

To: Families and Guardians of K-6 Students

From: Darryl Feener-Provincial Senior Education Officer (SEO)

Date: November 16, 2016

Subject: K-6 Report Card

The purpose of this memo is to provide you with information on the K-6 report card.

Parent Support Document Available Online

We have posted *K-6 Report Card Support Document* which can be accessed on NLESD Website using the following link:

<https://www.nlesd.ca/families/k-6reportcard/doc/k6reportcardsupportdoc.pdf>

This document provides a more detailed description of the components of the report card and explains what is meant by the report card descriptors for each subject area.

In addition to ensuring the alignment of the report card with provincial curriculum outcomes, the goals of this project include the following:

- ✓ Building strong partnerships among students, teachers and parents
- ✓ Providing parents with consistent, clear information about how their children are learning, the steps that may help improve learning and what they may do to support their children
- ✓ Establishing a consistent reporting process for K-6 students within the Newfoundland and Labrador English School District

Report Card Highlights

The overall format of the report card has some similarities to past versions. Subjects are listed with indicators for each and a section for teacher comments for each term. Other highlights are listed below:

- ✓ The indicators of achievement are reported using a 1–4 rating system.
Note: One should not try to interpret the new rating system in the context of previous rating scales. A further explanation of the 4 point scale is provided at the end of this memo.
- ✓ The descriptors for subjects have been revised to align with curriculum outcomes.
- ✓ The wording for the social and behavioral indicators has been aligned with provincial curriculum documents and includes a new scale (i.e., C–Consistently; U–Usually; P–With Prompting; R–Rarely).

INDICATORS OF ACHIEVEMENT OF CURRICULUM OUTCOMES

4 EXCELLENT

When assigning a rating of 4 on the report card teachers are indicating that the student demonstrates the specified knowledge and skills with a **high degree of effectiveness**.

Students reaching this level have demonstrated competency over subject matter, including subject-matter knowledge, application of such knowledge, and analytical skills appropriate to the subject matter.

A rating of 4 also suggests that the student demonstrates these characteristics:

- thorough understanding of knowledge, skills and concepts
- uses knowledge, skills and concepts with a high degree of effectiveness
- produces high quality work

3 GOOD

When assigning a rating of 3 on the report card teachers are indicating the student has met the achievement standard for the curriculum outcome up to that point in time. The assessment evidence gathered demonstrates progress toward proficient achievement. The student demonstrates the specified knowledge and skills with **considerable effectiveness**.

The rating of 3 incorporates the idea that students demonstrate these characteristics:

- considerable understanding of knowledge, skills and concepts
- uses knowledge, skills and concepts with considerable effectiveness
- produces good work

2 APPROACHING

When assigning a rating of 2 on the report card teachers are indicating the student has nearly met the achievement standard and requires further development. The student demonstrates the specified knowledge, concepts and skills with **some effectiveness**. Students performing at this level need support to improve in areas which have been identified as learning gaps.

A student who achieves a level 2 rating demonstrates characteristics, such as:

- some development towards the understanding of knowledge, concepts and skills
- attempts to use knowledge, concepts and skills with some effectiveness
- close to reaching the standard expected for that point in time

1 NOT YET DEMONSTRATING

The student at a Level 1 has not met the achievement standard. Intensive support and continual monitoring of their progress is required to narrow the identified gaps in their learning. The student demonstrates the specified knowledge, concepts and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Intensive support is required to provide opportunities to improve learning in specific areas if they are to be successful in the next grade/course.

A student who achieves a level 1 rating demonstrates characteristics, such as:

- little development towards understanding of knowledge, skills and concepts
- attempts to use knowledge, skills and concepts with limited effectiveness
- not meeting the required learning expectation for that point in time

**Teachers will rarely assign a level 1 to students as most students will be achieving at levels 2 and beyond.

IE INSUFFICIENT EVIDENCE TO EVALUATE

This rating is intended for students who, for a variety of reasons, have not demonstrated their learning in the areas being evaluated. For example, extended absenteeism, selective mutism, students transferring in, and English Second Language students not yet at a point to participate in and demonstrate knowledge in English, etc.

NA NOT APPLICABLE

Only to be used when a specific area of curriculum has not been taught, e.g., geometry unit in mathematics