

COMMUNICATING STUDENT LEARNING: THE NEW ELK ISLAND PUBLIC ELEMENTARY REPORT CARD

Pilot Year 2015-2016

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

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

CATEGORY

CATEGORY DESCRIPTORS

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


New Scales

Learner Attribute Scale



1	2	3	4
<i>high levels of support required</i>	<i>reasonable support required</i>	<i>little support required</i>	<i>independently</i>
"inconsistently"	"with prompting"		"...consistently..."

Achievement Scale



Achievement Level	At this time the learner is:
5	Exceeding learning expectations Applying concepts in <i>novel or unique</i> learning situations <i>Independently</i> using skills and strategies
4	Meeting learning expectations Applying concepts in <i>new</i> learning situations With <i>minimal</i> support, using skills and strategies
3	Meeting learning expectations Applying concepts in <i>familiar</i> learning situations With <i>reasonable</i> support, using skills and strategies
2	Approaching learning expectations Applying concepts when <i>rehearsed and highly structured</i> . With high levels of support, using skills and strategies
1	Below learning expectations Having difficulty applying concepts <i>even when rehearsed and highly structured</i> . <i>Despite high</i> 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)

Available Digitally

The screenshot displays a digital report card for Ella Pringle, a Grade 4 student in Term 2 (2019), taught by Mr. Tuckwood. The interface is titled 'Communicating Student Learning' and includes a navigation bar with a user profile icon. The main content area is divided into several sections:

- Learner Attributes:** A purple header bar with the 'eips' logo and a minus sign.
- Shows organization:** A section with a 'Consistently...' label and a table of scores for Term 1 (3), Term 2 (4), and Term 3 (empty). It lists bullet points: 'Prepared for class', 'Organizes tasks and materials', and 'Establishes priorities, manages time to complete tasks and achieve goals'.
- Demonstrates responsibility:** A section with an 'Often...' label and a table of scores for Term 1 (3), Term 2 (3), and Term 3 (empty). It lists bullet points: 'Follows expectations', 'Takes responsibility for and manages own behaviour', and 'Fulfills responsibilities and commitments within the learning environment'.
- Cooperates with others:** A section with a 'With prompting...' label and a table of scores for Term 1 (3), Term 2 (2), and Term 3 (empty). It lists bullet points: 'Demonstrates ability to work cooperatively with others' and 'Accepts various roles and an equitable share of work in a group'.
- Participates:** A section with an 'Often...' label and a table of scores for Term 1 (3), Term 2 (3), and Term 3 (empty). It lists bullet points: 'Demonstrates curiosity and interest in learning', 'Looks for and acts on new ideas and opportunities for learning', and 'Contributes to and is engaged in class discussions and collaborative work'.
- Strives for quality work:** A section with a 'Consistently...' label and a table of scores for Term 1 (4), Term 2 (4), and Term 3 (empty). It lists bullet points: 'Seeks help as needed', 'Demonstrates consistent effort', and 'Demonstrates perseverance to complete tasks'.
- Respects self and others:** A section with an 'Inconsistently...' label and a table of scores for Term 1 (2), Term 2 (1), and Term 3 (empty). It lists bullet points: 'Listens attentively', 'Treats self and others with respect', and 'Demonstrates care for the learning environment'.
- General Learner Comments:** An orange bar with a plus sign icon.
- Academics:** A green bar with the 'eips' logo.
- Subject-specific sections:** A list of subjects with plus sign icons: English Language Arts, Math, Science, Social Studies, Art, Health, and Physical Education.
- Areas of Strength Comments:** A red bar with a plus sign icon.
- Next Steps:** A blue bar with a plus sign icon.
- Footer:** A dark blue bar containing a profile picture of Aaron Tuckwood, his signature, and a notification: 'Your conference is booked for Tuesday October 1, at 7:15pm'. It also includes 'Share', 'Print', and 'Contact Drentwood Elementary' options.

The NEW Report Card will be accessed through the Parent Portal at:

powerschool.eips.ca