of Data

To effectively evaluate and report on student learning, it is important that educators gather evidence from a variety of sources over time to ensure they have a comprehensive understanding of the learning of all students. Three generally agreed upon categories of evidence are observations, products and conversations (Lincoln & Guba, 1985; Davies, 2011; Cameron & Gregory, 2014). The following are examples of types of evidence within each category. It is important to note that some types of evidence can represent more than one category.

- **observations** (e.g., checklists, presentations, performance assessments, experiments being conducted);
- **products** (e.g., projects, benchmark assessment, quizzes, end-of-unit tests, experiments, writing samples, journals/learning logs); and
- **conversations** (e.g., self-assessments, interviews, conferences, peer feedback).



Anne Davies, in her book, *Making Classroom Assessment Work*, offers some excellent advice with respect to gathering such evidence. She underscores the need to consider in advance the types of assessment evidence that will best capture or verify a student's learning with respect to identified learning expectations or goals. She also emphasizes the importance of involving students in the assessment process. According to Davies (2011, p. 53),

When you get ready to evaluate and report on how well students are doing in relation to what needs to be learned, you will first need to review the description of learning, check that you have the right kinds of evidence, and use these observations, products and conversations to answer the questions: Did this student learn what she or he needed to learn? How well? In order to make an evaluation, we may look at different collections of evidence for different students.

Further, Dylan Wiliam (2011), in his book *Embedded Formative Assessment* suggests,

When the focus is on the decision that needs to be made, the teacher can then look at relevant sources of evidence that would contribute to making that decision in a smarter way. (p. 41)

The teacher is not sorting through data that has been provided to them, but using their professional judgement, gained through experience and reflective practice, to decide what evidence they need to collect to determine next steps for teaching and learning.

## Performance Standards

As part of the provincial review of reporting practices, it was agreed that to accurately communicate a student's academic learning success, it is important to assess, evaluate and report on learning habits separately from achievement of curriculum expectations and learning goals. The separation of and attention to such habits underscore the critical role they play in developing competencies required in 21<sup>st</sup> century learning and work environments and ensuring the descriptors of achievement are accurately focused on curriculum expectations and learning goals and the criteria for success established for them.

The following three sections: Achievement Levels, Learning Habits and Year-end Curriculum Rubrics explain the common criteria educators will use as they report on student learning and learning habits.

### Achievement Levels

Teachers use a collection of evidence (observations, products and conversations) gathered about each student's learning and based on curricular expectations to judge the quality of the learning. This process requires looking at a comprehensive range of evidence and the professional judgment of the teacher. According to Herbst and Davies (2014, p. 56) Making a professional judgment is a purposeful, systematic, multi-step process. This process does not come into play just at the end of the learning. Professional judgment becomes more informed with reflection, practice, and ongoing collegial conversations that involve looking at student work.

More and more, teachers across the province are coming together as professional learning teams to examine, discuss and thoughtfully consider various samples of student learning. This helps to ensure the reporting of learning for students is as accurate, consistent and informed as possible.

As part of the learning process, teachers help students understand achievement expectations. Teachers are the experts on their curricular area and can guide co-construction of criteria for expectations with students. This includes sharing samples or models of work, to support students to become much clearer about expectations.

In *Making Classroom Assessment Work*, Davies (2011, p.53) indicates

It is important that we use the evidence available for each student and compare it to the same set of curriculum standards and expectations. In a standards-based evaluation system, we have to account for each student's learning in relation to the expectations for that grade and subject area. While our written and verbal comments may speak to the amount of progress students have made in their learning, the evaluation must reflect their accomplishments in relations to the standards for the subject area and level at which they are working.

For achievement reports in New Brunswick, teachers will identify on a 4-point scale the level that best describes the evidence of learning.

Scale	Provincial Academic Achievement Expectations
<p style="text-align: center;"><b>4+</b></p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Excelling</b></p>	<p><b>Student learning and work show:</b> Strong and/or Excellent Achievement</p> <p>4+ indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.</p> <p>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.</p>
<p style="text-align: center;"><b>3+</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Meeting</b></p>	<p><b>Student learning and work show:</b> Appropriate and/or Proficient Achievement</p> <p>3+ indicates 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.</p> <p>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.</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Approaching</b></p>	<p><b>Student learning and work show:</b> A Combination of Appropriate and Below Appropriate Achievement</p> <p>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.</p>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Working below</b></p>	<p><b>Student learning and work show:</b> Below Appropriate Achievement</p> <p>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>
<p><b>N/A</b> (Not Applicable) indicates there is insufficient evidence to comment* at this time.</p> <p><b>A blank box</b> indicates the strand has not been assessed in this reporting period.</p> <p><b>PLP-M</b> (Personalized Learning Plan – Modified) <b>(to become PLP-ADJ)</b> (Personalized Learning Plan – Adjusted Curriculum) indicates adjustments to learning goals.</p> <p><b>PLP-I</b> (Personalized Learning Plan – Individualized) indicates individualization of learning goals.</p> <p><b>EAL</b> (English as an Additional Language) indicates the English language is the primary learning goal.</p>	

\*Please note: the word *comment* in this description for parents refers to if a teacher does not have sufficient evidence to indicate a level on the achievement scale by strand. An N/A designation does not prevent a teacher from providing strengths/needs/next steps in the “Comment” box.

## Learning Habits

The development of work habits is an important part of a student's learning as developing such learning habits or behaviours impacts an individual's success in school and in life. Co-constructing criteria for each of the learning habits with the students at the beginning of the school year will help clarify what is necessary to be successful. The same learning habits will be reported at kindergarten through eighth grade. At kindergarten to Grade 5, the homeroom teacher completes this section of the report cards. There is a separate comment box to elaborate on or clarify performance indicators. At Grades 6-8, each subject area teacher reports on the learning habits. If teachers wish to add comments, these must be included in the subject area comment box.

### Learning Habits and Observable Indicators K-8

Learning Habits	Observable Indicators
<b>Independence</b>	<ul style="list-style-type: none"> <li>• Sets goals and reflects on these goals.</li> <li>• Asks for assistance when needed.</li> <li>• Does not give up easily on challenging tasks.</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Has the desire to learn.</li> <li>• Works hard and makes an effort.</li> <li>• Takes risks.</li> </ul>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>• Resolves conflict appropriately.</li> <li>• Works well with others.</li> <li>• Is respectful.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Creates and follows a plan.</li> <li>• Manages time well to complete tasks.</li> <li>• Manages personal belongings and learning materials.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Takes care of belongings and school property.</li> <li>• Completes work on time.</li> <li>• Accepts responsibility for actions and manages own behaviour.</li> </ul>

Learning Habits Scale		
<b>C</b>	<b>Consistently</b>	Almost all or all of the time
<b>U</b>	<b>Usually</b>	More than half of the time
<b>S</b>	<b>Sometimes</b>	Less than half of the time
<b>R</b>	<b>Rarely</b>	Almost never or never

## Year-End Curriculum Rubrics

Year-end curriculum rubrics are created to align with the outcomes in prescribed curricula. They describe levels of performance or understanding and provide clear assessment targets, consistent expectations, and support learners to know exactly what is expected of them.

- The year-end curriculum rubrics are developed to define end-of-year achievement levels. Everything a student does in class and throughout the year counts as evidence of learning and will help to inform the achievement level assigned at each reporting period. End-of-year achievement reflects current learning; if a student experienced challenges and now has mastered the skills and knowledge, those past performances will not change the achievement level (i.e., it is a statement of learning now, not an average of evidence overtime).
- Rubrics will guide your evaluation, however, there will be decision points that you have to make. They will help to bring consistency to grading across the province but they do not remove the need for professional judgments as learning in each strand is complex and cannot be captured by a few lines in a rubric. The rubric language provides the collective thinking of other professionals and will help direct the evidence teachers and students will gather over time.
- Consistent with formative assessment, educators and students gather evidence of learning over time (observations, products and conversations). On the achievement reports, this evidence will be used to make professional judgments about which level best describes the student's current capacity with the curriculum learning goals. As part of their everyday practice, teachers collect evidence through a variety of assignments and techniques. This allows them to capture what students know and are able to do, and to identify progress and gaps. Teachers ask: What do my students need to learn? (learning expectations/targets/goals) How do I know when they have learned it? (check for understanding/gather evidence) What will I do when they have/haven't learned it? (instructional decisions and design).
- Evidence informs educator decisions about what level best describes the learning to date. The levels in the rubrics should be considered globally, not as a checklist, though certain aspects may be highlighted as holding more weight. Many students will not fall neatly into a level. Teachers will need to use their professional judgment and may need to add more specific description in the comment section. For example, a student may be mostly "Meeting" the learning expectations, but "Approaching" in one or two details; you may decide that the evidence suggests learning is solid enough to be valued as "Meeting", however, your comments could explain the one or two details as "Needs". It is noteworthy, that unless it is part of a curriculum outcome, behaviours will be reported separately from achievement in the Learning Habits section.
- The "Meeting" column of the rubrics describes appropriate achievement based on curricular standards. "Excelling" means that over time the evidence of learning: demonstrates deeper and/or more insightful thinking; demonstrates the learner is recognizing connections and applying learning to a wider range of situations; and/or demonstrates the learner is applying learning to more complex contexts.
- There are not separate rubrics for the fall and spring achievement reports. Rubrics for midpoints in the year will be created by teachers with students with year-end goals and standards for achievement levels in mind. This supports flexibility and responsive instruction while maintaining consistency with curriculum expectations. Students are not expected to have met the curriculum expectations by mid-year, so teachers will use evidence of learning and professional judgment to determine if students are on target to be "Meeting" the curriculum expectations by end of year.
- The end-of-year curriculum rubrics are organized by strands to align the curriculum documents with the report cards. They can be found on the portal. Each subject area has rubrics to outline year-end achievement by strand.

## Completing Provincial Report Cards

This section of the document includes information related specifically to the completion of report cards and is organized by headings that are intended to facilitate ease of use.

### Reporting Periods

Each school year, there will be three provincial achievement reports for Grades K-8. These will occur in November, March, and June. The purpose of the achievement report card is to provide a summary of learning during each reporting period. Teachers will report on achievement by subject area strands and there is a place for comments for every subject on the achievement reports. There will be two parent-teacher interviews to coincide with the November and March report cards.

### Considerations When Writing Report Card Comments

Report card comments are an important mechanism to communicate with parents about their child's learning. They reflect the provincial focus on learning by specifically identifying student **strengths, needs and/or next steps**.

### Tips for Writing Comments

The following are some suggestions to consider when writing comments on report cards. The ultimate goal is to provide meaningful comments that reflect a student-focus.

- Do not write a curriculum summary of material taught during the term. This information can be communicated in other ways and at other times.
- Be specific. Use simple words and short sentences to ensure maximum clarity. Avoid superlatives and absolutes such as 'best', 'always' and 'never'.
- Address 'strengths', 'needs' **and/or** 'next steps', as appropriate. (See **Phrases to Consider for Report Card Comments**). Comments **do not need to** reflect all three aspects for each comment section, nor is it necessary to provide feedback on every strand. Teacher professionalism and discretion must be applied. Keep in mind that more information can be shared at the parent-teacher conference.
- Remember that parents vary widely in their educational experiences and familiarity with educational terms. Use language that avoids educational jargon and expressions. This will help parents to better understand their child's progress and in what areas they may need continued development.
- Create comments specific to established learning outcomes or expectations for the various subject areas.
- Consider questions parents might have about their child's progress and achievement, and use these to inform comments.

