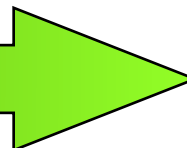


New Scales

Learner Attribute Scale

Below Expectations

Meeting Expectations



1	2	3	4
high levels of support required	reasonable support required	little support required	independently
"inconsistently"	"with prompting"	"...often..."	"...consistently..."

Achievement Scale



Achievement Level	At this time the learner is:
5	Exceeding learning expectations Applying concepts in novel or unique learning situations Independently using skills and strategies
4	Meeting learning expectations Applying concepts in new learning situations With minimal support, using skills and strategies
3	Meeting learning expectations Applying concepts in familiar learning situations With reasonable support, using skills and strategies
2	Approaching learning expectations Applying concepts when rehearsed and highly structured . With high levels of support, using skills and strategies
1	Below learning expectations Having difficulty applying concepts even when rehearsed and highly structured . Despite high levels of support, is having difficulty using skills and strategies
U	Unable to Assess Personalized comment to explain the student couldn't be assessed (ISP, vacation, illness, other circumstance, key assessments incomplete or missing)

COMMUNICATING STUDENT LEARNING:

THE NEW ELK ISLAND PUBLIC ELEMENTARY REPORT CARD

Pilot Year 2015-2016

Full Implementation Year 2016-2017

PILOT Schools

AL Horton

Ardrossan

Brentwood

Ecole Parc

Fort Saskatchewan Christian

Glen Allan

James Mowat

Strathcona Christian Elementary

Westboro

Woodbridge Farms

Wye



What Will Be Reported

Learner Attributes

- Organization
- Cooperation
- Quality Work
- Responsibility
- Participation
- Respect for Self & Others

Personalized Comments

- Learner Attributes
- Areas of Strength
- Next Steps

Learner Achievement

Subject Categories:

the knowledge and skills within each subject area that will be graded

Category Descriptors:

outlines expectations for the individual categories at each grade level

Example: Grade 3
English Language Arts



Understands what is read

- Reads, listens to, and views print, oral and other media texts in order to respond orally or in written form
- Retells and reflects
- Demonstrates the use of a variety of reading strategies including inferring, predicting, visualizing, summarizing, checking for understanding, and asking questions

Reads with fluency and accuracy

- Reads with appropriate rhythm, word accuracy, pace, and expression

Creates writing which conveys meaning

- Writes using a variety of forms with a focus on story writing
- Can introduce a story, generate characters, and add appropriate details

Uses strategies to revise and edit writing

- Uses appropriate capitalization, spelling, punctuation and spacing.

Communicates thoughts and ideas in a variety of ways

- Listens, views, speaks, reads, writes, and represents in a variety of ways to demonstrate understanding of the concepts