STUDENT ASSESSMENT & REPORTING

ELEMENTARY TEACHER SUPPORT DOCUMENT
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Student Assessment and Reporting:
ELEMENTARY TEACHER SUPPORT DOCUMENT
Edmonton Catholic Schools

Philosophy

The process of assessing, reporting and conferencing has changed from a teacher-directed approach to a collaborative on-going process designed to support and enhance learning. Within the process, the teacher, the parent/guardian and the child become active participants in reviewing and communicating the progress of the child and in offering recommendations which will encourage further growth and development. The student progress report is only one component of the reporting process.

Teacher Attitudes and Beliefs

According to the literature (Stiggins, 2001; Shepard, 2000; Violato et al., 1998; and Wright, 2001) cited in a recent study commissioned by the Alberta Assessment Consortium, a teacher’s assessment literacy should reflect the following attitudes and beliefs about assessment and about what both students and teachers must do to ensure the fairest, most-accurate assessment. The following is an excerpt from that study:

Assessment literate teachers know that assessment is complex and integrally related to instructional goals, driving what is taught in the classroom. It requires a shift from something teachers do to students, to something teachers do with them or help them do for themselves; it’s a partnership that requires the teacher to provide feedback to students that engenders self-confidence and a belief that they are capable learners. Most importantly, it provides a reasonable balance between standardized tests and classroom assessment (summative assessment), and ongoing classroom assessment (formative).

Assessment literate teachers believe that teachers must help students establish, refine and achieve learning goals, helping students become better at monitoring their own learning and reflecting on their progress so that they develop a fuller sense of their own abilities. They realize that assessment exercises give students critical-thinking, problem-solving and research skills and that they should focus on formative assessment as the heart of effective teaching and refrain from relying on end of unit/course summative assessments.

Communicating and Reporting Student Progress to Parents/Guardians

**Reporting** refers to the act of providing information at term-end or year-end on students’ products, progress and process.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Reported as…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCTS</strong></td>
<td>• Refers to a student’s performance of key learner outcomes at term-end or year-end</td>
</tr>
<tr>
<td><strong>PROGRESS</strong></td>
<td>• Refers to the degree of difficulty a student encounters versus the quality of student work</td>
</tr>
<tr>
<td><strong>PROCESS</strong></td>
<td>• Refers to the student’s social development and work habits that are essential to higher-level work success</td>
</tr>
</tbody>
</table>

A – Communication in general between parents/guardians, child and teacher should be frequent and on-going

This can include:
- Home assignment comments
- Portfolio updates and reviews
- Parent phone calls
- Mini-conferences
- Student agendas
- Student self-reflection and goal-setting
- Quick notes/postcards

B – Reporting Schedule

There are three reporting periods and one informational meeting during the school year.

♦ “Parents/Guardians as Partners”
  At approximately the 3rd – 4th week of the school year, each school hosts an informational meeting in which teachers share information with parents/guardians that may include the following:
  - **Report Cards**: the philosophy behind no percentages/grade codes, supported by examples
  - **The Assessment Process**: the variety of assessment strategies/tools used, the report card used as one tool only, student-led conferences, portfolios, etc.
  - **Curriculum Outcomes**: assessment is based on program outcomes only
  - **Teacher Expectations** (homework policy, discipline policy, communication, etc.) and student contributions to the process
C – Involving Parents/Guardians in the Assessment Process

Schools and teachers have a responsibility to communicate effectively and continuously with parents/guardians by providing them with meaningful information. This can be via formal communication such as student-led conferencing, portfolios, report cards, etc. as well as through informal communications such as agenda books, phone calls, newsletters, etc. This is not a situation where more is always better; careful choices of format need to be made and these need to be within the comfort zone of both teachers and the community. The intention is to move everyone involved towards more effective communication! Below are some questions teachers should consider to guide themselves in communicating with parents/guardians regarding assessment:

- **Involving the parents/guardians in the process of three-way reporting**
  - Have we talked about what usually happens during a three-way conference?
  - How have I helped parents/guardians prepare their questions and suggestions?
  - How have I invited parent/guardian responses?

- **Involving the parents/guardians in the process of informal communication**
  - Have I used a variety of ways during the term to invite them to comment on their children’s work?
  - How have I helped parents/guardians make supportive comments in response to their children’s work?
  - How have I helped them “see” and “hear” the learning that is developing?

- **Involving the parents/guardians in the process of collecting evidence of their children’s learning**
  - Have I asked parents/guardians what is important to them?
  - How have I helped parents/guardians comment on their children’s work?
  - How can I encourage parents/guardians to work with their children and select something from home to insert into the collection of work?

- **Involving the parents/guardians in the process of student reflection**
  - Have I informed parents/guardians about the process of reflection and how we will be using it in the classroom?
  - Have I encouraged appropriate parent/guardian responses that validate what students are doing?

- **Special Activities/Field Trips:** school policy, procedures
- **A Teacher Handout:** regarding specifics about the previously mentioned material; this also for those parents/guardians who are unable to attend

- Nov. – 1st reporting period
- Mar. – 2nd reporting period
- June – 3rd reporting period
• Have I encouraged parents/guardians to assist their child in realistic goal-setting based on learner outcomes?

D – Student-Led Conferencing

➤ **Role of Students**

- Students prepare by collecting/selecting work samples with teacher guidance
- Students demonstrate and communicate their learning
- Students share reflections
- Students ask their audience for feedback
- Students set goals based on selected work, reflections and feedback

➤ **Role of Teachers**

A. Set guidelines for student choices for the portfolio  
B. Build on reflective and goal-setting practices  
C. Prepare students for the conference  
   - set an agenda  
   - rehearse and role play with students leading  
- collect other pertinent data and evidence of student learning or progress (e.g. diagnostic and formative assessments)

➤ **Role of Parents/Guardians**

- give specific feedback to support their child’s learning  
- provide two compliments and one thing their child could work on (e.g. “Two Stars and a Wish”)  
- provide continuous positive reinforcement  
- assist their child in setting an appropriate goal(s)  
- complete the plan of action

This practice has the following characteristics:  
- Students take a lead role  
- Portfolios are used to show evidence of learning  
- Parents/guardians participate actively in this process and give specific feedback
A – Achievement Levels

The achievement levels differ from a “mark.” A mark is the average of specific assignments, sometimes weighted according to their importance. An achievement level includes more than marks.

A level of achievement provides a summative statement of student achievement based on assessment evidence at the time of the report card. Each level:

- Describes the quality of performance
- Clearly connects achievement to program outcomes
- Characterizes a level of understanding of subject-area content
- Makes evident a level of knowledge and skills

If/when numbers or percentages are used or necessary to assist in framing levels of achievement, the relationships are as follows:

<table>
<thead>
<tr>
<th>LEVELS OF ACHIEVEMENT</th>
<th>CORRESPONDING GRADES &amp; PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates Excellent Achievement</td>
<td>A 80 – 100%</td>
</tr>
<tr>
<td>This level of achievement describes assessment evidence that demonstrates exemplary performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by an in-depth understanding of subject-area content, and it demonstrates excellence in the knowledge and skills at this grade level at the time of the report card.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates Proficient Achievement</td>
<td>B 65 – 79%</td>
</tr>
<tr>
<td>This level of achievement describes assessment evidence that demonstrates skilled performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a solid understanding of subject-area content, and it proficiently demonstrates the knowledge and skills at this grade level at the time of the report card.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates Basic Achievement</td>
<td>C 50 – 64%</td>
</tr>
<tr>
<td>This level of achievement describes assessment evidence that demonstrates limited performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a generally accurate understanding of subject-area content, and it demonstrates basic knowledge and skills at this grade level at the time of the report card.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates Insufficient Achievement</td>
<td>N Below 50%</td>
</tr>
<tr>
<td>This level of achievement describes assessment evidence that demonstrates unsuccessful performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by an inadequate understanding of subject-area content and it demonstrates insufficient knowledge and skills for this grade level at the time of the report card.</td>
<td></td>
</tr>
</tbody>
</table>
Note: Teachers use the level of achievement “Demonstrates Insufficient Achievement” to screen for children not working at grade-level outcomes. The next step is to plan for student success.

The framework for corresponding grades & percentages will NOT appear on the report card, but must be made available for parents/guardians as a reference. A level of achievement is informed by a range of assessment evidence and some of this evidence might be reported as a percentage grade.

*Overemphasis on grades and faulty grading practices have detrimental effects on student achievement, motivation, and self-concept.*

Ken O’Connor

### Definitions and Word Choice: Levels of Achievement

- *Demonstrates* suggests that there is measurable assessment evidence of student performance.
- *Achievement* is a student’s demonstration of knowledge, skills and attributes relative to grade level curriculum standards or key learner outcomes.
- *Excellent, proficient, basic and insufficient* describe the degree of achievement for each level.
- *Exemplary, skilled, limited and unsuccessful* describe the degree of performance for each level.
- *In-depth, solid, generally accurate and inadequate* describe the degree of understanding for each level.

<table>
<thead>
<tr>
<th>Achievement of KSA’s</th>
<th>Quality of Performance</th>
<th>Quality of Understanding</th>
<th>Other Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent achievement</strong></td>
<td>Exemplary performance</td>
<td>In-depth understanding</td>
<td>A 80 – 100</td>
</tr>
<tr>
<td><strong>Proficient achievement</strong></td>
<td>Skilled performance</td>
<td>Solid understanding</td>
<td>B 65 – 79</td>
</tr>
<tr>
<td><strong>Basic achievement</strong></td>
<td>Limited performance</td>
<td>Generally accurate understanding</td>
<td>C 50 – 64</td>
</tr>
<tr>
<td><strong>Insufficient achievement</strong></td>
<td>Unsuccessful performance</td>
<td>Inadequate understanding</td>
<td>N Below 50</td>
</tr>
</tbody>
</table>
### Aligning Achievement Indicators

<table>
<thead>
<tr>
<th><strong>Wow</strong></th>
<th><strong>Yes</strong></th>
<th><strong>Yes, but</strong></th>
<th><strong>No, but</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent Achievement</strong></td>
<td><strong>Proficient Achievement</strong></td>
<td><strong>Basic Achievement</strong></td>
<td><strong>Insufficient Achievement</strong></td>
</tr>
<tr>
<td>Exemplary</td>
<td>Skilled</td>
<td>Limited</td>
<td>Unsuccessful</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Adept</td>
<td>Predictable</td>
<td>Partial</td>
</tr>
<tr>
<td>High quality</td>
<td>Appropriate</td>
<td>Within reason</td>
<td>Well below</td>
</tr>
<tr>
<td>In-depth</td>
<td>Solid</td>
<td>Generally accurate</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Superb</td>
<td>Capable</td>
<td></td>
<td>Misconceptions</td>
</tr>
<tr>
<td>Outstanding</td>
<td></td>
<td></td>
<td>Omissions</td>
</tr>
</tbody>
</table>

Some students will be within this level, **very well prepared** for the next grade level or course. Most students should be within this level, **well prepared** for the next grade level or course. Some students will be within this level, needing **more direct teacher support** to succeed at the next grade level or course. Students who are achieving within this level should be screened for **alternate programming**.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>N</td>
</tr>
</tbody>
</table>

80-100% | 65-79% | 50-64% | Below 50%
B – Recommended Number of Key Learner Outcomes per Subject Area

School staffs are encouraged to decide together the number of key learner outcomes appropriate for each subject and across grades, to ensure a consistent approach.

<table>
<thead>
<tr>
<th>Subject:</th>
<th>MINIMUM</th>
<th>MAXIMUM</th>
<th>Subject:</th>
<th>MINIMUM</th>
<th>MAXIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>English LA</td>
<td>5</td>
<td>8</td>
<td>Science</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>French LA</td>
<td>4</td>
<td>8</td>
<td>Social</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>8</td>
<td>Religious Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>4</td>
<td>4</td>
<td>Art</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>3</td>
<td>Music</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>French as a Sec. Lang.</td>
<td>3</td>
<td>3</td>
<td>Other</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

C – Growth as a Learner

“Growth as a Learner” is divided into two sections: Social Development and Work & Study Habits to better reflect a student’s strengths and areas for growth. The code comments are “Consistently” “Sometimes” and “Rarely”.

Teachers should develop rubrics by setting criteria for each behavior descriptor with their students at the beginning of the year. Give students the criteria in the left-hand column (see samples on next page) or develop your own, and invite students to describe what that behavior looks like or sounds like in student language and in your classroom. Your students’ descriptions are more powerful and effective than a prepared hand-out! Revisit the criteria often, as this is an ongoing process.
Students will become more responsible for their growth by setting goals and reflecting on their own learning habits. Following are some samples developed by students at various elementary grade levels.

### SOCIAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Details: What does this look like and sound like in your classroom?</th>
</tr>
</thead>
</table>
| Works effectively with others | • Works well with all students  
                            • Listens to others’ ideas  
                            • Shares ideas and responsibilities  
                            • Respects others |
| Respects the property of self and others | • When borrows, always ask permission and returns right away  
                            • Always respects other people’s privacy  
                            • Always takes care of own supplies and is a model for others |
| Accepts responsibility | • Takes ownership for classroom rules and procedures and encourages peers to abide by them |
| Plays cooperatively with others | • Plays fairly  
                            • Shows good sportsmanship  
                            • Demonstrates teamwork; shares ideas & equipment |

### WORK AND STUDY HABITS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Details: What does this look like and sound like in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively</td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
</tr>
<tr>
<td>Demonstrates organizational skills</td>
<td></td>
</tr>
<tr>
<td>Strives for quality in class work</td>
<td></td>
</tr>
<tr>
<td>Completes assignments/ projects</td>
<td></td>
</tr>
<tr>
<td>Uses class time effectively</td>
<td></td>
</tr>
</tbody>
</table>
**WORK AND STUDY HABITS**

<table>
<thead>
<tr>
<th>Demonstrates Christian involvement</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes all fellow students during work and play</td>
<td>Usually includes others during work and play</td>
<td>Excludes others when at work or play</td>
<td></td>
</tr>
<tr>
<td>Always offers to help others</td>
<td>Usually is helpful towards others</td>
<td>Does not help others</td>
<td></td>
</tr>
<tr>
<td>Always shows respect</td>
<td>Usually is respectful</td>
<td>Is disrespectful</td>
<td></td>
</tr>
<tr>
<td>Always is tolerant of individual differences</td>
<td>Usually shows tolerance of individual differences</td>
<td>Is not tolerant of individual differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follows directions</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes on speaker</td>
<td>Eyes on speaker most of the time</td>
<td>Is not attending to the speaker</td>
<td></td>
</tr>
<tr>
<td>Body still, in desk</td>
<td>Remains in desk</td>
<td>Gets out of desk/ wanders around</td>
<td></td>
</tr>
<tr>
<td>Raises hand after speaker is finished</td>
<td>Usually waits for speaker before raising hand</td>
<td>Raises hand, interrupts speaker</td>
<td></td>
</tr>
<tr>
<td>Reads carefully and/or listens attentively to directions</td>
<td>Reads and/or listens to directions much of the time</td>
<td>Does not read/listen to directions</td>
<td></td>
</tr>
<tr>
<td>Is able to complete task independently</td>
<td>Some additional explanation required</td>
<td>Requires additional one-on-one explanation</td>
<td></td>
</tr>
<tr>
<td>Rarely requires reminders</td>
<td>Few reminders required</td>
<td>Needs frequent reminding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates organizational skills</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always able to find materials</td>
<td>Usually able to find materials</td>
<td>Unable to find materials</td>
<td></td>
</tr>
<tr>
<td>Materials always put away</td>
<td>Materials put away most of the time</td>
<td>Materials not put away</td>
<td></td>
</tr>
<tr>
<td>Area/desk tidy</td>
<td>Area/desk tidy</td>
<td>Area is untidy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strives for quality in class work</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always completes assignments to the highest rubric mark</td>
<td>Assignments reach the middle mark in rubric attainment</td>
<td>Assignments do not reach an acceptable rubric mark</td>
<td></td>
</tr>
<tr>
<td>Very accurate work that completely answers objectives</td>
<td>Work usually quite accurate and objectives generally reached</td>
<td>Work is inaccurate and incomplete</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completes assignments/ projects</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Usually</td>
<td>Infrequently</td>
<td></td>
</tr>
<tr>
<td>Very neatly</td>
<td>Neatly</td>
<td>Untidily</td>
<td></td>
</tr>
<tr>
<td>Accurately</td>
<td>Accurately</td>
<td>Inaccurately</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses class time effectively</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is always focused on task</td>
<td>Usually is focused on task</td>
<td>Does not focus on task</td>
<td></td>
</tr>
<tr>
<td>Tries to do their best work at all times</td>
<td>Best work is performed most of the time</td>
<td>Work is completed poorly</td>
<td></td>
</tr>
<tr>
<td>Discovers something to work on while waiting for others to finish</td>
<td>Usually finds something to work on while waiting for others to finish</td>
<td>Is disruptive or does nothing when waiting for others to finish</td>
<td></td>
</tr>
<tr>
<td>Participates in activities and discussions</td>
<td>Usually participates in activities and discussion</td>
<td>Does not participate in activities and discussions</td>
<td></td>
</tr>
</tbody>
</table>

**For some students identified with severe special education needs, teachers may not be able to assess some or any of the criteria for Social Development and/or Work and Study Habits. In such cases, teachers may select “Not assessable” on the scroll bar in TeacherView.**
D – Creating Comments

Most teachers’ feedback to pupils seems to serve social and managerial functions, often at the expense of the learning function. This needs to change. Black & Wiliam

- A level of achievement is used to report on key learner outcomes whereas the purpose of the comment box is to communicate to parents/guardians information about the student’s learning, with specific references to strengths, areas for growth and next steps.

- Comments are required for all students in the following five areas: Religious Education, English Language Arts, French Language Arts, Mathematics and Growth-as-a-Learner. Teachers can choose to include comments based on student need in any other subject area.

- As a guideline, a teacher should not write more than four sentences for any subject, and the print copy of any individual report card should not exceed four pages. See sample comments in Appendix A: Subject-area Planning for Assessment and Comment Writing.

Developing a report card comment

Report card comments should…

- be phrased in positive language
- be professional in tone but not use educational jargon
- have an “affective” reference to the student so as to refrain from being too clinical (in other words, use the student’s name)
- be consistent in the audience throughout the report card (i.e. “Kyle performs work that…”, not “Kyle, you…”)
- refer to student’s work samples or to the evidence of learning that supports the summative assessment, focusing on student strengths and weaknesses and identifying the next steps
- be a reasonable length (2 – 3 sentences)
- be developed from anecdotal notes throughout the term

Teachers can collect anecdotal information on students right from the beginning of term. Some ways are to…

- Create rubrics of targeted learning skills
- Organize grade books by strand in order to more easily identify areas of need – a grade book with only quiz, assignment, paragraph, book report, test, a performance based assessment does not clearly reveal content nor targeted outcome (See Appendix C: Outcomes-based Grade Book Template)
- Use a rubric on effort levels as a student self-assessment piece as well
- Keep descriptive language accessible to apply it more easily
- Use student self-assessment on specific assignments (keep a manageable portfolio)
Here are sentence starters for general ideas:

<table>
<thead>
<tr>
<th>Focus on student learning in a positive way:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This term, ____ has been working on …</td>
</tr>
<tr>
<td>• ____ should be commended for …</td>
</tr>
<tr>
<td>• ____ has strengthened his/her skills in …</td>
</tr>
<tr>
<td>• ____ is strong in …</td>
</tr>
<tr>
<td>• ____ continues to show growth in …</td>
</tr>
<tr>
<td>• ____ is gaining more self-confidence in …</td>
</tr>
<tr>
<td>• ____ is making steady progress academically in …</td>
</tr>
<tr>
<td>• There has been a noticeable improvement in ____’s…,…..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify areas for growth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• As we have discussed, ____ could work on …</td>
</tr>
<tr>
<td>• ____ would benefit from …</td>
</tr>
<tr>
<td>• To ensure ____’s continued success next term, …</td>
</tr>
<tr>
<td>• It may be helpful for ____ to practice …</td>
</tr>
<tr>
<td>• ____ still needs strengthening in…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide suggestions for next steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ____ would benefit by focusing on…</td>
</tr>
<tr>
<td>• ____ could improve writing skills by…</td>
</tr>
<tr>
<td>• ____ could improve reading skills by…</td>
</tr>
<tr>
<td>• ____ and I have set clear goals for this next term to improve…</td>
</tr>
</tbody>
</table>
## Comment Support Wordsmith Chart

<table>
<thead>
<tr>
<th>Relevancy of information</th>
<th>Demonstrates Excellent Achievement</th>
<th>Demonstrates Proficient Achievement</th>
<th>Demonstrates Basic Achievement</th>
<th>Demonstrates Insufficient Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>pertinent</td>
<td>relevant</td>
<td>general</td>
<td>trivial</td>
<td></td>
</tr>
<tr>
<td>significant</td>
<td>relevant</td>
<td>superficial</td>
<td>irrelevant</td>
<td></td>
</tr>
<tr>
<td>insightful</td>
<td>meaningful</td>
<td>appropriate</td>
<td>superficial</td>
<td></td>
</tr>
<tr>
<td>significant</td>
<td>relevant</td>
<td>predictable</td>
<td>vague</td>
<td></td>
</tr>
<tr>
<td>insightful</td>
<td>convincing</td>
<td>believable</td>
<td>questionable</td>
<td></td>
</tr>
<tr>
<td>perceptive</td>
<td>thoughtful</td>
<td>appropriate</td>
<td>superficial</td>
<td></td>
</tr>
<tr>
<td>precise</td>
<td>correct</td>
<td>partially correct</td>
<td>incorrect</td>
<td></td>
</tr>
<tr>
<td>compelling</td>
<td>convincing</td>
<td>plausible</td>
<td>sketchy</td>
<td></td>
</tr>
</tbody>
</table>

| Degree of detail         | precise                            | accurate                            | partial                       | vague                                   |
|                          | comprehensive                      | thorough                            | superficial                   | little or no                            |
|                          | precise                            | relevant                            | generally accurate            | superficial                             |
|                          | comprehensive                      | complete                            | partial                       | sketchy                                |
|                          | purposeful                         | focused                             | appropriate                   | irrelevant                              |
|                          | in-depth                           | substantial                         | partial                       | incomplete                              |
|                          | rich and detailed                  | specific                            | simplistic                     | undeveloped                             |

| Support for opinion      | compelling                         | convincing                         | believable                    | weak support                            |
|                          | insightful                          | logical                             | simplistic                    | little or no                            |
|                          | significant                         | relevant                            | predictable                   | unrelated                               |
|                          | persuasive                          | credible                            | plausible                     | inconclusive                            |
|                          | explicit                            | thoughtful                          | partial                       | omissions                               |

[www.aac.ab.ca](www.aac.ab.ca)
<table>
<thead>
<tr>
<th>Reflection/interpretation</th>
<th>Demonstrates Excellent Achievement</th>
<th>Demonstrates Proficient Achievement</th>
<th>Demonstrates Basic Achievement</th>
<th>Demonstrates Insufficient Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>insightful</td>
<td>thoughtful</td>
<td>predictable</td>
<td>partial</td>
</tr>
<tr>
<td></td>
<td>astute</td>
<td>relevant</td>
<td>superficial</td>
<td>misconceptions</td>
</tr>
<tr>
<td></td>
<td>perceptive</td>
<td>appropriate</td>
<td>simplistic</td>
<td>little or no</td>
</tr>
<tr>
<td></td>
<td>intuitive</td>
<td>logical</td>
<td>rudimentary</td>
<td>inadequate</td>
</tr>
<tr>
<td></td>
<td>innovative</td>
<td>credible</td>
<td>predictable</td>
<td>unrelated</td>
</tr>
<tr>
<td></td>
<td>compelling</td>
<td>meaningful</td>
<td>obvious</td>
<td>few if any connections</td>
</tr>
<tr>
<td>Design/construct</td>
<td>efficient</td>
<td>practical</td>
<td>viable</td>
<td>impractical</td>
</tr>
<tr>
<td></td>
<td>innovative</td>
<td>effective</td>
<td>workable</td>
<td>ineffective</td>
</tr>
<tr>
<td>Compares/analyzes data</td>
<td>accurate</td>
<td>reasonable</td>
<td>partial</td>
<td>flawed</td>
</tr>
<tr>
<td></td>
<td>insightful</td>
<td>logical</td>
<td>simplistic</td>
<td>unsupported</td>
</tr>
<tr>
<td></td>
<td>astute</td>
<td>probable</td>
<td>plausible</td>
<td>inaccurate</td>
</tr>
<tr>
<td></td>
<td>insightful</td>
<td>relevant</td>
<td>basic</td>
<td>irrelevant</td>
</tr>
<tr>
<td>Questions/predictions</td>
<td>perceptive</td>
<td>focused</td>
<td>reasonable</td>
<td>irrelevant</td>
</tr>
<tr>
<td></td>
<td>insightful</td>
<td>logical</td>
<td>predictable</td>
<td>unrelated</td>
</tr>
<tr>
<td></td>
<td>purposeful</td>
<td>relevant</td>
<td>reasonable</td>
<td>vague</td>
</tr>
<tr>
<td></td>
<td>precise</td>
<td>effective</td>
<td>appropriate</td>
<td>confusing</td>
</tr>
<tr>
<td>Organization</td>
<td>skillful</td>
<td>systematic</td>
<td>simplistic</td>
<td>haphazard</td>
</tr>
<tr>
<td></td>
<td>purposeful</td>
<td>logical</td>
<td>methodical</td>
<td>ineffective</td>
</tr>
</tbody>
</table>

www.aac.ab.ca
E – Working with Effort Levels

Effort is a personal and social characteristic. During the reporting process, effort levels indicate your child’s progress based primarily on two criteria: participation and work completion. Participation means the extent to which a student is engaged in the class, whereas work completion refers to the extent to which students meet expectations about the tasks presented as part of the curriculum. In other words, work completion reflects evidence of the completion of classroom tasks in a timely and appropriate manner, all the while adhering to the conventions that have been set for those assignments.