As you create comments for each student across subject areas, it is valuable to ask yourself questions such as the following:

Will a parent reading these comments

- ✓ understand clearly how his/her child is doing in your class/subject?
- ✓ understand that his/her child has areas of strength?
- ✓ know what is being done to address areas of challenge? (This can include ways the child can take some responsibility for improvement or ways the family can further support learning.)
- ✓ be aware of your interest in his/her child as an individual learner?

*Adapted with permission from Tri-County Regional School Board, Nova Scotia*

It is not expected that administrators will review every comment on each report card. However, the common practice of reviewing a sample of comments from various grade levels is recommended.



## Descriptors for Consideration When Writing Comments

<b>4</b>	<b>3</b>
Demonstrates required knowledge and skills, and is <b>excelling with</b> learning goals.	Demonstrates required knowledge and skills, and is <b>meeting</b> learning goals.
<ul style="list-style-type: none"> <li>• Consistently</li> <li>• To a high degree</li> <li>• With minimal or no prompting</li> <li>• Is skilled at</li> <li>• Has fully demonstrated</li> <li>• Clearly</li> <li>• Independently</li> <li>• Excellent</li> <li>• Comprehensive understanding</li> <li>• Easily</li> <li>• Is very good at</li> <li>• Often uses</li> <li>• Skilfully uses</li> <li>• Understands how/that</li> </ul> <p>4+ This achievement level is reserved for outstanding achievement throughout the reporting period that surpasses grade-level expectations.</p> <ul style="list-style-type: none"> <li>• Without prompting</li> <li>• Confidently and independently</li> </ul>	<ul style="list-style-type: none"> <li>• Solid</li> <li>• Is proficient</li> <li>• Most of the time</li> <li>• Is able to</li> <li>• For the most part</li> <li>• Often can</li> <li>• Usually</li> <li>• Demonstrates</li> <li>• Requires some support with</li> </ul> <p>3+ This achievement level is reserved for consistently proficient achievement throughout the reporting period.</p>
<b>2</b>	<b>1</b>
Demonstrates some of the required knowledge and skills, and is <b>approaching</b> learning goals.	Demonstrates limited understanding of the required knowledge and skills and is <b>working below</b> learning goals.
<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• With support</li> <li>• With prompting</li> <li>• Occasionally</li> <li>• Is beginning to</li> <li>• Has some difficulty with</li> <li>• Is developing</li> <li>• Is aware of ... but is not applying independently</li> <li>• Is approaching</li> <li>• Strives to</li> <li>• Has a basic understanding of</li> <li>• Understands some of</li> </ul>	<ul style="list-style-type: none"> <li>• Is not able to</li> <li>• Does not yet</li> <li>• Is unable to</li> <li>• Needs a great deal of assistance</li> <li>• Has not yet demonstrated</li> <li>• Not usually</li> <li>• With repeated assistance</li> <li>• Rarely</li> <li>• Has difficulty with</li> <li>• Struggles to</li> <li>• Has a limited understanding of</li> </ul>

*Adapted with permission from Tri-County Regional School Board, Nova Scotia*

## Phrases and Verbs for Consideration When Writing Comments

<b>Strengths</b> <b>(what the student is able to do)</b>	<b>Needs</b> <b>(areas of learning that require further attention or development )</b>	<b>Next Steps</b> <b>(ways to support the student's growth)</b>
<ul style="list-style-type: none"> <li>• Able to construct, able to determine, able to extend, able to research, able to respond, able to support ...</li> <li>• Can accurately, can adapt, can consistently, can easily, can effectively, can explain, can identify, can solve, can successfully ...</li> <li>• Consistently makes ...</li> <li>• Continues to ...</li> <li>• Demonstrates a clear understanding ...</li> <li>• Demonstrates effective ...</li> <li>• Displays strong, displays exceptional ...</li> <li>• Has achieved ...</li> <li>• Has a good grasp of ...</li> <li>• Has successfully ...</li> <li>• Has learned ...</li> <li>• Has very good insight ...</li> <li>• Improved tremendously ...</li> <li>• Is able to ...</li> <li>• Is capable of ...</li> <li>• Is developing ...</li> <li>• Is consistently able to ...</li> <li>• Recognizes the importance ...</li> <li>• Shows commitment ...</li> <li>• Is competent in ...</li> <li>• Is proficient at ...</li> <li>• Is skillful at ...</li> <li>• Is very good at ...</li> <li>• Often uses ...</li> <li>• Recognizes that ...</li> <li>• Successfully interprets ...</li> <li>• Skilfully uses ...</li> <li>• Understands how ...</li> <li>• Uses a variety of ...</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to ...</li> <li>• Continues to need help with...</li> <li>• Could profit by ...</li> <li>• Demonstrates a limited ability to ...</li> <li>• Does not always ...</li> <li>• Does not demonstrate ...</li> <li>• Experiences difficulty with; has difficulty with ...</li> <li>• Finds it difficult at times to, has difficulty ...</li> <li>• Has not yet demonstrated the ability to ...</li> <li>• Has not yet demonstrated understanding ...</li> <li>• Has trouble with ...</li> <li>• Is seldom able to ...</li> <li>• Is encouraged to ...</li> <li>• Is benefiting from practice with ...</li> <li>• Is learning to/that ...</li> <li>• Is receiving help with ...</li> <li>• Is working at ...</li> <li>• It is important that ...</li> <li>• Lacks a clear understanding</li> <li>• Needs more opportunities to ...</li> <li>• Needs ongoing help with ...</li> <li>• Needs support to ...</li> <li>• Needs to clarify ...</li> <li>• Needs to develop ...</li> <li>• Often lacks ...</li> <li>• Rarely able to ...</li> <li>• Requires adult support ...</li> <li>• Requires more time</li> <li>• Tries to ...</li> <li>• Struggles to ...</li> <li>• Unable to explain ...</li> </ul>	<ul style="list-style-type: none"> <li>• Can practice at home by ...</li> <li>• Greater focus on ...</li> <li>• Is encouraged to ...</li> <li>• Is encouraged to be more ...</li> <li>• Is encouraged to seek ...</li> <li>• Is encouraged to strive to ...</li> <li>• Is not always willing to ...</li> <li>• It is recommended that ...</li> <li>• It is suggested that ...</li> <li>• Needs more time to develop ...</li> <li>• Needs to ask ...</li> <li>• Needs to be more open ...</li> <li>• Needs to consider ...</li> <li>• Needs to continue to ...</li> <li>• Needs to develop ...</li> <li>• Needs to expand on ...</li> <li>• Needs to improve; needs improvement in ...</li> <li>• Needs to refer to ...</li> <li>• Needs to review ...</li> <li>• Needs reinforcement in ...</li> <li>• Needs to spend more time on should spend more time on ...</li> <li>• Needs time to ...</li> <li>• Needs to work on ...</li> <li>• Requires additional effort ...</li> <li>• Requires more practice ...</li> <li>• Requires further understanding ...</li> <li>• Requires guided instruction...</li> <li>• Should continue to ...</li> <li>• Should do further practice ...</li> <li>• Should take the time to ...</li> <li>• Should use options for ...</li> <li>• Would benefit from ...</li> <li>• Will have opportunities to ...</li> </ul>

### Some action verbs to consider using:

Applies	Constructs	Experiments	Illustrates	Operates	Shows
Builds	Creates	Explains	Interprets	Participates	Solves
Compares	Describes	Expresses	Knows	Performs	
Completes	Evaluates	Extends	Organizes	Produces	

*Adapted with permission from Tri-County Regional School Board, Nova Scotia*

## Constructing an Effective Next Steps Comment

1. Use verbs (e.g. apply, develop, focus on, use). See action verbs on the bottom of page 13.
2. Indicate what the student needs to do to make future progress. Often these will describe the use of a learning skill to affect subject knowledge or skill development. Do not describe what the teacher should do or simply state the next topic of study.

**Example:** use the editing checklist specifically to improve punctuation in longer forms of writing

**Non-example:** use correctly the conventions specified for this grade

3. Be specific and phrase positively.

**Example:** use observations accurately to create diagrams and record information

**Non-example:** use research skills

Adapted from *Elementary Report Card Comment Criteria: A Guide*, Halton District School Board, Toronto, 2009

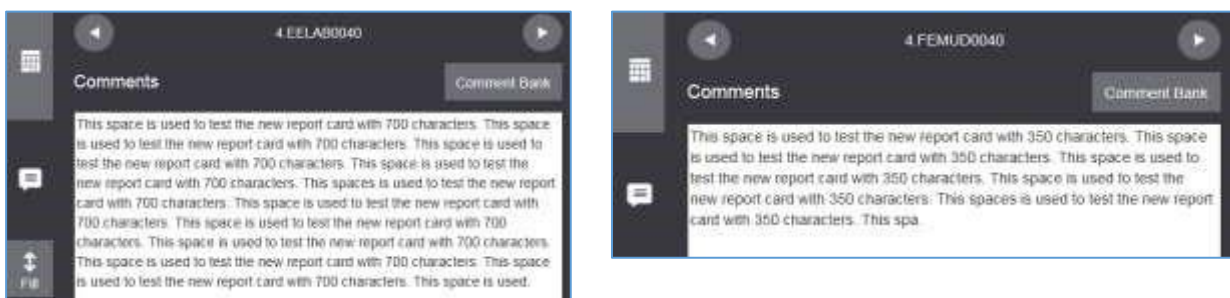
## Character Counts for K-8 English Prime and French Immersion Report Cards

The spaces for comments on the provincial report cards are based on specific character counts as shown below. The following are the character counts for both K-8 English Prime (EP) and French Immersion (FI) report cards.

Learning Habits K-5	Learning Habits 6-8	English Language Arts (ELA) K-8	FI Language Arts (FILA) 3-8	Mathematics K-8	Pre – Intensive, Intensive, and Post Intensive French	All Other Subjects
700	Reported within subject area comment box	700	700	700	700	350

Although **Strengths, Needs, Next Steps** appear in each subject area comment box, these words are hard coded and thus do not use any of the available characters. The comment box will not allow you to exceed the allowable character count for any subject and will stop at either 700 or 350 depending on the subject area. **These are changes for the 2016-17 school year.**

With the comment box open in PowerTeacher Pro, 700 characters (including spaces) are approximately 9 lines of text and 350 characters (including spaces) are approximately 4 ½ lines of text.



It is not possible to change the font size in the comment boxes. Spell check does work in the comment boxes and runs from the dictionary on the computer. The option does exist to type comments in MS Word and then copy and paste them individually into the comment box. Some teachers prefer completing comments in this fashion so they can easily reference comments from the previous term. It is possible, however, to see comments you have written for a student in a previous term by going back to that term.

## Report Card Comment Samples

Comments, like achievement levels, need to reflect a student's learning at the current reporting period and be based on a collection of evidence (conversations, observations and products) that shows what the student knows, understands and is able to do at the time with respect to defined learning expectations or outcomes and related standards or rubrics.

