

Report Card Indicator Scale
 Descriptions and Considerations

	4	3	2	1
Proficiency Description	<p>The student has demonstrated excellent achievement of grade level expectations from the program of studies.</p> <p><i>The student has demonstrated excellent achievement of learning outcome target in learning plan.</i></p>	<p>The student has demonstrated good achievement of grade level expectations from the program of studies.</p> <p><i>The student has demonstrated good achievement of learning outcome target in learning plan.</i></p>	<p>The student has demonstrated basic achievement of grade level expectations from the program of studies.</p> <p><i>The student has demonstrated basic achievement of learning outcome target in learning plan.</i></p>	<p>The student is not meeting grade level expectations from the program of studies.</p> <p><i>The student is not meeting learning outcome target in learning plan.</i></p>
Guiding Considerations	<p>Does the student:</p> <ul style="list-style-type: none"> - make complex and novel connections between concepts? - solve problems in multiple ways with insight into strategies and solutions? - make information meaningful with analysis and expression of individual thought? 	<p>Does the student:</p> <ul style="list-style-type: none"> - make logical connections between concepts? - solve problems through asking specific questions and proposing solutions? - analyze information using details and examples? 	<p>Does the student:</p> <ul style="list-style-type: none"> - make straightforward connections between concepts? - solve problems through asking general questions and offering a solution? - use information primarily for recall? 	<p>Does the student lack sufficient understanding of essential concepts?</p> <p>Is there enough evidence to accurately identify if the student has sufficient understanding of the essential concepts? (NER)</p>

As you think about each report card stem...

What is informing the evaluation of this report card stem?

- What is the evidence of student understanding and achievement in relation to this report card stem?

- What criteria were used to evaluate the evidence?

- Does the evidence reveal gaps in learning?

- In what type of learning situations is the student most successful? ie. conditions for success

These reflections should help inform your report card indicators of success and comments.

Report Card Comments

Guiding Considerations & Questions

A. Provide a brief snapshot of what your child has done since September.

- Gather examples of projects and noteworthy activities that have been completed to support your assessment.
- What are some specific learning examples that demonstrate what your child knows and can do in relation to the learning outcomes?

B. Indicate the growth that you have seen in your child.

- Gather examples of skills or understandings that have demonstrated growth in the learning outcomes since September. This could include academics as well as skills such as goal setting, confidence, perseverance, etc.
- How does the comment demonstrate the individual student progress and achievement of a specific learning outcome?
- What can they do now that they were not able to do previously?

C. Briefly describe new or continuing areas for growth over the next term that your child will focus on.

- This could include academics as well as skills such as goal setting, confidence, perseverance, etc.
- What are some areas for growth and potential next steps that you have identified for your child in relation to the learning outcomes for that subject area?

** For students in the blended program taking an online course, please indicate that your child is taking the classes with CBe-Learn. Write: "Please see the CBe-learn report card." If you have completed activities on your own in these classes, feel free to add comments pertaining to that work.*

Please be sure to **sign**, and **date** your report card(s). If you are handwriting the comments, please **use pen**.

Sample comments:

STUDENT explored the question “How do traditions, celebrations, stories connect you to your family now and in the past?” After developing his understanding of the concepts through internet research, our family photo albums, and interviews with family members, he was able to demonstrate a variety of traditions and celebrations that our family celebrates using pictures and written descriptions in a poster presentation. Next, STUDENT will develop a connection between his family traditions and celebrations and those of his friends’ families.

Areas of Strength

- putting letter sounds together to create patterns (bat, rat, mat)
- recognizes letter sounds in predictable patterns
- uses picture clues and sounds to decode new words
- creates and extends complex two-part patterns

Next Steps for Learning

- to begin to use finger spaces between words when writing
- to include beginning, middle and ending sounds when writing words phonetically
- to increase number of high-frequency sight words that she recognizes to improve reading fluency

STUDENT enjoys reading many types of literature such as stories, articles and poems. He is especially good at making inferences when he retells or orally answers questions. He struggles when responding in writing to questions about a story after reading. STUDENT will continue to work at representing and organizing his ideas in a variety of ways before putting them into written format to address this challenge, such as using mind mapping and speech recognition tools.

STUDENT developed interesting leading sentences and uses descriptive vocabulary effectively to enhance her character and setting descriptions. Her “Mountainside View” passage created a vivid image of this setting. In the coming term, STUDENT will be encouraged to edit and organize her written expressions, particularly to connect her ideas meaningfully.

Areas of Strength

- STUDENT explored concepts, events, issues, and ideas through well-structured explanations in her assignment on the Youth Criminal Act.
- STUDENT synthesized information from multiple sources such as _____, and was able to provide an informed point of view on the issue of gender bias in the media.
- She contributed thoughtfully to conversations on the issue of _____, by offering ideas such as _____.

Areas of Growth

- STUDENT would benefit from self-assessing her assignments regularly in relation to set criteria for “What makes high quality work?” so that she becomes more familiar with the criteria and applies it independently.
- STUDENT can independently seek out videos, websites and books that are related to the topics of study.