

School Name

School Address
City, Prov, Postal Code
Canada

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Principal: Principal's Name

Student Name

School Year: 2010-2011

Parkland School Division Mission Statement

Our primary purpose in Parkland School Division is to create learning environments through which children achieve enduring success.

School Mission Statement**Purpose of Reporting Student Progress**

This report card is designed to provide you with an accurate interpretation of your child's achievement on graded curriculum, over a period of time. It emphasizes "how" students learn and where they are in the learning continuum, rather than "what" students learn. It also reflects the consistency of the skills outcomes across all grade levels Kindergarten through grade 9. It will assist you and your child in understanding areas of strength, areas for growth and strategies for improvement. The report card is one means of reporting achievement and it should be considered within a comprehensive approach to reporting learning (i.e. student led conferences, celebrations of learning, digital portfolios, emails, blogs, etc.). If you require more detailed information, or have any questions about the information contained in this report or about programming you are encouraged to contact the school at your earliest convenience. Meaningful communication is important in order to support student learning.

School Message

Student Name
Alberta Student Number:
Grade:
Date:

Homeroom:
Homeroom Teacher:
Reporting Period:
Days Absent: **Times Late:**

The student is assumed to be working towards the outcomes of the same grade level of curriculum as his or her enrollment grade for each course of study unless stated otherwise.

(The following line would be included on the report card when the "IPP" attribute had been selected for a student. The same would occur for students on an RPA. Indicating an IPP or RPA is in place for this student.)

An Individual Program Plan (IPP) is in place for this student.

or

A Regular Program Accommodation (RPA) is in place for this student.

Student Performance

The level at which your child is demonstrating curriculum expectations is reported by the following performance indicators:

For Alberta Education Subjects

Indicators	Descriptors
EST (Established)	The student has an in-depth understanding of the outcomes and often provides insightful interpretations or extensions beyond the developing level. He/She can clearly and consistently demonstrate the outcomes independently.
DEV (Developing)	The student has an adequate understanding of the outcomes. He/She is able to perform at an acceptable level and can clearly demonstrate the outcome with minimal assistance from the teacher.
EMG (Emerging)	The student has a limited or incomplete understanding of the outcomes. He/She consistently requires guidance and support from the teacher to demonstrate learning.
INS	Insufficient Evidence to Report
NA	Not Applicable at the Time

For Options

Indicators
M (Meets)
N (Does Not Meet)

For Citizenship and Social Responsibility

Indicators
M (Meets)
N (Does Not Meet)

Citizenship and Social Responsibility – Personal and Social Development							
<i>Meets (M) / Requires Growth (G) are indicators for the Citizenship and Social Responsibility sections</i>							
Demonstrates the following citizenship skills, attitudes and behaviours.	Reporting Period			Demonstrates the following citizenship skills, attitudes and behaviours.	Reporting Period		
	1	2	3		1	2	3
Respect				Independence			
Values the well-being of self, others and property				Takes on leadership roles and/or participates in school activities. Uses problem solving strategies in times of conflict.			
Integrity				Cooperation			
Demonstrates trustworthiness				Willingly engages in group activities. Values teamwork			
Empathy and Compassion				Responsibility			
Seeks to understand ideas and opinions of others. Is sensitive towards the feelings and welfare of others.				Participates in and respects the democratic process. Takes ownership of choices and consequences.			
Comments							

Citizenship and Social Responsibility – Work Habits and Study Skills							
<i>Meets (M) / Requires Growth (G) are indicators for the Citizenship and Social Responsibility sections</i>							
Demonstrates the following citizenship skills, attitudes and behaviours.	Reporting Period			Demonstrates the following citizenship skills, attitudes and behaviours.	Reporting Period		
	1	2	3		1	2	3
Respect and Integrity				Independence and Cooperation			
Organizes and takes responsibility for his/her tasks and materials. Demonstrates a consistent and genuine effort into all tasks. Works carefully and neatly. Follows guidelines for completing tasks according to established criteria.				Can initiate and engage in tasks independently. Demonstrates perseverance to complete tasks. Consistently participates and is engaged in group activities. Follows the guidelines for working in groups.			
Participation				Self Control and Responsibility			
Listens and observes attentively. Contributes to classroom discussions.				Completes tasks within the time provided. Seeks assistance with tasks when necessary.			
Comments							