This document provides two types of report card comment samples. The first set of comments includes the achievement levels for the strands as well as the comments. If it is a Term 3 comment and there is no achievement level indicated for a strand, this would suggest the strand was taught only during the first or second term. The second set of comments does not include strand information; they are included to illustrate how some teachers have described strengths, needs, and/or next steps. When reviewing the second set of comments, **please read them understanding that each context is unique to the learner.** For example, a student could be receiving a 4 on one strand of a subject area and perhaps a 2 and a 3 on other strands within the same subject area. Consequently, the comments reflect the current achievement. Another student may receive all 4s on strands within a subject area and again the comments will reflect the current achievement.

### Mathematics - Kindergarten

(T3)

Strands – Number 4+    Patterns & Relations    Shape & Space 4

Strengths/Needs/Next Steps: Robert has a thorough understanding of numbers to 10. He counts sets of objects to find out how many, recites the number sequence forward/backward from any given number and names the number that comes before/after. He shows knowledge of numbers well beyond 10. He is able to break a number to 10 into two parts, and say how many is in each part and altogether. He can use mental math strategies to solve addition and subtraction facts to 12. Robert can use direct comparison to describe the length, capacity and mass of objects. He independently applies math learning in situations outside of math time. Robert uses appropriate math vocabulary and explains his reasoning with clarity.

(Character Count: 684)

**English Language Arts – Grade 2****(T3)**

Strands – Reading and Viewing 4+ Speaking and Listening 3+ Writing and Representing 3

Strengths/Needs/Next Steps: Ella often shares her thoughts and ideas with the class. She understands key ideas and can easily follow instructions. Ella consistently reads above the target level for the end of June. She uses cuing systems (sounds, word order and context) efficiently to monitor and self-correct as she reads. Ella can respond accurately to a variety of questions of different difficulty about a text. She often uses grade level strategies and routinely revises and edits her writing. Ella demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing. Ella, you should be proud of your accomplishments this year – keep reading over the summer!

(Character Count: 694)

**English Language Arts – Grade 4****(T3)**

Strengths/Needs/Next Steps: Janna has learned to ask and answer very simple questions about familiar topics, and talk to others using simple words. She can name common objects (e.g. foods) and follow simple instructions in the classroom, especially with the help of pictures. Janna is beginning to recognize familiar words and phrases in print, especially if supported by visuals. Janna can copy familiar simple words, phrases and expressions, especially with the help of a model, and can label images using familiar words. Janna is making clear progress in her English language development, but is not yet able to attempt grade level outcomes in English Language Arts.

(Character Count: 643)

**Visual Art - Grade 2****(T2)**

Strands – Create/Communicate/Connect 3

Strengths/Needs/Next Steps: Julie is able to create a variety of art works using many different materials and techniques such as drawing, painting, sculpture and printmaking. She can consistently express her feelings, tell stories and respond to her environment through her artwork. I encourage her to explore different materials and to practice responding to are work.

(Character Count: 341)

**Mathematics – Grade 3****(T3)**

Strands – Number 4 Patterns &amp; Relations 4 Shape &amp; Space 3 Statistics 3

Will uses precise math language correctly on a regular basis. He independently and consistently makes appropriate connections among concrete, pictorial and symbolic representations. Will independently considers and applies different strategies to solve a range of complex and unfamiliar problems. Additionally, he independently makes connections between and within different strands of mathematics. Will has an excellent grasp of addition and subtraction of two digit numbers up to 100. He can identify, describe, construct, compare and sort 3-D objects and 2-D shapes using different attributes. Will estimates, using referents and measures length, height and mass with non-standard units.

(Character Count: 691)

**Physical Education - Grade 3****(T2)**

Strands – Knowing 3 Doing 3 Valuing 3+

Strengths/Needs/Next Steps: Mia is able to perform movement sequences to music. She has shown improvement and meets expectations in throwing, kicking, running and jumping skills and integrates these in activities and games. She works very well with others and readily accepts responsibility for assigned roles. Mia can explain the need to participate in daily activities.

(Character Count: 346)

**FI Language Arts - Grade 4****(T3)**

Strands – Speaking &amp; Listening 4+ Reading &amp; Viewing 4+ Writing and Representing 4

Strengths/Needs/Next Steps: Jane reads with excellent fluency and expression and above the level defined for this grade level. She understands well what she reads and can talk about it in detail. Jane expresses herself well using familiar language structures. She independently organizes her writing into paragraphs and is developing her voice as a writer. Jane is now using transition words in her writing. Jane needs to continue to add interesting adjectives to her writing. I encourage Jane to keep reading in French to maintain and develop her reading level and to keep a French journal of her summer experiences.

(Character Count: 589)

**Music - Grade 5**

Strands – Create/Communicate/Connect 2

Strengths/Needs/Next Steps: Dave is able to identify instrument families however has difficulty correctly indicating which instrument belongs in each family. Support is often required because he is reluctant to participate in singing and creating music using an instrument. Dave is encouraged to join in activities without prompting.

(Character Count: 305)

**English Language Arts – Grade 7****(T2)**

Strands – Speaking &amp; Listening 3 Reading &amp; Viewing 2 Writing &amp; Representing 3

Strengths/Needs/Next Steps: June is hesitant to contribute to whole group conversations; she prefers small groups. She shows appropriate listening comprehension skills. Jane has worked to enhance her reading comprehension strategies; however, application is not yet fully consistent. This will be a focus moving forward. June has succeeded in improving her reading comprehension. She attends to details, showing her ability to evaluate/analyze what she reads, answer questions of different level of difficulty, and form and support opinions using information from the text. June has demonstrated the ability to meet all aspects of appropriate writing, particularly focusing on her sentence fluency and conventions.

(Character count – 689)

**Post-Intensive French – Grade 7****(T2)**

Strands – Speaking &amp; Listening 3 Reading &amp; Viewing 2 Writing &amp; Representing 3

Strengths/Needs/Next Steps: This term Jack has continued to demonstrate a good overall grasp of the French language in speaking and listening. He sometimes requires extra support or direction to accomplish tasks, especially involving reading and writing. Jack has shown improvement in his independent work. For the final term, Jack is encouraged to further develop his writing by working to go beyond the provided models and adding more content to his written pieces. Jack's reading fluency has shown improvement, however, he still has some challenges with fully comprehending what he reads. More attention to classwork and discussion about what we are reading will help improve this as well as rereading before responding.

(Character count: 695)

**Social Studies – Grade 7****(T2)**

Strands – Knowledge 3+ Inquiry 3

Strengths/Needs/Next Steps: Kevin demonstrated a strong understanding of the key concepts under study this term through assessments, visual products and group work. Kevin would benefit from participating more in class discussions to further develop critical thinking skills. His written responses need to show a deeper understanding of drawing conclusions and making inferences.

(Character count: 350)

**Language Arts Grade 4 (Recent Transfer)**

Strengths/Needs/Next Steps: Joe has been with us two weeks. His reading level is appropriate for grade level. He uses great decoding skills and makes appropriate inferences. His writing and speaking and listening outcomes will be assessed during the next reporting period.

(Character Count: 245)

**Mathematics (EAL) - Grade 6****(T1)**

Strengths/Needs/Next Steps: Sarah does calculations independently, however experiences challenges with math terms. As Sarah continues to receive support to learn the English language it will be important for her to review math concepts and to practice reading and writing math terms.

(Character Count: 255)

**English Language Arts (EAL) – Grade 8****(T1)**

Strengths/Needs/Next Steps: Jing can communicate to meet daily needs (e.g. shopping, eating), and can understand short, simple stories when told clearly and slowly. He can ask for and give opinions, and agree and disagree, in a simple way. He uses some reading strategies (rereading, making connections, using text features) to help him understand short, simple texts on familiar subjects. He consistently uses upper case and final punctuation correctly, and can use commas and quotation marks correctly, in some cases. He can write short, simple texts using familiar words. He is making clear progress, but is not yet able to function at grade level outcomes in English Language Arts.

(Character Count: 688)

**F.I. Language Arts - Grade 7****(T1)**

Strengths/Needs/Next Steps: Paul understands the topics introduced in French Language class. He performs independently with mechanics of speaking and writing. He has a strong understanding of the concepts taught. Moving forward, Paul is encouraged to work on independent editing of writing pieces during the guided conference time. Paul should choose books that reflect his grade-level reading ability and interests.

(Character Count: 385)

**Mathematics (PLP-M (to become PLP-ADJ)) - Grade 8****(T3)**

Strengths/Needs/Next Steps: Jen was able to complete perfect square numbers and roots at grade level. She was able to complete parts of other outcomes at grade level with an example and calculator such as volume of rectangular prisms. She has met all outcomes (see PLP) identified for her and has made some great gains this year.

(Character Count: 300)



## Checkboxes on the Report Cards

There are several checkboxes on the provincial report cards that teachers have the option to select. This decision will be based on the student's program. Instructions for inserting indicators that will create checkmarks in the boxes are provided in Appendix C – **Completing K-8 Report Cards with PowerTeacher Pro**. Further guidance about the selection of checkboxes is provided below.

### English as an Additional Language (EAL)

The purpose of the English as an Additional Language (EAL) check box on the K-8 report cards is to indicate that the primary learning goals for a student is to develop English language literacy skills. It is recommended that a discussion take place at the school with teachers, ESS and administrators when it comes to the use of the EAL box.

### Criteria for checking the EAL Box

#### YES

- The teacher cannot confidently assess the student's competence in the subject area.
- Language barriers may be affecting the student's ability to show their true competence, despite effective Tier I supports, universal accommodations, or universal design for learning principles.
- The focus of instruction is on developing English language learning.
- The collection of evidence that has been gathered suggests that the student needs more time to develop their language skills.
- Adjustments have been made to the curriculum as a **temporary measure** to address the time that is necessary for ELLS to be able to show what they know.

#### NO

- Do not check the box if the student is able to follow grade-level curriculum in the subject area (perhaps with universal accommodations or universal design for learning principles).
- The box does not need to be checked for every subject.

#### IMPORTANT

Even with a checked EAL box, it is suggested the teacher provide comments on the report card on student's strengths, needs and/or next steps.

A reminder to teachers that if the EAL box is checked, they will need at the strand level, to identify NA or if it is felt that there is sufficient evidence to indicate an achievement scale at the strand level, use 1 to 4+ for comments to appear on the report card.

Ultimately some students will require more time than others to develop language skills. Each student's individual experience must be considered when it comes to deciding if the EAL check box should be used.

Please note: If, after considerable Tier I support, there is no evidence of progress in language learning, a referral to Education Support Services (ESS) is appropriate.

## Personalized Learning Plans (PLP)

A PLP may be identified as PLP- M (Modified) (to become PLP-ADJ (Adjusted Curriculum)) or PLP-I (Individualized) on the report card. The learning goals on the PLP are to be assessed and evaluated for the purpose of reporting student achievement. A check in the PLP-M box clearly signals that the student achievement levels are based on changed (altered, deleted, or added to) expectations of prescribed grade-level curriculum outcomes. When reporting on the achievement by strands, it is in relation to the learning goals within the PLP and the performance levels and corresponding criteria apply. A check in the PLP-I box signals that the student's achievement levels are not based on prescribed grade-level curriculum but on functional individualized goals and outcomes. In the case of a student who has a PLP-I, teachers may use an attachment to describe the achievement of the student in relation to the learning goals of the PLP-I as the current provincial template is currently created by subject areas.

