



Understanding Your Child's Report Card

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.

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

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

4 Outstanding	Student is consistently self-motivated, demonstrates high participation, mostly completes work independently, and does what is expected of him or her.
3 Proficient	Student is frequently self-motivated, participates well, often completes work independently, and meets expectations with some prompting.
2 Adequate	Student may complete some work independently, participation is encouraged, student often requires teacher prompting to meet expectations.
1 Not Yet	Student does not demonstrate the skills to work independently and requires teacher prompting to focus, participate, and meet expectations.

Look at the **Work Study and Social Skills** (K through Gr. 6)

Work Habits and Social Skills on the report card indicates the child's performance across the subjects in the areas of respect, following directions, independent work habits, listening, following classroom rules, cooperation, accepting responsibility, self-control, asking for help, pride in work, and personal organization.

Report Card Mark	Descriptor
4 Outstanding	Student demonstrates this skill all of the time .
3 Proficient	Student demonstrates this skill most of the time .
2 Adequate	Student demonstrates this skill some of the time .
1 Not Yet	Student does not yet demonstrate this skill.

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.

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.