



PRSD ELEMENTARY REPORT CARD PARENT HANDBOOK UPDATED SEPTEMBER 2023

The Peace River School Division believes that cooperation between home and school is essential for effective student learning and growth. The report card communicates student academic achievement based on Alberta Education's learning expectations and outlines next steps that need to be taken by partners in learning—students, caregivers, and educators. As well, it is an opportunity to celebrate success and serves as a signpost that helps us effectively measure growth over time.

- PRSD Superintendent Adam Murray

WHY IS THERE A DIVISIONAL OUTCOMES BASED REPORT CARD?

The Divisional Elementary Report Card is tied directly to the Alberta curriculum. Alberta's new curriculum is based on learner outcomes—it describes what students are expected to know, understand, and be able to do each year in each subject. Therefore, the draft report card uses the Organizing Ideas from the new curriculum in each subject area to highlight the importance of reporting on the embedded Learner Outcomes, as required by Alberta Education. The report card informs parents and guardians how well their child has met these Learner Outcomes.

The report card does not involve percentages in elementary school. Instead, it uses four levels of achievement to help describe how well each student has met expectations for each reporting period. See page 5 for more information on levels of achievement and the academic achievement codes.

For further information regarding the specific Learner Outcomes for each grade level, please see the new [Alberta Curriculum](#).

It is important to note the Learner Outcomes for Grades 4-6 Science and French Language Arts, and Grades 1-6 Social Studies, Art, and Music will not change this year. To access the Program of Studies, please see the [LearnAlberta website](#). The report card will be revisited and updated as more new curriculum is implemented in the future.

SPECIAL POINTS OF INTEREST:

- *How do I help support my child's learning?*
- *What do I do when I have a question?*



COMMUNICATING ABOUT STUDENT ACHIEVEMENT



My Child's Learning - A Family Resource

Mathematics
K-3

My Child's Learning - A Family Resource

Mathematics
4-6

*Click on above images to see documents with information for parents.

INSIDE THIS GUIDE

OUTCOMES-BASED	1
GLOSSARY	2
TALKING TO MY CHILD	2
SUPPORTING MY CHILD'S LEARNING	3
COMPETENCIES	4
ACHIEVEMENT & EFFORT	5

WHAT IS A GOOD WAY TO TALK ABOUT THE REPORT CARD WITH MY CHILD?



Caption describing picture or graphic.

Talking with your child about the report card can be a positive, productive experience. The following points may help:

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing grades, ask questions so you and your child understand how a grade was earned.
How difficult was the work?
Was work completed and turned in?
Was extra help needed?

Would more participation or effort have made a difference?

4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.

GLOSSARY OF TERMS USED IN AND ABOUT REPORT CARDS

Achievement Indicator (Mark or Code): a summary statement of student achievement relative to learner outcomes in the Alberta Education Programs of Study.

Assessment: Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning (AAC Glossary). Throughout this document the term "assessment" encompasses assessment for learning, and assessment of learning.

Assessment for Learning: (Formative Assessment) Assessment experiences that result in an on-going exchange of information between students and teachers about student progress toward clearly specified learner outcomes - not to be used for grading purposes. (AAC Glossary)

Assessment *for* learning requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. It provides teachers with information to modify

and differentiate teaching and learning activities. Teachers use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Assessment of Learning: (Summative Assessment) Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction. (AAC Glossary) Assessment *of* learning is used to confirm what students know and can do. Teachers ensure that they have used summative assessment evidence to provide valid and reliable statements of students' proficiency, so that recipients of the information can use it to make reasonable and defensible decisions.

Balanced Assessment Practices:

There is a balance of Assessment *For* Learning and Assessment *Of* Learning experiences in the classroom. Research has shown that monitoring student progress along the way and adjusting the instruction improves student learning.

Descriptive Feedback: part of an on-

going, timely, constructive, and specific conversation about learning that relates directly to the learner outcomes

Effort:

Excellent – The student persists until a task is completed. When faced with a challenge, the student is inquiring and makes use of a variety of strategies to complete the task.

Satisfactory – The student usually sticks to a task until it is completed. When faced with a challenge, the student tends to be inquiring and makes use of some strategies towards completing the task.

Inconsistent – The student's effort is not yet consistent. More frequently than not, when faced with a challenge, the student may give up, not make use of, or be unaware of strategies that may help to complete the task.

GLOSSARY CONTINUED:

Grade Level of Achievement (GLA): a teacher judgment based on the results from a variety of classroom assessments throughout the school year in relation to learner outcomes in a subject area after a course for a specific grade level has been completed. (AAC Glossary)

Competencies: See Page 4

Learner Outcomes (from the Alberta Curriculum): what we expect students to learn; the provincially mandated knowledge, understandings, skills, and procedures we expect students to demonstrate as a result of schooling.

Placement: indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.

Promotion: indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.

Programming: Accommodation: a change or alteration in the regular ways a student is expected to learn, complete assignments or participate in classroom activities

Modified Programming: programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs

Adapted Programming: programming that retains the learner outcomes of the programs of study and where adjustments to the instructional process are provided to address the special education needs of the student

HOW CAN I USE THE REPORT CARD TO HELP ME SUPPORT MY CHILD'S LEARNING?

Be aware of the format of the report card.

Read materials about reporting and assessment that are available through the school, the division and Alberta Education.