In the case where a student has a PLP-M (to become PLP-ADJ) or a PLP-I, parents should have already received a copy of the PLP and the identified learning goals. Consequently, the teacher should avoid duplicating this information when completing the report card. If the PLP has been updated or revised prior to a reporting period, a copy of the PLP should have also been sent to parents. For students who are not making satisfactory progress, the goals and outcomes in the PLP will need to be reviewed and a consultation with ESS for next steps may be appropriate.

Accommodations do not alter the expectations described in the curricular outcomes. They are strategies, technologies or adjustments that permit students to reach prescribed outcomes in spite of barriers to learning. Accessing these accommodations does not devalue student performance and resulting achievement. As such, they are not documented in the report card. As a general rule, schools are not to disclose information on a report card that identifies a student as having a disability or flags him or her as having a Personalized Learning Plan unless the educational program has been modified (adjusted) or individualized. (Note: Justified accommodations are documented in a student's Personalized Learning Plan). This adheres to the principles of Universal Design for Learning and is in compliance with the Canadian Charter of Rights and Freedoms, as well as the New Brunswick Human Rights Act.

<http://www.gnb.ca/0000/publications/ss/AccommodationsForInstructionAndAssessment.pdf>

When summarizing student achievement on the report card, it is critical to recognize two important components:

- 1.) What is the outcome measuring?
- 2.) What are the multiple means of demonstrating that the student has met the outcome? See the following examples:

**Grade 6 Science: 107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs**

This outcome allows for multiple means of representation (i.e., written, orally, visually). It does not require that a student be only evaluated through writing.

**Grade 4: 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms; recognize that particular forms require the use of specific features, structures, and patterns.**

This outcome allows for multiple means of expression (i.e., it does not suggest a student must use a pencil or pen to create). It does not require that a student be evaluated through cursive or manuscript writing.

### French Learning Experiences

Students in the English Prime Program, through to the end of Grade 3, will participate in French Learning Experiences. These learning experiences expose students to French language and culture. Although teachers do not report on achievement with respect to the French learning experiences, they are required to indicate through the checkbox that students are engaged in them.

## Attachments

There is a box on the first page of the report card to indicate to parents the number of attachments included. This number must be handwritten. Attachments should be kept to a minimum and focused on providing information about student learning (e.g., First Nations Languages Checklist or an attachment for a student who has a PLP-I). The signature page to be returned to the school is considered part of the report card; it is not an attachment. Similarly, school wide notices are not considered attachments and do not require the box to be checked.

## First Nation Languages

There is no provincially prescribed curriculum for First Nation languages in K-8. If there is a group of students in a school studying a First Nations language they should be scheduled in Advisory. An attachment has been created to facilitate reporting to parents on student achievement for such a course. See the Appendices section for this document. It is on page 32 after Appendix A. It is not identified with Appendix B as it is in a printable format.

## Report Cards and Cumulative Record Cards

A copy of the June Report Card (T3) should be placed in the student's cumulative record card. For the 2016-17 school year, schools will be able to print labels that show the achievement by strands for the various subject areas. These labels are to be attached to the cumulative record cards in the appropriate grade level sections.

### Report Card Response Form

This form is for parents and students to complete and return to the homeroom teacher. It is a permanent attachment and is printed as part of the report card. The scales and a legend are printed on the back. Teachers may wish to review the report cards with students so they are aware of the opportunity for them to write/draw their reflections. Examples of reflection prompts include: things I did well this term, things I need to work on, and things I really enjoyed.

Completing the Report Card Response Form is not mandatory; however, when the document is returned to the homeroom teacher, the process for managing this form must follow the [Classification Plan and Retention Schedules for Common Records](#) made by the Province of New Brunswick. This means the homeroom teacher should keep any Report Card Response Forms in his or her classroom during the year in question. At the end of June, the teacher should take these forms to the School Office where they need to be kept for one year. Once the year has passed, the forms can be destroyed.

Provincial Report Card: 2015-16 Report Period 1 Response Form	
<small>(Please complete relevant sections, sign, and return.)</small>	
<b>Student:</b>	<b>Grade:</b>
<b>School:</b> 2015-16	<b>Homeroom:</b>
<b>Principal:</b>	<b>School District:</b> Anglophone West School District
This is the parent/student response form. Please complete, sign, and return this form to the school with your child.	
<ul style="list-style-type: none"> <li>• Students, we encourage you to comment on what you have done well and what you plan to work on next.</li> <li>• 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.</li> </ul>	
Student's Reflections	
Student's Signature: _____	Date: _____
Parent/Guardian's Comment	
Parent/Guardian's Signature: _____	Date: _____

## **Frequently Asked Questions**

**Questions parents may ask you (teacher) at parent-teacher about the report card or information you might wish to share about the updates.**

### **1. What is the difference between a 4 and 4+?**

Refer to the descriptors and definitions provided for parents and teachers. A rating of 4 is very strong and outstanding work for the grade level. A rating of 4+ indicates work that surpasses grade-level expectations.

### **2. Does the reflection page for parents and students have to be filled out?**

It is great place for students and parents to share but is not required. It needs to be signed by parents to indicate the parent/guardian has received the report card. Comments will be read by the teacher and then filed. Those not filled out will also be filed. All forms will be collected and read by teachers.

### **3. If a box is blank or N/A, what does that mean?**

N/A will be given if there is not enough evidence to give a comment or mark at this time. For instance, you may have a course that is only taught once a week or once every two weeks. With any storm days or classes missed, the teacher may not have had the students for enough time to assess an outcome. It could also be that a student in a course rotation has just started a new course and may only have had a few classes at reporting time. If a student has been absent a number of days this could also result in N/A since the teacher may not have had adequate time to assess learning outcomes.

Blank means the course or outcome hasn't been assessed or taught at this time. For example, in math, *Shape and Space* may not be taught until winter and would therefore be blank at the November report.

### **4. How is the final achievement level calculated?**

T1, T2 and T3 are not averaged. The achievement level indicated each term reflects the student's performance and understanding of outcomes taught that term only. The mark for T3 reflects assessment from March until June. If there is a mark in T2 only, it means that course/outcome was taught only during the second reporting period.

### **5. What is a 3+?**

A 3+ allows the teacher to indicate when a student is demonstrating learning more consistently and independently. Both 3 and 3+ indicate appropriate learning and work with grade level outcomes.

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## References

Internal New Brunswick Department of Education and Early Childhood Development documents were consulted as well as the following:

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Moss, C. and S. Brookhart. 2009. *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Alexandria, VA: ASCD

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# Appendices



## Appendix A: Definitions

<b>Accommodations</b>	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.
<b>Achievement Levels</b>	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.
<b>Assessment</b>	The process of gathering information to determine how well a student is achieving the curriculum expectations in a subject strand.
<b>Co-construct Criteria</b>	The process by which students and teachers develop criteria together for assessing successful achievement of learning <b>targets/goals</b> .
<b>Conversations</b>	Conversations are one way to gather <b>evidence</b> of learning. They include planned dialogue with individuals about their learning. These can be done through written and/or 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 include <b>observations</b> and <b>products</b> .
<b>Curriculum</b>	This refers to the prescribed or approved program design and components, <b>learning expectations/outcomes</b> , learning experiences and instructional and assessment strategies, and resources. The documents that outline the information are called curriculum guides.
<b>Descriptors</b>	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 <b>rubrics</b> .
<b>EECD</b>	This is an acronym referring to the provincial government Department of Education and Early Childhood Development that oversees Early Learning and publicly funded education.
<b>Elementary</b>	This is the term used for schools offering Grades K-5. <b>Primary</b> refers to students in Kindergarten to Grade 2.
<b>English as an Additional Language (EAL)</b>	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 <b>learning goals</b> at the grade level, the greater focus is often on English language learning.
<b>Evaluation</b>	The process of making <b>professional judgments</b> 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.
<b>Evidence</b>	Information gathered to show student learning. Evidence is gathered overtime through <b>observations</b> , <b>conversations</b> , and <b>products</b> . Teachers examine all sources to plan for, assess, and evaluate learning.

<b>Formative Assessment</b>	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 <b>learning goals</b> . A key component is ongoing feedback about understanding and progress.
<b>GradeBook</b>	The software that is part of the <b>School Information System, PowerSchool</b> . It is used by teachers to track information about students including attendance, behaviour, and achievement.
<b>Learning Expectations</b>	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 <b>outcomes</b> and are the focal point when assessing and evaluating achievement.
<b>Learning Goals</b>	These are also referred to as <b>targets</b> 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 <b>learning expectations/outcomes</b> . The audience is the student. Ideally students help develop (co-construct) criteria for assessing successful achievement of these learning goals.
<b>Learning Habits</b>	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 <b>learning expectations</b> . There are five learning habits reported on from K-8: independence, initiative, interactions, responsibility, and organization.
<b>Meeting</b>	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.
<b>Middle Level</b>	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 it should offer a transition from 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.
<b>Observations</b>	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 support <b>professional judgments</b> . Other ways to gather evidence includes <b>conversations</b> and <b>products</b> .
<b>Outcomes</b>	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 <b>learning expectations</b> . All prescribed <b>curriculum</b> 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.

<b>Pilot</b>	A process for examining a change in a controlled environment before introducing it on a large scale.
<b>PLP</b>	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.
<b>Peer Assessment</b>	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 <b>learning goals</b> and criteria for success. Peer assessment is a powerful process for creating a community of learners.
<b>PowerSchool</b>	A web-based <b>student information system</b> (SIS) used to maintain student records.
<b>Portfolio</b>	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 <b>self-assessment</b> tool as teachers ask students to actively reflect on their learning in order to choose what will go into the portfolio.
<b>Primary</b>	Refers to students enrolled in Kindergarten to Grade 2.
<b>Products</b>	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 <b>conversations</b> and <b>observations</b> .
<b>Professional Judgment</b>	Decisions informed by professional knowledge of <b>curriculum</b> and the learners. It is part of professional practice to use information gathered: daily to make decisions about instruction; and, overtime from <b>conversations</b> , <b>products</b> , and <b>observations</b> to determine how well a student is meeting the <b>learning expectations</b> .
<b>Research</b>	Published and credible sources reviewed for information.
<b>Rubric</b>	This refers to a chart that describes levels of achievement of the <b>learning expectations</b> , in relation to specific criteria. The rubrics for the New Brunswick <b>curriculum</b> are posted to the portal. In the future, these will be embedded in curriculum documents for every subject. The rubrics have <b>descriptors</b> for the achievement <b>scale</b> for each report card strand.
<b>Scale</b>	Levels used to describe particular areas of learning (e.g., 4-3-2-1, C-U-S-R).
<b>Self-Assessment</b>	The process of recognizing, describing, and applying criteria and using the information to set, monitor and adjust one's own <b>learning goals</b> .
<b>Standards-based grading</b>	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.

<b>Strand</b>	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.
<b>Student Information System (SIS)</b>	The provincial learning management system for tracking student information. In New Brunswick the SIS is called <b>PowerSchool</b> .
<b>Student-Led Conference</b>	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.
<b>Summative Assessment</b>	Refers to assessment used to measure what students know and can do with respect to <b>learning expectations</b> . This kind of assessment occurs at the end of units and key times in learning.
<b>Targets/Goals</b>	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.
<b>Triangulation</b>	Refers to the use of information gathered from multiple types of evidence ( <b>conversations, observations, and products</b> ) overtime in order to enhance confidence in <b>professional judgments</b> .