Applies Extra Effort
This range describes student engagement in class activities and discussion that is exemplified by a high degree of positive and meaningful participation initiated voluntarily by the student. These students are punctual in turning in assignments and consistently go beyond the stated requirements relative to neatness and adherence to conventions.

Displays Effort Consistently
This range describes student engagement in class activities and discussion that is voluntarily initiated by the student but more often initiated upon request by the teacher. These students are punctual in turning in assignments and meet the stated requirements relative to neatness and adherence to conventions.

Effort is Inconsistent
This range describes student engagement in class activities and discussion only when requested to do so or when the request involves some sort of gentle persuasion. These students are inconsistent in turning in assignments or do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student’s effort in the progress report conference.

Requires more Effort
This range describes student engagement in class activities and discussion that is minimal or non-existent. These students are not punctual in turning in assignments and frequently do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student’s effort in the progress report conference. However, the teacher must continue to be sensitive to the child who lacks a careful approach, fails to participate and/or produces less than complete work. What may look to be lack of effort may in fact be lack of ability and likely warrants further investigation.
Teachers might use the following rubric to assess students or encourage students to self-assess.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Applies Extra Effort</th>
<th>Displays Effort Consistently</th>
<th>Effort is Inconsistent</th>
<th>Requires More Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagerly engages in activities and discussions, and encourages peers to get involved</td>
<td>Participates in classroom activities and discussions, willingly and consistently</td>
<td>Occasionally participates in classroom activities and discussions according to the structure provided</td>
<td>Requires continual prompting to engage in activities or discussions</td>
<td></td>
</tr>
</tbody>
</table>

| Assignments | Consistently turns in assignments on time and fulfills the requirements stated in teacher directions in a unique and creative manner | Usually turns in assignments on time and thoroughly fulfills requirements stated in teacher directions | Turns in assignments on time with some prompting and sometimes fulfills requirements stated in teacher directions | Rarely turns in assignments on time even with prompting and minimal evidence of meeting requirements stated in teacher directions |

** For some students identified with severe special education needs, especially those who are introverted and/or have a learning disability that may impede the amount, speed, and quality in which work is complete, teachers must take into account the extent to which these factors impact their assessment of effort.

** F – Response Form: Front Page of the Report Card

Homeroom or designated teachers should be prepared to assist students in filling in the Response Form, which is the front page of the new report card. An appropriate reflection for a student means “the ideas or conclusions that are a result of them thinking about their work.” These ideas are connected to specific criteria and may help students determine future goals and actions. Students should be asked at the following term whether they have met their goals. The process of assisting students in setting goals can be simplified using the table below.

A SMART goal should adhere to the following:

<table>
<thead>
<tr>
<th>Goal Testers</th>
<th>What it Means…</th>
<th>In this box, write it out…</th>
</tr>
</thead>
<tbody>
<tr>
<td>S mart</td>
<td>Identify the goal</td>
<td></td>
</tr>
<tr>
<td>M easurable</td>
<td>Describe how it will be measured</td>
<td></td>
</tr>
<tr>
<td>A ttainable</td>
<td>Describe the resources to be used</td>
<td></td>
</tr>
<tr>
<td>R elevant</td>
<td>Just how essential for success is it?</td>
<td></td>
</tr>
<tr>
<td>T ime-related</td>
<td>Describe the timeframe for success</td>
<td></td>
</tr>
</tbody>
</table>
G – Student Response with Parent/Guardian Support

Research indicates that when parents are involved, children achieve more and further; the more parental involvement there is, the higher the student achievement levels.

Henderson and Berla

Research shows that when students are involved in the assessment process, and learn to articulate what they have learned and what they still need to work on, achievement improves.

Black and Wiliam

Why involve students in communicating evidence of learning?

- To support their learning in the short term by increasing the feedback they receive

- To support their learning in the long term by giving them practice presenting themselves as learners – able to talk about and show evidence of their strengths, their learning needs, and goals. (Davies, 2002)

Students, rather than waiting for a teacher to judge their work, now collect, organize, select, and reflect on evidence of learning so they can show proof of their learning. Parents/guardians now look at the evidence of learning, listen to students explain what they’ve been learning, and give feedback about the learning to students.
Assessing and Reporting Progress for Students with Special Education Needs

A teacher indicates on TeacherView that programming for a student is adapted or modified by using the “click and scroll” button next to all subject areas and/or next to the Growth as a Learner title. They select the appropriate phrase. This must be done for each reporting term. The phrases are:

- IPP in Place
- Adapted Programming
- Adapted Programming (IPP)

Q. Under what circumstances would a teacher create an Individual Program Plan (IPP)?

A. Each student identified as having special needs (students identified with Alberta Education Exceptional Student Codes) must have an IPP. As well, students who are not coded may benefit from an IPP. Students with special needs, as described in Section 47 (1) of the School Act are those “students who are in need of special education programming because of their behavioral, communicational, intellectual, learning or physical characteristics or a combination of those characteristics”. “An Individualized Program Plan (IPP) is a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies, and includes essential information about the students” (from the Standards for Special Education).

Please refer to the ECSD Student Assessment and Reporting: Teacher Support Document for Individual Program Plans for more information. Also Alberta Education Book 3 ECS to Grade 12 Individualized Program Planning (2006) provides comprehensive information about IPPs.

Q. How do I indicate if I am programming for a student?

A. When a grade appears on a report card, it is assumed (unless otherwise stated) that it reflects achievement on learner outcomes for a student at the enrolled grade level.

Adapted programming retains the learner outcomes of the programs of study where adjustments to the instruction process are provided to address the special education needs of the student” (from the Standards for Special Education).

Students with adapted programming have the ability to follow learner outcomes within the K-12 programs of study. Students are assessed in reference to the learner outcomes of the graded curriculum at which they are achieving. Adaptations are provided so that students can participate in the program. Adaptations are based on the strengths and needs of the students. Adaptations can include alternate formats, instructional procedures, assessment procedures etc. Teachers’ professional judgment plays a key role in determining the need for an IPP. Judgment would be based on the significance of the adaptations deemed necessary.
Examples of Adaptations

- A student identified as gifted and talented is provided with extensions or enrichment opportunities, but the student is still working with the same grade level outcomes. In other words, the student’s level of achievement should be “Demonstrates Excellent Achievement” in the identified subjects if the report card indicates learning outcomes specific to that grade level. The student should not be graded more harshly when he/she is expected to complete work that is more rigorous or complex. The IPP should indicate the criteria for the extensions or enrichment projects and how the student was evaluated according to the specific criteria in the particular subject.

- A child has been diagnosed as having Oppositional Defiant Disorder. He displays some disruptive behaviours (code 53). He is on a positive reinforcement program and sits in close proximity to the teacher. The student is provided opportunities to take a physical break when needed.

- A student receives the same content material as other children but her choice of product and assessment allows her to demonstrate an area of strength. During a test the student creates a visual representation of her understanding rather than explain it in writing. This student requires more time to complete some tests.

- A child with a cognitive disability learns about Canadian History in a grade 8 inclusive setting by using the grade 5 Social Studies text rather than the grade 8 text. The unit exam is modified for the student’s success.

- A student in a grade 6 inclusive setting is completing the outcomes two years below grade level for most core subjects.

Modified programming “has learning outcomes which are significantly different from the provincial curriculum and are specifically selected to meet students’ special education needs” (from the Standards for Special Education). Students on modified programs work with learning outcomes which are significantly different from the prescribed curriculum at the enrolled grade level. Students are assessed in reference to these selected learning outcomes. It is recommended that these outcomes be aligned with the goals and objectives in the students’ IPPs. Modifications may include changes in instructional level, content and/or performance criteria.
Examples of Modifications:

- Leslie is currently enrolled in Grade 8 and a student with a severe cognitive disability. The learner outcomes she is working toward are specifically related to her special education needs, and are significantly different from the provincial programs of study. Rather, her teacher will report her achievement relative to the goals specified in her IPP.

Q. How can I describe modified or adapted programming to parents?

A. Early and ongoing discussion and collaboration with a student’s parents and other professionals involved with the student about the student’s needs and how they will be met through his/her program is critical. Open communication and cooperation between home and school increases the opportunities for students with special education needs to experience success. Parents provide a unique perspective about their child’s personality, development, and learning.

The following sample letter can be used by teachers to inform parents about their child’s adapted programming.

Students on a modified (non-graded) program, will have their programming and progress on their Individual Program Plan (IPP) outlined.

Also refer to Chapter 2, Encouraging Parent Involvement of the Alberta Education Book 3 ECS to Grade 12 Individualized Program Planning for more information.
Date: ____________________

Re: (Student’s Name)

Dear (Parent’s Names) ________:

The purpose of this letter is to provide you with information that will help you to better understand your child’s report card.

Based on your child’s assessed learning strengths and needs and our conversation earlier this school term, your child’s academic program will be ADAPTED in (Language Arts/Math/Science/Social Studies/other subject areas) this year. A student with ADAPTED programming follows the provincial programs of study like his/her peers, but changes and supports are added by the teacher so that the student can be successful at his/her own level. Examples of some of the changes that have been made to _______’s program include: (textbooks on tape, extra time provided for assignments and exams, scribing of written assignments, partial completion of written responses, outcomes chosen from the enrolled grade above/below, etc.)

(Student’s Name)’s report card reflects his/her progress with the curriculum/learner outcomes when changes and supports based on strengths and needs are made. Please note that your child has been more successful with these changes and supports. Please speak with me if you have questions or comments about your child’s ADAPTED programming or report card.

Sincerely,

(Teacher’s Name)________________________
Q. Should students who are receiving accommodations, in preparation for achievement tests and district exams, have an IPP?

A. Yes! Students must have Individual Program Plans on which necessary accommodations are indicated and the students must be receiving these accommodations in the school throughout the year in order to receive them for the writing of an achievement test or district exam.

Students who are identified with Exceptional Student Codes may be granted one or more accommodations.

Students who are not identified with an Exceptional Student Code may be granted one or more accommodations. An assessment (normally not more than three years old) must have been completed by a qualified professional (psychometric or medical) that clearly identifies a special need.

Alberta Education is presently accepting Level A assessments and/or medical notes in lieu of formal reports, for students who do not have an Exceptional Student Code. (e.g. Time accommodation). (September, 2004)

Please refer to the ECSD Student Assessment and Reporting: Teacher Support Document for Individual Program Plans for more information. Also Alberta Education Book 3 ECS to Grade 12 Individualized Program Planning (2006) provides comprehensive information about accommodations.

“For the purpose of IPPs, accommodations refer to the strategies, equipment or other supports that are essential for the student to receive an appropriate education” (from Alberta Education)

Alberta Education provides the following accommodations for students with special test writing needs:
Accomodation 1: visually impaired student using CD version of the test.
Accomodation 2: learning and/or physically disabled student using CD version of the test.
Accomodation 3: additional writing time
Accomodation 4: calculator/multiplication table-Grade Mathematics Part A only
Accomodation 5: scribe
Accomodation 6: large-print version
Accomodation 7: Braille version
Accomodation 8: reader
Accomodation 9: sign language interpreter
Accomodation 10: taped response
Accomodation 11: not available (replaced by Accommodation 1)
Accomodation 12: not available (replaced by Accommodation 2)
Accomodation 13: Miscellaneous

Note: All provincial test writing accommodations must be approved by the superintendent and recorded on the Principal’s Statement. Isolation is only considered an accommodation if it is used in conjunction with another approved accommodation.

http://www.education.gov.ab.ca/k_12/testing/achievement/ach_gib/accom.asp
A – For English as a Second Language (ESL) Learners

The emphasis for reporting progress of an English language learner should be on:

- What a student can do
- What a student can say (e.g. growth in oral fluency)
- A student's growth in the acquisition of English literacy skills
- A student’s adjustment to expectations, socialization and adapting to a new learning environment

PLEASE NOTE:

Beginner (Level 1 & Level 2) ESL students require English language arts key learner outcomes to match their levels of English language proficiency/skill levels, and not grade-level key learner outcomes in English language arts.

It is recommended that teachers target for Beginner ESL students, English language arts learner outcomes that are developmentally appropriate for their stage of proficiency. For example, a Grade 4 beginner ESL student may require a program that targets key learner outcomes from a significantly lower grade. Student progress should then be assessed and reflect the progress made with these targeted learner outcomes.

Beginner (Level 1 & Level 2) ESL students must have an IPP that reflects any modified programming for English language arts and the modified key learner outcomes must also be indicated on the report card.

When reporting progress on intermediate and advanced-level English learners, grade-level outcomes are encouraged when possible with “Modified Programming (IPP)” or “Adapted Programming (IPP)” or “Adapted Programming” clearly indicated in the drop down box next to the subject area.

Q. How much progress should a teacher expect from beginner English learners?

A. Research on second language acquisition states that it takes from one to two years to develop Basic Conversational Language (BICS). Academic Language Proficiency (CALP) can take from 5 to 9 years to develop. With this in mind, it is essential that the student’s program and assessment reflect their level of English proficiency at any given time as well as reflect realistic content area expectations.

Q. If English literacy skills are only targeted in the first year of schooling in Canada, when are the ESL learners going to acquire important grade-level skills?

A. English literacy skills are developed across content areas. Opportunities to make connections in concept attainment are encouraged and are benefits to English proficiency. Reporting of expected English language outcomes should include second language learner outcomes as well as content-area goals. The language goals must reflect the expected standards for the
student’s identified level of English language learning in: listening, writing, viewing, representing, and speaking.

**For the Level One or Two (Beginner) ESL Learner**

- Assessing by grade-level outcomes in content areas is **not** appropriate.
- Teachers should comment on participation, on ability to express general understandings, and motivation.
- Teachers should focus on reporting specific English language fluency and cultural integration.
- A separate ESL report for beginner ESL students must **not** be used; the format of the new report card allows ample opportunity for reporting English language acquisition skills.

**For the Level Three and Four (Intermediate) ESL Learner**

- If the key learner outcome chosen reflects a student’s level of development rather than grade-appropriate outcomes, then an IPP **must** be in place; teachers must indicate “Adapted Programming (IPP)” or “Modified Programming (IPP)” next to the specific subject area.
- Level 3-4 ESL students may continue to require adaptations to grade-level outcomes; teachers must then indicate “Adapted Programming” next to the specific subject area.
- Teachers should make comments on a student’s progress from Level 1-2 to Level 3-4 as well as on a student’s acquisition of grade-level outcomes where applicable.

Q. **How do teachers monitor student progress in English acquisition and content learner outcomes in the classroom?**

A. Equally important to the process the student goes through in completing the end product is the progression and development of social skills, literacy skills, language acquisition and attitudes. Consideration should be given to the learning styles, language proficiencies, cultural and educational backgrounds while assessing for content area knowledge. Teachers are to document student growth over time, and not compare students. Teachers should emphasize student strengths, not weaknesses. These comments are a key element of the reporting process.

When language instruction is integrated with content instruction, teachers need to use a variety of assessment strategies that distinguish between a student’s level of language proficiency and their mastery of subject outcomes. Teachers of language minority students are turning increasingly to alternative assessment approaches that are performance-based.
Q. What alternative assessment techniques reduce the language barrier and allow language learners to demonstrate their comprehension, progression of skills, adjustment and involvement in class?

A. ESL students understand more than they say or write. Growth in receptive language abilities will quickly be demonstrated and progress must be recognized and reported. For example:

<table>
<thead>
<tr>
<th>Alternate Comprehension Strategies…</th>
<th>Use of Anecdotal Notes on Observations of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>models, dioramas</td>
<td>personality, preferred learning style</td>
</tr>
<tr>
<td>use of drawing and illustrations</td>
<td>student attempts to answer/seek information</td>
</tr>
<tr>
<td>use of translation</td>
<td>student improvement on following directions</td>
</tr>
<tr>
<td>timelines or graphic organizers</td>
<td>student speech (e.g. longer, complex sentences)</td>
</tr>
<tr>
<td>projects in both English and L₁</td>
<td>student involvement in cooperative learning environments</td>
</tr>
<tr>
<td>portfolio</td>
<td>student homework initiative</td>
</tr>
<tr>
<td>cloze passages, fill-in-blanks,</td>
<td>progress from one level to another</td>
</tr>
<tr>
<td>true/false</td>
<td>student improvement in effort and involvement</td>
</tr>
<tr>
<td>student conferences</td>
<td>use of free time</td>
</tr>
</tbody>
</table>

Adapted from *In Our Classrooms*, Mary Meyers, 2001

Q. How can the district reporting process be explained to parents?

A. Parents of ESL students are anxious for their children to succeed in school. The educational expectations and backgrounds vary with parents of ESL students. Often, second language acquisition will need to be explained. Many parents have expectations, that even if their child is a beginner ESL student, he or she should be able to achieve grade-appropriate outcomes.

Teachers are required to be culturally sensitive to the educational expectations of ESL parents. The Liaison Workers (ESL Centre 426–4375) can be called to provide translation or interpretation services to families and schools as they strive to communicate student progress.
Q. How will teachers indicate to parents that the grade recorded on the report card reflects adapted or modified programming for English language learners?

A. ESL students who require significant modifications to grade-level curriculum outcomes require an IPP.

Teachers must use program indicator click and scroll options next to the subject area on the report card (adapted/modified) where applicable. This must be done for each reporting term.

Letters indicating program changes (adapted/modified) are available in other languages upon request. These letters will assist in explaining program changes to parents during conferences. Contact the ESL Centre 426-4375.

Comments may address various expressions of a student’s acquired knowledge, e.g. student understanding expressed through diagrams, charts, pictures, visuals or state. For example,

- The mark for _____ (subject) is based on achievement of the expectations in the ESL program or ESL IPP, which may vary from grade-level expectations. This programming modification/adaptation has been aligned with your child’s English language proficiency level.
Reporting Grade Level of Achievement (GLA) for Students on Graded Curriculum and not on Graded Curriculum

A – What does it mean to report grade level?

“Grade Level of Achievement” reporting stems from an Alberta Education mandate dating back to 1997 and Edmonton Catholic School Board Policy 108 (also from 1997) that requires a teacher to report to parents each student’s grade level based on programs of study for English and French language arts, mathematics, science and social studies. This information is reported in June.

At the end of the school term, a teacher has accumulated a great deal of assessment evidence that provides information on a student’s level of achievement. In particular, a teacher notes achievement in Language Arts (English and French, if applicable) and Mathematics.

Students at an enrolled grade (e.g. Grade 4) who have consistently achieved the learner outcomes in these subject areas will be reported as having achieved a grade level of achievement of 04. The reporting occurs only in June through TeacherView, in a box above the Effort Level – the grade level of achievement defaults to the enrolled grade.

If the grade level achieved is different than the enrolled grade, then the teacher enters the number (grade level) by clicking on the arrow, and then scrolls to the appropriate value (e.g. NY1, 02, 03, 05). It is assumed that if the grade level of instruction was different than the enrolled grade, that an IPP was also in place, and is indicated alongside the course title.

Graded curriculum refers to the learning outcomes defined in the Alberta Education Programs of Study. Grade level is reported as a whole number.

Not following a graded curriculum means that teachers are reporting student outcomes specific to life skills, foundational skills or academic readiness skills as defined in the “Standards for Special Education Amended June 2004” (Alberta Education, 2004). While students within this category may have a number of IPP academic readiness goals that are related to isolated learning outcomes at the grade 1 or above level, students within this category should not be studying a comprehensive or articulated curriculum based on the Program of Studies.

B – How is the grade level of achievement determined for each student?

Students enter a teacher’s class in September at a specific enrolled grade (e.g. the Grade 4 class). Most of the students have completed the learner outcomes for grade 3 and are well-prepared for the next level of instruction (e.g. grade 4 curriculum). However, some students have special education needs and may be working on curriculum either below or above the enrolled grade. Pinpointing that level of instruction is what grade level of achievement is all about. Informing parents is another.
C – How can a teacher be sure that the grade level is accurate? What is the assessment evidence?

1. Teachers start with the general outcomes or the strands in the subject area.

   “For grading and reporting purposes, educators must seek a balance between general and specific outcomes. The key learner outcomes must be broad enough to allow for efficient communication of student learning, yet specific enough to be useful.” (Guskey 2001)

In Mathematics, and in Language Arts, teachers should be aware of the extent to which students are achieving in each strand. They should consider: Which strand holds the most weight? Which outcomes are key for students? What indicators do teachers look for to determine that students have learned and understood?

