

# PRSD#10 ELEMENTARY REPORT CARD PARENT GUIDE

*Peace River School Division believes that co-operation between home and school is essential for effective student learning and growth. Good communication with parents/guardians is an important key to this partnership. Along with a variety of other reporting tools, this report card serves to keep parents/guardians well informed and promote understanding about your child's progress at school.*  
- Paul Bennett, PRSD Superintendent

## WHY IS THERE A DIVISIONAL OUTCOMES-BASED REPORT CARD?

PRSD #10's Divisional Elementary Report Card is designed to give you a clear, realistic and useful report about your child's learning.

What is outcomes-based reporting?

The Divisional Elementary Report Card is tied directly to the Alberta curriculum. Alberta's curriculum is outcomes-based—it describes what your child is expected to know, understand, and be able to do each year in each subject. The report card tells you if your child has met these expectations.

The report card focuses on clear descriptions of how well your child has acquired the key skills, knowledge, and attitudes in each subject.

The report card does not involve percentages in elementary school. Instead it uses four levels of achievement to help describe how well your child has met expectations. See page 4 for more information on levels of achievement.

### SPECIAL POINTS OF INTEREST:

- How do I help support my child's learning?
- What do I do when I have a question?
- Glossary of terms on report cards



## COMMUNICATING ABOUT STUDENT ACHIEVEMENT

Communication of student learning is an ongoing process that involves students, parents, and teachers in making sense of a student's learning. A communication system includes many tools, each with its own specific and well-defined purpose. For example, this might include a report card, standardized assessment reports, planned phone calls home, newsletters to parents, regular progress reports, school open houses, portfolios or exhibits of student work, school/class web pages, email, and parent-teacher conferences, student-teacher conferences, and student-involved conferences.

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## WHAT IS GRADE LEVEL OF ACHIEVEMENT (GLA)?

Alberta Education collects GLA results for Language Arts and Mathematics and analyzes this data to broaden approaches to assess student achievement, help show how Alberta can better design programs to address the needs of students, make better policy decisions based on GLA trends, and help in meaningful discussions within School Councils regarding school and/or jurisdiction GLA results in relation to provincial norms. Alberta teachers must report Grade 1-9 student Grade Level of Achievement to parents and to Alberta Education.

Principals determine how teachers communicate grade level of achievement to parents. The reporting method is arrived at through consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction and/or Alberta Education policies.  
For more information:

<http://education.alberta.ca/media/938683/09002abedglabroc2.pdf>



## GLOSSARY OF TERMS USED IN AND ABOUT REPORT CARDS

**Assessment:** Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning. Throughout this document the term “assessment” encompasses assessment for learning, and assessment of learning.

### Assessment for Learning:

- (Formative Assessment) Assessment experiences that result in an on-going exchange of information between students and teachers about student progress toward clearly specified learner outcomes - not to be used for grading purposes.

Assessment *for* learning requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. It provides teachers with information to modify and differentiate teaching and learning activities. Teachers use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

### Assessment of Learning:

- (Summative Assessment) Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction. Assessment *of* learning is used to confirm what students know and can do. Teachers ensure that they have used summative assessment evidence to provide valid and reliable statements of students’ proficiency, so that recipients of the information can use it to make reasonable and defensible decisions.

**Balanced Assessment Practices:** There is a balance of Assessment *For* Learning and Assessment *of* Learning experiences in the classroom. Research has shown that monitoring student progress along the way and adjusting the instruction improves student learning.

**Descriptive Feedback:** part of an ongoing, timely, constructive, and specific conversation about learning that relates directly to the learner outcomes.

### Effort:

- **Acceptable Performance:** Effort is appropriate. The student typically begins learning activities voluntarily, is usually focused on tasks, and is generally productive.
- **Commendable Performance:** Effort is exemplary. The student enthusiastically self-initiates meaningful engagement in learning activities, is highly focused on tasks, and is very productive.

**Division:** the grade grouping for lower elementary (Grades K-3 or Division I), upper elementary (Grades 4-6 or Division II), junior high (Grades 7-9 or Division III) and senior high (Grades 10-12 or Division IV) students.

**Grade Level of Achievement (GLA):** a teacher judgment based on the results from a variety of classroom assessments throughout the school year in relation to learner outcomes in a subject area after a course for a specific grade level has been completed. (AAC Glossary)

**Learner Outcomes** (from Alberta Education Programs of Study): what we expect students to learn; the provincially mandated knowledge skills and attitudes we expect students to demonstrate as a result of schooling. (AAC Glossary)

**Placement:** indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in consultation with the parents/guardians in the best interest of the student.

**Promotion:** indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.

**Programming: Accommodation:** a change or alteration in the regular ways a student is expected to learn, complete assignments or participate in classroom activities.