## Appendix B: First Nations Language Report

Language: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Excelling**

- Communicates clearly in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Handles very short social exchanges.
- Uses a series of phrases and sentences clearly to describe in simple terms information on familiar topics and activities.
- Always understands phrases and the highest frequency vocabulary related to the topic. Grasps the main point in short, clear, simple messages and announcements.
- Accurately reads very short, simple texts. Locates specific, predictable information in simple everyday material such as advertisements, menus, timetables and personal letters.
- Accurately writes short, simple notes and messages related to the topic.

### **Meeting**

- Interacts in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech.
- Uses simple phrases and sentences to describe information on familiar topics and activities.
- Recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly.
- Understands familiar names, words and very simple sentences for example on notices and posters.
- Writes short, simple messages related to the topic.

### **Approaching**

- Sometimes is able to shares thoughts, feelings and experiences related to the dialogs that have been practiced.
- Sometimes uses simple phrases and sentences to describe information on familiar topics and a
- Sometimes recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly activities.
- Sometimes understands familiar names, words and very simple sentences for example on notices and posters.
- Sometimes is able to write short, simple messages related to the topic with support.

### **Working Below**

- Rarely shares thoughts, feelings and experiences related to the dialogs that have been practiced.
- Rarely uses simple phrases and sentences to describe information on familiar topics and activities.
- Rarely recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly.
- Rarely understands familiar names, words and very simple sentences for example on notices and posters.
- Rarely is able to write short, simple messages related to the topic with support.

**Comments:**

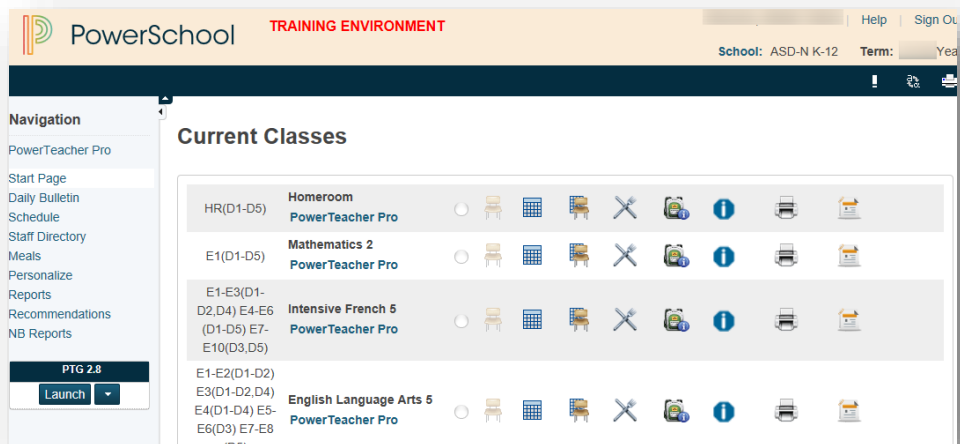
## Appendix C: Completing K-8 Report Cards with PowerTeacher Pro

This appendix provides step-by-step procedures for completing the provincial K-8 report cards. The document begins with instructions for logging on, followed by the procedure for adding an individualized or modified (adjusted) Personalized Learning Plan (PLP) indicator, if required. Adding the PLP indicator is an action that must be completed in PowerTeacher; remaining steps are completed in PowerTeacher Pro (PT Pro).

Logging on to PowerTeacher



By entering your nbed username and password, you will come to the PowerTeacher Homepage shown below.



### Adding an Individualized or Modified (Adjusted Curriculum) Personalized Learning Plan (PLP) Indicator by Subject

Prior to a classroom teacher adding a PLP indicator, the Educational Support Teacher-Resource (EST-Resource) will have needed to add the PLP designation for applicable students in PowerSchool Administrator.

In PowerTeacher you must click on the blue icon for every **subject that you teach**. If the EST-Resource has added the PLP designation the student's name will appear.



If you have students on PLPs and their names are not displayed in the PLP list you will need to ask the EST-Resource to add the PLP designation in PowerSchool Administrator for these students.

On the homepage of PowerTeacher is a list of all the classes you teach.

**Current Classes**

Click on the Alert icon for each Subject to indicate if individualization or modifications to curriculum outcomes have been made for a student

HR(M-F) HR2(M-Th)	Homeroom PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A1-A2(M-F) A2B(M-Th)	English Language Arts 4 PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A1-A2(M-F) A2B(M-Th)	English Language Arts 3 PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A1-A2(F) EM5(W)	Art 3 PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A1-A2(F) EM5(W)	Art 4 PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3(M-F)	Mathematics 3 PowerTeacher Pro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clicking on the Alert Icon generates a list of student(s) who have the PLP designation added in PowerSchool by the EST-Resource. For individualized or modified (adjusted) to appear on the report card for a subject you will need choose one of them by following the steps below.

(Click on a student to modify their SEP type)

Students	Student Number	Individualisation?	Modification?	PLP?	PLP Comments
	Gregory, Masoka 1000519544	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Please refer to PLP Plan for modified ELA outcomes

This is the comment entered by the EST-Resource when they added the PLP Designation in PowerSchool. This comment does not display on the report card.

Clicking on the student's blue, hyperlinked name opens the screen below where individualized or modified (adjusted) report card indicators can be chosen and submitted.

**Student's PLP Type**

10.0:

Student: Gregory, Masoka

Course: English Language Arts 4 (EELAB0040 4A)

Teacher: MacDowall, Riece

Individualised:

Modified:

Submit

Once the indicator is submitted a checkmark will appear under the selected PLP type. The only functionality of the checkmark is to provide an indication on the report card.

Students	Student Number	Individualisation?	Modification?	PLP?	PLP Comments
Gregory, Masoka	1000519544	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Please refer to PLP Plan for modified ELA outcomes

Be sure to **repeat this process for all subjects** in which a student's learning outcomes are modified (adjusted) or individualized. Adding the indicator to the homeroom does not add it to all subjects.

An indicator can be removed or changed during the school year, if required; however, no record of this change will exist in PowerSchool. The only record of this change would be the student's actual PLP.



## Launching PowerTeacher Pro Gradebook (PT Pro)

**PT Pro** can be launched from PowerTeacher in one of two ways.

1. In the left-hand side **Navigation** menu, click on PowerTeacher Pro. This launches PT Pro defaulting to the Homeroom class.

**OR**

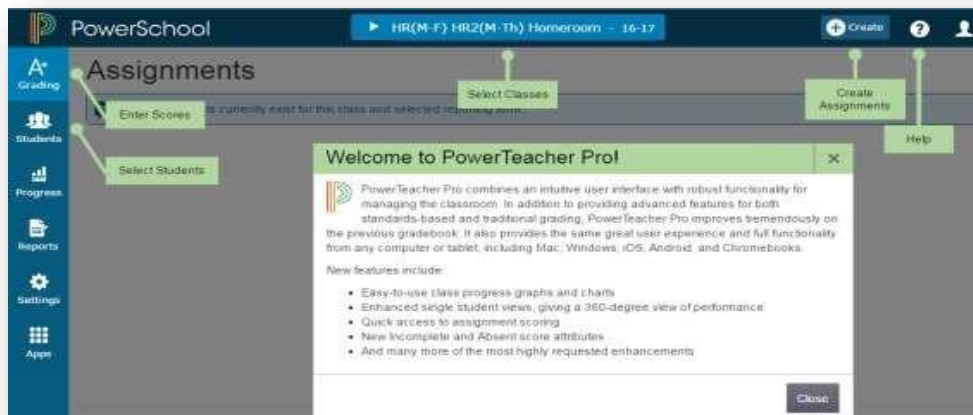
2. From the **Current Classes** list, click on any of the PowerTeacher Pro hyperlinks located under each class. The gradebook will default to the class selected.



	<p><b>NOTE:</b> The earlier version of PowerTeacher Gradebook (PTG 2.8), used by teachers in ASD-W in previous years, is available in <b>Read Only</b>. It must be reinstalled by the teacher for this launch feature to work. Clicking on Installer provides step-by-step directions.</p>
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## Homepage of PT Pro

After launching from either the Navigation menu or from one of the current classes, you will see the PT Pro Homepage.



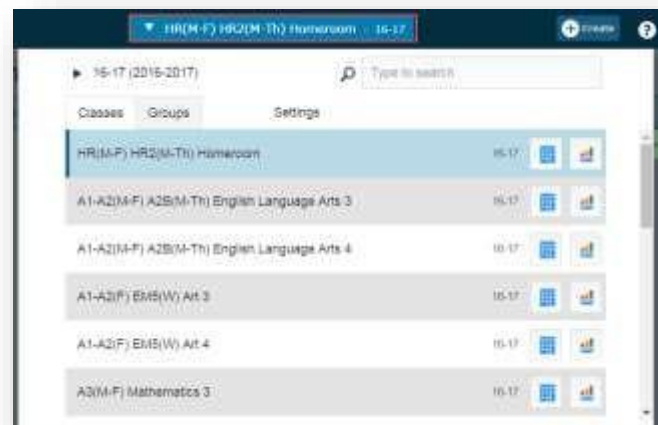
You can access the help menu by clicking on the ? in the top right corner. It includes a lot of excellent information, including tips and tricks. The green boxes and welcome message appear only the first time you open PT Pro; choosing Getting Started will bring them back.



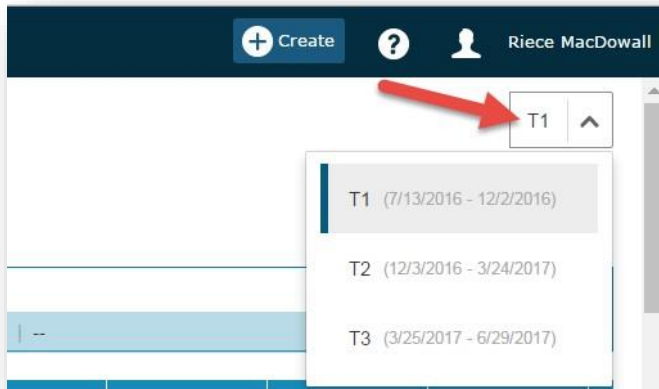
All classes you teach are available from the Select Classes blue bar at the top of the page.

## Entering the Reporting Period

Prior to entering student achievement level data by subject strands or performance indicators for learning habits, it is **IMPORTANT** to select the correct reporting term. For K-8, you should select either Term 1 (T1), Term 2 (T2) or Term 3 (T3).



If you teach in a school that includes high school students, you will see other terms intended for Grades 9-12. These include: Semester 1 (S1), Semester 2 (S2), Final Grade/Full Year (F1), Quarter 1 (Q1), Quarter 2 (Q2), Quarter 3 (Q3) or Quarter 4 (Q4). **These terms should not be used for K-8 students.**



In the top right corner below your name you will see the Term

button; click on the ^ to open the list for your school.

Choose the correct reporting term.

After making your selection, click on the ^ to close the list. This will assign the term to all of your classes. You will need to change the term at the start of the next reporting period.



