



PRSD ELEMENTARY REPORT CARD PARENT HANDBOOK UPDATED NOVEMBER 2021

The Peace River School Division believes that cooperation between home and school is essential for effective student learning and growth. The report card communicates student academic achievement based on Alberta Education's learning expectations and outlines next steps that need to be taken by partners in learning—students, caregivers, and educators. As well, it is an opportunity to celebrate success and serves as a signpost that helps us effectively measure growth over time.

- PRSD Superintendent Adam Murray

WHY IS THERE A DIVISIONAL OUTCOMES BASED REPORT CARD?

Peace River School Division'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 outcome-based—it describes what your child is expected to know 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.

SPECIAL POINTS OF INTEREST:

- *How do I help support my child's learning?*
- *What do I do when I have a question?*



COMMUNICATING ABOUT STUDENT ACHIEVEMENT

*Insert information pertaining to **your school** here.

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



Caption describing picture or graphic.

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.
How difficult was the work?
Was work completed and turned in?
Was extra help needed?

Would more participation or effort have made a difference?

4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.

GLOSSARY OF TERMS USED IN AND ABOUT REPORT CARDS

Achievement Indicator (Mark or Code): a summary statement of student achievement relative to learner outcomes in the Alberta Education Programs of Study.

Assessment: Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning (AAC Glossary). 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. (AAC Glossary)

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. (AAC Glossary) 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.

Communication of student learning

(formerly reporting) 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 web pages, and parent-teacher conferences, student-teacher conferences, and student-involved conferences.

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

Effort:

Acceptable Effort: Effort is appropriate. The student typically begins learning activities voluntarily, is usually focused on tasks, and is generally productive.

GLOSSARY CONTINUED:

Commendable Effort: Effort is exemplary. The student enthusiastically self-initiates meaningful engagement in learning activities, is highly focused on tasks, and is very productive.

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 Attributes: See Page 4

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 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.

<http://www.education.alberta.ca/teachers/program.aspx>

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—the inferences one draws about student learning based on the results of an assessment. The degree to which the test measure what it was intended to measure and/or the performance task measure what is most important rather than what is most easily scored.

HOW CAN I USE THE REPORT CARD TO HELP ME 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?

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

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).

Celebrate your child's successes!

HOW LEARNER ATTRIBUTES HELP YOUR CHILD & 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:

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	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
Respect rights and feelings of others	Speaks kindly 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



WE'RE ON THE WEB—

WWW.PRSD.AB.CA

ACHIEVEMENT INDICATORS AND EFFORT CODES

These **learning outcomes** from the Alberta Programs of Study represent the big ideas as well as the general outcomes from specific grade levels.

Effort is an expression of attitude towards work and work ethic. Effort refers to the student's *process* of learning. Students who put forth a consistent effort might see connections to academic achievement. The three **effort code levels** used by teachers are Excellent, Satisfactory and Inconsistent. See the bottom of the page for a detailed description of the effort codes.

The Achievement Codes are used to communicate the student's academic achievement of learning outcomes from the Alberta Programs of Study. Click [here](#) to go to the Alberta Education Programs of Study. See a detailed description of the Achievement Codes below.

Subject: Language Arts Teacher: Ms. Jones-Smy	Effort Code: S	Achievement Code:
Reading: Fluency		3
Reading: Comprehension		3
Writing: Content and Organization		3
Writing: Conventions		3
Speaking		3

Jonathan purposefully uses charts, headings, and clues from the author 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 the author, Barbara Smucker – was filled with rich content and voice. His pieces will improve when he takes time to reread and edit for spelling and complete sentences. The class has enjoyed your many humorous personal narratives, Jonathan!

Teacher **comments** provide information about a student's achievement, progress or effort and give suggestions about what to do next to improve learning. There is a comment box under each core subject and one additional comment box at the end of the report card.

Level of Achievement	
<i>The Achievement Codes are used to communicate the student's level of academic achievement of learning outcomes from the Alberta Programs of Study based on a valid and reliable collection of evidence of learning.</i>	
4	Meeting with Mastery - The student demonstrates a thorough understanding of all or almost all of the grade-level concepts.
3	Meeting - The student demonstrates an understanding of most of the grade-level concepts.
2	Approaching - The student demonstrates an understanding of some of the grade-level concepts.
1	Not Yet - The student is not yet demonstrating an understanding of grade-level concepts.
INS	Insufficient – There is not enough evidence to give a mark.
NA	Not Applicable – The outcome of subject area has not been covered this past term.

Subject Effort Codes	
<i>Effort is an expression of <u>attitude</u> towards work and work ethic. Students who put forth a consistent effort might see connections to academic achievement.</i>	
E	Excellent - Student persists until a task is completed. When faced with a challenge, the student is inquiring and makes use of a variety of strategies to complete the task.
S	Satisfactory - Student usually sticks to a task until it is completed. When faced with a challenge, the student tends to be inquiring and makes use of some strategies towards completing the task.
I	Inconsistent - Student's effort is not yet consistent. More frequently than not, when faced with a challenge, the student may give up, not make use of, or be unaware of strategies that may help to complete.