<table>
<thead>
<tr>
<th>Mathematics Stands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
</tr>
<tr>
<td>Key Learnings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts General Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore Talk</td>
</tr>
<tr>
<td>Key Learnings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French Language Arts Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Key Learnings</td>
</tr>
</tbody>
</table>

2. For each of the big ideas or general outcomes, teachers identify the key learner outcomes to be assessed for a summative evaluation at each reporting period, bearing in mind that there is flexibility in the process (in terms of actual classroom learning).
3. For each key learner outcome, teachers collect assessment evidence from their students. They then summarize this learning using the four levels of achievement in elementary schools.

For example, a teacher’s assessment plan for a term may look like this:

<table>
<thead>
<tr>
<th>Key Learner Outcomes (The student…)</th>
<th>Types of Summative Assessment Evidence</th>
<th>Types of Formative Assessment Evidence to support and inform…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects, displays and interprets data and solves problem using a variety of graphs</td>
<td>Unit performance tasks</td>
<td>Pre-unit diagnostic interview</td>
</tr>
<tr>
<td>Sorts items using two or more attributes</td>
<td>Summary journal entries</td>
<td>Samples of student problem-solving attempts with self-reflection</td>
</tr>
<tr>
<td>Demonstrates an understanding of place value: ones, tens and hundreds</td>
<td>Open-ended problems</td>
<td>Mid-unit performance tasks</td>
</tr>
<tr>
<td>Demonstrates number sense for whole numbers to 1000</td>
<td>End-unit interview</td>
<td>Mid-unit journal entries</td>
</tr>
<tr>
<td>Solves addition and subtraction problems with numbers to 1000</td>
<td>Unit pen and paper tests</td>
<td>Classroom observations and anecdotal notes</td>
</tr>
<tr>
<td>Justifies the solution to addition and subtraction problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class data project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revised/corrected work with student reflection</td>
</tr>
</tbody>
</table>

4. Assessment of each key learner outcome should be supported by at least two pieces of summative assessment evidence.

5. At the end of June, the “collection” of all key learner outcomes assessed on the report card should represent all of the strands from a program of studies.

6. To optimize learning, teachers should involve students! Let them help determine criteria for their assignments and provide them with opportunities to use the criteria as feedback in order to improve.

Please refer to the “Grade Level of Achievement Reporting: Teacher and Administrator Handbook” published by Alberta Education (DRAFT – January 2006).
Achievement Summary – End of Year 20__ - 20__

Report Card Key Learner Outcomes by *English Language Arts* Strand

Student Name ________________     Enrolled Grade = __

<table>
<thead>
<tr>
<th>Strand</th>
<th>KEY LEARNER OUTCOMES</th>
<th># of times reported on RC during the year</th>
<th>Level of Achievement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO 1</td>
<td>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 2</td>
<td>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 3</td>
<td>Students will listen, speak, read, write, view and represent to manage ideas and information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 4</td>
<td>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 5</td>
<td>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Level of Achievement in English Language Arts: ____

Achievement Summary – End of Year 20__ - 20__

Report Card Key Learner Outcomes by *Mathematics* Strand

©Edmonton Catholic School District 2007
Student Name ______________________     Enrolled Grade = __

<table>
<thead>
<tr>
<th>Strand</th>
<th>KEY LEARNER OUTCOMES</th>
<th>Level of Achievement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>* The outcomes below are the ones chosen for the report card this year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Number Concepts and Number Operations)</td>
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<tr>
<td>Patterns &amp; Relations</td>
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<td></td>
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<tr>
<td>(Patterns, Variables and Equations)</td>
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</tr>
<tr>
<td>Shape &amp; Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Measurement, 3-D Objects and 2-D Shapes,</td>
<td></td>
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</tr>
<tr>
<td>Transformations)</td>
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<tr>
<td>Statistics &amp; Probability</td>
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<td></td>
</tr>
<tr>
<td>(Data Analysis, Chance and Uncertainty)</td>
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</tr>
</tbody>
</table>

Grade Level of Achievement in Mathematics: ____
Resources

Alberta Assessment Consortium. 2001. *Smerging Data: Grading...More Than Just Number Crunching*. Edmonton, Alberta; Alberta Assessment Consortium


Edmonton Catholic Schools. 1992. *Together We Learn*. Edmonton Catholic Schools; Edmonton, Alberta


APPENDIX A

Subject-area
Planning for Assessment and Comment Writing
APPENDIX A

Subject-area
Planning for Assessment and Comment Writing
Religious Education
THE BORN OF THE SPIRIT SERIES
The Born of the Spirit catechetical series builds on the essential childhood education in faith that parents provide. The series begins with *In God’s Image*, a resource for four and five year olds that affirms the child in all areas of growth and celebrates the wonder of childhood as a trace of God. The metaphor “a trace of God” is used throughout the resource to express how the activities, growth and very being of the child are gifts and reminders of God.

YEAR ONE: WE BELONG TO GOD: shows how God loves us unconditionally. Here, the overall aim is to deepen the children’s experience of belonging to God by growing in friendship with Jesus, who, in the power of the Holy Spirit, shows us the creative, forgiving, caring love of God.

YEAR TWO: WE BELONG TO THE LORD JESUS: makes “belonging” concrete in the person of Jesus, who invites us into personal friendship and spreads a table for us in the Eucharist. The program follows the chronological structure of the Mass and also introduces children to the sacrament of reconciliation.

YEAR THREE: IN THE SPIRIT WE BELONG: explores our belonging to the Church gathered in the Spirit. Its overall aim is to deepen the experience of belonging to God through the community of the followers of Jesus gathered in the Spirit.

YEAR FOUR: COME AND SEE: looks at the Church’s experience and faith in Jesus. The overall aim of Year Four is to meet the Lord Jesus through the living experience of gospel witnesses and to explore what it means for us to be a disciple and friend of Jesus today.

YEAR FIVE: MAY WE BE ONE: seeks entry into what the Church does as it gives witness to Jesus in the Spirit. It concentrates on how the Church is a gathering, a communion of people from all nations in and through the Spirit of God.

YEAR SIX: YOU SHALL BE MY WITNESSES: invites exploration of the Christian moral life. It is based on the Bible and presents how God’s covenant with the peoples of the earth is reflected in moral existence by the witness of love, justice and compassion.

YEAR SEVEN: BELIEVE IN ME and
YEAR EIGHT: STAND BY ME: assist young believers in nurturing their relationship with God in and through Christ in the context of a Spirit-filled community. By using the “faith summary” of the Apostles Creed, these programs encourage young believers to participate with the Church in exploring the dimensions of their relationship with God, Jesus and the community of the Holy Spirit.
**Year Nine: Be With Me:** assists young people in understanding both the joy and the demands of following in the way of Christ and living out the faith that our community professes in the Creed. Using the Beatitudes as a touchstone, young people are invited to examine the attitudes and actions that characterize the Christian life.

**Senior High Program: Alberta Youth Search for Meaning**

**Year Ten: Belonging:**
The Senior High Religious Studies Program engages students in the Search for Meaning and offers to adolescents a way of realizing and fulfilling their possibilities as human beings. The course on Belonging is intended to help students understand what it means to be “fully alive” by recognizing that one of the primary needs of adolescents is to experience a sense of belonging. Here, in their quest to find meaning in belonging, there is the constant interaction between what the gospel teaches and the human experience.

**Year Eleven: Believing:** addresses real life issues. What do I believe about myself, others, God? How am I to live my life? In the search to find answers to such questions, adolescents will make decisions. The beliefs adolescents hold will greatly influence the choices they make, and for the most part, their beliefs are solidified. They still have many discoveries to make before they settle for life-long commitments. But for now, they search.

**Year Twelve: Relating:** encourages students to explore the human search for meaning using the resources of personal inquiry and significant spiritual traditions.

**Years 10, 11 and 12** also have a compulsory component of world religions (20% at each grade level is required). The religions to be studies at each grade level are as follows:

Grade 10: Judaism, Islam, Christianity, religions with Christian and American roots
Grade 11: Hinduism, Buddhism, Zen Buddhism
Grade 12: Confucianism, Taoism, Sikhism (5 credits: + Primal Traditions; Shinto)

**Assessment of and for Learning in Religious Education**

“Religious instruction in schools should be handled just as any other course is handled, and should not be considered a less important subject. It should have the same systematic demands and the same rigor as other disciplines.” (General Directory for Catechesis, #73)

As such, both evaluation and assessment are a part of religious instruction: assessment includes the ongoing observation and reflection on specific expectations by students and evaluation involves the demonstration of those desired expectations. While it is important to remember that evaluation measures the knowledge (cognitive) and skills (practical) expectations of learning, evaluation is *not meant to be a judgement on a student’s faith.*
As teachers in Catholic schools, as those working with parents, guardians and the faith community, and as those entrusted with imparting the faith to the next generation, we have a responsibility to understand what students need to know, do and be like to participate fully in the Catholic Christian community. The cognitive and practical outcomes provided present the key learning expectations (outcomes) for each of the units in the Born of the Spirit program.

SOME FREQUENTLY ASKED QUESTIONS ON ASSESSMENT IN RELIGIOUS EDUCATION

Why do we need to assess and evaluate student work in religious education?

Because religious education is a core subject, it makes sense to have its assessment similar to that of other core subjects. This not only gives credence to the importance of religious education, but highlights the knowledge and skills found within the program. Assessment is an essential part of the entire teaching and learning process, including religious education: assessment includes the ongoing observation and reflection on specific expectations by students and evaluation involves the demonstration of those desired expectations. “Religious instruction in schools should be handled just as any other course is handled, and should not be considered a less important subject. It should have the same systematic demands and the same rigor as other disciplines” (General Directory for Catechesis, #73)

A good assessment framework raises the expectations of teachers and makes us aware of the potentially high standards which our students can achieve. It helps us to sharpen our focus on what is being taught and why. It enables us to identify strengths and weaknesses in students’ attainments and to plan the next steps in their learning. It provides the means to chart progress, and enables us to make students and their parents clear about particular achievements and targets for improvement.

Effective assessment requires:
- identification of a clear focus for a unit or lesson
- clear planning of objectives
- careful consideration of learning experiences
- opportunities to demonstrate achievement
- regular evaluation

Why is religious education assessment so challenging?

RE enables students to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

One reason that assessment is challenging is that the religious education teacher is not only responsible for the instruction of the curriculum. The teacher is also called to take on a catechetical role. The first role focuses essentially on the content and skills of the program; the second focuses on the faith formation of the students, or their relationship with God. At times, it can be difficult to distinguish between the two.
When I’m assessing learning in religious education, am I assessing a student’s faith?

While it is important to remember that evaluation measures the knowledge (cognitive) and skills (practical) expectations of learning, evaluation is not meant to be a judgment on a student’s faith. Assessment should enable student and teacher to recognize and celebrate achievement and should motivate the learner.

“There is really no form of evaluation by which we can assess a student’s growth in faith, for this would be making judgments about a person’s relationship with God.” (Born of the Spirit Program)

A person’s relationship with God is a matter of conscience, the internal forum of the soul. God alone is the arbiter of souls (and then again, who can plumb the depths of Divine Mercy?). It is important, therefore, that we avoid the grading or evaluation of a student’s faith.

What specifically, is appropriate to grade?

First, it is the work of the student that we are evaluating. We grade the knowledge the student has acquired based on the program of studies and the skills the student is able to show in articulating his/her knowledge.

A variety of assessment strategies may be used in religious education as in other curriculum areas (e.g., portfolios, checklists, journals, participation, formal testing, creative writing, drama, projects, interviews, self and peer evaluations).

If we understand assessment as an identification of essential understandings, then the faith journey of a student is perhaps best shared with the parents through the use of portfolios. These, of course, would contain only material the student is comfortable in sharing. It would be inappropriate to grade the faith journey of any individual.

PLANNING AND ASSESSMENT

The Introductory Booklet which accompanies each grade of the religious education program from grades 1 to 9 should be read in its entirety. Teachers should be familiar with the scope and sequence pages which highlight the key aims, concepts and skills as well as experience, church teaching, prayer and celebration (liturgy) for each theme.

As Unit One at each grade is foundational in creating the welcoming and caring environment that invites sharing of faith in the classroom, teachers must be faithful to exploring and experiencing this unit. As teachers in Catholic schools, the engagement in daily prayer and in classroom celebration (liturgy) is expected in accord with the liturgical year and the guidelines suggested throughout the religious education program.

When planning for instruction, consider the following:

- Select options within each theme/unit that offer a variety of strategies and activities and that reflect a diversity of learning styles.
• Initiate use of student portfolios and friendship books at the beginning of the year as a way of gathering student work samples.
• Utilise a variety of assessment tools and strategies including rubrics, observation surveys, check-lists, art work, and role plays.
• Be clear about the purpose of assessment – formative (i.e., to monitor and guide a process/product in progress) or summative (i.e., to judge the success of a process/product that has been completed).
• Track student progress using an outcomes-based gradebook.

Criteria for Assessment

Once students understand what is expected of them, teachers and students should together identify what the learning looks like and sounds like for success. For example, if students are creating contemporary interpretations of a favourite parable, how will they be assessed? Are they writing, representing or performing? Will students know how to self-assess while preparing for the assignment? When using a rubric to assess learning/understanding, be sure to choose criteria that can show the four levels of achievement.

**DESCRIPTOR**  The student exhibits an understanding of the Bible through research skills and explanation of Scripture passages.

| Explains and represents the structure of the Bible | The student requires assistance to locate and explains specific Scripture passages, as taught, and can articulate these in a limited manner. | The student, with limited assistance, locates and explains some Scripture passages, as taught, and can sometimes articulate how Bible stories relate to our life experiences. | The student independently locates and explains Scripture passages, as taught, and often articulates how Bible stories relate to life experiences. | The student can consistently and independently locate and explain Scripture passages, as taught, and through creative expression displays a thorough understanding of Bible stories and how they apply to life situations. |

**DESCRIPTOR**  The student memorizes traditional prayer forms and creates personal prayers in written form.

| Oral and written prayer | The student recites traditional prayer forms with major errors and omissions. With assistance, he/she is able to create simple personal prayers in written form. | The student memorizes traditional prayer forms with several minor errors and sometimes creates personal prayers in written form. | The student successfully memorizes traditional prayer forms and independently creates personal prayers in written form. | The student confidently memorizes traditional prayer forms and consistently creates complex personal prayers in written form. |
Tools to assess student learning in Religious Education

- Informal checklists
- Portfolios
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self assessment
- Performance Task
- Projects
- Presentations
- Rubrics

Based upon the evidence of learning in your classroom, select specific bulleted statements to support each of the KLOs you choose to highlight for the term.

**Choosing Key Learner Outcomes and Comments**

Forms of assessment for each KLO must clearly reflect a SUMMATIVE evaluation of what students KNOW and can DO (NOT student behaviour).

**FOR YOUR CONVENIENCE, THE REPORT CARD KEY LEARNER OUTCOMES AND SPECIFIC LEARNER OUTCOMES ARE LOCATED IN PUBLIC FOLDERS.**

TO ACCESS THEM FROM YOUR ECSD WEBMAIL: CLICK PUBLIC FOLDERS, CLICK ALL PUBLIC FOLDERS, CLICK RELIGIOUS EDUCATION SERVICES, CLICK KEY LEARNER OUTCOMES. **PLEASE NOTE: choose a minimum of 2 and a maximum of 4 KLOs per reporting period.**

Be sure that the following criteria are met:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢</td>
<td>The report card targets religious education learning (e.g., student is able to correctly locate passages in the Bible when provided a reference; student is able to explain that Advent is a season of preparation for Christmas; student can outline and explain a decision-making model that reflects Catholic understanding of social justice principles)</td>
</tr>
<tr>
<td>➢</td>
<td>All key learner outcomes are tied directly to the religious education programs: Born of the Spirit (K-9) or Alberta Youth Search for Meaning (10-12).</td>
</tr>
<tr>
<td>➢</td>
<td>Forms of assessment for each KLO must clearly reflect a SUMMATIVE evaluation of what students KNOW and can DO (NOT student behaviour).</td>
</tr>
<tr>
<td>➢</td>
<td>The knowledge and skills described in the key learner outcome can be clearly described in four distinct levels of achievement</td>
</tr>
</tbody>
</table>

**COMMENTS:** You should begin your comment by providing a context for the learning:

**Example for General Category:** This term we have been learning about the Bible as God’s word.
Possible Comments:

- Demonstrates Excellent achievement:
  
  **(Student) can perceptively** explain why the Bible is God’s word for Christians and Catholics.

- Demonstrates Proficient Achievement:
  
  **(Student) can accurately explain** why the Bible is God’s word for Christians and Catholics.

- Demonstrates Basic Achievement:
  
  **(Student) can partially** explain why the Bible is God’s word for Christians and Catholics.

- Demonstrates Insufficient Achievement:
  
  **(Student) inaccurately** explains why the Bible is God’s word for Christians and Catholics.

Teachers need to:

- Plan the unit with the end in mind.
- Determine key learner outcomes (KLOs) before planning for the unit.
- Choose two or three KLOs that focus specifically on the knowledge and skills that you will be addressing in your classroom during the term.
- Discuss with students BEFORE THE TASK what the criteria for success are and post this information as a visible reminder for them.

Examples of comments that address religious education knowledge/skills component:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>CATEGORY</th>
<th>OUTCOME</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Religious Education</td>
<td>Unit 1 Be With Me</td>
<td>Theme 1.1 Who do I want to be with?</td>
<td>Repeats and explains the Beatitudes.</td>
</tr>
<tr>
<td>8</td>
<td>Religious Education</td>
<td>Unit 1 We believe in the Holy Spirit</td>
<td>Theme 3 How do I know I'm on the right track?</td>
<td>Names and describes the fruits of the Spirit and identifies them in daily life.</td>
</tr>
<tr>
<td>7</td>
<td>Religious Education</td>
<td>Unit 3 We believe in God the Father Almighty</td>
<td>Theme 3 Who's in control?</td>
<td>Explains and uses the 'observe, judge, act' model for moral decision making.</td>
</tr>
</tbody>
</table>

Comment:

Student is able to give a comprehensive description of the Beatitudes. Student can give insightful explanations of the material we have covered. Student’s reflections regarding the eight Beatitudes show an impressive depth and grasp of their meaning.

Comment:

Student has a satisfactory understanding of the fruits of the Spirit’ and describes some ways in which they are evident in her daily life.
During this term, Student’s work has revealed a limited understanding of moral decision making. Student was not able to apply the “observe, act, model” to case examples.

**Statements Not Appropriate to Use as Key Learner Outcomes:**

- Is very welcoming and helpful to others
- Actively participates in sharing friendship stories
- Enthusiastically contributes to classroom celebrations
- Shows reverence to the Word of God through active listening
- Is quiet during prayers and liturgies
- Engages with the symbols of the Church in appropriate ways
- Respectfully participates in the celebration of the Liturgy of the Word
- Applies scripture to daily life

**Reporting on Growth as a Learner**

In the report card, a student's social growth and work habits are reported in the ‘Growth as a Learner’ section along with the teacher's comment that provides additional information. Growth as a Learner is assessed based on three levels of frequency: Consistently, Sometimes and Rarely.
English Language Arts
English Language Arts

How Do I Write Appropriate Comments for English Language Arts Curriculum Standards?

<table>
<thead>
<tr>
<th>Discover and Explore</th>
<th>Example of Grade 5 key learner outcome statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates connections and inferences with texts read, viewed or heard</td>
<td>Ask: What does the evidence of student learning look like and sound like in my classroom?</td>
</tr>
<tr>
<td>Retells or summarizes main ideas or elements in a text</td>
<td>Ask: How can I describe the student’s strengths and weaknesses according to the levels of achievement defined on the report card?</td>
</tr>
<tr>
<td>Evaluates own work and sets personal goals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarify and Extend</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compares and contrasts different opinions on an issue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies and Cues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-monitors during reading</td>
<td></td>
</tr>
<tr>
<td>Reads and comprehends grade level text</td>
<td></td>
</tr>
<tr>
<td>Comprehends texts heard or viewed</td>
<td></td>
</tr>
<tr>
<td>Reads varied texts independently for an extended period of time</td>
<td></td>
</tr>
<tr>
<td>Applies varied reading strategies to understand text</td>
<td></td>
</tr>
</tbody>
</table>

Example Key Learner Outcome Statement: Reads and comprehends grade level text

Evidence of Student Learning Used to Assess Reading Strategies:

- **Running Records** (analysis of miscues tells about use of visual, sentence structure and meaning cues in the text.)
- **Retellings** (shows how many inferences, elaborations or how much on-the-page information the child uses to recall a text)
- **Comprehension Questions** (shows whether or not the child is capable of using on-the-page and off-the-page information)
- **Written Response** (shows whether or not a child can recall, choose and interpret information read)
- **Literature Circle Discussion** (anecdotal notes show whether or not the child can talk about a text by referring to on and off the page information in the text)

The key learner outcomes and comment support are also available in the Elementary English Language Arts Grades 1-6 Report Card Support Document from Printing Services.
Organization of ELA Report Card Support

The key learner outcomes that follow the comment samples below, are based on the *English Language Arts Program of Studies K-9*, and the outcomes statements describe what students are to know and be able to do to achieve the outcomes as articulated by Alberta Education.

**Black Box** - states the general learning outcome and enduring understanding;

**White Box** - states the possible key learner outcomes statements;

<table>
<thead>
<tr>
<th>General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Students access their prior knowledge before, during and after reading, writing, representing, speaking, listening, or viewing experiences to change their prior knowledge for later experiences.</td>
</tr>
<tr>
<td><strong>Specific Outcomes 1.1</strong></td>
</tr>
<tr>
<td>Communicates personal connections made with texts read, viewed or heard</td>
</tr>
</tbody>
</table>

Report card key learner outcome statements were written by teachers to be helpful examples only. The committee felt that the best report card key learner outcome statements are personalized by individual teachers who carefully wordsmith their communication specifically for their particular school and classroom contexts.

When revising or writing your own key learner outcome statements, consider the following criteria:

- Use clear, simple language;
- Speak to the intention of the outcome(s) as written in the English Language Arts Program of Studies.

**Developing Comments based on the Levels of Achievement:**

**Example Scenario: Joey**

A grade four student, Joey, may orally read grade level text with an oral accuracy between 90%-94% (instructional level) with adequate comprehension. This means that Joey reads proficiently at his grade level. While he performs adequately when reading orally, he may struggle to read the same level of text with adequate comprehension when he reads it silently.

In this situation, while the key learning outcome statement may read:

**Reads and comprehends grade level text** Demonstrates Proficient Achievement

The comment might read:

Joey reads many types of literature such as stories, articles and poems with adequate comprehension. He is especially good at making inferences when he retells or orally answer
questions. He does struggle to write answers to inferential or main idea questions about a non-fiction text after reading silently. Joey continues to work at representing his ideas in written and visual ways to address this challenge.

How Do We Know When Joey Demonstrates Excellent Achievement?

Joey needs to demonstrate that he consistently reads varied text at his grade level with excellent comprehension in varied circumstances. Excellent comprehension can be shown by Joey in a range of situations. For example, he is able to orally answer questions, orally retell, write, dramatize or represent his thinking about this range of grade level texts for different audiences and situations.