## Opening the Standards Page

With the correct term selected, you are ready to enter report card data on the Standards page. To open this page follow the steps below.

- A. Select the Class (subject/grade) in which you wish to enter data.
- B. Click on the A+ Grading Icon on the left-hand side.
- C. Slide over and down the menu to Standards.



The subject standards pages vary in Grades K-5 and Grades 6-8.

#### Differences

- At **Grades K-5** the homeroom teacher completes the performance indicators and the comments for the learning habits in the Homeroom class.
- At **Grades 6-8** the learning habits are included in each subject and no homeroom entry is required.

#### Similarities

- In addition to the subject area strands, every subject has a comment field and the option of adding an English as an Additional Language (EAL) indicator.
- If you have added an individualized or modified as a PLP indicator in PowerTeacher it is not displayed on the standards page; it will only show when the report card is run/printed.

On the Standards Page for all Grades K-5 subjects you will see:

Grades: Standards - T1 Term Selected

A3(M-F) Mathematics 4 Course Selected

4.MEFMA0040.S.N Number Strand Cell Selected - In this example Number Show More

Grade Scale Type: (4+ - NA) Grade Scale assigned to the strand - In this example 4+ - NA

STUDENT (7)	T1	4.MEFMA0040.E.AL	4.MEFMA0040.S.N	4.MEFMA0040.S.PR	4.MEFMA0040.S.SS	4.MEFMA0040.S.SP
1. Gregory, Masoka		3	4	NA	NA	

This bar contains the coded header for each column. By clicking in a cell under any of the coded headers, the complete text will show as "Number" does in the example above. If the text exceeds the space, click on Show More for full text.

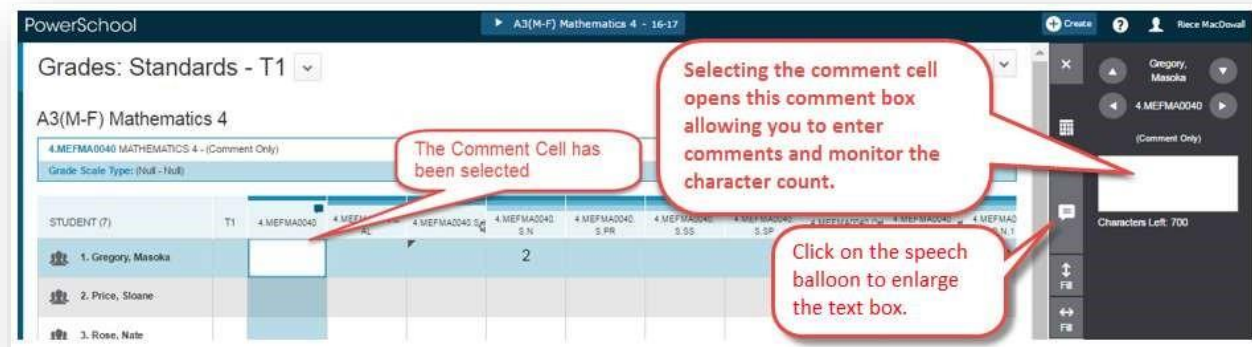
For each subject on the report cards K-5 you may add a comment, EAL indicator and the subject strand(s) achievement indicator (4+, 4, 3+, 3, 2, 1, NA).

On the Standards Page for Grades 6-8 subjects you will see:

All features shown above, **plus** columns for reporting on the learning habits for each of the middle school courses.

## Adding Report Card Comments

All subjects have a comment cell located in the second column after the term header (T1). Clicking on a cell in this column turns it white and opens the keypad on the right. The keypad will change depending whether you are adding comments or achievement scale indicators for the strand(s) within a subject. The example below shows a comment box; when reporting on strands it will change to a number pad with the achievement levels.



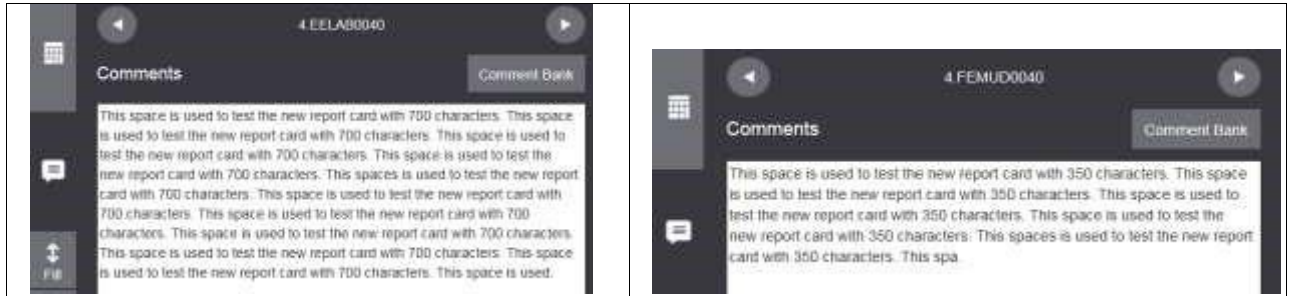
## Knowing the Comment Character Count

The following are the character counts for K-8 English Prime (EP) and French Immersion (FI) report cards.

**Strengths, Needs, Next Steps:** have been hard coded and thus do not use any of the available character count in the comment boxes. Also, the comment box will not allow you to exceed the allowable character count for any subject. It will stop at either 700 or 350 depending on the subject area.

Learning Habits K-5	Learning Habits 6-8	English Language Arts (ELA) K-8	FI Language Arts (FILA) 3-8	Math K-8	Pre – Intensive, Intensive, and Post Intensive French	All Other Subjects
700	Reported within subject area comment box	700	700	700	700	350

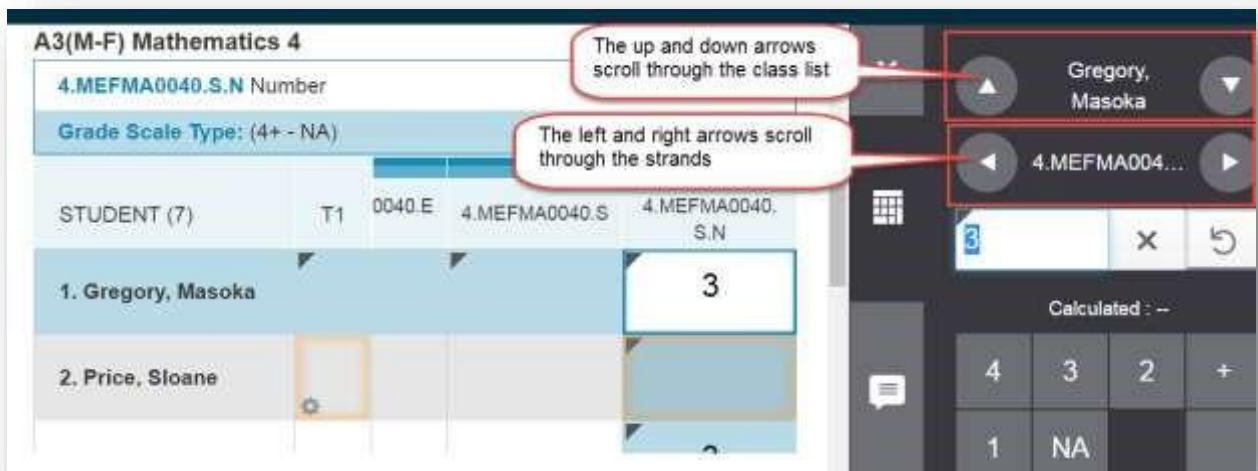
With the comment box open, 700 characters (including spaces) are approximately 9 lines of text and 350 characters (including spaces) are approximately 4 ½ lines of text.



The option still exists to type your comments in MS Word and then to copy and paste them individually into each comment box.

### Navigating Through Students or Indicators

When entering achievement level indicators for subject strands or performance level indicators for learning habits on the keypad, it is possible by clicking on the arrows to move up and down through the class list and left and right through the indicators.



### Using the Fill Functionality

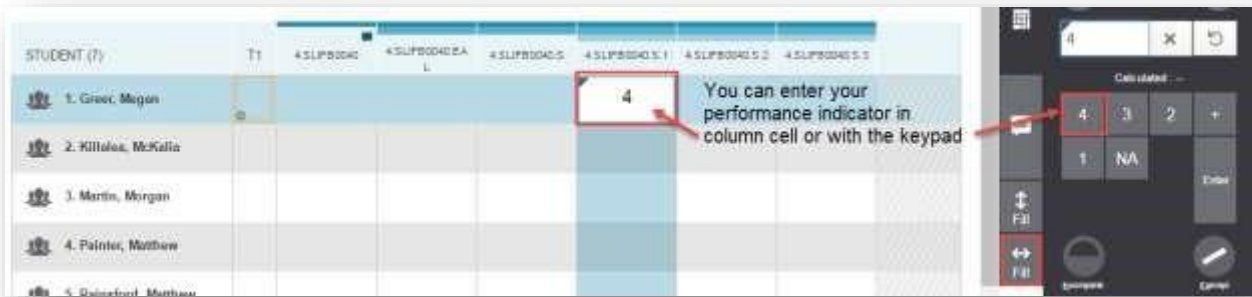
The keypad provides the option to fill both vertically or horizontally. If there are any scores already entered in a cell in the column or row when fill is selected they will not be replaced.

## Filling Vertically



In the above example with the cell selected that has a 3 performance indicator, clicking on the fill vertically button would place a 3 in any empty cells in this column.

## Filling Horizontally



In the above example with the cell selected that has a 4 performance indicator, clicking on the fill horizontally button would fill the other strands for this student that are blank with a 4.

Immediately after fill is used, a confirmation message will appear. There is the option to confirm with OK or undo the change. Once the fill is confirmed with OK, a tick mark (small black triangle) indicating the teacher has entered a score will appear in the upper, left-hand corner of the cell.

If the score is cleared by deleting it with the X, the tick mark will remain and using fill again for that cell will not be an option. The message *No eligible blank scores are available to fill* will be displayed. To completely clear the cell so fill can be used again, click on the revert arrow.



Filling can also be done with comments and works in the same way as described above for performance indicators.

**Names and Pronouns**

This comment contains student names or pronouns. Do you want to apply **smart text** to each student?

- <last name, first name>
- <first name last name>
- <preferred name>
- <first name>
- <last name>
- <he/she>
- <He/She>
- <his/her>
- <His/Her>
- <him/her>
- <Him/Her>

This is a sample comment. When we use <he/she> or her or she the Smart Text will detect this.

Use Original Text    Use Smart Text

The comment cell would be selected by clicking on the cell. In the case of comments, the fill vertically button would be clicked.

Fill comments includes the option of Smart Text functionality. If the comment contained any of the Names or Pronouns listed to the left, clicking on the green *Use Smart Text* will replace them in each students comment. *Use Original Text* keeps the message as written.

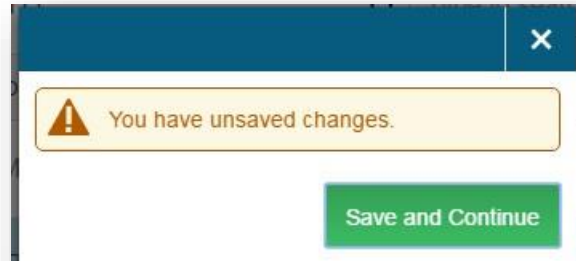
After filling comments, teachers can still click on individual student comment cells and edit the comment.

