

Grande Prairie Public School District #2357



# *Understanding Your Child's Report Card*



*Assessment, evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Each part of the teaching and learning process should be a positive experience for students and promote personal growth. Practices should be carried out in such a way that they support continuous learning and development.*

*Alberta Learning, 2003*

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## *Home-School Communication*

The research tells us that one of the greatest predictors of student success is the frequency and depth of communication between home and school. As home and school work collaboratively to communicate learner expectations, progress, achievement, social skills and personal development; the opportunities for our children to feel secure and cared for, understand the goals of their education, work to achieve their full potential, while building build positive attitudes and citizenship skills are significantly increased.

A report card is only *one* of many ways in which teachers and parents communicate about a child's learning. Other ways may include:

- ◆ Collections of student work such as portfolios
- ◆ Phone calls
- ◆ Notes in agendas
- ◆ Email
- ◆ Meetings
- ◆ Learning logs
- ◆ Celebrations of learning (i.e. science fairs, student-parent-teacher interviews)
- ◆ Newsletters
- ◆ Evaluated assignments or projects
- ◆ Personal notes

### *The purpose of a report card...*

...is to confirm with parents their child's level of achievement relative to provincial expectations for the grade. Students are evaluated on an individual basis *without* comparison to others.

...is to describe for parents their child's achievement and other aspects of their learning in a way that will help parents support their child's learning.

## *What changes can I expect to see in the new elementary report card....*

The Grande Prairie Public School District elementary report card has changed to provide you with a *clear, realistic, and useful* report about your child's learning. It reflects a reporting change that more closely aligns with the instruction and assessment practices occurring in today's classrooms.

The new report card is tied directly to the Alberta curriculum. Alberta's curriculum is *outcomes-based*—it describes what your child is expected to know and be able to do each year in each subject. The report card uses *standards* to describe how well a student has achieved a learning *outcome*.

On the following page provides you will find a guide to understanding the levels used to report your child's achievement. The section pictured at the bottom of this page is taken from the front of the report card and identifies these key rating descriptors.

### **Descriptors**

The following is a description of the rating system used in this report. Students are evaluated on an individual basis without comparison to others.

#### **Program Key:**

**Regular** – Prescribed grade level curriculum

**Adapted** – Learning outcomes are from the provincial curriculum but adjustments to the instructional process are provided to address the specific student needs.

**Modified** – Learning outcomes are significantly different from the provincial curriculum specifically selected to meet specific student needs.

#### **Achievement Key:**

**4** Outstanding in Meeting Grade Level Expectations  
**3** Proficient in Meeting Grade Level Expectations  
**2** Adequate in Meeting Grade Level Expectations  
**1** Not Yet Meeting Grade Level Expectations  
**NA** Not applicable  
**\*\*** Exceeds Grade Level Expectations

#### **Effort Key:**

**E** - Excellent                      **N** - Needs Improvement  
**S** - Satisfactory                      **U** - Unsatisfactory

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## *Understanding the Descriptor Keys used on the report card...*

### \* Look at the *Achievement Key*:

An *achievement standard* differs from a mark. It includes all the evidence of your child's learning (i.e. anecdotal records, observations, assignments, tests) and provides a summary statement of their achievement at the time of the report card.

4 — Outstanding	→ Wow! →	This level describes achievement that is <b>commendable</b> . The student demonstrates an <b>in-depth</b> and <b>broad</b> understanding of subject outcomes at this grade.
3 — Proficient	→ Yes! →	This level describes achievement that is <b>competent</b> . The student demonstrates a <b>well-developed</b> and <b>consistent</b> understanding of subject outcomes at this grade.
2 — Adequate	→ Yes, but... →	This level describes achievement that is <b>adequate</b> . The student demonstrates a <b>basic</b> and/or <b>inconsistent</b> understanding of subject outcomes at this grade.
1 — Not Yet	→ Limited →	This level describes achievement that is <b>not yet</b> at an acceptable level. The student demonstrates an <b>inadequate</b> understanding of subject outcomes at this grade.

### \* Look at the *Effort Key*:

The descriptors indicate how much effort a student invests in his or her learning. These describe your child's level of involvement in class assignments, discussions, and activities.

**Excellent** - This level describes students who are positive, self-motivated, and go beyond what is expected in terms of neatness and task completion.

**Satisfactory** - This level describes students who are positive, usually self-motivated, and meet stated expectations for neatness and task completion.

**Needs Improvement** - This level describes students who requires teacher prompting and support to complete most assignments. Neatness and task completion do not meet expected levels.

**Unsatisfactory** - This level describes students who are unmotivated and disengaged. Unsatisfactory effort is characterized by consistently unfinished or poorly finished assignments and lack of neatness.

### \* Look at the *Program Key*:

The descriptors here indicate the programming level at which your child is receiving instruction. Specific student learning needs or accommodations required will be reflected with these descriptors at each subject area.

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## ***Why use achievement standards and not percentages...***

Percentages and class averages can be *discouraging* for many students, because:

- ♦ the *average* is a moving target that may go up or down
- ♦ no matter how hard they work, and no matter how much they learn, up to half of all students are always below the average
- ♦ judgements about a student's achievement are based on the achievement of others

Achievement standards can be *encouraging* for many students, because:

- ♦ *standards* are targets that hold still
- ♦ *standards* are targets that can be clearly described and worked toward by all students
- ♦ the more a student learns, the closer he or she gets to the learning target

**Grade Level of Achievement Reporting (GLA)** - is a Alberta Education mandated requirement for grades one through nine to be reported to parents at year end. Grade level of Achievement is the teacher's professional judgement of a student's achievement in a core subject (Language Arts and Mathematics). Principals determine how teachers communicate the GLA to parents. The GLA appears on page 4 of the District report card for grades 1-6.

**Grade Level of Achievement (GLA)** reported for Language Arts and Math only. Students are identified as "At" Grade level, "Below" Grade level or "Above" Grade level.

**GLA – LA is    GLA – Math is**

**Grade Six Provincial Achievement Exams (PAT)** - The multiple choice part of the exams are marked locally and are also reported to parents as required on the final term report card for all 4 core subjects. The PAT appears on page 4 of the District report card for grade 6 only.

**Provincial Achievement Tests (PAT) LA Scores:**

**PAT Math Scores:**

**PAT Science Scores:**

**PAT Social Studies Scores:**