Students are not expected to read beyond their present grade level in order to achieve an excellent standing on their report card for this learning outcome:

**Reads and comprehends grade level text**

How Do we Know When Joey Demonstrates Insufficient Achievement?

Joey reads grade level text with less than adequate comprehension. Joey may be able to achieve a very high level of oral accuracy when he reads text, but when asked to orally retell or answer questions, write or represent his understanding of what he has read, he performs at a less than proficient level according to pre-established, shared classroom, district or provincial criteria.

Other Sample comments:

**Demonstrates Proficient Achievement:**
Joey successfully reads and comprehends grade three narrative text. He answers higher level comprehension questions with relative ease and accuracy. Joey does need to continue to work at reading fluently and expressively.

**Demonstrates Excellent Achievement:**
Sara reads varied grade level text with excellent comprehension and fluency.

**Demonstrates Basic Achievement:**
Robyn reads grade level fiction with adequate comprehension, but she struggles to read non-fiction with the level of understanding.

**Demonstrates Insufficient Achievement:**
Jordan struggles to read grade level text with adequate comprehension. He is able to answer literal questions easily, but he struggles to make reasonable inferences and connections.
French Language Arts
French Language Arts

What to Assess
Only the performance tasks can be assessed. Many strategies, skills and attitudes, while taught, discussed and used, remain immeasurable. An expert student will know how and when to use the various strategies learned, but because these are not called upon in the same way by two expert learners, they remain difficult to assess. The report card will therefore focus on assessing performance tasks.

Performance Tasks
In French Language Arts, students are expected to perform 2 to 4 performance tasks in each of the strands for a total of 11 to 17, depending on the grade level. Each task is studied by using prior knowledge, and by developing metacognitive strategies and skills through modeling, guided practice, shared practice, collaborative practice and independent practice. In FLA, Speaking and Listening are studied with the same richness of strategies and metacognition as are Reading and Writing.

Using versus Studying a Strand
While all four strands of Reading, Writing, Speaking and Listening are used every day, not all of the strands will have been taught and evaluated in each reporting period.
- **Using** a strand such as speaking or reading is like practicing it.
- **Studying** a strand such as speaking or reading is focusing metacognitively on that strand so that the student knows and can express how to acquire new strategies to self assess correctness, clarity and richness.
In a second language, separating strands is important because it cannot be assumed that the learning happens automatically as activities are done. It is overwhelming for a student to be focusing on improving and acquiring new listening, speaking, reading and writing strategies within one activity.
How to Create Comments in FLA

The outcomes section of the Report Card contains the Performance Tasks as outlined in the Program of Studies, along with the level of achievement reached by the student.

The supporting outcomes, or strategies worked on through a unit, are incorporated in the comment box, which could be essentially the same for all students, with the describing words (underlined in this example) changed appropriately for each student.

Use the vocabulary table from p. 9 and 30 of the Elementary Report Card Teacher Support Document (updated Sept 05) as a starting point for those describing words. Another resource for the descriptive words is the Rubric Wordsmith available in this document and on Public Folders.

The comment paragraph can be developed and refined until it accurately describes the strategies taught, practiced and evaluated throughout the units of this term. IMPORTANT: The comments must reflect the same level of achievement as is indicated in the body of the report card.

Sample Gr. 2 Report Card

Performance tasks

Listening: REACTS TO A STORY BY SHARING FEELINGS AND PREFERENCES. Demonstrates Proficient Achievement

Listening: UNDERSTANDS THE GENERAL IDEA OF A CHILD’S SONG. Demonstrates Proficient Achievement

Reading: FOLLOWS SIMPLE DIRECTIONS. Demonstrates Excellent Achievement

Writing: USES A MODEL TO CREATE SENTENCES TO EXPRESS NEEDS, PREFERENCES OR SHORT MESSAGES. Demonstrates Basic Achievement

Penelope is skilled at using and can accurately describe appropriate listening strategies such as making use of prior knowledge and making predictions to guide the listening activity.

She is able to ask appropriate questions to support her reading and is astute about using clues from the introduction of the activity to make predictions.

Penelope uses simplistic strategies to help her correctly spell familiar words and occasionally makes use of brainstorming activity to express her ideas. Penelope could make use of her Petit dictionnaire or the word wall more often to help her spell familiar words correctly.

Italicized and underlined words are to be changed for each student.

1. Choose the outcomes (RAS d’appui) that you have taught and worked with your students. In this gr. 2 case, these were the targeted outcomes as taken from the FLA Program of Studies:
- uses appropriate listening strategies and can describe them
- uses prior knowledge to guide listening
- uses clues from the introduction of the listening activity to make predictions on the content
- asks appropriate questions to promote understanding of reading
- uses clues from the introduction of the reading activity to make predictions
- uses a variety of references to spell correctly
- makes use of brainstorming activity to express ideas

2. Arrange the information into a well constructed paragraph that describes a student in the class, using descriptive words as provided in the support documents suggested above.

3. The descriptive language in the comment must align with the level of achievement indicated in the outcomes section of the report card. Notice in our example that the words *skilled* and *accurately* are aligned with the achievement level of *proficient*; also that *simplistic* and *occasionally* are aligned with the achievement level of *basic* indicated in the report card.

4. If the same paragraph is to be used as the base for more than one student, the descriptive words must be adjusted to reflect each student’s achievement.

5. For each student, include a comment about what the next step could look like or what the student needs to attend to in order to improve.
# Recommended Year’s Plan
## Grade 1

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LISTENING : Follows simple oral directions in French</td>
</tr>
<tr>
<td></td>
<td>APPLIES PRE-READING AND PRINTING SKILLS</td>
</tr>
<tr>
<td># 1</td>
<td>Names and identifies upper and lower case letters</td>
</tr>
<tr>
<td></td>
<td>Identifies sounds of letters taught</td>
</tr>
<tr>
<td></td>
<td>Forms printed letters correctly</td>
</tr>
<tr>
<td></td>
<td>Spaces printed letters and words correctly</td>
</tr>
<tr>
<td></td>
<td>WRITING : Writes a few repetitive sentences to construct a short text</td>
</tr>
<tr>
<td></td>
<td>LISTENING : Creates actions to accompany the lyrics of a song or children’s poem or rhyme</td>
</tr>
<tr>
<td># 2</td>
<td>LISTENING : Identifies the main idea of a short illustrated story read aloud</td>
</tr>
<tr>
<td></td>
<td>SPEAKING : Expresses a need or describes a situation to others</td>
</tr>
<tr>
<td></td>
<td>READING : Identifies the basic information in a short illustrated text</td>
</tr>
<tr>
<td></td>
<td>WRITING : Constructs sentences with a model, to express tastes/describe one’s environment</td>
</tr>
<tr>
<td># 3</td>
<td>LISTENING : Identifies the subject/supporting ideas of a presentation with visual support/gestures</td>
</tr>
<tr>
<td></td>
<td>READING: Identifies the main idea of a short illustrated story.</td>
</tr>
<tr>
<td></td>
<td>SPEAKING : Improvises a short dialogue as for a role-playing or puppet theatre</td>
</tr>
<tr>
<td></td>
<td>WRITING : Writes a few repetitive sentences to construct a short text</td>
</tr>
</tbody>
</table>

**N.B.** This is the *suggested* year’s plan as determined by Edmonton Catholic teachers but the order can be altered by the teacher as needed for his/her class. Honoring this number of essential outcomes for each report card is highly encouraged.
## Recommended Year’s Plan

### Grade 2

**N.B.** This is the *suggested* year’s plan as determined by Edmonton Catholic teachers but the order can be altered by the teacher as needed for his/her class.

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># 1</strong></td>
<td>LISTENING: Reacts to a story by sharing feelings and preferences.</td>
</tr>
<tr>
<td></td>
<td>READING: Follows simple directions</td>
</tr>
<tr>
<td></td>
<td>LISTENING: Identifies the main idea of a child’s song</td>
</tr>
<tr>
<td></td>
<td>WRITING: Follows a model to create sentences to express needs, preferences or create an invitation</td>
</tr>
<tr>
<td></td>
<td><strong>CO2c</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CÉ1b</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CO2a</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PÉ1a</strong></td>
</tr>
<tr>
<td><strong># 2</strong></td>
<td>LISTENING: Identifies the main idea of a story read aloud, illustrated or not.</td>
</tr>
<tr>
<td></td>
<td>SPEAKING: Reads a known passage aloud with expression in a group.</td>
</tr>
<tr>
<td></td>
<td>READING: Identifies main and secondary ideas in an illustrated text on a familiar topic.</td>
</tr>
<tr>
<td></td>
<td>SPEAKING: Asks and answers questions in an interesting setting</td>
</tr>
<tr>
<td></td>
<td>READING: Identifies the main idea of an illustrated story</td>
</tr>
<tr>
<td></td>
<td>WRITING: Writes several sentences to conclude a story.</td>
</tr>
<tr>
<td></td>
<td><strong>CO2b</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PO2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CÉ1a</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PO1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CÉ2a</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PÉ2b</strong></td>
</tr>
<tr>
<td><strong># 3</strong></td>
<td>WRITING: Writes sentences to present the action and outcome of a story</td>
</tr>
<tr>
<td></td>
<td>READING: Follows simple directions.</td>
</tr>
<tr>
<td></td>
<td>LISTENING: Identifies the main and secondary ideas presented orally with visual aids/gestures.</td>
</tr>
<tr>
<td></td>
<td>WRITING: Writes several sentences to describe a situation or to relate an event.</td>
</tr>
<tr>
<td></td>
<td>READING: Recognizes rhymes and other literacy devices in a poem or a nursery rhyme.</td>
</tr>
<tr>
<td></td>
<td><strong>PÉ2a</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CÉ1b</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CO1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PÉ1b</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CÉ2b</strong></td>
</tr>
</tbody>
</table>

Honoring this number of essential outcomes for each report card is highly encouraged.
# Recommended Year’s Plan
## Grade 3

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># 1</strong></td>
<td><strong>SPEAKING</strong> : Relates an event or personal experience</td>
</tr>
<tr>
<td></td>
<td><strong>SPEAKING</strong> : Relates a personal experience or a story read, heard or invented.</td>
</tr>
<tr>
<td></td>
<td><strong>LISTENING</strong> : Reacts to a story by sharing feelings, opinions or questions</td>
</tr>
<tr>
<td></td>
<td><strong>READING</strong> : Expresses a personal opinion about a story.</td>
</tr>
<tr>
<td><strong># 2</strong></td>
<td><strong>READING</strong> : Makes and shares personal connections with the text.</td>
</tr>
<tr>
<td></td>
<td><strong>READING</strong>: Identifies the subject and supporting information in a few illustrated paragraphs</td>
</tr>
<tr>
<td></td>
<td><strong>SPEAKING</strong> : Describes several aspects of a situation or an event</td>
</tr>
<tr>
<td></td>
<td><strong>WRITING</strong> : Writes sentences to express opinions and preferences or to describe an incident.</td>
</tr>
<tr>
<td></td>
<td><strong>LISTENING</strong> : Identifies the purpose or message of a short poem read aloud</td>
</tr>
<tr>
<td><strong># 3</strong></td>
<td><strong>READING</strong> : Identifies the setting and the problem of the story using textual clues</td>
</tr>
<tr>
<td></td>
<td><strong>LISTENING</strong> : Captures the overall meaning of each episode of a short novel read to the class over several days</td>
</tr>
<tr>
<td></td>
<td><strong>LISTENING</strong> : Identifies the subject and supporting ideas presented through the use of media.</td>
</tr>
<tr>
<td></td>
<td><strong>WRITING</strong> : Writes a short story based on an illustrated story starter.</td>
</tr>
</tbody>
</table>

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## Recommended Year’s Plan
### Grade 4

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td></td>
</tr>
<tr>
<td>SPEAKING : Gives instructions clearly.</td>
<td>PO1c</td>
</tr>
<tr>
<td>READING : Locates required information in a text of a few paragraphs</td>
<td>CÉ1a</td>
</tr>
<tr>
<td>SPEAKING : Articulates personal process in problem solving.</td>
<td>PO1b</td>
</tr>
<tr>
<td>WRITING : Writes a short text which presents the subject and develops one of its aspects.</td>
<td>PÉ1a</td>
</tr>
<tr>
<td># 2</td>
<td></td>
</tr>
<tr>
<td>LISTENING : Identifies specifically requested information from a presentation.</td>
<td>CO1a</td>
</tr>
<tr>
<td>READING : Shares reaction to information by making connections with prior knowledge.</td>
<td>CÉ1b</td>
</tr>
<tr>
<td>WRITING : Writes short messages such as invitations, greeting cards or thank you cards.</td>
<td>PÉ1b</td>
</tr>
<tr>
<td>LISTENING : Identifies the basic storyline, identifies main characters, events and setting of a story, play or film</td>
<td>CO2a</td>
</tr>
<tr>
<td>READING: Identifies the actions and characteristics of the characters.</td>
<td>CÉ2a</td>
</tr>
<tr>
<td>WRITING : Writes a short descriptive story focusing on characters and their actions</td>
<td>PÉ2</td>
</tr>
<tr>
<td># 3</td>
<td></td>
</tr>
<tr>
<td>LISTENING : Expresses opinions, feelings and questions as reaction to a story, play or film</td>
<td>CO2b</td>
</tr>
<tr>
<td>READING : Shares opinions, feelings and questions about characters’ actions/characteristics</td>
<td>CÉ2b</td>
</tr>
<tr>
<td>SPEAKING : Expresses feelings, tastes and opinions.</td>
<td>PO1a</td>
</tr>
<tr>
<td>LISTENING : Reacts to information heard by sharing likes, dislikes and opinions</td>
<td>CO1b</td>
</tr>
<tr>
<td>READING : Understands the main idea of a poem or song</td>
<td>CÉ2c</td>
</tr>
<tr>
<td>LISTENING : Recognizes plays on words like repetitions and rhymes in children’s songs</td>
<td>CO2c</td>
</tr>
<tr>
<td>SPEAKING : Participates with other students in the production of a skit</td>
<td>PO2</td>
</tr>
</tbody>
</table>

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## Recommended Year’s Plan
### Grade 5

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Identifies the main ideas of a text when they are explicit</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>Identifies the main ideas of a text</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>Participates in a group project</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>Writes an informative text developing the subject and its different aspects</td>
</tr>
<tr>
<td><strong># 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>Identifies the elements of a narrative text</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>Tells a story from a present situation</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Identifies the elements of a narrative story</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>Writes a short story including all the elements required in the narrative structure</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>Follows multiple-step directions</td>
</tr>
<tr>
<td><strong># 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>Writes instructions for, or describes a simple procedure</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Shares feelings and opinions as a reaction to a text</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Discusses the portrayal of family makeup or various minority groups in the media</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Distinguishes between the real and the imaginary</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>Distinguishes between the real and the imaginary</td>
</tr>
</tbody>
</table>

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# Recommended Year’s Plan
## Grade 6

<table>
<thead>
<tr>
<th>Reporting period</th>
<th>Essential outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING:</strong> Writes a text which justifies student’s feelings/interests/opinions</td>
<td>PÉ1b</td>
</tr>
<tr>
<td><strong>READING:</strong> Follows multiple-step directions</td>
<td>CÉ1b</td>
</tr>
<tr>
<td><strong>LISTENING:</strong> Identifies the relationship between events in a play or a story presented orally</td>
<td>CO2a</td>
</tr>
<tr>
<td><strong>READING:</strong> Identifies the relationship between the events in a story</td>
<td>CÉ2b</td>
</tr>
<tr>
<td># 2</td>
<td></td>
</tr>
<tr>
<td><strong>READING:</strong> Discusses techniques used by the media to convey a written message</td>
<td>CÉ1c</td>
</tr>
<tr>
<td><strong>LISTENING:</strong> Makes connections between story and prior experience</td>
<td>CO2b</td>
</tr>
<tr>
<td><strong>READING:</strong> Summarizes main and secondary ideas using a provided plan or graphic organizer</td>
<td>CÉ1a</td>
</tr>
<tr>
<td><strong>WRITING:</strong> Writes an informative text, each paragraph containing a main and some secondary ideas</td>
<td>PÉ1a</td>
</tr>
<tr>
<td><strong>READING:</strong> Identifies the causal relationships between emotions and actions</td>
<td>CÉ2a</td>
</tr>
<tr>
<td><strong>READING:</strong> Makes personal connections with elements of the story: characters, actions, setting</td>
<td>CÉ2c</td>
</tr>
<tr>
<td><strong>SPEAKING:</strong> Shares information with others in an interactive setting</td>
<td>PO1a</td>
</tr>
<tr>
<td># 3</td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING:</strong> Identifies the ideas presented by other members in group discussion</td>
<td>CO1a</td>
</tr>
<tr>
<td><strong>READING:</strong> Identifies certain elements characteristic of poetry</td>
<td>CÉ2d</td>
</tr>
<tr>
<td><strong>WRITING:</strong> Writes a story consisting of more than one event</td>
<td>PÉ2</td>
</tr>
<tr>
<td><strong>SPEAKING:</strong> Makes connections to the story heard by improvising on the theme</td>
<td>PO2</td>
</tr>
<tr>
<td><strong>SPEAKING:</strong> Presents logical, chronological information to others</td>
<td>PO1b</td>
</tr>
<tr>
<td><strong>LISTENING:</strong> Discusses speakers’ techniques: repetitions /examples /illustrations/ gestures</td>
<td>CO1b</td>
</tr>
</tbody>
</table>

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French Language Arts Outcomes

GR. 1 LISTENING
ESSENTIAL OUTCOMES
- Identifies the subject/supporting ideas of a presentation with visual aids/gestures (CO1a)
- Follows simple oral directions in French (CO1b)
- Identifies the main idea of a short illustrated story read aloud (CO2a)
- Creates actions to accompany the lyrics of a song or children's poem or rhyme (CO2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the listening activity.
Uses appropriate strategies and can describe them.

CO4 - PLANNING
Demonstrates appropriate listening behaviour
Makes predictions based on the title and illustrations
Uses the context to make predictions

CO5 - PERFORMANCE
Listens for key words
Describes his/her mental picture of the story
Makes meaningful guesses when necessary
Pays attention to discussions and questions asked to enhance comprehension
Asks appropriate questions for clarification
Identifies the main characters and the setting
Retells the story's beginning, middle and end
Observes others to enhance understanding
Uses a sequence of actions to remember lyrics
Respects the personal space of others

GR. 1 READING
ESSENTIAL OUTCOMES
- Identifies the basic information in a short illustrated text (CÉ1)
- Identifies the main idea of a short illustrated story (CÉ2)
- Applies pre-reading and printing skills (CÉPÉ)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the listening activity
Uses appropriate strategies and can describe them

CÉ4 - PLANNING
Recognizes different purposes for reading
Makes predictions based on the title/illustrations to assist reading comprehension
Uses the introduction of the reading assignment to make predictions on the text
CÉ5 - PERFORMANCE
Uses illustrations to assist comprehension while reading
Recognizes that written symbols carry meaning
Associates spoken language with written symbols
Uses various strategies to identify words: sight words, phonetics, and context
Uses knowledge of sentence construction to assist reading comprehension
Asks questions to improve comprehension
Explains strategies used to understand a text
Uses prior knowledge to assist comprehension

GR. 1 SPEAKING
ESSENTIAL OUTCOMES
• Expresses a need or describes a situation to others \((PO1)\)
• Improvises a short dialogue as for a role-playing or puppet theatre \((PO2)\)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them
Participates enthusiastically in French learning activities

PO4 - PLANNING
Participates in brainstorming to explore aspects of a subject
Participates in the making of vocabulary lists
Ensures the audience can see visual aids and gestures

PO5 - PERFORMANCE
Politely obtains the listener's attention
Makes eye contact with the listener
Uses a precise vocabulary
Speaks clearly and expressively
Uses appropriate body language when speaking
Uses sight vocabulary presented
Uses correct intonation for questions and exclamations
Describes the situation clearly
Thanks the listener
Looks at the speaker
Does not interrupt
Asks relevant questions, makes appropriate comments
Responds appropriately to the speaker's voice and facial expressions
Listens for key words to help understanding

PO3 - GRAMMAR
Uses correct expressions for everyday needs
Uses correct classroom expressions in simple sentences
GR. 1 WRITING
ESSENTIAL OUTCOMES
• Constructs sentences with a model, to express tastes/describe one's environment (PÉ1a)
• Writes a short text of a few sentences, following a model, to conclude a story begun with the class (PÉ2a)
• Writes a few repetitive sentences to construct a short text (PÉ2b)
• Describes a situation or relates an event in several sentences (2PÉ1b)

PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them

PÉ4 - PLANNING
Participates in brainstorming to develop vocabulary related to the task
Participates in brainstorming to explore different aspects of a topic

PÉ5 - PERFORMANCE
Forms printed letters correctly
Prints neatly
Spaces letters and words correctly when printing
Correctly spells familiar words
Uses various strategies to write words: phonetics, grammar, and context
Uses a variety of references to spell: word wall, dictionary, posters, word lists
Uses words generated by the brainstorming to express ideas
Refers to a pattern (model) to correctly order words in a sentence

PÉ3 - GRAMMAR
Correctly uses capital letters for names and places
Correctly spells common sight vocabulary
Uses appropriate terms for common letter names and punctuation signs
Names and identifies upper and lower case letters
Verifies correct order of words according to the model provided
GR. 2 LISTENING
ESSENTIAL OUTCOMES

- Identifies the main and secondary ideas presented orally with visual aids and gestures (CO1)
- Identifies the main idea of a child's song (CO2a)
- Identifies the main idea of a story read aloud, illustrated or not (CO2b)
- Reacts to a story by sharing feelings and preferences (CO2c)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the listening activity
Uses appropriate strategies and can describe them
Participates enthusiastically in French learning activities

CO4 - PLANNING
Demonstrates appropriate listening behaviour
Listens attentively to French literature presented orally
Uses prior knowledge to guide listening
Uses clues from the introduction of the activity to make predictions on the content

CO5 - PERFORMANCE
Makes predictions to guide listening
Makes mental images and can describe them to sustain understanding
Interprets body language, vocal and facial expressions and gestures
Asks appropriate questions for clarification
Uses key words to sustain understanding and support retention of the storyline
Uses a graphic organizer to retain requested information
Uses precise French terminology to describe the elements of the story

GR. 2 READING
ESSENTIAL OUTCOMES

- Identifies main and secondary ideas in an illustrated text on a familiar topic (CÉ1a)
- Follows simple directions (CÉ1b)
- Identifies the main idea of an illustrated story (CÉ2a)
- Recognizes rhymes and other literary devices in a poem or nursery rhyme (CÉ2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the reading activity
Uses appropriate strategies and can describe them
Demonstrates an interest in reading French literature in a shared reading setting

CÉ4 - PLANNING
Recognizes different purposes for reading
Uses clues from the introduction of the reading activity to make predictions
Uses the title and illustrations to help make predictions
Uses knowledge about the subject to predict the key words
CÉ5 - PERFORMANCE
Makes predictions throughout to assist comprehension
Uses various strategies to identify words: sight words, phonetics, context...
Explains the strategies used to understand the text and to complete the task
Recognizes rhyming patterns
Recognizes literary devices such as alliteration, comparisons and form
Asks appropriate questions to promote understanding
Uses appropriate vocabulary to discuss the text
Uses appropriate French vocabulary to perform group work
Identifies the beginning, middle and the end of the story
Names the main characters and describes the general plot
Describes the steps to understand and follow directions
Follows directions in the correct sequence