Selecting either the incomplete or exempt buttons on the keypad when assessing student performance for Strands, GCOs or SCO, these will not appear on the Report Card.





When all data are entered or when you want to stop entering data click on the **Save** button. If you forget to click Save and try to go to another page or sign out you will be prompted to Save and Continue.



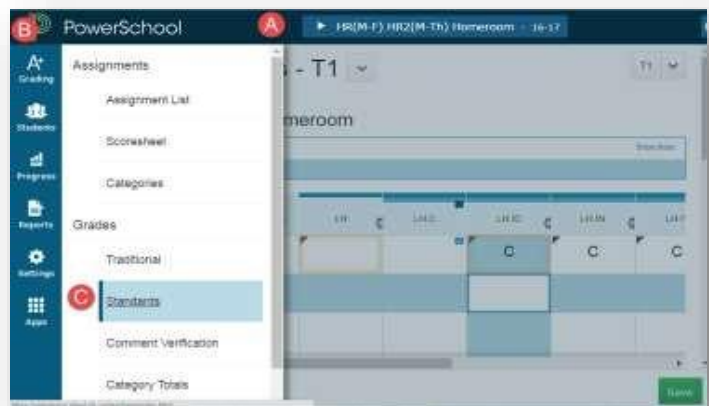
### Entering Learning Habit Performance Indicators

All K-8 teachers will enter and use the same performance indicators for student learning habits:

Learning Habits :	Performance Indicators:	K-5 teachers enter Learning Habit Performance Indicators in the <b>Homeroom</b> class and not for subjects.
Independence Initiative Interactions Organization Responsibility	<b>C</b> -Consistently <b>U</b> - Usually <b>S</b> - Sometimes <b>R</b> - Rarely	<b>6-8 teachers</b> enter Learning Habit Performance Indicators for each <b>subject</b> and not the Homeroom class.

### Directions for entering learning habits indicators and comments - Grades K-5

- A. Select the Homeroom Class
- B. Click on the A+ Grading Icon on the left-hand side.
- C. Slide over and down the menu to Standards

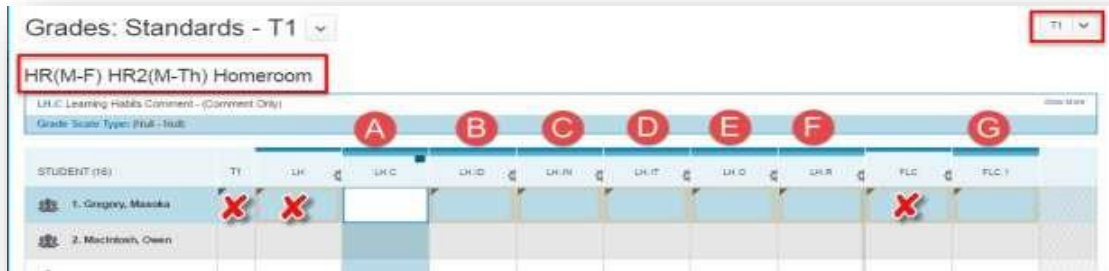


This opens the Homeroom Standards page. It is a good idea to confirm you are on the right term before entering data.

The bar across the top lists the headers and standards associated with homeroom.

Where the **Red "X"s** are shown below you do not enter any data; these are columns for the title header of each section.

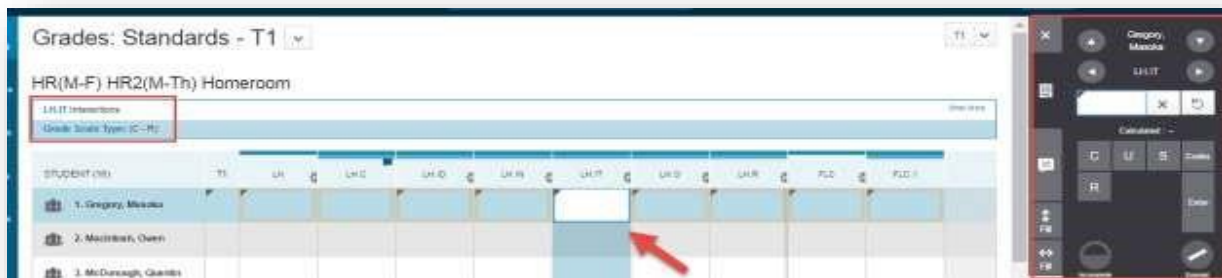
T1 is the term header, LH is the Learning Habits header and FLC is the French Language and Culture header.



- A. LH.C is the Learning Habits Comment
- B. LH.ID is the Learning Habit Independence
- C. LH.IN is the Learning Habit Initiative
- D. LH.IT is the Learning Habit Interactions
- E. LH.O is the Learning Habit Organization
- F. LH.R is the Learning Habit Responsibility
- G. FLC.1 is the French Language and Culture

**Note:** Clicking in any of the cells causes the following to happen: On the left the full name of the indicator appears and below it is the applied assessment scale. On the right, the keypad opens with the appropriate scale available.

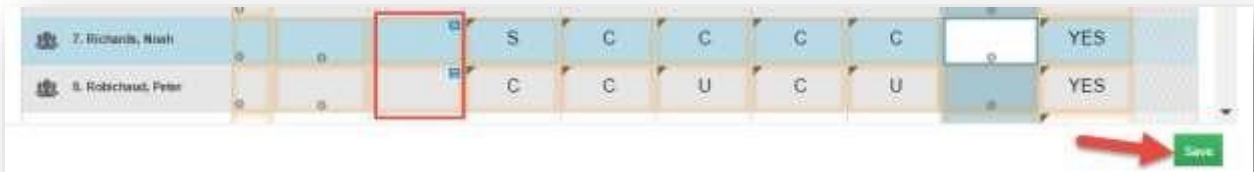
In the example below, clicking on the LH.IT cell displays Interactions, Grade Scale Type (C-R) and keypad to select C, U, S or R. The performance indicators can also be typed on your keyboard instead of using the keypad.



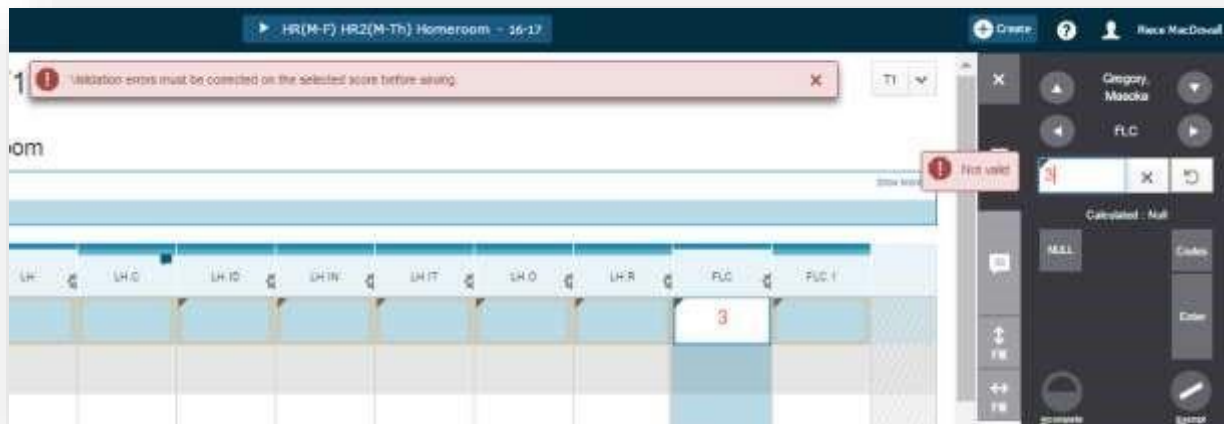
To complete the learning habits section, you need to enter C, U, S, or R for each of the five learning habits and enter any comments needed for elaboration or clarification in the comment section. A blue comment balloon will appear when a comment has been saved.

In addition, all K-2 teachers and Grade 3 English Prime teachers will enter a Yes or No for French Language and Culture.

These tasks can be completed in any order. It is a good practice to save frequently while working.



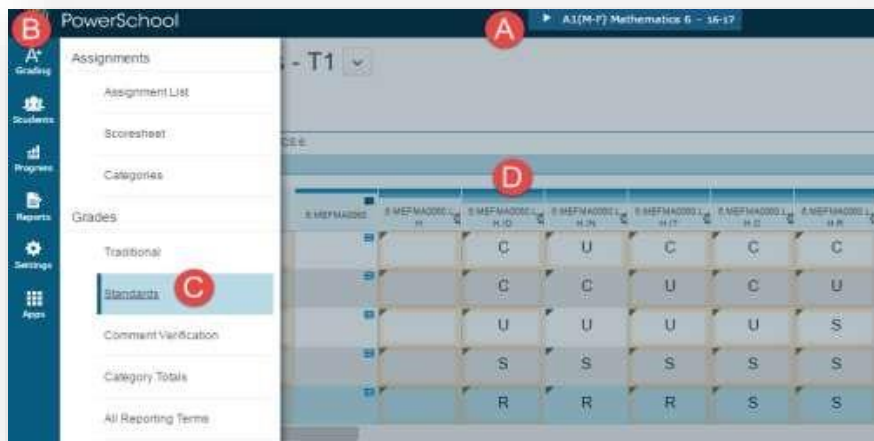
If you choose to type performance indicators versus selecting from the keypad and accidentally enter an incorrect letter or number that is not associated to the selected learning habit, an error message will appear when you try to save your work or when you try to move to another cell. The entered indicator will change to **RED** and will have to be replaced before you can continue or save.



### Grades 6-8 Learning Habits Procedure

Performance on learning habits for middle school students is entered for each subject by the subject teacher and not by the homeroom teacher. The procedures for opening the standards page for each subject include:

- A. Select the Class (subject/grade) on which you wish to enter data.
- B. Click on the A+ Grading Icon on the left hand side.
- C. Slide over and down the menu to Standards.
- D. This will launch the course section Standard Grading Page which displays columns for the entry of course comments, learning habits performance indicators and the achievement indicators for course strands.

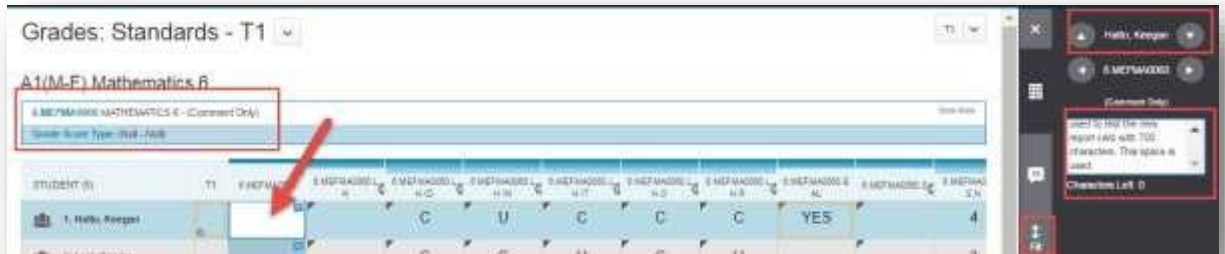


On your Standards Grading page for all Grades 6-8 courses you will see the following Learning Habits Section (A –F) at the beginning left of the list of Standards. Scrolling to the right will bring you to the English as an Another Language Indicator (EAL) and Subject Strands. Both learning habits and strands are completed for all Grade 6-8 subjects.

