



St. James-Assiniboia School Division Early Years Report Card Parent Guide

The *Early Years Report Card Parent Guide* describes the various components of your child's report card. The report card can be a source of information as you, your child, and your child's teachers engage in meaningful conversations about your child's learning and goals.

REPORTING TERMS

T1, T2, and T3 indicate the various "Terms" for reporting your child's learning e.g., T1 September-November, T2 November-March, T3 March-June.

T1	T2	T3

YOUR CHILD'S PROGRAM

Your child's Program is indicated by one of the following designations for each Term and each subject area:

- PrC** Provincial Curriculum to meet grade level outcomes
- ALP** Provincial Curriculum with Adapted Learning Plan to help meet grade level outcomes
(Special support is in place; may apply to one or more subject area/s)
- IEP** Individual Education Plan *(Special support is in place to individualize learning outcomes; may apply to one or more subject area/s)*
- EAL** English as an Additional Language *(Provincial curriculum has been adjusted for student learning English as an Additional Language)*

ACADEMIC PERFORMANCE INDICATORS

Academic performance indicators identify, in relation to curriculum descriptors, what your child can do and is learning to do e.g., uses strategies to read and understand text.

T1	T2	T3
PrC		
P		

Uses strategies to read and understand text

Example

- P Proficient** - your child demonstrates a solid and in-depth understanding consistently. *For example, if your child is proficient in this outcome, he/she uses specific strategies to read and comprehend what he/she reads or listens to. A challenging goal to increase skills, perhaps in responding critically to what is read or listened to, would be set by your child and the teacher. This goal should be reflected in the comment area.*
- A Acquired** - your child demonstrates a basic understanding of outcomes at this time. *For example, if your child's performance is at the "acquired" stage, it indicates that he/she uses strategies to read and comprehend text at a basic level. Your child would continue*

to set a goal toward proficiency by clarifying his/her next steps with teacher support. The goal in this case might be to develop skills in making connections to texts or to increase reading fluency.

D Developing - your child demonstrates an emerging understanding of outcomes. *For example, if your child is “developing” in this area, he/she is beginning to recognize and use strategies to make meaning when reading and listening to text. Frequent opportunities to support this developing area would be helpful for your child.*

N Not observable - your child does not yet demonstrate outcomes. *If an “N” is indicated, your child has not yet provided evidence of learning in this outcome and the area would become a focus for goal-setting and support.*

The performance indicators provide information regarding your child’s learning strengths and potential goal areas. Teachers frequently involve students in self-assessment to help them become more aware of their current skills and set goals to increase their learning.

TEACHER IDENTIFICATION and COMMENTS

The names of the teachers will be identified for each subject area i.e.,

Science

Teacher:

COMMENTS will be identified by subject and teacher. Comments will appear at the end of the subject descriptors and will be grouped by term.

DIVISIONAL ASSESSMENTS

The divisional Grade 5 English Language Arts and Mathematics assessment performance will be reported in Term 3. French Immersion students will be alternating the writing of French Language Arts and English Language Arts every year.

CITIZENSHIP / PERSONAL MANAGEMENT

Your child’s demonstrations of attitudes and behaviours are reported in *Citizenship/Personal Management*. The descriptors are to be viewed according to what would be developmentally appropriate for the age of the child.

C Consistently

U Usually

S Sometimes

SP Support Plan in place (e.g., behaviour, time management, social skills)

Demonstrates a positive approach to learning

Respects self, others and the environment

Interacts cooperatively

Participates in discussions and activities

Demonstrates active listening skills

Demonstrates responsible work habits

LITERACY with INFORMATION AND COMMUNICATION TECHNOLOGY

Your child uses technology to enhance his/her critical and creative thinking across subject areas. A developmental continuum of skills, attitudes and behaviours was created by Manitoba Education, Citizenship and Youth to help your child assess his/her literacy with ICT (LwICT). Teachers will report on your child's literacy with ICT through subject area comments. These comments could be found under any subject area on the report card. Reporting on LwICT reflects our Division's belief that technology can be effectively used and assessed within all curricular areas. LwICT comments will be used to address some of the technology skills your child has displayed while engaged in technology-based learning experiences. Reporting of LwICT skills could focus on the ethical and responsible use of technology, or how your child has utilized various forms of technology to further develop their critical and creative thinking skills. Additional samples of your child's work may be available at the school.

STATEMENT OF PLACEMENT

A statement of grade placement for the following year will appear in the third term of your child's report card.

WHAT DO TEACHERS USE AS EVIDENCE OF MY CHILD'S LEARNING?

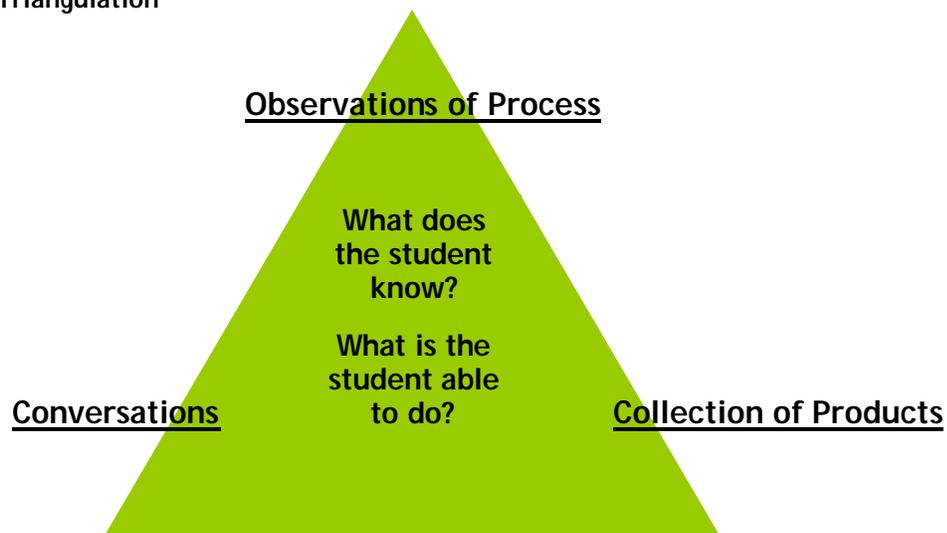
The report card provides a glimpse of what your child can do or is learning to do at the time of reporting.

Evidence of your child's learning is collected in a variety of ways throughout the terms. Typically, there are three major sources of evidence:

- teacher observations
- conversations between teacher and your child
- your child's work or performances

Collecting evidence using these three major sources is called triangulation. (Anne Davies, *Making Classroom Assessment Work*, 2000)

Triangulation



OBSERVATIONS may take place on an informal or formal basis and may include listening to your child read and assessing your child's use of strategies and comprehension, question responses, listening assessments, concepts about print, letter identification, connections, running records, benchmarking, oral reading response, performances such as the use of manipulatives in mathematics, problem solving, experiments or labs, work samples, design activities, paper and pencil demonstrations, debates, discussions.

CONVERSATIONS take place on an informal or a formal basis. A teacher might make note of your child's learning and have a conversation with him/her during times such as guided or independent practice periods, self-assessment activities, tutorials, conferences, literature circles, novel studies, or interviews.

PRODUCTS created by your child are typically part of the day-to-day classroom work and may take the form of pictures, summary notes, diagrams, sketches, graphic organizers, written explanations of how to solve a problem in mathematics, calculations, examples of writing, quizzes or tests, projects, presentations, and portfolios. Collecting evidence throughout the year provides a picture of your child's learning progress and can motivate the development of new goals.

CONTACT

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