

NEW REPORT CARD INFORMATION FOR PARENTS/GUARDIANS

REPORTING ON ACHIEVEMENT

In elementary, student work is assessed through key learner outcomes that are closely tied to the Alberta programs of study. Teachers are using new levels of achievement in their reporting of a student's progress. A level of achievement provides a summative statement of student achievement based on assessment evidence at the time of the report card. Each level describes the quality of performance, clearly connects to program outcomes, characterizes a level of understanding of subject-area content and makes evident a level of knowledge and skills. The first three levels (Excellent, Proficient, and Basic) are all within the acceptable performance range. Teachers use the "Demonstrates Basic" level of achievement to screen for children not working at grade-level outcomes. The four levels of achievement are:

LEVELS OF ACHIEVEMENT COMMENT CODE

Demonstrates Excellent Achievement (EA)

This level of achievement describes assessment evidence that demonstrates exemplary performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by an in-depth understanding of subject-area content, and it demonstrates excellence in the knowledge and skills at this grade level at the time of the report card.

Demonstrates Proficient Achievement (PA)

This level of achievement describes assessment evidence that demonstrates skilled performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a solid understanding of subject-area content, and it proficiently demonstrates the knowledge and skills at this grade level at the time of the report card.

Demonstrates Basic Achievement (BA)

This level of achievement describes assessment evidence that demonstrates limited performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a basic understanding of subject-area content, and it demonstrates basically acceptable knowledge and skills at this grade level at the time of the report card.

Demonstrates Insufficient Achievement (IA)

This level of achievement describes assessment evidence that demonstrates unsuccessful performance in relation to the learner outcomes from the Alberta

programs of study. The evidence is characterized by an inadequate understanding of subject-area content and it demonstrates insufficient knowledge and skills for this grade level at the time of the report card.

REPORTING ON GROWTH AS A LEARNER

In this report card, a student's social growth and work habits are reported in the 'Growth as a Learner' section along with the teacher's comment that provides additional information. Growth as a Learner is assessed based on three levels of frequency: Consistently, Sometimes and Rarely.

Comments on Student Learning

Teachers also write comments on student achievement and these are reported separately for Religious Education, English and French Language Arts and Mathematics. Teachers may opt to write comments in any other subject area.

SPECIAL PROGRAMMING

If the following code: IPP/IPET appears below the course title on the report card, it indicates that there has been a programming adjustment made to your child's instruction.

REPORTING ON EFFORT

As in the previous report card, there is a comment reflecting a student's effort. Effort comments indicate a student's progress based primarily on two criteria: participation and work completion. Participation means the extent to which a student is engaged in the class, whereas work completion refers to the extent to which students meet expectations about the tasks presented as part of the curriculum. In other words, work completion reflects evidence of the completion of classroom tasks in a timely and appropriate manner, all the while adhering to the conventions that have been set for those assignments. Effort is reported using the following descriptions:

Applies Extra Effort

This range describes student engagement in class activities and discussion that is exemplified by a high degree of positive and meaningful participation initiated voluntarily by the student. These students are punctual in turning in assignments and consistently go beyond the stated requirements relative to neatness and adherence to conventions.

Displays Effort Consistently

This range describes student engagement in class activities and discussion that is voluntarily initiated by the student but more often initiated upon request by the teacher. These students are punctual in turning in assignments and meet the stated requirements relative to neatness and adherence to conventions.

 **Effort is Inconsistent**

This range describes student engagement in class activities and discussion only when requested to do so or when the request involves some sort of gentle persuasion. These students are inconsistent in turning in assignments or do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student's effort in the progress report conference.

 **Requires more Effort**

This range describes student engagement in class activities and discussion that is minimal or non-existent. These students are not punctual in turning in assignments and frequently do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student's effort in the progress report conference.