Grades: Standards - T1		A1(M-F) Mathematics 6					
		A	B	C	D	E	F
STUDENT(S)	T1						
1. Hutto, Kasegn		C	U	C	C	C	
2. Lee, Kaito		C	C	U	C	U	
3. Sautter, Kasey		U	U	U	U	S	
4. Steyer, Leland		S	S	S	S	S	
5. Wills, Kyle		R	R	R	S	S	

The Comment Box for the course is in the second column.

PLEASE NOTE: For Grades 6-8 there is no separate learning habits comment box; the comment box is used for both learning habits and subject comments.



Clicking in the cell will display the complete name of the strand above on the left and opens the keypad on the right. You can enlarge the comment box by clicking on the white speech balloon. The Characters Left cell keeps track of the space you have used and will stop further entry when O is reached.

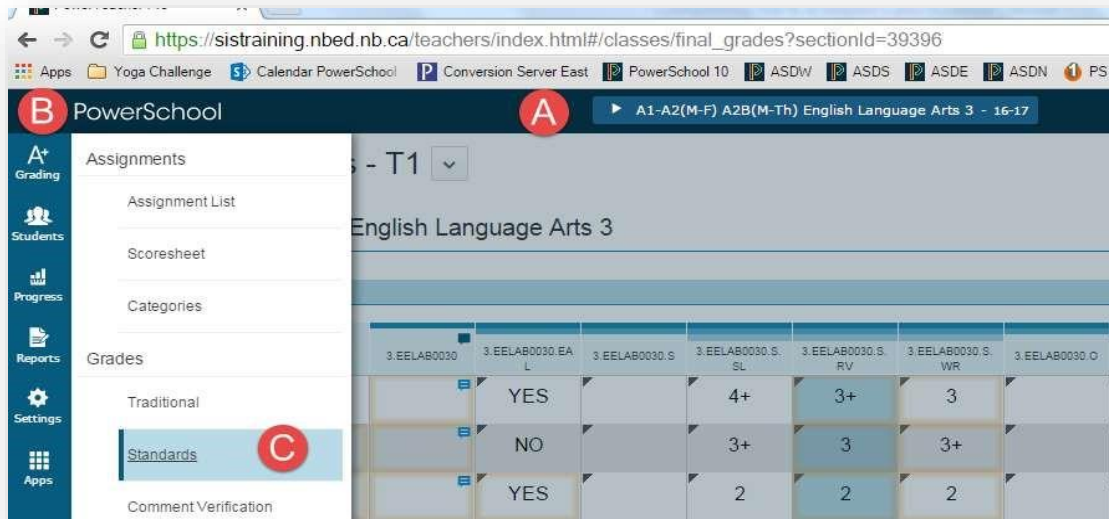
The learning habits headers follow the comment column and are left blank. B-F are the five columns for the five learning habits listed below.

A1(M-F) Mathematics 6									
6.MEFMA0060.EAL EAL									
Grade Scale Type: (Yes - NA)									
		A	B	C	D	E	F		
STUDENT (S)	T1	6.MEFMA0060	6.MEFMA0060.L H	6.MEFMA0060.L H.ID	6.MEFMA0060.L H.IN	6.MEFMA0060.L H.IT	6.MEFMA0060.L H.O	6.MEFMA0060.L H.R	6.MEFMA0060.E AL
1. Hatto, Keegan				C	U	C	C	C	YES

- A. Is the comment box.
- A. LH.ID is the Learning Habit Independence.
- B. LH.IN is the Learning Habit Initiative.
- C. LH.IT is the Learning Habit Interactions.
- D. LH.O is the Learning Habit Organization.
- E. LH.R is the Learning Habit Responsibility.

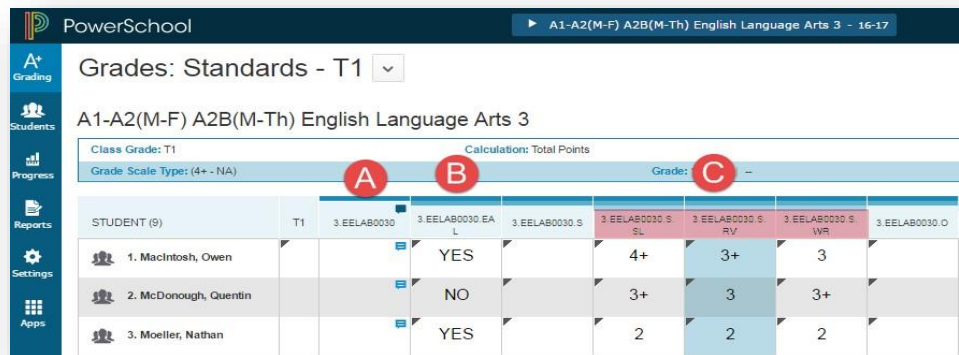
### Entering Subject Strand Indicators Grades K-8

- A. Select the Class (subject/grade) on which you wish to enter data.
- B. Click on the A+ Grading Icon on the left hand side.
- C. Slide over and down the menu to Standards.



### For Grades K-5

- A. Enter a subject comment. Follow the same procedures as when entering comments for learning habits. The character left count cell will tell how many characters remain available as you type. When you reach 0, you cannot type anymore text.
- B. Enter the EAL indicator if required.
- C. Enter strand indicators



**For Grades 6-8**

- A. The comment section is located before the learning habits. You will need to scroll using the bottom scrubber bar to move between comments, learning habits and subject strands.
- B. Enter the EAL indicator if required.
- C. The strands for all subjects come after the strand header.

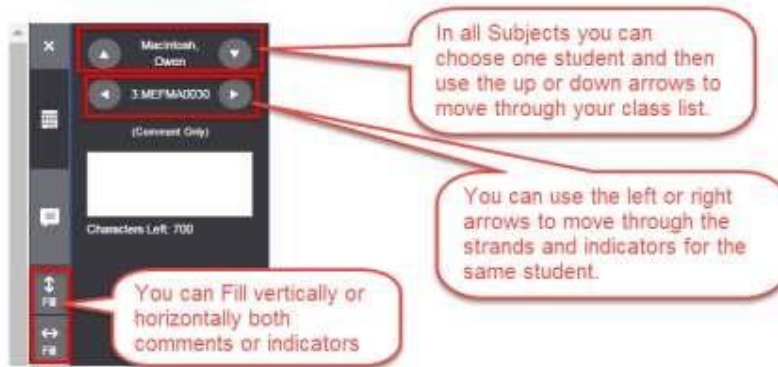
Grades: Standards - T1

A1(M-F) Mathematics 6

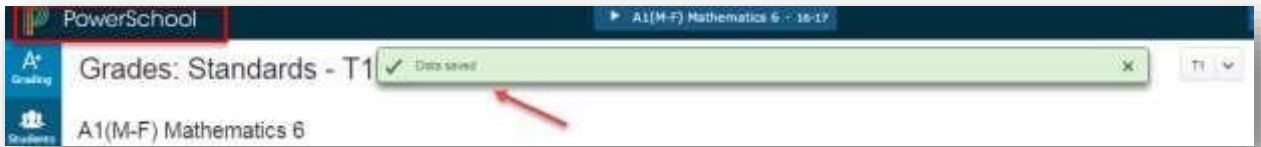
Grade Scale Type: (Yes / NA)

STUDENT(S)	T1	0-MEFMA0000 L H.O	0-MEFMA0000 L H.S	0-MEFMA0000 E AL	0-MEFMA0000 S	0-MEFMA0000 S-N	0-MEFMA0000 S-PS	0-MEFMA0000 S-SS	0-MEFMA0000 S-SP	0-MEFMA0000 O
1. Hatto, Keegan	-	C	C			4	4	3+	NA	
2. Leal, Kontra	-	C	U			3	3	3	NA	
3. Soohner, Kierem	-	U	S			3	3	3	NA	
4. Staples, Leland	-	S	S			3	3+	3	NA	
5. White, Kyra	-	S	S	YES		2	1	2	NA	

As was explained with the learning habits, the keypad can be used with all subjects to move through students or strands using the left-right or up-down arrows



You can save anytime and then continue to work on data entry. You will see the Data Saved Banner at the top of the page to let you know your save is complete.

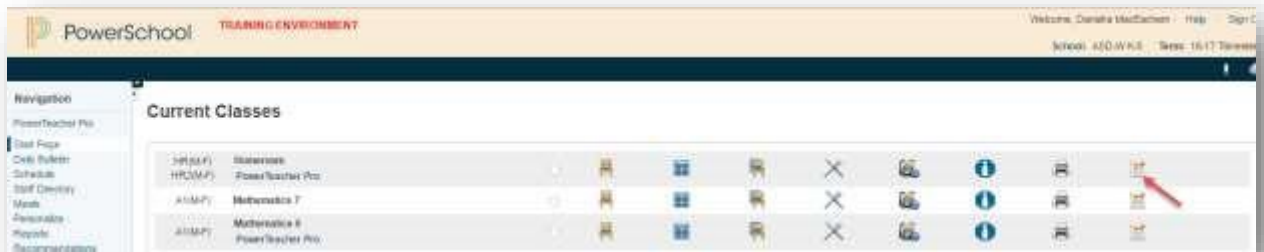


### Printing Student Report Cards from PowerTeacher

You need to return to the PowerTeacher homepage to print report cards. You can do this by clicking on the PowerSchool Logo/Name in the top left corner of PT Pro.



To print a class set of report cards, click on the report icon for any of your classes.

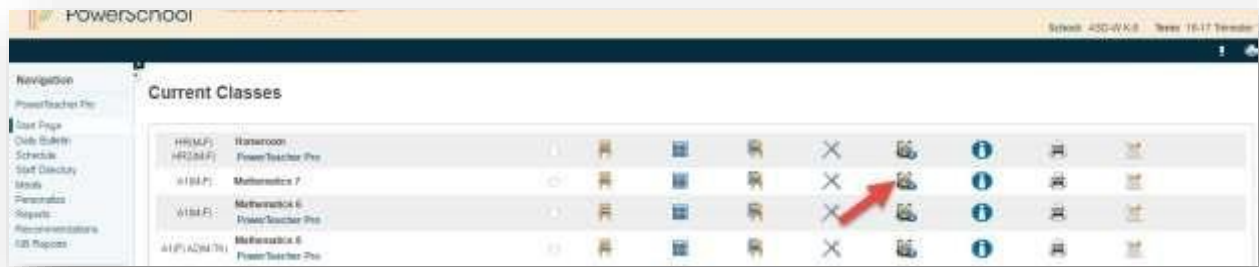


On the next screen choose the appropriate term and click submit to run a class set of report cards.



To print a report card for an individual student click on the back pack of the class in which the student is enrolled.





This opens the class list screen; click on the student's name.



On the individual student screen, use the Select Screens menu to choose K-8 Provincial Report Card.



Select the appropriate term and click on submit to run the report card