**Modified Programming:** programming in

which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students’ special education needs

**Adapted Programming:** programming that retains the learner outcomes of the programs of study and where adjustments to the instructional process are provided to address the special education needs of the student

### Alberta Programs of Study—

(Curriculum) - identifies what students are expected to learn and do in all subjects and grades. The curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities. This is different from a textbook which is just a resource.

**Reliable**—in measurement and testing, the accuracy of the score. We want to be certain that the score would be consistent if the test were retaken or scored by someone else. To be sure of this is to say the results are *reliable*.

**Valid**—a conclusion drawn from information about student learning based on the results of an assessment. The degree to which the test measures what it was intended to measure and/or the performance task measures what is most important rather than what is most easily scored.



WE’RE ON THE WEB—

[www.prsd.ab.ca](http://www.prsd.ab.ca)

## HOW LEARNER ATTRIBUTES HELP YOUR CHILD &amp; WHAT TO LOOK FOR:

Learner attributes are the characteristics of students that can help them be successful learners at school. This gives you an opportunity to focus on how your child learns and how he or she prepares for learning. You may wish to discuss with your child the strategies he or she uses for:

- preparing for major assessment tasks
- learning as much as possible during lessons
- managing homework

What does it look like when your child is exhibiting these attributes?

Refer to the charts below:

Learner Attribute Indicators:	
Attributes are behaviors that may support a student's achievement of the learner outcomes in the terms of behaviours are refined over time and produce higher quality learning as behaviours are not applied.	
Student demonstrates commendable performance of this learner attribute.	
Student demonstrates acceptable performance of this learner attribute.	
Student demonstrates lack of consistency in relation to this learner attribute. This may affect learning and achievement.	
Responsibility for own learning....	
Relies on others	\$
Organizes materials	\$
Ability to complete assignments	\$
Works with care	\$
Identifies problems	\$
Qualities of a good citizen....	
Accepts responsibility for own behaviour	\$
Follows established rules and procedures	\$
Respects rights and feelings of others	\$
Interacts effectively in social settings	\$
Works effectively with others	\$

Responsibility for learning:	What it looks like:
Listens attentively	Eyes always on the speaker Sitting in desk Pays attention Limited interruptions Waits their turn to speak
Follows directions	Able to work independently after instruction Rarely needs reminders
Uses time wisely to complete assignments	Stays focused and on-task Uses extra time to improve work Works independently while waiting for others to finish
Organizes work materials	Able to find materials needed Puts materials away in appropriate place Keeps desk tidy
Work is done with care	Attention is paid to quality of assignments Work is completed within acceptable time Uses feedback to improve work
Works independently	Attempts different methods to solve a problem Knows when to seek assistance Focuses on own task
Qualities of a good citizen:	What it looks like:
Accepts responsibility for own behaviour	Admits to and learns from mistakes Accepts consequences for behaviour
Follows established rules and procedures	Understands the need for rules and routines Rarely needs reminders of rules and procedures Encourages others to follow the rules
Respects rights and feelings of others	Speaks kindly to/of others Includes others in activities Can disagree in a respectful way Tolerant of differences
Interacts effectively in social settings	Uses an appropriate volume when speaking Awareness of appropriate actions in different situations Listens to others' viewpoints Applies strategies to solve social problems
Works effectively with others	Shares ideas and responsibilities Listens to the views of others Accepts strengths and weaknesses of others Works towards achievement of tasks

## ACHIEVEMENT INDICATORS AND EFFORT CODES:

These are **learning outcomes** that Alberta students are expected to achieve.

Effort is an expression of attitude towards work and work ethic. Effort looks at the student's process of learning. A consistent effort will usually result in improved academic achievement. The three **effort levels** used by teachers are Excellent, Satisfactory and Inconsistent.

Subject	Language Arts	Effort Code: S	Achievement Code:
Teacher	Ms. Jones-Smythe	Individual Program Plan <input checked="" type="checkbox"/>	
Explores thoughts and ideas			4
Comprehends various texts			3
Manages ideas and information			2
Communicates clearly			2
Respects and supports others			3

The Achievement Codes are used to communicate the student's level of academic achievement of learner outcomes from the Alberta Programs of Study based on a valid and reliable collection of evidence of learning.

Jonathan purposefully uses charts, headings, and clues from the author when determining important facts and events in books, articles, and videos. His responses during the Time Detectives unit were meaningful and supported by evidence in the text. Jonathan's revised written drafts, such as his persuasive letter to author, Barbara Smucker, are filled with rich content and voice. His pieces will improve if he takes time to reread and edit for spelling and complete sentences. The class has enjoyed your many humorous personal narratives, Jonathan!

