



ASD-W K-8

Principal: Monique Allain
 School Year: 2016-17
 Report Date: 10/14/2016

Report Card 1

Maia Griffin

Grade 5

Homeroom: MacLenn, JingJing

Attachment Included

To the parents/guardians of:

Maia Griffin

Fredericton, NB
 E3B E3B

Attendance	T1	T2	T3
Days Possible	28.0		
Days Absent	0.0		
Days Tardy	0.0		

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

Intensive French Block
 During the intensive term certain subjects are not taught. These resume during the alternate term.

Intensive French 5 <i>MacLenn, J.</i>	T1	T2	T3
Speaking & Listening	3		
Reading & Viewing	4		
Writing & Representing	3		

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps: Maia G. is in the Intensive French Block. This space accommodates teachers entering up to 700 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 700 characters including spaces does not include Strengths/Needs/Next Steps:. Teachers will not be able to exceed 700 characters on the large box subjects which include ELA, Math, FILA, IF, PIF. The counter will reach 0 at 700 characters plus spaces. It will not be possible to type beyond 700 characters for this subject. Notice the automatic messages in ELA, Science and SS. These will appear if no assessment indicators are entered

Mathematics 5 <i>McCuaig, R.</i>	T1	T2	T3
Number	3+		
Patterns & Relations	4+		
Shape & Space	4		
Stats & Probability	3		

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps: This space accommodates teachers entering up to 700 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 700 characters including spaces does not include Strengths/Needs/Next Steps:. Teachers will not be able to exceed 700 characters on the large box subjects which include ELA, Math, FILA, IF, PIF. The counter will reach 0 at 700 characters plus spaces. It will not be possible to type beyond 700 characters for these subjects. Teachers can also choose to type subject comments in MS Word and then copy and paste in PT Pro. Character count can be checked in Word on the Review tab.

English Language Arts 5 <i>MacLenn, J.</i>	T1	T2	T3
Speaking & Listening			
Reading & Viewing			
Writing & Representing			
Personalized Learning Plan - <input type="checkbox"/> Modified <input type="checkbox"/> Individualized <input type="checkbox"/> English as an Additional Language			
Strengths/Needs/Next Steps: Instruction in and/or assessment of this course is not part of this reporting period.			

Science 5 <i>MacLenn, J.</i>	T1	T2	T3
Society/ Environment			
Plan & Perform			
Analyze & Explain			
Knowledge			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Instruction in and/or assessment of this course is not part of this reporting period.			

Social Studies 5 <i>MacLenn, J.</i>	T1	T2	T3
Knowledge			
Inquiry/Skills			
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Instruction in and/or assessment of this course is not part of this reporting period.			

Physical Education 5 <i>MacNab, K.</i>	T1	T2	T3
Knowing	3		
Doing	3		
Valuing	2		
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 350 characters does not include Strengths/Needs/Next Steps:. The counter will reach 0 and not allow more.			

Personal Wellness 5 <i>MacLenn, J.</i>	T1	T2	T3
Wellness	3		
Mental Fitness	3		
Relationships	3		
Career Development	NA		
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 350 characters does not include Strengths/Needs/Next Steps:. The counter will reach 0 and not allow more			

Music 5 <i>MacDowall, R.</i>	T1	T2	T3
Create/Communicate/Connect	3		
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 350 characters does not include Strengths/Needs/Next Steps:. The counter will reach 0 and not allow more.			

This box is reserved for programs offered in other grades

Art 5 <i>MacDowall, R.</i>	T1	T2	T3
Create/Communicate/Connect	3		
PLP - <input type="checkbox"/> Mod. <input type="checkbox"/> Ind. <input type="checkbox"/> EAL			
Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 350 characters does not include Strengths/Needs/Next Steps:. The counter will reach 0 and not allow more.			

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

School Comment
<p>This is for the school wide comment. It can accommodate 1000 characters including spaces. It must be entered by a PowerSchool Administrator. Go to PS > Set-Up > School> Grading> Report Card School Wide Comment. There is a comment box for each template K-23, 3-5, 6-8 and High School. If the box is blank, no comment has been entered by the office. Teacher and Principal signature are not required but can be added by school in this comment box. This comment could be typed in MS Word and the character count including spaces could be checked by click on REVIEW tab and then Word Count. Then the comment could be copied and pasted. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters. This is a 1000 characters.</p> <p>Teacher signature _____</p> <p>Principal Signature _____</p>

Provincial Report Card: 2016-17 Report Period 1 Response Form

Student: Maia Griffin

Grade: 5

School: 2016-17

Homeroom: MacLenn, JingJing

Principal: Monique Allain

School District: Anglophone West School District

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

- Students, we encourage you to comment on what you have done well and what you plan to work on next.
- Parents, we encourage you to comment on your child's achievement, to suggest ways we can assist your child in his/her learning, and to ask questions regarding your child's educational program.

Student's Reflections/Goals

--

Student's Signature: _____ Date: _____

Parent/Guardian's Comment

--

Parent/Guardian's Signature: _____ Date: _____

Report Card Key

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

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

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