

Administrative Procedure 360 Appendix B

REPORT CARDS

Teachers can choose to use term report cards to Communicate Student Learning (CSL). The report cards closely align with the new curriculum and assessment framework that the Ministry of Education is implementing. The expectations in each area of the three formal report cards are below:

Language Arts and Mathematics (*core learning*)

- Reported on all three terms
- Authentic evidence of learning referred to in the comment
- Performance scale (meeting, exceeding etc.)
- Big ideas or curriculum overview
- Descriptive personalized feedback for each student based on curricular learning
- Student voice
- Next steps (all three terms)

Science, Social Studies, Physical & Health Education, Arts Education, French

- Reported on all three terms
- Performance scale (meeting, exceeding etc.)
- Big ideas or curriculum overview
- Descriptive personalized feedback for each student (*two out of three terms*) or if not meeting expectations
- Next steps (term 1 and 2)

Career Ed and ADST

- Reported at least once per year
- Big ideas or curriculum overview
- Performance scale (meeting, exceeding etc.)
- Descriptive personalized feedback

Term Comments

Use core competency language (Communication, Thinking, Positive personal and cultural identity, Personal awareness and responsibility, and Social responsibility.) to describe celebrations, work habits, areas of challenges and ways to support learning

IEP Requirements

In the case of students with an Individual Education Plan, Learning Plan, or English Language Learners with an Annual Instructional Plan, information about student progress in relation to established individual goals.

Self-assessment of core competencies

- Reported on final report card only
- Include self-assessment of at least one competency this year
- school-wide model recommended but not required (*see examples provided*)
- Include a comment in the “school comment” box to refer to core competency attachment

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