The four **Achievement Levels** used by teachers are represented by the numbers 1 to 4. An achievement level of 2 or higher meets grade level expectations. "INS" and "Not Applicable" are used for special circumstances.

Teachers may use **comments** to provide information about a student's achievement, progress or effort, and to give suggestions about what to do next.

Level of Achievement Code:	
The Achievement Code:	Comments are used to communicate the student's level of academic achievement of learner outcomes from the Alberta Programs of Study based on a valid and reliable collection of evidence of learning.
<b>4</b>	The student's performance demonstrates a <b>thorough understanding</b> of <u>all</u> or <u>almost all</u> of the grade – level concepts. The student is an independent learner and consistently applies the skills and knowledge.
<b>3</b>	The student demonstrates a <b>solid understanding</b> of <u>most</u> of the grade-level concepts. The student needs minimal assistance and usually applies the skills and knowledge.
<b>2</b>	The student demonstrates a <b>basic understanding</b> of the grade level concepts. The student needs occasional assistance and sometimes applies the skills and knowledge.
<b>1</b>	The student demonstrates a <b>limited understanding</b> of the grade-level concepts. The student needs assistance on a regular basis and rarely applies the skills and knowledge.
<b>INS</b>	Insufficient assessment evidence for this outcome is available in order to give a mark.
<b>Not Applicable</b>	The outcome or subject area has not been covered this past term.

## WHAT ARE INDIVIDUALIZED PROGRAM PLANS (IPPs)?

In addition to a report card, some students with special instructional needs may have additional outcomes reported on an Individualized Program Plan. An IPP is a specific plan of action designed to address that student's special education needs.

## HOW CAN I USE THE REPORT CARD TO CELEBRATE MY CHILD'S SUCCESSES AND SUPPORT MY CHILD'S LEARNING?

Be aware of the new format of the report card.

Read materials about reporting and assessment that are available through the school, the division and Alberta Education.

Speak with your child when possible about their learning through the term. The report card should confirm the information made available to you by your child and their teacher throughout the term.

Discuss the learning outcomes with your child and the level of achievement he or she has attained.

Your child should be able to explain to you what he or she has been learning.

Discuss your child's strengths and goals for improving his or her learning.

Discuss with your child the level of effort given on the report card for each subject. Effort is an expression of attitude towards work and work ethic.

You may want to use these questions to start your discussion:

- Do you have a clear understanding of what is expected of you?
- Do you understand the importance of the learning?
- Do you feel sure of yourself in this subject?
- Are you interested in this subject?
- Can you explain what you know and are able to do in this subject?

Review the comments given in each subject with your child.

- Do the comments make sense to you and your child?
- Use the report card comments to help set a learning goal with your child, and share this with the teacher (Parent Comment box could be used for this).

If you or your child have questions, contact the teacher for more information.

**Celebrate your child's successes!**

## WHAT IS A GOOD WAY TO TALK ABOUT THE REPORT CARD WITH MY CHILD?

Talking with your child about the report card can be a positive, productive experience. The following points may help:

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing grades, ask questions so you and your child understand how a grade was earned.
  - Why do you think you have the grade you do?
  - Was work completed and turned in?
  - Will extra help be needed?
    - Find out if your child is comfortable asking for help.
  - Would more participation or effort make a difference?
  - How can we work together to improve your grade?
    - Set realistic goals and make a plan.
    - Work together and follow through on your plan.
    - Ask for a parent-teacher-student meeting to create a plan for improvement and follow up to determine success.
4. Remember that all students learn in different ways and at different rates. It's important to support your child on his/her learning journey.





## HOW DO I CONTACT MY CHILD'S TEACHER(S) WHEN I HAVE QUESTIONS?

Communication between home and school is an important factor in a student's achievement. If at any time you have questions about your child's progress, achievement or social well being your first contact is with the classroom teacher.

Communication tools that would be appropriate for this might include:

- a phone call to the school office
- a note in the agenda
- an email with your child's name in the subject heading
- meeting in person before or after school (while dropping off or picking up your child)

## OTHER WAYS TO STAY INFORMED:

If you want to know more about what is happening in your child's classroom and school you could:

- Read school and class newsletters
- Access classroom/school and divisional web pages. [www.prsd.ab.ca](http://www.prsd.ab.ca)
- Attend Parent Advisory/Council meetings
- Attend special events at the school
- Regularly check your child's agenda and backpack for homework, notices, and other messages
- Contact your school and ask an administrator to find out what additional supports are available for students in your school

This guide is a collaborative effort of Peace River School Division:



Curriculum  
and  
Instruction



Student Services



Alberta Initiative  
for School



Technology  
Services



First Nations  
Métis Inuit

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