Speak with your child when possible about their learning through the term. The report card should confirm the information made available to you by your child and their teacher throughout the term.

Discuss the learning outcomes with your child and the level of achievement he or she has attained.

Your child should be able to explain to you what he or she has been learning.

Discuss your child's strengths and goals for improving his or her learning.

Discuss with your child the level of effort given on the report card for each subject. Effort is an expression of attitude towards work and work ethic. You may want to use these questions to start your discussion.

Do you have a clear understanding of what is expected of you?

Do you understand the importance of the learning?

Do you feel sure of yourself in this subject?

Are you interested in this subject?

Can you explain what you know and are able to do in this subject?

Review the comments given in each subject with your child.

Do the comments make sense to you and your child?

If you or your child have questions, contact the teacher for more information.

Use the report card comments to help set a learning goal with your child, and share this with the teacher (Parent Comment box could be used for this).

Celebrate your child's successes!

WHAT ARE COMPETENCIES?

“**Competencies** are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy. Competencies work together with learning outcomes to prepare Alberta students for successful and fulfilling lives and to make meaningful contributions to their communities and the world. The Competency Progressions identify behaviours that students may demonstrate by the end of the divisional age range.” (Alberta Education, 2023)

Competency Indicators	
Competencies are combinations of knowledge, skills, and characteristics that students develop and apply for successful learning, living, and working. They emphasize aspects of learning that apply within and across all subjects and enhance foundational literacy and numeracy.	
E	Excellent - Student always or almost always demonstrates performance of this competency.
S	Satisfactory - Student is developing a more consistent performance of this competency.
I	Inconsistent - Student demonstrates a lack of consistency in relation to this competency. This may affect learning and achievement.

Subject: Competency Teacher:	Performance Code
Critical Thinking involves reasoning logically to analyze and synthesize new knowledge with existing knowledge in a coherent way.	
Problem Solving involves selecting strategies and resources to move from what is known to what is sought.	
Research and Managing Information involves research skills as well as organizing and using information for specific purposes	
Creativity and Innovation involves generating and applying knowledge and skill to create something new of value.	
Communication involves sharing ideas through oral, written, or nonverbal media.	
Collaboration involves working with others to achieve worthy common goals.	
Citizenship involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.	
Personal Growth and Well-being involves managing emotional, intellectual, physical, social, and spiritual aspects of living well. Students develop character and talent and apply the virtues of wisdom, courage, self-control, justice, charity, and hope.	
Comment:	

ACHIEVEMENT CODES:

These *Organizing Ideas* from the Alberta Curriculum represent the big concepts. Academic achievement of these ideas will be informed by the **Learning Outcomes** in the specific grade level curriculum. The **Learning Outcome** illustrates the pieces that need to be assessed and reported on through the overarching *Organizing Ideas*.

Subject: English Language Arts and Teacher:	Achievement Code
Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	3
Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	3
Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.	3
Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.	3
Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.	3
Fluency: Comprehension and literacy appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.	3
Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	3
Writing: Ideas and information can be articulated through the use of writing processes and an understanding of the author's craft.	3
Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.	2
Comments: Jonathan purposefully uses charts, headings, and clues from the author to determine important facts and events in books, articles, and videos. His responses during the Time Detectives unit were meaningful and supported by evidence in the text. Jonathan's revised drafts - such as his persuasive letter to the author, Barbara Smucker - were filled with rich content and voice. His pieces will improve when he takes time to reread and edit for spelling and complete sentences. The class has enjoyed your many humorous personal narratives, Jonathan!	

The Achievement Codes are used to communicate the student's academic achievement of learning outcomes from the Alberta Curriculum. The decisions are based on a valid and reliable collection of evidence of learning. Click [here](#) to go to the new Alberta Curriculum.

Teacher **comments** provide information about a student's achievement, progress or effort and give suggestions about what to do next to improve learning. There is a comment box under each core subject and one additional comment box at the end of the report card.

Academic Achievement Codes	
4	Meeting with Mastery - The student demonstrates a thorough <u>understanding of all or almost all</u> of the grade-level concepts.
3	Meeting - The student demonstrates an <u>understanding of most</u> of the grade-level concepts.
2	Approaching - The student demonstrates an <u>understanding of some</u> of the grade-level concepts.
1	Not Yet - The student is <u>not yet demonstrating an understanding</u> of the grade-level concepts.
INS	Insufficient - There is <u>not enough assessment evidence</u> to give a grade.
NA	Not Applicable - The outcome or subject area has not been covered this past term.

In addition to a report card, some students with special instructional needs may have additional outcomes reported on an Individualized Program Plan. An IPP is a specific plan of action designed to address that student's special education needs. For more information on IPPs, refer to the current PRSD Administrative Procedure(s) - [AP 213](#), [AP 213-Appendix A](#), and [AP 213-Appendix B](#).

For students with an Individualized Program Plan (IPP), their report card marks are based on achievement of their IPP goals (not the grade-level concepts) and are indicated with IPP-INS, IPP-2, IPP-3 or IPP-4 for each reporting period. For further clarification, IPP-INS indicates there was not enough evidence to determine whether the goal was met; IPP-2 indicates the student has not yet met their goal; IPP-3 or IPP-4 indicates the student has met their goal and a new goal will be established for the next reporting period. Please refer to your child's IPP for further details regarding the progress of their goals.