GR. 2 SPEAKING
ESSENTIAL OUTCOMES
- Asks and answers questions in an interactive setting (PO1)
- Reads a known passage aloud with expression in a group (PO2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them

PO4 - PLANNING
Participates in a brainstorming on the subject
Refers to the vocabulary used during the brainstorming to express ideas
Identifies the audience

PO5 - PERFORMANCE
Listens to the speaker and understands his/her body language and gestures
Asks questions for clarification if necessary when responding to a question
Chooses correct sentence structures to form questions
Makes use of established evaluation criteria to guide oral presentation
Uses correct tone when expressing questions or exclamations
Participates in decisions regarding the interpretation of a text
Uses appropriate or agreed-upon expression when reading aloud in a group
Uses appropriate or agreed-upon gestures when reading aloud in a group

PO3 - GRAMMAR
Uses correct vocabulary and sentence structures to express needs
Makes the required liaisons between common French words
Uses the appropriate feminine or plural forms of determiners
Correctly uses the present tense of common verbs
GR. 2 WRITING

ESSENTIAL OUTCOMES

- Follows a model to create sentences to express needs, preferences or writes an invitation (PÉ1a)
- Writes several sentences to describe a situation or to relate an event (PÉ1b)
- Writes sentences to present the action and outcome of a story (PÉ2a)
- Writes several sentences to conclude a story (PÉ2b)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:

Clearly states and focuses on the purpose of the writing activity
Uses appropriate strategies and can describe them

PÉ4 - PLANNING

Participates in brainstorming to explore vocabulary related to the task
Participates in brainstorming to explore aspects of the subject
Participates in the negotiating of the parameters of the project

PÉ5 - PERFORMANCE

Makes use of brainstorming activity to express ideas
Uses a variety of references to spell: word wall, posters, personal list, reader…
Knows how to use a dictionary
Refers to knowledge of letters and syllables to attempt writing new words
Describes strategies used to spell correctly
Ensures printing is legible
Uses correct terminology to describe capitalization, accents and punctuation.
Prints neatly and spaces words correctly
Proofreads sentences for clarity of ideas
Ensures all the elements of an invitation are present
Chooses a page layout appropriate to the writing activity

PÉ3 - GRAMMAR

Correctly spells familiar words
Writes words in correct order with/without a model
Uses capital letters for proper nouns and to begin sentences
Uses correct punctuation
Uses correct terminology to describe capitalization, accents and punctuation
GR. 3 LISTENING
ESSENTIAL OUTCOMES

- Identifies the subject and supporting ideas presented through the use of media (CO1)
- Captures the overall meaning of each episode of a short novel read to the class over several days (CO2a)
- Reacts to a story by sharing feelings, opinions or questions (CO2b)
- Identifies the purpose or message of a short poem read aloud (CO2c)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Uses appropriate strategies and can describe them
Clearly states and focuses on the purpose of the listening activity

CO4 - PLANNING
Demonstrates appropriate listening behaviour
Articulates the importance of preparing for a listening activity
Uses illustrations, chapter headings, provided clues to make predictions
Demonstrates an interest in listening to short novels read aloud

CO5 - PERFORMANCE
Makes connections with prior knowledge to make sense of the listening
Uses key words and a schematic organizer to retain requested information
Asks appropriate questions for clarification
Uses keywords to make mental images which support the listening
Uses precise terminology to describe the elements of the story
Uses clues from the introduction of the activity to make predictions
Uses key words to make mental images which support the listening
Uses precise terminology to describe the elements of the poem

GR. 3 READING
ESSENTIAL OUTCOMES

- Identifies the subject and supporting information in a few illustrated paragraphs (CÉ1a)
- Makes and shares personal connections with the text (CÉ1b)
- Identifies the setting and the problem of a story using textual clues (CÉ2a)
- Expresses a personal opinion about a story (CÉ2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the reading activity
Uses appropriate strategies and can describe them
Demonstrates an eagerness to read French materials
Makes good use of free silent reading time
Demonstrates responsible behavior during silent reading time
CÉ4 - PLANNING
Prepares a graphic organizer to focus attention
Uses knowledge about the subject to predict key words
Uses prior knowledge of vocabulary on the topic to anticipate key words

CÉ5 - PERFORMANCE
Uses a graphic organizer to direct reading
Uses a graphic organizer to jot down keywords
Uses appropriate reading strategies when a difficulty is encountered
Creates mental images to sustain comprehension
Uses various strategies to help recognize or identify words
Uses prior knowledge to enhance/sustain comprehension
Gets beyond difficult passages without losing the general storyline
Uses a graphic organizer to identify the setting and the problem
Uses a variety of expressions to express point of view
Supports opinion with a precise/rich vocabulary
Supports opinion with an argument or proof

GR. 3 SPEAKING
ESSENTIAL OUTCOMES
• Relates an event or personal experience (PO1a)
• Describes several aspects of a situation or an event (PO1b)
• Relates a personal experience or a story read, heard or invented (PO2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them
Can state the intention of the communication
Takes risks in the French language

PO4 - PLANNING
Participates in brainstorming to explore aspects of the subject
Makes use of the teacher's suggestions about the organization of the message
Participates in establishing the parameters and evaluation criteria of the project

PO5 - PERFORMANCE
Listens respectfully to others in a conversation
Uses prior knowledge to sustain listening and to reconstruct meaning of message
Makes use of the vocabulary lists brainstormed by the class
Makes use of established evaluation criteria to guide oral presentation
Maintains eye contact with the audience
Obtains the audience's attention in a respectful manner before beginning
Respects the personal space of others while speaking
Uses an appropriate tone of voice
Makes a clear conclusion, which may include a restating of the purpose
PO3 - GRAMMAR
Makes the required liaisons between common French words
Uses the appropriate feminine or plural forms when necessary
Correctly uses the present tense of common verbs
Uses appropriate vocabulary and expressions
Uses pronouns only when the actual people or places have been established

GR. 3 WRITING
ESSENTIAL OUTCOMES
- Writes sentences to express opinions and preferences or to describe an incident (PÉ1)
- Writes a short story based on an illustrated story starter (PÉ2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the writing activity
Uses appropriate strategies and can describe them

PÉ4 - PLANNING
Participates in establishing the parameters and evaluation criteria of the project
Prepares a graphic organizer to plan writing
Keeps in mind the project's pre-established criteria

PÉ5 - PERFORMANCE
Uses a clear introductory sentence
Uses precise terminology: subject, verb, complement, capitals, punctuation
Uses and understands the elements of correct sentence structure
Edits sentence structure for clarity of meaning
Uses various strategies to write words: phonetics, thematic vocabulary, word lists
Uses a variety of references to spell: word wall, dictionary, personal word list…
Modifies sentences by enriching and/or inverting subject and predicates
Describes the steps that led to the final draft
Prints neatly and legibly

PÉ3 - GRAMMAR
Correctly spells familiar/sight words
Uses capital letters with proper nouns and place names
Uses capitals to begin and periods to end sentences
Chooses correct article gender before nouns
Uses the correct placement of subject, predicate and complement
Uses the plural form of nouns requiring an "s"
Correctly uses the present tense of common verbs
GR. 4 LISTENING
ESSENTIAL OUTCOMES

- Identifies specifically requested information from a presentation (CO1a)
- Reacts to information heard by sharing likes, dislikes and opinions (CO1b)
- Identifies the basic storyline, identifies main characters, events and setting (CO2a)
- Expresses opinions, feelings and questions as reaction to a story, play or film (CO2b)
- Recognizes plays on words like repetitions and rhymes in children's songs (CO2c)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the listening activity
Uses appropriate strategies and can describe them
Shows an interest in French children’s songs, folksongs and echo songs

CO4 - PLANNING
Discusses the importance of making connections with prior experiences
Makes predictions on content using key words, organizers, question lists…
Prepares a graphic organizer of an expository text
Uses textual and visual cues to make predictions
Uses a variety of strategies to facilitate comprehension (taking notes, asking…)
Uses knowledge of the expository structures to aid comprehension
Uses knowledge about narrative writing to aid comprehension

CO5 - PERFORMANCE
Uses prior knowledge of the topic to aid comprehension
Uses the structure of “chansons à répondre” to sustain comprehension
Makes use of key words, examples, comparisons and repetitions
Formulates predictions during the activity
Interprets illustrations to enhance listening comprehension
Uses actions and intonation of the characters to enhance understanding
Identifies key words and/or repetitive elements to enhance understanding
Compares events and characters to those of personal experiences
Paraphrases or asks for information to be restated to verify comprehension
Uses connecting words to make sense of listening
Uses knowledge of the text structures from other languages when applicable
Remains calm through difficult passages
Makes use of strategies to overcome problems previously encountered in listening
Identifies a lapse in understanding and uses an appropriate strategy to solve it

GR. 4 READING
ESSENTIAL OUTCOMES

- Locates required information in a text of a few paragraphs (CÉ1a)
- Shares reaction to information by making connections with prior knowledge (CÉ1b)
- Identifies the actions and characteristics of the characters (CÉ2a)
- Shares opinions, feelings and questions about characters’ actions/characteristics (CÉ2b)
- Understands the main idea of a poem or song (CÉ2c)
GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the reading activity
Uses appropriate strategies and can describe them
Demonstrates an interest in reading French material

CÉ4 - PLANNING
Identifies an appropriate reading resource, based on text layout and difficulty
Makes use of prior knowledge of the topic to predict key words
Makes predictions on content using text presentation, subtitles, graphics, fonts…
Makes predictions while reading to sustain comprehension

CÉ5 - PERFORMANCE
Uses a graphic organizer, a web or other plan to organize information
Uses a graphic organizer to focus on the purpose of the reading
Uses a graphic organizer to demonstrate comprehension
Uses a rubric to guide reading
Shares mental images created to support understanding
Breaks the sentence into meaningful units to facilitate comprehension
Uses a variety of reading strategies: sight words, phonetics, syntax, semantics…
Identifies the word or words replaced by a personal pronoun
Uses connecting words to make sense of reading
Uses knowledge of forms of determiners to understand the meaning of a sentence

GR.4 SPEAKING

ESSENTIAL OUTCOMES
• Articulates personal process in problem solving (PO1b)
• Gives instructions clearly (PO1c)
• Expresses feelings, tastes and opinions (PO1a)
• Participates with other students in the production of a skit (PO2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them
Takes risks in the French language

PO4 - PLANNING
Identifies the audience
Foresees the use of visual aids
Selects the content according to the purpose of the speaking activity
Uses a plan or graphic organizer to plan the content of the presentation

PO5 - PERFORMANCE
Speaks expressively
Maintains eye contact with the audience
Adjusts and varies the pace and volume of the voice
Obtains and sustains the audience's interest
Uses visual aids or props
Makes use of key words, examples, comparisons and repetition
Restates information to verify understanding
Answers questions from the audience
Checks for audience's comprehension

**PO3 - GRAMMAR**
Uses vocabulary and sentence structures specific to giving instructions
Uses expressions of sequence appropriately
Uses appropriate vocabulary and expressions specific to problem solving
Uses the verbs "to be" and "to have" correctly in common expressions
Uses the present imperative verb tense appropriately

**GR.4 WRITING**

**ESSENTIAL OUTCOMES**
- Writes a short text which presents the subject and develops one of its aspects (*PÉ1a*)
- Writes short messages such as invitations, greeting cards or thank you cards (*PÉ1b*)
- Writes a short descriptive story focusing on characters and their actions (*PÉ2*)

**GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:**
Clearly states and focuses on the purpose of the writing activity
Uses appropriate strategies and can describe them
Focuses on the task at hand

**PÉ4 - PLANNING**
Identifies intended/target audience
Uses a graphic organizer to plan content of message
Uses a graphic organizer to create interesting characters
Creates and uses a graphic organizer to plan story

**PÉ5 - PERFORMANCE**
Makes use of a variety of strategies to spell correctly (mnemonic tricks, posters..)
Has memorized the spelling of common words
Uses the dictionary to verify gender, plural form and spelling
Uses the dictionary effectively
Uses common expressions correctly
Uses pre-established criteria to enhance own text
Modifies and edits to enhance own work, using pre-established criteria
Uses pre-established criteria to provide support and feedback to peers
Edits for conciseness and clarity
Edits own work at various stages of the story to enhance it
Refers to plans when writing out the story
Uses descriptive language to enhance text (pronouns, adverbs and adjectives)
Writes legibly

**PÉ3 - GRAMMAR**
Checks writing for elements of grammar taught in the unit
Uses correct French terms for determiners, subject, verb tenses, nouns, adjectives
Correctly uses the comma to enumerate items
Uses appropriate past, present or future verb tense
Uses appropriate personal pronouns to replace text
Checks for use of correct determiner (le-la, un-une, mon-ma, ce-cette, ces-ses)
Makes proper use of "ne" and "pas" in the negative sentence structure
Uses the correct plural form of nouns requiring an "s"
Spells with correct accents (cedillas and dieresis = “tréma”)
Checks for correct use of accents and spelling symbols
Correctly uses “to be” in common expressions (j'ai faim/fini - je suis allé/venu)
Locates and replaces words incorrectly borrowed from English
GR. 5 LISTENING

ESSENTIAL OUTCOMES

• Identifies the main ideas of a text (CO1a)
• Follows multiple-step directions (CO1b)
• Identifies the elements of a narrative text (CO2a)
• Distinguishes between the realistic and the imaginary (CO2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:

Clearly states and focuses on the purpose of the listening activity
Uses appropriate strategies and can describe them

CO4 - PLANNING

Shows interest in listening to short novels read aloud, videos, films…
Can state the purpose of the listening activity to focus attention appropriately
Uses a description or drawing to make a prediction as to final product
Uses an appropriate listening posture
Prepares necessary equipment and materials
Makes predictions on content using key words, organizers, question lists…
Prepares an appropriate note-taking strategy to focus attention (list, key words)

CO5 - PERFORMANCE

Uses connecting words to identify nature of instruction (order, cause-effect…) Uses key words to support and retain information
Paraphrases or asks for information to be restated to verify comprehension
Discusses mental images made
Itemizes steps necessary
Uses an appropriate note-taking strategy (drawings, key word, list or chart)
Identifies key words
Identifies clues indicating real or imaginary content
Uses a diagram or table to record clues indicating realistic or imaginary
Makes a conclusion as to realistic and imaginary based on clues noted
Uses knowledge about narrative writing to aid comprehension
Uses key words, examples, comparisons, and repetition to sustain comprehension
Makes predictions throughout to sustain comprehension
Uses linking words to establish a relationship within and between sentences
Breaks the sentence into meaningful units to facilitate understanding
Uses a graphic organizer to identify key elements while listening
Uses a rubric to guide the listening activity
Shares connections with personal experiences to aid in comprehension
Compares events and characters to those of personal experiences
Consults an expert in the field
Asks for a repetition or a slower delivery to aid comprehension
Paraphrases or asks for information to be restated to verify comprehension
Asks questions to help understanding
Follows instructions
Compares results with that of peers or teacher, making necessary adjustments
Makes use of technical vocabulary studied
GR. 5 READING
ESSENTIAL OUTCOMES
• Identifies the main ideas of a text when they are explicit (CÉ1a)
• Shares feelings and opinions as a reaction to a text (CÉ1b)
• Discusses the portrayal of family makeup or various minority groups in the media (CÉ1c)
• Identifies the elements of a narrative text (CÉ2a)
• Distinguishes between the realistic and the imaginary (CÉ2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the reading activity
Uses appropriate strategies and can describe them
Demonstrates an interest in reading French stories/short novels

CÉ4 - PLANNING
Identifies an appropriate reading resource, based on text layout and difficulty
Carefully selects content to which one reacts
Selects a text using a table of contents, index, chapter titles and cover pages
Makes predictions on content using text presentation, subtitles, graphics, fonts…
Makes predictions on content using key words, organizers, question lists…
Prepares a graphic organizer to focus attention

CÉ5 - PERFORMANCE
Creates mental images to sustain comprehension
Makes predictions throughout to sustain comprehension
Uses linking words to establish a relationship within and between sentences
Uses prefixes and suffixes to find the meaning of new words
Uses knowledge of the structure of the narrative text to sustain understanding
Uses strategies such as rereading, cognates and questioning to reconstruct meaning
Compares events and characters to those of personal experiences
Makes inferences to identify implicit information
Breaks the sentence into meaningful units to facilitate understanding
Uses a graphic organizer to identify key elements while reading
Uses a graphic organizer to guide the reading activity
Discusses importance of personal experiences in aiding comprehension
Consults an expert in the field
Knows that realism can be used as a tool of persuasion
Knows that people can believe in possibilities that are without proof
Uses a diagram to situate story
Makes a conclusion as to realistic and imaginary based on clues noted
Is able to get beyond difficult passages without losing the key ideas
Rereads and asks questions to refine understanding
Makes use of cognates to understand new terms
Verifies choice of main idea throughout the reading
Uses organizers, webs or outlines to organize & retain information for the activity
GR. 5 SPEAKING
ESSENTIAL OUTCOMES
- Participates in a group project (PO1)
- Tells a story from a presented situation (PO2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them
Takes risks in the French language

PO4 - PLANNING
Identifies the intended audience
Selects the content for presentation according to the subject and purpose of activity
Uses a plan, diagram or graphic organizer to plan the presentation
Participates in the assigning of tasks
Makes a draft copy

PO5 - PERFORMANCE
Maintains eye contact with the audience
Follows recommendations for appropriate tone of voice and volume
Uses key words, examples, comparisons, and repetitions to assist comprehension
Answers questions from the audience
Adjusts language and visual contact to the needs of the group
Chooses words, examples and repetition to make message clear
Paraphrases or asks for information to be restated to verify comprehension
Is able to continue after an interruption
Uses positive expressions that encourage group members in discussion
Respects rules for discussions: waits one's turn to speak, encourages others…

PO3 - GRAMMAR
Correctly uses expressions indicating possession (e.g. Son crayon/his pencil)
Recognizes, corrects common syntactic anglicisms (e.g. Sur la télé/à la télé…)
Uses common adjectives in the correct order in relation to the noun they describe
Uses the correct pronoun for the gender and number of the word it replaces
Respects the agreement of common verbs with their subject

GR. 5 WRITING
ESSENTIAL OUTCOMES
- Writes instructions for, or describes a simple procedure (PÉ1b)
- Writes an informative text developing the subject and its different aspects (PÉ1a)
- Writes a short story including all the elements required in the narrative structure (PÉ2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the writing activity
Uses appropriate strategies and can describe them
PÉ4 - PLANNING
Identifies intended audience
Uses the topic and the parameters of activity to direct choice of content
Selects the content for presentation according to the subject and purpose of activity
Respects the purpose of writing activity when choosing a format for final copy
Prepares a graphic organizer to focus attention

PÉ5 - PERFORMANCE
Uses a youth dictionary
Identifies spelling errors
Edits for spelling
Uses a variety of strategies to correct writing errors
Edits for precision and logical order
Includes an introduction and a conclusion
Consults peers as to message conveyed
Makes a draft copy
Chooses appropriate visual supports
Has neat, legible cursive writing
Discusses writing using appropriate French terms
Verifies consistency of writing with purpose of activity
Rereads for editing purposes
Edits for conciseness by removing unnecessary repetitions
Enriches text with addition of adverbs
Enriches text with the addition of complements
Uses word families to assist in spelling correctly
Uses the feminine form of words to help find correct endings of masculine words

PÉ3 - GRAMMAR
Orders words correctly in a sentence
Uses a grammar reference to verify appropriate feminine or plural forms of words
Consults a grammar for correct agreement in gender and number of word
Consults a grammar for correct agreement of a common verb with its subject
Chooses appropriate visual supports, ensuring their compatibility with the activity
Uses synonyms correctly
Verifies that the choice of synonyms is consistent with the message conveyed
Uses adverbs correctly
Uses past and future tenses of verbs studied correctly
Uses correct feminine “e” and plural “s” forms of adjectives
Uses common adjectives in the correct order in relation to the noun they describe
Hyphenates a word correctly at the end of a written line
Checks structure, punctuation in interrogative, imperative, exclamatory sentences
GR. 6 LISTENING

ESSENTIAL OUTCOMES

- Identifies the ideas presented by other members in the group discussions (CO1a)
- Discusses speakers’ techniques: repetitions/examples/illustrations/gestures (CO1b)
- Identifies the relationship of the elements of a play or a story presented orally (CO2a)
- Makes connections between a story and prior experiences (CO2b)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the listening activity
Uses appropriate strategies and can describe them

CO4 - PLANNING
Makes predictions using key words, organizers or questions
Makes predictions using information provided to focus listening
Makes predictions using knowledge of the author, interpreter or program
Prepares a graphic organizer to direct listening

CO5 - PERFORMANCE
Notes key ideas while listening
Uses a graphic organizer to note key words while listening
Makes use of cognates to understand new terms
Asks appropriate questions
Uses prior knowledge about the topic to make ongoing predictions
Uses knowledge of the structure of texts to support understanding
Does not panic, accepts that details and vocabulary need not all be understood
Articulates a lapse in understanding and uses appropriate strategies to solve it

GR. 6 READING

ESSENTIAL OUTCOMES

- Summarizes main and secondary ideas using a provided plan or graphic organizer (CÉ1a)
- Follows multiple-step directions (CÉ1b)
- Discusses techniques used by the media to convey a written message (CÉ1c)
- Identifies the causal relationships between emotions and actions (CÉ2a)
- Identifies the relationship between the events in a story (CÉ2b)
- Makes personal connections with elements of a story: characters, actions, setting (CÉ2c)
- Identifies certain elements characteristic of poetry (CÉ2d)

GENERAL, PLANNING and PERFORMANCE outcomes to be used to create comments:
Clearly states and focuses on the purpose of the reading activity
Uses appropriate strategies and can describe them

CÉ4 - PLANNING
Uses various criteria to select a text: index, subject and level of difficulty
Displays a positive attitude about reading French literature
Makes predictions using subtitles, graphics, fonts, key words, or organizers
CÉ5 - PERFORMANCE
Uses graphic organizers, webs or outlines to organize and retain information
Uses knowledge of the structure of narrative texts to sustain understanding
Focuses on passages pertinent to the activity
Verifies choice of main idea throughout the reading
Uses key words to retain the important elements and events of the story
Makes inferences to understand information not explicitly stated in the text
Verbalizes mental images made to sustain comprehension
Overcomes difficult passages without losing the storyline
Makes use of strategies to overcome problems encountered in previous readings
Articulates a lapse in understanding and uses an appropriate strategy to solve it
Rereads and asks questions to refine understanding
Uses cognates and knowledge of the text structures from other languages
Identifies an emotion as either the effect or the cause of a particular action
Uses reading to increase personal vocabulary
Uses precise French vocabulary to express emotions
Makes use of cognates to understand new terms

GR. 6 SPEAKING
ESSENTIAL OUTCOMES
• Shares information with others in an interactive setting \((PO1a)\)
• Presents logical, chronological information to others \((PO1b)\)
• Makes connections to a story heard by improvising on the theme \((PO2)\)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the speaking activity
Uses appropriate strategies and can describe them
Speaks French readily and encourages other to do so as well

