



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 *Work Habits and Study Skills*

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.