

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			
Treats self and others with worth & dignity				Sets goals for personal improvement			
Treats all property & the environment as their own				Knows when to ask for help when problem solving with others			
Integrity				Cooperation			
Tells the truth				Volunteers to help others in the classroom			
Is reliable, dependable and trustworthy				Willingly includes others			
Empathy and Compassion				Self-Control			
Seeks to understand ideas and opinions of others				Understands he/she has a choice over behaviour			
Is sensitive towards the feelings of others				Follows school and classroom rules and expectations			
Is concerned about the welfare of others				Responsibility			
				Takes responsibility for behaviour choices			
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 work habits study skills, attitudes and behaviours.	Reporting Period			Demonstrates the following work habit, study 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				Initiates and engage in tasks			
Demonstrates a consistent and genuine effort into all tasks				Demonstrates perseverance to complete tasks			
Works carefully				Participates and engages in group activities.			
Follows guidelines for completing tasks according to established criteria				Follows the guidelines for working in groups			
Participation				Self-Control and Responsibility			
Listens and observes attentively				Completes tasks within the time provided			
Contributes to classroom discussions				Seeks assistance with tasks when necessary			
Comments							

Early Literacy – Teacher Name					
General Understandings: Explore thoughts, ideas, feelings and experiences. Comprehend and respond personally and critically to oral, print and other media texts. Manage ideas and information. Enhance the clarity and artistry of communication. Respect, support and collaborate with others.	Demonstrates specific skills and positive attitudes:	Reporting Period			
		1	2	3	
		Pre-Reading – Phonemic Awareness Recognizes letter and sound relationships			
		Pre-Reading Comprehension Constructs meaning from print, text, oral and visual clues			
		Pre-Writing Conveys ideas through pictures and/or words			
		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:					

Early Numeracy-Teacher Name							
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			
Measurement				Mental Mathematics and Estimation Demonstrates fluency with mental mathematics and estimation			
3-D Objects and 2-D Shapes				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			
				Communication Expresses mental processes and understanding using words, symbols, and objects			
<p>Areas of Strength:</p> <p>Areas for Growth:</p> <p>Strategies for Improvement:</p> <p>Additional Comments:</p>							

Citizenship and Identity (Social Studies) - Teacher Name

Concepts addressed during this reporting period:	Explored in Term			<i>Demonstrates skills and positive attitude:</i>	Reporting Period		
	1	2	3		1	2	3
I am Unique				Knowledge Understands and applies concepts being studied			
I Belong				Thinking and Problem-Solving Acquires and develops thinking strategies that assist in making connections and solving problems Thinks critically, creatively, historically and geographically			
				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:

Environment and Community Awareness (Early Science)- Teacher Name			
Demonstrates skills and positive attitude:	Reporting Period		
	1	2	3
Demonstrates curiosity and interest and a willingness to learn about the environment and community			
Uses materials in the environment and community and becomes aware of how others use materials			
Explores familiar places and things in the environment and community			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

Physical Skills and Well-Being Teacher Name			
Demonstrates skills and positive attitude:	Reporting Period		
	1	2	3
Acquires basic locomotor, non-locomotor and manipulative skills			
Develops fine motor and perceptual motor skills			
Develops positive attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others			
Areas of Strength:			
Areas for Growth:			
Strategies for Improvement:			
Additional Comments:			

Creative Expression -Teacher Name

Demonstrates skills and positive attitude:	Reporting Period		
	1	2	3
Explores self-expression through creative thought and through language, art, movement, music and drama			
Becomes aware of various forms of expression			

Areas of Strength:

Areas for Growth:

Strategies for Improvement:

Additional Comments:

DRAFT KINDERGARTEN