PO4 - PLANNING
Uses a plan, diagram or graphic organizer to organize the presentation
Selects the content for presentation according to subject and purpose of activity

PO5 - PERFORMANCE
Uses a plan or graphic organizer as an aid to memory for the presentation
Uses non-verbal techniques to support message
Chooses words, examples and repetition to make message clear
Continues after an interruption
Listens and applies comments from teacher regarding pronunciation
Listens actively: visual contact, paraphrasing, taking notes and questioning
Respects rules for group discussions
Performs assigned role in the group

PO3 - GRAMMAR
Correctly uses connecting words in one's speech
Recognizes and corrects the most common anglicisms
Ensures that plural and feminine forms are respected in common expressions
Chooses verbs and expressions that express tastes, feelings and opinions clearly
GR. 6 WRITING
ESSENTIAL OUTCOMES
• Writes an informative text, each paragraph containing a main and some secondary ideas (PÉ1a)
• Writes a text which justifies student’s feelings, interests and/or opinions (PÉ1b)
• Writes a story consisting of more than one event (PÉ2)

GENERAL, PLANNING, PERFORMANCE and GRAMMAR outcomes to be used to create comments:
Clearly states and focuses on the purpose of the writing activity
Uses appropriate strategies and can describe them
Respects the purpose of writing when choosing a format for final copy

PÉ4 - PLANNING
Uses a schematic organizer, web or outline to organize ideas
Makes a draft copy

PÉ5 - PERFORMANCE
Uses knowledge of writing structures to organize feelings, opinions and arguments
Edits for presence and structure of arguments
Edits for logical or correct order of events and facts
Checks for correct paragraph structure
Checks writing for conciseness and clarity
Discusses writing using precise French terms
Uses a variety of strategies and mnemonic devices to spell correctly
Uses precise and correct vocabulary to express feelings and opinions
Enriches vocabulary through the use of synonyms and antonyms
Chooses correct form of homonyms

PÉ3 - GRAMMAR
Checks text for elements of grammar taught in the unit
Uses grammar to check for correct usage of verbs
Evaluates own ability to correct basic French conventions
Checks writing for correct punctuation
Correctly uses punctuation to indicate dialogue
Uses hyphen correctly in inverted questions and imperative sentences
Places adverbs correctly in past tense sentences
Correctly places “ne” and “pas” in negative sentences
Correctly uses the imperative form of verbs
Uses the correct plural of nouns and adjectives ending in “al” and “ail”
<table>
<thead>
<tr>
<th>Relevancy of information</th>
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<th>Demonstrates Proficient Achievement</th>
<th>Demonstrates Basic Achievement</th>
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<td>incorrect</td>
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<td>in-depth</td>
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<td>incomplete</td>
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<tr>
<td>rich and detailed</td>
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<td>undeveloped</td>
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<td>Support for opinion</td>
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<td>omissions</td>
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<table>
<thead>
<tr>
<th></th>
<th>Demonstrates Excellent Achievement</th>
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<th>Demonstrates Basic Achievement</th>
<th>Demonstrates Insufficient Achievement</th>
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<td>plausible</td>
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<td>haphazard</td>
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<th>Demonstrates <strong>Proficient</strong> Achievement</th>
<th>Demonstrates <strong>Basic</strong> Achievement</th>
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<td>effective</td>
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<td>does little to sustain interest</td>
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<td>improves</td>
<td>supports</td>
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<td>enhances</td>
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<td>intriguing</td>
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<td>ineffective</td>
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Mathematics
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The Western Canadian Protocol (1996) is the program of studies for Mathematics in Alberta.

Teachers should start their planning by referring to this document.

As teachers make decisions in the planning, instruction and assessment cycle, they consider the broader goals of the elementary mathematics program and the Seven Mathematical Processes of the WNCP:

**Seven Mathematical Processes of the Alberta Program of Studies for Mathematics**

**Communication (C)**

It is through communicating that children refine their thoughts and begin to make sense of mathematics. By speaking, reading and writing about their insights into math, children develop mathematical literacy.

**Connections (CN)**

Through connections, students view mathematics as an integrated whole instead of as an endless set of rules and formulas that have little to do with the real world. Students discover connections between mathematical concepts, mathematics and other subject areas and mathematics and the real world.

**Problem Solving (PS)**

Problem solving is the focus of mathematics at all grade levels. Developing knowledge and skills through rote drill does not transfer to problem-solving situations. Children must learn new concepts through solving meaningful problems if we expect them to apply these skills in useful ways.

**Estimation and Mental Mathematics (E)**

Developing what we call number sense, children not only improve their efficiency and accuracy in calculating, they deepen their understanding of number concepts and develop their computational fluency. They use estimation skills to determine the reasonableness of answers and come to recognize when estimating is appropriate.

**Reasoning (R)**

Students need to make sense of mathematics and be logical in their thinking. Explaining and justifying solution methods and testing conjectures and hypothesis are a natural part of the mathematics classroom.
Technology (T)
Technology is a tool for deepening understanding. They allow us to concentrate on the more complex skills involved in problem-solving rather than on long tedious calculations. They also help us discover patterns and give us immediate feedback as to the reasonableness of our thinking.

Visualization (V)
Students develop the capacity to think and reason using visual representations and images. Using visualization skills, students deepen their conceptual understanding and procedural knowledge. Manipulatives are tools that help children visualize mathematical ideas.

Content Standards

Students use the seven mathematical processes to construct understanding of mathematics content. This content is organized within a framework comprised of four general strands; Number, Patterns and Relationships, Shape and Space and Statistics and probability. These general strands are further divided into nine sub-strands:

- **Number** ➔ **Number Operations / Number Concepts**
- **Patterns and Relationships** ➔ **Patterns / Variables and Equations**
- **Shape and Space** ➔ **Measurement / 3-D Objects 2-D Shapes / Transformations**
- **Statistics and Probability** ➔ **Data Analysis / Chance and Uncertainty**

It is important to keep in mind that this grouping into strands and sub-strands is for organizational purposes only, and does not reflect the connections among the strands and the underlying themes running throughout all of mathematics. Therefore, teachers may report on outcomes from different strands at each reporting period.

The outcomes of the program are interpreted in view of the math processes associated with them when assessing students. The processes targeted in each Specific Learner Outcome are clearly indicated at the end of each outcome statement. For example, in Grade 3, students deepen their understanding of multiplication and division:

**Number – Number Operations (Outcome #15)**

*Use manipulatives, diagrams and symbols with maximum products and dividends to 50, to demonstrate and describe the processes of multiplication and division [C, PS, V]*

As indicated by the symbols C (Communication) PS (Problem Solving) and V (Visualization), this outcome means that students learn about multiplication and division through problem-solving activities and communicate their conceptual understanding through words, drawings, and manipulatives, creating clear representations of these operations. An appropriate assessment of this outcome must include opportunities for students to solve multiplication and division problems and explain their thinking using words, drawings and manipulatives.
Traditionally, assessment in mathematics was limited to pen-and-paper quizzes. Recent research and our work with the Assessment for Learning Initiative have broadened our understanding of mathematics assessment. Teachers should use a variety of assessment tools to gather data on student learning including:

a) Observation checklists and anecdotal notes  
b) Student Interviews  
c) Performance tasks  
d) Investigations and projects  
e) Journal entries  
f) Tests and quizzes

The approved Student Basic resources for mathematics have samples of each of the above assessment tools for teachers in the teacher guide and support packages.

Support for Assessment Evidence

The following resources are available from Printing Services to help teachers in the area of assessing and reporting in elementary mathematics:

- Outcome Organizers for the WCP (also available for Combined Grades and in French)
- Correlation Guides for Interactions and Quest 2000
- Exemplar Math Tasks
- Revised Exemplar Rubrics
- Grade 5 Math Assessment Tasks from LearnAlberta Online Resource

Other print resources available are:

- C.A.M.P. Classroom Assessment Materials Project (LRC)
- Mathematics Assessment Cases and Discussion Questions (NCTM)
- Mathematics Assessment A Practical Handbook (NCTM)
- Balanced Assessment for the Mathematics Curriculum (Dale Seymour)
- Early Years Numeracy Interview (order through LSS - Grades K-4)
Linking Assessing and Reporting

A. Selecting Key Learner Outcomes

**Key Learner Outcomes** for Elementary Mathematics **encompass more than one specific learner outcome** (SLO) from the Program of Studies. This allows teachers to provide a summative assessment of the wide range of concepts and skills included in the Alberta Mathematics Program.

For example, the key learner outcome for Grade 4, *Demonstrates number sense for whole numbers to 10 000*, incorporates six different specific learner outcomes from the Program of Studies.

**Grade 4 Key Learner Outcome:**

*Demonstrates number sense for whole numbers to 10 000*

The key learner outcome above represents the following **specific learner outcomes** from the WNCP:

- Estimates, then counts the number of objects in a set (0-1000) and verifies the estimate [C,E]
- Reads and writes numerals to 10 000 [R, V]
- Reads and writes number words to 1000 [C, CN]
- Compare and orders whole numbers to 10 000 elements [C]
- Represents and describes numbers to 10 000 in a variety of ways [C, PS, R, V]
- Sorts numbers into categories, using one or more attributes [CN, R]

There are between 15 to 23 key learner outcomes per grade. This should allow teachers to report on key areas of the entire curriculum over the three written report card periods.

It is important to consult the **Correlation Guide** in the Mathematics support document. This indicates which specific learner outcomes form the basis for the key learner outcomes.
B. Collecting assessment evidence

*Teachers collect assessment evidence for the specific outcomes, and then summarize this learning using the more general report card key learner outcome and the four levels of achievement.

### Mathematics Grade 3 - Term 2

<table>
<thead>
<tr>
<th>Key Learner Outcomes</th>
<th>Summative Assessment Evidence</th>
<th>Formative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects, displays and interprets data and solves problem using a variety of graphs</td>
<td>Pre-unit diagnostic interview</td>
<td>WHAT MIGHT BE INCLUDED IN A GROWTH/SHOWCASE PORTFOLIO? Pre-unit diagnostic interview</td>
</tr>
<tr>
<td>Sorts items using two or more attributes</td>
<td>Samples of student problem-solving attempts with self-reflection</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of place value: ones, tens and hundreds</td>
<td>Mid-unit performance tasks</td>
<td></td>
</tr>
<tr>
<td>Demonstrates number sense for whole numbers to 1000</td>
<td>Mid-unit journal entries</td>
<td></td>
</tr>
<tr>
<td>Solves addition and subtraction problems with numbers to 1000</td>
<td>Classroom observations and anecdotal notes</td>
<td></td>
</tr>
<tr>
<td>Justifies the solution to addition and subtraction problems</td>
<td>Class data project</td>
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</tr>
<tr>
<td></td>
<td>Practice sheets</td>
<td></td>
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<tr>
<td></td>
<td>Revised/corrected work with student reflection</td>
<td></td>
</tr>
</tbody>
</table>

Each key learner outcomes should be supported by at least two pieces of summative assessment evidence.

For example, using an interview, the teacher asks a child to build the number 36 with wooden sticks, base-ten blocks and to orally explain what the digit ‘3’ represents. The child also provides a journal entry in which he/she explains why three hundred two cannot be written as 3002.

Some forms of assessment, such as performance tasks, may target more than one key learner outcome.

A performance tasks asks students to sort a bowl of candies by colour and size and then graph the results to find out how to share the candies fairly among four children. This task targets two key learner outcomes:

*Collects, displays and interprets data and solves problem using a variety of graphs*

*Sorts items using two or more attributes*

Criteria set for summative assessment should reflect the same criteria used in formative assessment purposes.

Using the *Exemplar* tasks rubrics sets a clear target for students in problem solving.
Making the Connection between Formative and Summative Assessment

- Projects/Investigations
- Open-ended problems
- Mid-unit exploration tasks
- Daily journal reflections (The most important thing about a pyramid is...)
- Diagnostic Interviews
- Classroom observations and anecdotal notes
- Practice exercises
- Homework
- Group process problem-solving work

- Same assessment criteria but tying together major concepts
- Student summarizes daily learning by responding to a more general prompt
- Observations and notes help teachers decide which students to re-administer the interview
- Question and problem types are similar in nature and assessed using the same criteria

- Unit performance task or Culminating Activity
- Unit journal reflection (How can we describe and classify shapes?)
- Same diagnostic Interview
- Unit pen and paper quiz including process problems

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C. Writing Your Own Key Learner Outcomes

It is recommended that teachers use the key learner outcomes provided in the drop-down list. However, teachers can also use the specific learner outcomes from the Program of Studies to create their own key learner outcomes for the report card.

For example, if you have not completed teaching all the knowledge and skills which are listed under a key learner outcome, you may choose to some of the more specific indicators listed below each descriptor.

Example:

Key Learner Outcome Grade 3 - Solves single-digit multiplication and division problems

- Models and explains different multiplication problems types (grouping, arrays, comparison and combination models)
- Models and explains different division problems types (partitive and measurement models)
- Shows an understanding of regrouping
- Makes reasonable estimates before and after solving arithmetic problems
- Invents and describes mental math strategies (e.g. using friendly numbers)

Although students have explored multiplication enough for the teacher to make an accurate summative assessment of their learning, the class has only begun to investigate division problems. The teacher rewrites the key learner outcome to read:

Shows understanding and proficiency in solving multiplication problems
(This new key learner outcome encompasses the following concepts and skills)

- Makes reasonable estimates before and after solving arithmetic problems
- Invents and describes mental math strategies (e.g. using friendly numbers)
- Models and explains different multiplication problems types (grouping, arrays, comparison and combination models)
Statements Not Appropriate to Use as Key Learner Outcomes

Caution should be used to ensure that:

a) The report card targets **significant mathematics** (e.g. understanding place value versus labeling graphs),
b) The knowledge and skills described in the key learner outcome clearly lend themselves to **four distinct levels of achievement**.
c) All key learner outcomes are clearly tied to the **Program of Studies**.

Statements which do not meet these criteria should not appear on the report card. The following examples are **not appropriate** to use as key learner outcomes on the report card.

- Completes assignments in problem-solving workbook.
- Contributes to class discussions.
- Attempts to solve the problem of the week.
- Uses manipulatives appropriately.
- Maintains an organized mathematics journal.
- Works cooperatively with peers in problem-solving.

**D. Suggestions for Writing Comments**

While teacher comments should center on specific math **content**, this portion of the report card can also be used to report more generally on the seven math **processes** of the math program: Problem Solving, Communication, Connections, Estimation and Mental Mathematics, Technology, Reasoning, and Visualization.

Teachers are encouraged to use the **detailed list of specific outcomes and skills** listed for each key learner outcome in writing their report card comments.

1) **Content Focus:**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 2:</strong> ____ models simple addition and subtraction problems appropriately with objects and in pictures. She is beginning to use mental math strategies and estimation skills as she gains a better understanding of place value. ____ understands the attribute of length but needs to be more accurate when estimating and measuring the length of objects.</td>
</tr>
</tbody>
</table>
2) Process and Content Focus:

Some key words teachers may include in their comments which describe the overarching goals of the math program are:

- Demonstrates conceptual understanding
- Uses accurate and efficient procedures
- Represents, solves and writes problems
- Reflects, explains his/her thinking
- Justifies solutions
- Is becoming proficient in…
- Communicates clearly
- Works flexibly with numbers
- Finds creative solutions

Specific comments about attitudes or work habits should not be included in the comment section. These are reported on in the Growth as a Learner section of the report card.
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Developing what we call number sense, children not only improve their efficiency and accuracy in calculating, they deepen their understanding of number concepts and develop their computational fluency. They use estimation skills to determine the reasonableness of answers and come to recognize when estimating is appropriate.

**Reasoning (R)**
Students need to make sense of mathematics and be logical in their thinking. Explaining and justifying solution methods and testing conjectures and hypothesis are a natural part of the mathematics classroom.
Technology (T)
Technology is a tool for deepening understanding. They allow us to concentrate on the more complex skills involved in problem-solving rather than on long tedious calculations. They also help us discover patterns and give us immediate feedback as to the reasonableness of our thinking.

Visualization (V)
Students develop the capacity to think and reason using visual representations and images. Using visualization skills, students deepen their conceptual understanding and procedural knowledge. Manipulatives are tools that help children visualize mathematical ideas.

Content Standards

Students use the seven mathematical processes to construct understanding of mathematics content. This content is organized within a framework comprised of four general strands; Number, Patterns and Relationships, Shape and Space and Statistics and probability. These general strands are further divided into nine sub-strands:

- **Number** ————————> **Number Operations / Number Concepts**
- **Patterns and Relationships** ———> **Patterns / Variables and Equations**
- **Shape and Space** ———> **Measurement / 3-D Objects 2-D Shapes / Transformations**
- **Statistics and Probability** ———> **Data Analysis / Chance and Uncertainty**

It is important to keep in mind that this grouping into strands and sub-strands is for organizational purposes only, and does not reflect the connections among the strands and the underlying themes running throughout all of mathematics. Therefore, teachers may report on outcomes from different strands at each reporting period.

The outcomes of the program are interpreted in view of the math processes associated with them when assessing students. The processes targeted in each Specific Learner Outcome are clearly indicated at the end of each outcome statement. For example, in Grade 3, students deepen their understanding of multiplication and division:

**Number – Number Operations (Outcome #15)**

*Use manipulatives, diagrams and symbols with maximum products and dividends to 50, to demonstrate and describe the processes of multiplication and division [C, PS, V]*

As indicated by the symbols C (Communication) PS (Problem Solving) and V (Visualization), this outcome means that students learn about multiplication and division through problem-solving activities and communicate their conceptual understanding through words, drawings, and manipulatives, creating clear representations of these operations. An appropriate assessment of this outcome must include opportunities for students to solve multiplication and division problems and explain their thinking using words, drawings and manipulatives.
Traditionally, assessment in mathematics was limited to pen-and-paper quizzes. Recent research and our work with the Assessment for Learning Initiative have broadened our understanding of mathematics assessment. Teachers should use a variety of assessment tools to gather data on student learning including:

- **a)** Observation checklists and anecdotal notes
- **b)** Student Interviews
- **c)** Performance tasks
- **d)** Investigations and projects
- **e)** Journal entries
- **f)** Tests and quizzes

The approved Student Basic resources for mathematics have samples of each of the above assessment tools for teachers in the teacher guide and support packages.

**Support for Assessment Evidence**

The following resources are available from **Printing Services** to help teachers in the area of assessing and reporting in elementary mathematics:

- Outcome Organizers for the WCP (also available for Combined Grades and in French)
- Correlation Guides for *Interactions* and *Quest 2000*
- Exemplar Math Tasks
- Revised Exemplar Rubrics
- Grade 5 Math Assessment Tasks from LearnAlberta Online Resource

Other print resources available are:

- C.A.M.P. Classroom Assessment Materials Project (LRC)
- Mathematics Assessment *Cases and Discussion Questions* (NCTM)
- Mathematics Assessment *A Practical Handbook* (NCTM)
- Balanced Assessment for the Mathematics Curriculum (Dale Seymour)
- Early Years Numeracy Interview (order through LSS - Grades K-4)
Linking Assessing and Reporting

A. Selecting Key Learner Outcomes

Key Learner Outcomes for Elementary Mathematics encompass more than one specific learner outcome (SLO) from the Program of Studies. This allows teachers to provide a summative assessment of the wide range of concepts and skills included in the Alberta Mathematics Program.

For example, the key learner outcome for Grade 4, Demonstrates number sense for whole numbers to 10,000, incorporates six different specific learner outcomes from the Program of Studies.

<table>
<thead>
<tr>
<th>Grade 4 Key Learner Outcome:</th>
<th>Demonstrates number sense for whole numbers to 10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key learner outcome above represents the following specific learner outcomes from the WNCP:</td>
<td></td>
</tr>
</tbody>
</table>
- Estimates, then counts the number of objects in a set (0-1000) and verifies the estimate [C,E]
- Reads and writes numerals to 10,000 [R, V]
- Reads and writes number words to 1000 [C, CN]
- Compare and orders whole numbers to 10,000 elements [C]
- Represents and describes numbers to 10,000 in a variety of ways [C, PS, R, V]
- Sorts numbers into categories, using one or more attributes [CN, R]

There are between 15 to 23 key learner outcomes per grade. This should allow teachers to report on key areas of the entire curriculum over the three written report card periods.

It is important to consult the Correlation Guide in the Mathematics support document. This indicates which specific learner outcomes form the basis for the key learner outcomes.
B. Collecting assessment evidence

*Teachers collect assessment evidence for the specific outcomes, and then summarize this learning using the more general report card key learner outcome and the four levels of achievement.

Mathematics Grade 3 - Term 2

<table>
<thead>
<tr>
<th>Key Learner Outcomes</th>
<th>Summative Assessment Evidence</th>
<th>Formative Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects, displays and interprets data and solves problem using a variety of graphs</td>
<td>Unit performance tasks</td>
<td>Pre-unit diagnostic interview</td>
</tr>
<tr>
<td>Sorts items using two or more attributes</td>
<td>Summary journal entries</td>
<td>Samples of student problem-solving attempts with self-reflection</td>
</tr>
<tr>
<td>Demonstrates an understanding of place value: ones, tens and hundreds</td>
<td>Open-ended problems</td>
<td>Mid-unit performance tasks</td>
</tr>
<tr>
<td>Demonstrates number sense for whole numbers to 1000</td>
<td>End-unit interview</td>
<td>Mid-unit journal entries</td>
</tr>
<tr>
<td>Solves addition and subtraction problems with numbers to 1000</td>
<td>Unit pen and paper tests</td>
<td>Classroom observations and anecdotal notes</td>
</tr>
<tr>
<td>Justifies the solution to addition and subtraction problems</td>
<td></td>
<td>Class data project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revised/corrected work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with student reflection</td>
</tr>
</tbody>
</table>

Each key learner outcomes should be supported by at least two pieces of summative assessment evidence.

For example, using an interview, the teacher asks a child to build the number 36 with wooden sticks, base-ten blocks and to orally explain what the digit ‘3’ represents. The child also provides a journal entry in which he/she explains why three hundred two cannot be written as 3002.

Some forms of assessment, such as performance tasks, may target more than one key learner outcome.

A performance tasks asks students to sort a bowl of candies by colour and size and then graph the results to find out how to share the candies fairly among four children.

This task targets two key learner outcomes:

Collects, displays and interprets data and solves problem using a variety of graphs
Sorts items using two or more attributes

Criteria set for summative assessment should reflect the same criteria used in formative assessment purposes.

Using the Exemplar tasks rubrics sets a clear target for students in problem solving.
Making the Connection between 
Formative and Summative Assessment

Projects/Investigations
- Open-ended problems
- Mid-unit exploration tasks

Same assessment criteria but tying together major concepts
- Unit performance task or Culminating Activity

Daily journal reflections
(The most important thing about a pyramid is...)

Student summarizes daily learning by responding to a more general prompt
- Unit journal reflection (How can we describe and classify shapes?)

