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## **PURPOSE OF REPORT CARDS**

The report card should provide straightforward information about:

- what a student knows and can demonstrate relative to the graded curriculum
- what the student needs to do next.



Report cards are a summary and only part of the story. It is important that through discussions with your child, with teachers, and with your school, you learn about all that is part of your child's school day and learning. When you are more deeply informed about your child's achievement, you can support and celebrate the learning that is taking place.

## **WHAT ARE OUTCOMES ON THE REPORT CARD?**

Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of study. The report card has specific categories in each of the four main subject areas (Language Arts, Social Studies, Mathematics, Science), to help summarize the many outcomes covered. Teachers use specific outcomes to reflect student achievement in each of the categories.

## **WHAT ARE THE ACHIEVEMENT INDICATORS?**

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

**If your child receives an M for MEETING, they have achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.**

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

| <b>E</b>   | <b>M</b>   | <b>A</b>  | <b>B</b>   |
|--|--|---|--|
| <b>Excelling</b> in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent | <b>Meeting</b> grade level outcomes<br>Student evidence of learning may be: accurate, thoughtful, logical, complete, independent | <b>Approaching</b> grade level outcomes.<br>Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress | <b>Beginning</b> grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited |

## HOW WILL TEACHERS DETERMINE MY CHILD'S ACHIEVEMENT?

Over the course of the term, teachers gather examples of your child demonstrating their understanding of the learning outlined in the curriculum. These may include class assignments, tests, presentations, projects, and performances. Teachers may also make notes on observations of your child in class and talk with your child about their learning to gather as much information as possible before assigning a level of achievement in specific areas.

## WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child's achievement is recorded. Your child's teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

| <b>ISP</b><br>(Individual Support Plan)   | <b>ELL</b><br>(English Language Learner)                                       | <b>Adapted</b>   | <b>Modified</b>  |
|---|--|--|--|
| Achievement of this report card outcome is reported through the student's Individual Support Plan | The student's language proficiency level impacts the evaluation of achievement | Student is working on provincial curriculum with adjustments made to instruction | Student is working on programming significantly different than provincial curriculum |

## WHAT ABOUT EFFORT OR BEHAVIOUR?

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:



|                         |                    |                      |                   |
|-------------------------|--------------------|----------------------|-------------------|
| <b>C</b> - Consistently | <b>U</b> - Usually | <b>S</b> - Sometimes | <b>R</b> - Rarely |
|-------------------------|--------------------|----------------------|-------------------|

## HOW DO I SUPPORT MY CHILD?

Talking with your child about what they are learning and how well they are doing builds understanding that talking about learning is important. Consider what questions you might ask your child on a regular basis:

- What are you looking forward to in school tomorrow?
- What was the most difficult thing you did in school today? What was easiest for you? What did you enjoy?
- How do you think you have improved over the last week/month/etc.?
- What would you like to improve on? How do you plan to improve?



Questions to ask your child's teacher to find out how they are doing in school:

- How is my child doing in class?
- What do you see as my child's strengths?
- Where can my child improve?
- What can we do at home to support my child's learning?