English Language Arts – Teacher Name		Grade Level of Achievement – (final reporting period only)				
General Understandings:		Demonstrates specific skills and positive attitudes:		Reporting Period		
				1	2	3
Explore thoughts, ideas, feelings and experiences	Reading Fluency Reads with accuracy and appropriate rhythm, pace, and intonation					
Comprehend and respond personally and critically to oral, print and other media texts	Reading Comprehension Constructs meaning from direct and implied information					
Manage ideas and information	Writing – Content Develops clear and focused ideas					
Enhance the clarity and artistry of communication	Writing - Organization Organizes information					
Respect, support and collaborate with others	Writing - Sentence Fluency Writes sentences that are fluent and varied in format					
	Writing - Word Choice Experiments with effective word choice					
	Writing - Conventions Edits work for spelling, punctuation, capitalization, and grammar					
	Listening Understands the ways in which language may be used to convey ideas, values and beliefs					
	Speaking Communicates thoughts, feelings, experiences, information and opinions					
	Viewing Attends to and comprehends visual media					
	Representing Communicates information and ideas through a variety of media					
Areas of Strength:						
Areas for Growth:						
Strategies for Improvement:						
Additional Comments:						

Mathematics-Teacher Name				Grade Level of Achievement – (final term only)				
Concepts addressed during this reporting period:	Explored In Term			Demonstrates mathematical skills and positive attitudes:	Reporting Period			
	1	2	3		1	2	3	
Number	✓			Knowledge Understands and applies mathematical concepts being studied				
Patterns				Connections Connects ideas to other concepts and the real world				
Variables and Equations				Mental Mathematics and Estimation Demonstrates fluency with mental mathematics and estimation				
Measurement				Problem Solving/Reasoning Analyzes problems, using a variety of effective strategies to find possible solutions, and checks and evaluates the effectiveness of the process used				
3-D Objects and 2-D Shapes				Communication Expresses mental processes and understanding using words, symbols, and objects				
Transformations								
Data Analysis								
Chance and Uncertainty								
Areas of Strength:								
Areas for Growth:								
Strategies for Improvement:								
Additional Comments:								

Science -Teacher Name							
Concepts addressed during this reporting period:	Explored In Term			Demonstrates scientific skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
Topic A: Interactions and Ecosystems				Knowledge Construct knowledge and understandings of concepts in life science, physical science and earth and space science. Applies these understandings to interpret, integrate and extend knowledge.			
Topic B: Plants for Food and Fibre				Initiating and Planning Identifies questions to investigate and predicts what will happen Selects appropriate methods and tools for collecting data			
Topic C: Heat and Temperature				Performing and Recording Carries out procedures initiated by self or others Uses instruments effectively Organizes data			
Topic D: Structures and Forces				Analyzing and Interpreting Interprets patterns in data and identifies discrepancies States a conclusion			
Topic E: Planet Earth				Communication and Teamwork Works cooperatively with teammates to develop and carry out a plan and summarize findings Evaluates individual and group processes			
Areas of Strength:							
Areas for Growth:							
Strategies for Improvement:							
Additional Comments:							

Social Studies -Teacher Name							
<i>Concepts addressed during this reporting period:</i>	<i>Explored in Term</i>			<i>Demonstrates skills and positive attitude:</i>	<i>Reporting Period</i>		
	1	2	3		1	2	3
Toward Confederation				Knowledge Understands and applies concepts being studied			
Following Confederation: Canadian Expansions				Thinking and Problem-Solving Acquires and develops thinking strategies that assist in making connections and solving problems Thinks critically, creatively, historically and geographically			
Local and Current Affairs				Social Participation as a Democratic Practice Cooperates, resolves conflicts and builds consensus through social involvement			
				Research and Critical Inquiry Researches to find and use information Reflects on changes of perspective based on information gathered			
				Communication Interprets and expresses ideas using oral, written, visual and media literacy			
Areas of Strength:							
Areas for Growth:							
Strategies for Improvement:							
Additional Comments:							