Diagnostic Interviews
- Classroom observations and anecdotal notes

Observations and notes help teachers decide which students to re-administer the interview
- Same diagnostic Interview

Practice exercises
Homework
- Group process problem-solving work

Question and problem types are similar in nature and assessed using the same criteria
- Unit pen and paper quiz including process problems
C. Writing Your Own Key Learner Outcomes

It is recommended that teachers use the key learner outcomes provided in the drop-down list. However, teachers can also use the specific learner outcomes from the Program of Studies to create their own key learner outcomes for the report card.

For example, if you have not completed teaching all the knowledge and skills which are listed under a key learner outcome, you may choose to some of the more specific indicators listed below each descriptor.

Example:

Key Learner Outcome Grade 3 - *Solves single-digit multiplication and division problems*

- Models and explains different multiplication problems types (grouping, arrays, comparison and combination models)
- Models and explains different division problems types (partitive and measurement models)
- Shows an understanding of regrouping
- Makes reasonable estimates before and after solving arithmetic problems
- Invents and describes mental math strategies (e.g. using friendly numbers)

Although students have explored multiplication enough for the teacher to make an accurate summative assessment of their learning, the class has only begun to investigate division problems. The teacher rewrites the key learner outcome to read:

*Shows understanding and proficiency in solving multiplication problems*  
(This new key learner outcome encompasses the following concepts and skills)

- Makes reasonable estimates before and after solving arithmetic problems
- Invents and describes mental math strategies (e.g. using friendly numbers)
- Models and explains different multiplication problems types (grouping, arrays, comparison and combination models)
Statements Not Appropriate to Use as Key Learner Outcomes

Caution should be used to ensure that:

a) The report card targets significant mathematics (e.g. understanding place value versus labeling graphs),

b) The knowledge and skills described in the key learner outcome clearly lend themselves to four distinct levels of achievement.

c) All key learner outcomes are clearly tied to the Program of Studies.

Statements which do not meet these criteria should not appear on the report card. The following examples are not appropriate to use as key learner outcomes on the report card.

- Completes assignments in problem-solving workbook.
- Contributes to class discussions.
- Attempts to solve the problem of the week.
- Uses manipulatives appropriately.
- Maintains an organized mathematics journal.
- Works cooperatively with peers in problem-solving.

D. Suggestions for Writing Comments

While teacher comments should center on specific math content, this portion of the report card can also be used to report more generally on the seven math processes of the math program: Problem Solving, Communication, Connections, Estimation and Mental Mathematics, Technology, Reasoning, and Visualization.

Teachers are encouraged to use the detailed list of specific outcomes and skills listed for each key learner outcome in writing their report card comments.

1) Content Focus:

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2: _____ models simple addition and subtraction problems appropriately with objects and in pictures. She is beginning to use mental math strategies and estimation skills as she gains a better understanding of place value. _____ understands the attribute of length but needs to be more accurate when estimating and measuring the length of objects.</td>
</tr>
</tbody>
</table>
2) Process and Content Focus:

Some **key words** teachers may include in their comments which describe the overarching goals of the math program are:

- Demonstrates conceptual understanding
- Uses accurate and efficient procedures
- Represents, solves and writes problems
- Reflects, explains his/her thinking
- Justifies solutions
- Is becoming proficient in…
- Communicates clearly
- Works flexibly with numbers
- Finds creative solutions

Specific comments about attitudes or work habits should **not** be included in the comment section. These are reported on in the *Growth as a Learner* section of the report card.
Science
Science

Using Assessments from the Program of Studies

In the Elementary Science Program, there are 5 units that must be learned over 3 reporting periods. As a result, the same key learner outcomes on content should not be repeated throughout the year. *Teachers should always plan their units with the end in mind.* This means that they must determine what their key learner outcomes will be on the report card *even before they have planned the instruction for their units.* In conjunction with this planning, the forms of assessment that teachers use for each key outcome must clearly reflect a summative evaluation of what students know and are able to do. Teachers use many forms of formative assessment as well to help students improve their learning throughout the unit.

Comment Development

The knowledge and skills components of elementary science are assessed based on student achievement of the key learner outcomes and using the levels of achievement. In the science *comment* area, teachers might use the specific learner expectations listed below each key learner outcome to build a quick and meaningful comment. See the following pages for a complete set of 1-6 KLO’s and SLE’s in science.

### Grade 1 Science

<table>
<thead>
<tr>
<th>A – TOPIC (Knowledge KLOs and Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Key Learner Outcome</td>
</tr>
<tr>
<td>• Specific Learner Expectation</td>
</tr>
<tr>
<td>• Specific Learner Expectation</td>
</tr>
</tbody>
</table>

Grade 3 Sample:

**Topic:** Hearing and Sound  
**Key Learner Outcome:** Investigates the nature of things, demonstrating purposeful action that leads to observations and inferences

**Comments:**  
*Wanda was able to successfully generate a complete hypothesis on how sound is produced. She thinks critically and is able to ask questions that lead to further exploration and investigation.*

*Joe was able to generate a hypothesis on how sound is produced, with conclusions that were generally accurate. To ensure his success next term, he should continue to work on distinguishing the difference between an ‘observation’ and an ‘inference.’*
Grade 6 Sample:

Topic: Flight
Key Learner Outcome: Designs and carries out an investigation of a practical problem, and develops a possible solution

Comments:
Helena attempted a variety of strategies that successfully allowed her airplane to maneuver.

Jonathan attempted a variety of strategies but required more direct assistance in troubleshooting the operation of his airplane.
Social Studies
Social Studies

When selecting Key Learner Outcomes, at least two of the four should be skills-based. The Skills and Processes Key Learner Outcomes are organized by skill type and include several examples of student applications. Please select from the list of examples only those aspects that exemplify your classroom instruction for the term you are reporting on.

The report card key learner outcome comment support menu is representative of the Specific Outcomes for Knowledge and Understanding, and are drawn directly from the program’s inquiry statements for each Specific Outcome.

Based upon the evidence of learning in your classroom, select the bulleted knowledge-based statements to support each of the Key Learner Outcomes you chose to highlight for the term.

You can choose to select “like” comments for all of your students based upon the expectations that you focused on for that period of time. The specificity is made for each student by the way in which you describe each student’s level of achievement for that support statement. See the example provided for personalizing your comments.

Following each page of “Social Studies: Grade ___ Key Learner Outcomes and Comment Support” are the complete charts of key learner outcomes and specific learner outcomes (the bulleted statements) for the specific grade. Teachers may also use these for planning.

*For your convenience, the Report Card KLO charts for all GO’s and grades are also available in the Elementary Social Studies Report Card Support Document on Public Folders. Please make an electronic copy for your files to copy and paste from.
### GO 1.1: My World: Home, School, Community

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

#### Knowledge and Understanding

<table>
<thead>
<tr>
<th>KLO 1.1.3</th>
<th>Expresses an understanding of how they belong</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows different types of communities or groups they belong to.</td>
<td></td>
</tr>
<tr>
<td>• Knows that landmarks, symbols, colours, logos and clothing help us to recognize different groups or communities.</td>
<td></td>
</tr>
<tr>
<td>• Knows ways we belong to more than one group or community at the same time and how we benefit from belonging to groups and communities.</td>
<td></td>
</tr>
<tr>
<td>• Knows our responsibilities and rights at home, at school, in groups and in communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KLO 1.1.4</th>
<th>Expresses an understanding of what makes their community thrive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows how groups make decisions and how our actions and decisions contribute to the well-being of groups and communities.</td>
<td></td>
</tr>
<tr>
<td>• Knows ways people help one another at home, at school and in groups to ensure the vitality of our community and cooperate in order to live peacefully.</td>
<td></td>
</tr>
<tr>
<td>• Knows how caring for the natural environment contributes to the well-being of our community.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KLO 1.1.5</th>
<th>Distinguishes geographic features in their community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows some familiar landmarks and places in their community and why these landmarks and places are significant features of their community.</td>
<td></td>
</tr>
<tr>
<td>• Knows some differences between rural and urban communities.</td>
<td></td>
</tr>
<tr>
<td>• Knows where their community is on a map or on a globe.</td>
<td></td>
</tr>
</tbody>
</table>

### GO 1.2: Moving Forward with the Past: My Family, My History and My Community

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

#### Knowledge and Understanding

<table>
<thead>
<tr>
<th>KLO 1.2.2</th>
<th>Expresses an understanding of how their families and communities in the present are influenced by events or people of the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows ways Aboriginal, Francophone and diverse cultural groups have contributed to the origins and evolution of our communities over time and what connections we have to the Aboriginal, Francophone and diverse cultures found in our communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KLO 1.2.2</th>
<th>Expresses an understanding of how changes have affected their family over time (e.g., births, deaths, moves)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows some familiar landmarks and places in their community and why these landmarks and places are significant features of their community.</td>
<td></td>
</tr>
<tr>
<td>• Knows their family’s past in their community (e.g., original inhabitants, ancestors, generations, ways of life).</td>
<td></td>
</tr>
<tr>
<td>• Knows ways Aboriginal, Francophone and diverse communities have changed over time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KLO 1.2.2</th>
<th>Provides examples of traditions, celebrations and stories that started in the past and continue today in their families and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows some differences between rural and urban communities.</td>
<td></td>
</tr>
<tr>
<td>• Knows some familiar landmarks and places in their community and why these landmarks and places are significant features of their community.</td>
<td></td>
</tr>
<tr>
<td>• Knows their family’s past in their community (e.g., original inhabitants, ancestors, generations, ways of life).</td>
<td></td>
</tr>
</tbody>
</table>

### Commenting on GO 1.1

*What does the evidence of student learning look like and sound like in your classroom?*

Evidence of Student Learning Used to Assess for Understanding:
- Informal checks for understanding
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self Assessment
- Performance Task

**Example:** KLO 1.1.4

Expresses an understanding of what makes their community thrive

*Based upon the evidence of learning in your classroom, select specific bulleted statements to support each of the KLO’s you chose to highlight for the term.*

*You should begin your comment by providing a context for the learning.*

**Example from GO theme:**
During this term we have been studying life in our home, school and community.

**Possible Comments:**
- Demonstrates Excellent Achievement:
  Alex can perceptively explain how caring for the natural environment contributes to the well-being of our community.

- Demonstrates Proficient Achievement:
  Alex can accurately explain how caring for the natural environment contributes to the well-being of our community.

- Demonstrates Basic Achievement:
  Alex can partially explain how caring for the natural environment contributes to the well-being of our community.

- Demonstrates Insufficient Achievement:
  Alex inaccurately explains how caring for the natural environment contributes to the well-being of our community.
**Social Studies: Grade 2 Key Learner Outcomes and Comment Support**

**Commenting on GO 2.1**

*What does the evidence of student learning look like and sound like in your classroom?*

**Evidence of Student Learning Used to Assess for Understanding:**
- Informal checks for understanding
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self Assessment
- Performance Task

**Example:** KLO 2.1.2

Expresses an understanding of the physical geography of an Inuit, an Acadian, and a prairie community in Canada

- Knows where Inuit, Acadian and prairie communities are located in Canada.
- Knows the major geographic regions, landforms and bodies of water in each community and how they differ from where we live.
- Knows what geographical factors determined the establishment of each community (e.g., soil, water and climate).
- Knows how the climate and physical geography of each community shapes its identity.
- Knows what daily life is like for children in Inuit, Acadian, and prairie communities (e.g., recreation, school).
- Knows how the vastness of Canada affects how we connect to other Canadian communities.

**Example from GO theme:**

During this term we have been studying three dynamic communities in Canada: Inuit, Acadian and prairie.

**Possible Comments:**
- Demonstrates Excellent Achievement: **Alex can perceptively explain** what daily life is like for children in Inuit, Acadian, and prairie communities (e.g. recreation, school).
- Demonstrates Proficient Achievement: **Alex can accurately explain** what daily life is like for children in Inuit, Acadian, and prairie communities (e.g. recreation, school).
- Demonstrates Basic Achievement: **Alex can partially explain** what daily life is like for children in Inuit, Acadian, and prairie communities (e.g. recreation, school).
- Demonstrates Insufficient Achievement: **Alex inaccurately explains** what daily life is like for children in Inuit, Acadian, and prairie communities (e.g. recreation, school).
Social Studies: Grade 3 Key Learner Outcomes and Comment Support

GO 3.1 Communities in the World
Students will demonstrate an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine, and Peru.

KLO 3.1.2
Expresses an understanding of the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world (e.g., India, Tunisia, Ukraine, and Peru).

- Knows what determines quality of life and that it is reflected in employment, transportation, and roles of family members.
- Knows how access to schools, hospitals, libraries, and employment opportunities affects the communities.
- Knows that identity is reflected in traditions, celebrations, stories, and customs which help to connect the people to the past and to each other.
- Knows how leaders are chosen, how decisions are made, and who is responsible for making decisions in the communities.
- Knows how individuals and groups maintain peace and how they cooperate and share with other group members in the communities.
- Knows how cultural diversity is expressed within each community.

KLO 3.1.3
Expresses an understanding of the geographic characteristics that shape communities in other parts of the world.

- Knows where the communities are in relation to Canada on a globe and/or map.
- Knows how the physical geography influences the human activities in the communities and how the people depend on, adapt to, and change the environment in which they live and work.
- Knows ways the communities show concern for their natural environment.

KLO 3.1.4
Expresses an understanding of the economic factors that shape communities in other parts of the world.

- Knows the main goods and services produced by the communities and what they import and export to other parts of the world.
- Knows the main forms of technologies, transportation, and communication in the communities.

GO 3.2 Global Citizenship
Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine, and Peru.

KLO 3.2.2
Expresses an understanding of the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world (e.g., India, Tunisia, Ukraine, and Peru).

*What does the evidence of student learning look like and sound like in your classroom?*

Evidence of Student Learning Used to Assess for Understanding:
- Informal checks for understanding
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self Assessment
- Performance Task

*Example: KLO 3.1.2
Expresses an understanding of the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world (e.g., India, Tunisia, Ukraine, and Peru)*

Based upon the evidence of learning in your classroom, select specific bulleted statements to support each of the KLO’s you chose to highlight for the term.

*You should begin your comment by providing a context for the learning.*

Example from GO theme:
**During this term we have been studying the four world communities of India, Tunisia, Ukraine, and Peru.**

**Possible Comments:**
- Demonstrates Excellent Achievement:
  - Alex can perceptively explain what determines quality of life and that it is reflected in employment, transportation, and roles of family members.

- Demonstrates Proficient Achievement:
  - Alex can accurately explain what determines quality of life and that it is reflected in employment, transportation, and roles of family members.

- Demonstrates Basic Achievement:
  - Alex can partially explain what determines quality of life and that it is reflected in employment, transportation, and roles of family members.

- Demonstrates Insufficient Achievement:
  - Alex inaccurately explains what determines quality of life and that it is reflected in employment, transportation, and roles of family members.
## Social Studies: Grade 4 Key Learner Outcomes and Comment Support

### Commenting on GO 4.1

**GO 4.1 Alberta: A Sense of the Land**

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

#### Knowledge and Understanding

<table>
<thead>
<tr>
<th>KLO 4.1.2</th>
<th>Expresses an understanding of the physical geography of Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows where Alberta is located in relation to the rest of Canada.</td>
<td></td>
</tr>
<tr>
<td>• Knows the major geographical and natural vegetation regions of Alberta.</td>
<td></td>
</tr>
<tr>
<td>• Knows the factors which determine climate in Alberta.</td>
<td></td>
</tr>
<tr>
<td>• Knows the significant natural resources in Alberta.</td>
<td></td>
</tr>
<tr>
<td>• Knows how Alberta’s provincial parks, protected areas and the national parks in Alberta are important to the sustainability of Alberta’s natural environment.</td>
<td></td>
</tr>
</tbody>
</table>

#### Evidence of Student Learning Used to Assess for Understanding:

- Informal checks for understanding
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self Assessment
- Performance Task

**Example:** KLO 4.1.2

Expresses an understanding of the physical geography of Alberta

*What does the evidence of student learning look like and sound like in your classroom?*

**Possible Comments:**

- Demonstrates Excellent Achievement: Alex can perceptively explain the factors which determine climate in the diverse regions of Alberta.
- Demonstrates Proficient Achievement: Alex can accurately explain the factors which determine climate in the diverse regions of Alberta.
- Demonstrates Basic Achievement: Alex can partially explain the factors which determine climate in the diverse regions of Alberta.
- Demonstrates Insufficient Achievement: Alex inaccurately explains the factors which determine climate in the diverse regions of Alberta.

### Commenting on GO 4.2

**GO 4.2 The Stories, Histories and People of Alberta**

Students will demonstrate an understanding and appreciation of how elements of historical geography, cultural and linguistic heritage and diversity, human history, and the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

#### Knowledge and Understanding

<table>
<thead>
<tr>
<th>KLO 4.2.2</th>
<th>Expresses an understanding of how the diversity of Aboriginal peoples is reflected in the number of languages spoken.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows whose responsibility it should be to ensure the preservation of national parks, provincial parks and protected areas in Alberta.</td>
<td></td>
</tr>
<tr>
<td>• Knows which First Nations originally inhabited the different areas of the province.</td>
<td></td>
</tr>
<tr>
<td>• Knows what the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land.</td>
<td></td>
</tr>
<tr>
<td>• Knows how ownership of a discovered artifact can be determined.</td>
<td></td>
</tr>
<tr>
<td>• Knows how the Royal Tyrrell Museum contributes to scientific knowledge regarding Alberta’s fossil heritage.</td>
<td></td>
</tr>
</tbody>
</table>

#### Example from GO theme:

During this term we have been studying the geography and natural resources of Alberta.

*Possible Comments:*

- Demonstrates Excellent Achievement: Alex uses context to support each of the KLO’s you chose to highlight for the term.
- Demonstrates Proficient Achievement: Alex can correctly explain the factors which determine climate in the diverse regions of Alberta.
- Demonstrates Basic Achievement: Alex can partially explain the factors which determine climate in the diverse regions of Alberta.
- Demonstrates Insufficient Achievement: Alex needs to improve their understanding of the factors which determine climate in the diverse regions of Alberta.

---

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Social Studies: Grade 5B Key Learner Outcomes and Comment Support

Knowledge Objectives

<table>
<thead>
<tr>
<th>Demonstrates an understanding that contact between people in Canada's early history, prior to and during exploration and settlement, brought changes to their lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knows the lifestyles of Native groups such as the Algonquin, Huron, Iroquois and Cree prior to settlement</td>
</tr>
<tr>
<td>• Understands that contact between Native groups resulted in advantages and disadvantages for each group</td>
</tr>
<tr>
<td>• Understands the reasons for exploration</td>
</tr>
<tr>
<td>• Knows about the lifestyles of the explorers</td>
</tr>
<tr>
<td>• Understands the reasons for settlement</td>
</tr>
<tr>
<td>• Knows about the lifestyles in the settlements in the Hudson Bay area and in New France</td>
</tr>
<tr>
<td>• Understands the way physical features influenced discoveries, exploration and settlement of Canada</td>
</tr>
<tr>
<td>• Knows problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era</td>
</tr>
</tbody>
</table>

Demonstrates an understanding that contact between groups resulted frequently in competition, cooperation and conflict

| Understands that contact between groups resulted in advantages and disadvantages for each group |
| Understands the role of competition in the fur trade (Hudson Bay Company and Northwest Company) |

Demonstrates an understanding that our history contributed to shaping Canada into a bilingual nation

| Demonstrates awareness of the origins of the bilingual nature of Canada |

Uses the process skills of locating, organizing, and interpreting to acquire information about early Canada

<table>
<thead>
<tr>
<th>Locate, Organize, Interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinguishes between fact and fiction</td>
</tr>
<tr>
<td>• Acquires information by reading history books, facsimiles of documents, and historical fiction</td>
</tr>
<tr>
<td>• Gathers information by using library skills to locate and choose resources appropriate to the purpose</td>
</tr>
<tr>
<td>• Gathers information by identifying time and place relationships (settings)</td>
</tr>
<tr>
<td>• Gathers information by identifying cause-effect relationships</td>
</tr>
<tr>
<td>• Gathers information by calculating the length of time between two given dates</td>
</tr>
<tr>
<td>• Gathers information by using definite time concepts such as decade, century</td>
</tr>
<tr>
<td>• Classifies pictures, facts and events under main headings and in categories</td>
</tr>
<tr>
<td>• Arranges historical events, facts and ideas in sequence</td>
</tr>
<tr>
<td>• Records dates and events on a simple time line showing the exploration and settlement period</td>
</tr>
</tbody>
</table>

Uses geography and mapping skills to locate and identify places in early Canada

<table>
<thead>
<tr>
<th>Geography &amp; Mapping Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interprets historical maps of European voyages and locations of early English and French settlements</td>
</tr>
<tr>
<td>• Makes a simple map with accompanying legend to show a specific area</td>
</tr>
<tr>
<td>• Uses maps/globes to explain how geographic relationships and settings have influenced historical events</td>
</tr>
</tbody>
</table>

Uses the skills of analyzing, synthesizing, and evaluating to interpret information about early Canada

<table>
<thead>
<tr>
<th>Analyze, Synthesize, Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the different perspectives of the Natives, settlers and other groups and reasons for them</td>
</tr>
<tr>
<td>• Draws conclusions on how contact between people brought changes to their lives</td>
</tr>
<tr>
<td>• Creates a set of guidelines for behaviour of groups of strangers when they interact</td>
</tr>
</tbody>
</table>

Communication Skills

| Uses communication skills to express and present information about early Canada |

Commenting on Topic 5B:

What does the evidence of student learning look like and sound like in your classroom?

Evidence of Student Learning Used to Assess for Understanding:

- Informal checks for understanding
- Dialogue
- Quiz or Exam
- Writing Prompt
- Self Assessment
- Performance Task

How can you describe the students' strengths and weaknesses according to the levels of proficiency defined on the report card?

Example Key Learner Outcome:

Demonstrates an understanding that contact between people in Canada’s early history, prior to and during exploration and settlement, brought changes to their lives

Based upon the evidence of learning in your classroom, select specific knowledge and skill objectives to support each of the outcomes you chose to highlight for the term.

You should begin your comment by providing a context for the learning.

Example:

During this term we have been studying “Early Canada: Exploration and Settlement.”

Possible Comments:

- Demonstrates Excellent Achievement:
  Jack can perceptively explain the reasons for exploration.

- Demonstrates Proficient Achievement:
  Jack can accurately explain the reasons for exploration.

- Demonstrates Minimal Achievement:
  Jack can partially explain the reasons for exploration.

- Demonstrates Insufficient Achievement:
  Jack makes inaccurate explanations about the reasons for...
### Knowledge Objectives

- **Locate, Organize, Interpret**
  - Uses geography and mapping skills to locate and identify places in Ancient Greece
  - Uses the process skills of locating, organizing, and interpreting to acquire information about Ancient Greek civilization
  - Demonstrates an understanding that Greek values, beliefs and ideas have affected Western civilization

- **Analyze, Synthesize, Evaluate**
  - Infers human activities and ways of living from physical detail and from latitude
  - Classifies pictures, facts or events under main headings and categories
  - Uses maps and globes to explain geographic setting of Greece
  - Uses the latitude –longitude grid system on a simple world map or globe to locate the civilization(s)

- **Communication Skills**
  - Locates information in an encyclopedia by using key words, letters on volume, index and cross-reference
  - Chooses books appropriate for the purpose, including dictionaries, encyclopedias, reference books, etc.