Wellness							
Health-Teacher Name				Physical Education-Teacher Name			
<i>Demonstrates an understanding of the following Health choices:</i>	Reporting Period			<i>Demonstrates and understanding of the following Physical Education skills and attitudes:</i>	Reporting Period		
	1	2	3		1	2	3
Wellness Choices Displays safe and responsible behaviours to manage risks and prevent injuries				Activity Acquires skills through a variety of developmentally appropriate movement activities			
Relationship Choices Develops effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions				Benefits Health Understands, experiences and appreciates the health benefits that result from physical activity			
Life Long Learning Choices Uses resources effectively to manage and explore life roles and career opportunities and challenges				Cooperation Interacts positively with others			
				Do it Daily Assumes responsibility to lead an active way of life			
Areas of Strength:							
Areas for Growth:							
Strategies for Improvement:							
Additional Comments:							

Visual Arts -Teacher Name			
<i>Throughout the grades 7-9 art program, students focus on the 3 major components of visual learning:</i>	Reporting Period		
	1	2	3
Drawing Uses a variety of materials and techniques to demonstrate an individual expressive response to a specific experience			
Compositions Articulates meaning through control of elements and their relationships Organizes materials to make thought visible			
Encounters Identifies similarities and differences in expressions of selected cultural groups Recognizes the significance of the visual symbols which identify selected cultural groups			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

Choral Music -Teacher Name			
<i>Throughout the grades 7-9 choral music program, students will develop:</i>	Reporting Period		
	1	2	3
Singing Develops correct vocal techniques and skills			
Reading Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Listening Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating Composes, improvises and creates music			
Valuing Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			
Playing Develops functional instrumental skills as an aid to individualized vocal practice			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

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GRADE

General Music-Teacher Name			
<i>Throughout the grades 7-9 general music program, students will develop:</i>	Reporting Period		
	1	2	3
Singing/playing Explores and develops musical skills, using a wide variety of traditional and contemporary music			
Listening Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating Composes, improvises and creates music			
Valuing Develops functional instrumental skills as an aid to individualized vocal practice			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

Instrumental Music-Teacher Name			
<i>Throughout the grades 7-9 instrumental music program, students will develop:</i>	Reporting Period		
	1	2	3
Playing Develops and evaluates their talents and abilities relative to playing a musical instrument, and to establish and correct techniques and skills			
Listening Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Reading Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Creating Composes, improvises and interprets music			
Valuing Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

Drama -Teacher Name			
Demonstrates the following disciplines:	Reporting Period		
	1	2	3
Orientation Applies basic concepts, skills and attitudes of drama			
Movement Uses elements of energy, focus and control to respond and express non-verbally			
Speech Effectively communicates verbally and demonstrates the importance of listening critically			
Improvisation/Acting Acts out an idea or situation in using spontaneous improvisation, planned improvisation and written material			
Theatre Studies Analyzes performances, theatre history and script			
Technical Theatre Selects, constructs and manipulates staging variables			
Areas of Strength: Areas for Growth: Strategies for Improvement: Additional Comments:			

Complementary Course _____ -Teacher Name

- Indicator:
 - Meets
 - Not Met

<i>Themes addressed during this reporting period:</i>	<i>Explored in Term</i>			<i>Demonstrates specific skills and positive attitudes:</i>	<i>Reporting Period</i>		
	<i>1</i>	<i>2</i>	<i>3</i>		<i>1</i>	<i>2</i>	<i>3</i>
Theme/Concept 1				Skill 1			
Theme/Concept 1				Skill 2			
Theme/Concept 1				Skill 3			
Theme/Concept 1				Skill 4			

Areas of Strength

Areas for Growth

Strategies for Improvement

Additional Comments

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French as a Second Language (Grade 7)-Teacher Name							
Themes addressed during this reporting period:	Explored in Term			Demonstrates specific skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
School				Oral Communication Understands French being spoken Expresses an oral message effectively in various situations			
People around Me				Written Communication Understands French being read Expresses a written message effectively in various situations			
Weather				Culture Appreciates and uses the knowledge of different Francophone cultures			
Holidays and Celebrations				Language Learning Strategies Uses a variety of strategies to enhance learning in French			
Areas of Strength							
Areas for Growth							
Strategies for Improvement							
Additional Comments							