- **Participation Skills**
  - Accepts and abides by the decision of the group or share and defend a different point of view
  - Profits from criticism and suggestion; and gives constructive criticism and suggestions
  - Accepts and abides by the decision of the group or share and defend a different point of view

### Commenting on Topic 6B:

*What does the evidence of student learning look like and sound like in your classroom?*

<table>
<thead>
<tr>
<th>Evidence of Student Learning Used to Assess for Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Informal checks for understanding</td>
</tr>
<tr>
<td>- Dialogue</td>
</tr>
<tr>
<td>- Quiz or Exam</td>
</tr>
<tr>
<td>- Writing Prompt</td>
</tr>
<tr>
<td>- Self Assessment</td>
</tr>
<tr>
<td>- Performance Task</td>
</tr>
</tbody>
</table>

*How can you describe the students’ strengths and weaknesses according to the levels of proficiency defined on the report card?*

**Example Key Learner Outcome:**

Demonstrates an understanding that all people have similar physical, social and psychological needs

*Based upon the evidence of learning in your classroom, select specific knowledge and skill objectives to support each of the outcomes you chose to highlight for the term.*

**Possible Comments:**

- **Demonstrates Excellent Achievement:**
  - Jack can perceptively explain that social needs are needs related to people living together.

- **Demonstrates Proficient Achievement:**
  - Jack can accurately explain that social needs are needs related to people living together.

- **Demonstrates Minimal Achievement:**
  - Jack can partially explain that social needs are needs related to people living together.

- **Demonstrates Insufficient Achievement:**
  - Jack makes inaccurate explanations about social needs related to people ...
Physical Education
Physical Education

General Outcomes

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

General Outcome A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills, Locomotor, Nonlocomotor, Manipulative
- Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

General Outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community
Physical Education Lesson Plan

Grade: ___________ Lesson/Unit: ___________ Date: ________________

<table>
<thead>
<tr>
<th>General Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Application of Basic Skills</th>
<th>Functional Fitness</th>
<th>Body Image</th>
<th>Well-being</th>
<th>Communication</th>
<th>Fair Play</th>
<th>Leadership</th>
<th>Teamwork</th>
<th>Effort</th>
<th>Safety</th>
<th>Goal Setting/Personal Challenge</th>
<th>Active Living in the Community</th>
</tr>
</thead>
</table>

When choosing key learner outcomes for the term, the teacher should be able to choose one key learner outcome from each A/B/C/D list of specific outcomes from the curriculum guide.

**Support for Assessment and Reporting**

Resources for teachers to judge quality of performance include checklists, analytic rating scales, and rubrics.
- Refer to Appendix B: Sample Assessment, Evaluation and Communication Strategies
- Refer to Appendix C: Websites and Resources to Support Implementation
- Refer to Glossary of Terms page 287 – 290 in the curriculum guide

**Assessment Guiding Principles**

To assist students in meeting the aim of the physical education program, assessment should be:

**Continuous**

Assessment practices should be carried out in such a way that they promote, encourage and support ongoing student learning and development.

**Collaborative**

Assessment practices benefit students and parents when they are involved in the process.

**Comprehensive**

Assessment practices should include a variety of strategies that meet the diverse learning needs of students and address the curriculum outcomes.

**Criteria**

Assessment practices should identify the critical aspects of performance that describes, in specific terms, what is involved and in demonstrating learning outcomes.
Students should be made aware of the intended outcome that the teacher is observing at the beginning of instruction.

Outcomes, Assessment and Comments about Students

<table>
<thead>
<tr>
<th>KEY LEARNER OUTCOMES</th>
<th>SUMMATIVE ASSESSMENT</th>
<th>FORMATIVE ASSESSMENT</th>
</tr>
</thead>
</table>
| Perform the basic skills in educational gymnastics to develop a sequence | ➢ Performance Task - Presentation  
➢ Rubric | ➢ Student is able to perform a variety of gymnastic skills  
➢ Self - Evaluation |
| Demonstrate ways to develop personal growth in physical abilities | ➢ Explain and demonstrate ways to improve a gymnastic skill eg: tuck jump, front support variation  
➢ Performance Task - Presentation | ➢ Self / Peer Checklist  
➢ Observation |
| Demonstrate etiquette and fair play | ➢ Rubric  
➢ Analytic Rating Scale  
➢ Peer Checklist | ➢ Learning Log  
➢ Observation / Rubric  
➢ Proper viewing etiquette while watching others perform |
| Demonstrate a way to change an activity to make it more challenging based on personal ability | ➢ Rubric  
➢ Performance Task | ➢ Oral Communication  
➢ Learning Log |

Comments about Students

During the writing of additional comments about the student, the teacher should give one comment for each of the A/B/C/D’s. For example, the student may excel in the area of A/B/D but may experience limited growth in the General Outcome C.

For example:

This term the Grade 2 students were asked to select and perform the basic skills in gymnastics. Nigel was able to successfully combine 5 skills into a sequence that challenged his personal abilities – front support variation. He will be encouraged to continue working on proper etiquette when observing his peers.
Art
Art

Planning Considerations

Follow the outcomes within the Fine Arts Program of Studies. It consists of Level One (Grades 1 and 2), Level Two (Grades 3 and 4), and Level Three (Grades 5 and 6).

The Elementary Art Program of Studies focuses on four major components of visual learning:

<table>
<thead>
<tr>
<th>1. REFLECTION (RESPONDING)</th>
<th>2. DEPICTION (CREATIVE PROCESS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ can be used to precede or follow lessons in Depiction or Composition</td>
<td>▪ engages the student in developing basic skills of image making</td>
</tr>
<tr>
<td>▪ includes Visual Discrimination and Judgment</td>
<td>▪ includes Visual Problem Solving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. COMPOSITION (CREATIVE PROCESS)</th>
<th>4. EXPRESSION (CREATIVE PRODUCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ consists of integrated artworks created by applying the skills used in Depiction</td>
<td>▪ comprises the artwork created by the student</td>
</tr>
<tr>
<td>▪ includes Visual Problem Solving</td>
<td>▪ includes Creative Productivity</td>
</tr>
</tbody>
</table>

Please refer to the next several pages depicting the key learner outcomes and specific learner outcomes for Grades 1 – 6. Following is a sample of how to plan for assessment of art.

- Select a component from the Program of Studies and a Key Learner Outcome
- Select the specific outcome(s) that may serve as criteria to focus on as project work
- Determine the assessments that will be used for evaluation
- With students, determine the criteria for success
- Now plan instruction!

For example, in Expression, the KLO is “Applies a variety of grade-level art skills,” and the specific outcomes might be “develops skills in painting” and “develops skills in drawing.” Once teachers determine which skills students will focus on in terms of painting and drawing, they then identify the summative assessment tools that will be used (e.g. rubric, observation, student journals, portfolios).

There are many ways to collect information about student learning. For example, teachers may use the same rubrics for evaluating products and processes for both formative and summative purposes. Once students have practiced the skill using the criteria/rubric set in class (formative), then teachers assess a final product using the same criteria/rubric.
**Grades 1 and 2**

**Outcome:**
Expression

**Key Learner Outcome:**
Applies a variety of grade-level art skills

**Possible Comments:**
Mary capably expresses ideas through original art work using a variety of media with appropriate skills.

John is learning to express his ideas through art using a variety of media. As he develops his skills in drawing, his fine motor skills will improve. John would benefit by tracing objects or shapes or by copying images at home.

**Grades 3 and 4**

**Outcome:**
Expression

**Key Learner Outcomes:**
Applies a variety of grade-level art skills

**Possible Comments:**
Jane is making excellent progress in developing skills in print-making this term.

Phil struggles in the development of composition (e.g. balance) in print-making and needs to attend to the criteria established in class.

**Grades 4 and 6**

**Outcome:**
Composition

**Key Learner Outcomes:**
Creates a product that shows a select application of elements and/or principles of art-making

**Possible Comments:**
Kelly shows an exceptional talent for drawing and has demonstrated an in-depth understanding of perspective. Her creativity is apparent in her unique renderings when working with still life models.

Marco is developing his skills in drawing but shows frustration when working with still-life models. He has been buddied up with a group of peers who provide him with support during class.
Music
Music

The program of studies is organized into:

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Concepts:</th>
<th>Attitudes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Singing</td>
<td>• Melody</td>
<td>Positive attitudes toward music are fostered by success in learning music skills. These attitudes are gained at every level. “If there is no enjoyment in the music program, all the other values will be lost.”</td>
</tr>
<tr>
<td>• Playing instruments</td>
<td>• Rhythm</td>
<td></td>
</tr>
<tr>
<td>• Listening</td>
<td>• Harmony</td>
<td></td>
</tr>
<tr>
<td>• Moving</td>
<td>• Form</td>
<td></td>
</tr>
<tr>
<td>• Reading/writing</td>
<td>• Expression</td>
<td></td>
</tr>
<tr>
<td>• Creating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choosing Outcomes:

The skills and concepts of the music program are interrelated; you need one to get the other. The key learner outcomes are organized by skill area so at the beginning of the term, choose the skill areas on which you will be focusing (i.e. singing, listening, reading/writing). Each skill area has a general outcome listed first followed by more specific outcomes. Choose outcomes that you plan on assessing within each area to plan for the term.

Sample Comments

**Grade One**

- Sally successfully recognizes hand signals for sol, mi, and lah and is beginning to sing intervals in tune.

- John accurately reads rhythm patterns made up of quarter notes and eighth notes. He is beginning to develop a head tone with his singing voice but should always remember to listen carefully so as to always sing in tune.

**Grade Three**

- Fred is successful at performing a steady beat while singing simple songs. With more practice, he will be able to read and perform simple ostinati to accompany songs.

- Justine creates appropriate movements that accurately reflect the tempo of a piece of music. She is an eager participant in our folk dance activities.

**Grade Six**

- George has shown an eagerness to learn to play the recorder and learned our first tunes quickly. In order to produce a better tone, he must remember not to use too much air and to “tongue”.

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• Cheryl sings with good tone and breath support. She is a leader in our choral ensembles. Her singing will be more expressive with extra attention to the meaning of the text.
Health and Life Skills
Health and Life Skills

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others.

General Outcomes:

- **Wellness Choices**
  Students will make responsible and informed choices to maintain health and to promote safety for self and others.

- **Relationship Choices**
  Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- **Life Learning Choices**
  Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

When choosing key learner outcomes for the term, the teacher should be able to choose one key learner outcome from each area – Wellness, Relationship, and Life Learning Choices.

Support for Assessment and Report

Teachers need to use a wide range of assessment strategies and tools to get a balanced view of student achievement. Observation, self-reflection, self-assessment, checklists, rating scales, rubrics, and portfolios are a variety of assessment strategies that a teacher can incorporate throughout the course. Refer to the assessment component (pg. 115 – 136) and Appendix A – Teacher Planning Tool in the Health and Life Skills Guide to Implementation.
## Outcomes, Assessment and Comments about Students

<table>
<thead>
<tr>
<th>KEY LEARNER OUTCOMES</th>
<th>SUMMATIVE ASSESSMENT</th>
<th>FORMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Explain street safety behaviors in the community</td>
<td>➢ Role – Play Rubric</td>
<td>➢ Checklist</td>
</tr>
<tr>
<td></td>
<td>➢ Portfolio</td>
<td>➢ Peer Coaching</td>
</tr>
<tr>
<td>➢ Demonstrate cooperative work with a partner</td>
<td>➢ Self / Peer Evaluation</td>
<td>➢ Observation</td>
</tr>
<tr>
<td></td>
<td>➢ Rubric</td>
<td>➢ Self Checklist</td>
</tr>
<tr>
<td>➢ Demonstrating independence in completing tasks and activities, when appropriate</td>
<td>➢ Learning Log</td>
<td>➢ Observation</td>
</tr>
<tr>
<td></td>
<td>➢ Rubric</td>
<td>➢ Oral Communication</td>
</tr>
</tbody>
</table>

During the writing of additional comments about the student, the teacher should give one comment for each area – Wellness, Relationship, and Life Learning Choices.

**Example:**

During this term, Grade 1 students drew or represented three things that indicate safety in crossing the street. Alicia drew a walk light, crossing with an adult, and looking both ways before crossing the street in her portfolio. She presented a skit with her partner that demonstrated her excellent awareness of safety sense.
French as a Second Language
French as a Second Language

Assessment/Planning/Teaching Tips

- Choose appropriate key learner outcomes at the beginning of each term and input
- During instruction, focus on desired outcomes
- Structure lessons incorporating a balance of oral, written, speaking, listening, viewing and interpreting activities and assessment
- Consider Bloom’s Taxonomy to further challenge students
- Consider the language experience and learning styles of individual students
- Determine ways to differentiate instruction based on products or process
- Determine assessment evidence to work towards: how will teachers know that students have learned what they need to know?
- Identify students’ work samples to support assessment for a summative grade

Two Approaches to Assessment

A. FORMATIVE ASSESSMENT…
- allows teachers to assess the effectiveness of their teaching methods and to choose the most appropriate activities, taking into account each student's progress
- Is useful to students because when they receive information about their strengths and weaknesses with regard to the outcomes to be achieved, and they can develop more effective learning strategies
- does not count in the final grade – these assessments serve to “inform” both teachers and students

Examples of formative assessments:

<table>
<thead>
<tr>
<th>Quick interventions targeting a student’s strengths, areas for growth, and enrichment</th>
<th>Providing continuous feedback</th>
<th>Tests, quizzes, notes, homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Observation of Behaviours” charts</td>
<td>Checklist of specific criteria</td>
<td>Student checklist</td>
</tr>
<tr>
<td>Rubrics rating scales</td>
<td>Portfolios</td>
<td>Self-assessment by students</td>
</tr>
<tr>
<td>Anecdotal comments</td>
<td>Group work: cooperative learning</td>
<td></td>
</tr>
</tbody>
</table>

Portfolios in particular, enable students to pick items of interest and of value to showcase their best work. This process requires the students to be knowledgeable, reflective and well-organized about what they are learning in class.
B. SUMMATIVE ASSESSMENT…
• is a global evaluation to determine how a student has performed during an assessment period (e.g. a reporting term or at the end of the year)
• should be comprised of assessments that are only for a report card grade and not include the formative pieces during the term

Examples of summative assessments:

<table>
<thead>
<tr>
<th>Multiple-choice tests</th>
<th>Chart completion</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>Short answer</td>
<td>Dialogues</td>
</tr>
<tr>
<td>Fill-in-the-blanks</td>
<td>Matching items</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Note:
• Plan ahead in building tests
• Use pre-tests to identify weaknesses and strengths
• Use tests as a learning tool, even if it’s summative
• Give an appropriate number of tests to provide a balance between testing and learning
• Tests should not make students feel threatened

Suggestions for Writing Comments

• Begin with a positive statement
• Identify an area that needs growth
• Include strategies that will be used to assist the student in his/her work

Ola is very interested in learning French. She takes an active role in learning new words and idioms.

Peter has made great progress in using new vocabulary in the theme of ________ studied during the term. He uses the articles “le” and “la” appropriately with French nouns.

Rachelle struggles when engaged in structured dialogue with peers. She needs to focus on the proper use of French idiomatic expressions such as: J’ai dix ans; J’ai froid… (Provide a list of strategies that the student may use)

Support for Assessment and Reporting

• “French as a Second Language: Formative Assessment Package, Beginner Level,” Alberta Education 1998
• AAC Web Site for sample performance tasks and assessment tools, [www.aac.ab.ca](http://www.aac.ab.ca)
APPENDIX B

Assessment and Portfolios/Conferencing Templates
A. Assessment for Learning versus Assessment of Learning

Assessments have different purposes and use, and provide specific information for different audiences. There is a movement towards recognizing the place of formative assessment or “assessment for learning” as a place in which students learn without being graded summatively – the teacher provides feedback and more opportunities for students to correct their misunderstandings.

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers help students find evidence of their own learning</td>
<td>Teachers find evidence of student learning</td>
</tr>
<tr>
<td>Students collect, organize, select and reflect on evidence of their learning</td>
<td>Teachers judge student’s work</td>
</tr>
<tr>
<td>Students are involved in setting criteria</td>
<td>Teachers set criteria</td>
</tr>
<tr>
<td>Emphasis on the learning process</td>
<td>Sole emphasis on the product</td>
</tr>
<tr>
<td>Active student participation of learning</td>
<td>Passive student response to learning</td>
</tr>
<tr>
<td>Integrated assessment which includes observation of the process, collection of product and conversations and conferences</td>
<td>Assessment of isolated skills</td>
</tr>
<tr>
<td>Feedback is a collaborative effort that involves student, teacher and parents/guardians</td>
<td>Limited feedback provided</td>
</tr>
<tr>
<td>Students use preset criteria to reflect on their learning</td>
<td>No student reflection on learning</td>
</tr>
<tr>
<td>Student, teacher and parents/guardians develop action plan and sets appropriate goals</td>
<td>Teachers set goals for student</td>
</tr>
</tbody>
</table>


B. Assessment/Evaluation/Grading: differences in meaning

**Assessment**
- is gathering data from samples of student work

**Evaluation**
- is judging student work

**Grading**
- is assigning values to work

*Grades are merely symbols and are only a part - probably a very small part - of our communication system.*

Ken O’Connor

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### C. Assessment/Evaluation/Grading: Types and Methods

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>Methods of Evaluation</th>
<th>Methods of Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Response journals</td>
<td>• Rubrics</td>
<td>• Point scales: e.g. 5, 4, 3 point scale on a rubric</td>
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<td>• Learning logs</td>
<td>• Anecdotal records</td>
<td>• Achievement levels: e.g. Meets Standard of Excellence, Meets Acceptable Standard, Does not Meet Acceptable Standard</td>
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<tr>
<td>• Stories</td>
<td>• Checklists</td>
<td>• Growth Codes: e.g. consistently, often</td>
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<tr>
<td>• Research reports</td>
<td>• Student reflections: e.g. What I learned from doing this piece was…</td>
<td>• Letter grades</td>
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<tr>
<td>• Demonstrations: experiments, problem solving, phys.ed concepts, plays, role playing, reading</td>
<td>• Performance assessment: e.g. CAMP materials</td>
<td>• Percentages</td>
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<tr>
<td>• Conferencing</td>
<td>• Mind maps</td>
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<tr>
<td>• Projects</td>
<td>• Concept maps</td>
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<tr>
<td>• Portfolios</td>
<td>• Graphic organizers: e.g. Venn Diagrams</td>
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<td>• CAMP materials</td>
<td>• Tests and quizzes</td>
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<td>• Tests and quizzes</td>
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</table>

* from Rolheiser, Bower, and Stevahn (1999) *The Portfolio Organizer*

### D. Assessment Tools: Portfolios and Student Self-Assessment

**Portfolios:**

- Are a collection of work samples performed by students over a period of time
- Involve students in self-assessing their achievement, either by selecting work samples which demonstrate a particular strength, challenge, problem solved, uniqueness, etc., or by reflecting on their own growth in a specific period of time
- Are an opportunity for students to talk about their learning to an audience
- Make sense for the purpose of a “demonstration of learning”

**What goes into a portfolio?**

**To think about:**

*Why is student work being kept?*
*Who will be looking at the work?*
*What information will the audience be looking for in the portfolio?*

*What do you want to assess within the portfolio?*
*Should student work samples reflect broad categories (e.g. general outcomes) or specific categories (e.g. specific learner outcomes)?*
*What evidence will you look for?*
What types of portfolios are most effective?

**Growth Portfolio**
- Demonstrates students’ development and growth over time (e.g. during a reporting period, semester, school year)
- Can be focused on academic or thinking skills, content knowledge, self-knowledge, etc.
- Will contain evidence of struggle, failure, success and change
- Should help students discern reasons behind growth

**Best Work Portfolio**
- Also called a “showcase” portfolio
- Can include both product and process
- Highlights/shows evidence of the best work of learners
- Includes an explanation by students as to why these items represent their best effort and achievement

How should portfolios be stored?

Students can use binders, folders or electronic portfolios.

*To think about:*
Teachers often assess the quality of the portfolio as a product; this might include work samples and reflections along with a table of contents. If this is the case, it is important to identify early on the criteria on which students will be judged.
Dear Parents/Guardians,

In preparation for our upcoming conference, please take a few minutes and jot down some ideas about your son or daughter. You might want to include accomplishments that take place outside of school as well as in school.

Yours truly,

(TEACHER SIGNATURE)

<table>
<thead>
<tr>
<th>Any areas of strengths, growth, accomplishments:</th>
<th>One or two areas you’d like to see improvement in:</th>
<th>One specific goal:</th>
</tr>
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<tbody>
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</table>
Language Arts
INFORMATION SHEETS

Prior to finalizing my long-range plans for this year, I would appreciate information from you regarding your child’s perceived strengths and needs.

As parent(s) you are in the best position to evaluate your child’s use of language and language skills (such as reading and writing) in “the real world.” I would appreciate your consideration of the following questions and your careful appraisal of your child’s skills.

Thank you!

________________________________________
(Teacher’s Signature)

❖ We/I would like our child to learn ______________________ this year. We/I would like our child to be expose to __________________________ and __________________________.

❖ __________________________ is particularly good at ______________ and __________________________. He/she is also able to __________________________ easily. However, in spite of __________________________ ‘s talents, __________________________ needs lots of assistance to __________________________ and __________________________.

❖ In general, a perfect Language Arts program for ______________ would __________________________

❖ If you ever want __________________________ ‘s undivided attention you just have to mention __________________________ or __________________________. But whatever you do, don’t ever mention __________________________ !!

Good luck in your endeavors!!

Sincerely,

________________________________________

________________________________________ ‘s parent(s)

Figure 19, page 62, “Information from Parents.”
From Together is Better by Davies/Cameron/Politano/Gregory ©Peguis Publishers, 1992. This page may be reproduced for classroom use.
[SCHOOL NAME AND DATE]

Dear Parents/Guardians

You are invited to attend a conference on ____________________

______  (DATE)

At this time, the student, parent(s) and teacher(s) will meet together to talk about the learning that has taken place during the term. The conference will take 15 minutes. Your son/daughter knows a great deal about his/her own learning and has collected work samples to show you.

By working together, we can support your son or daughter’s learning. I look forward to seeing you at the conference.

Yours truly,

__________________________

(Teacher Signature)

Please return this portion

_________________________________________________________

Student’s Name

_________________________________________________________

Parent’s Name

Preferred days

☐____________________________________

☐____________________________________

Preferred time

☐____________________________________

☐____________________________________

Format

The number one purpose of the conference is to support the learning of your son or daughter by:

1. Talking about strengths and areas of progress
2. Looking at and discussing work samples
3. Talking about areas needing improvement
4. Setting one or two goals for next term
5. Discussing ways to help meet goals

* A written summary of the conversation will be sent home
MY INFORMAL REPORT TO MY PARENT(S)

Date: ___________________________  Name: ___________________________

1. The most important thing in our classroom that I am trying to do well is __________

   __________________________________________________________________________

2. This is important to me because __________________________________________________________________________

   __________________________________________________________________________

3. Two things that I have done well this term are __________

   __________________________________________________________________________

4. One thing that I need to work harder at is __________________________________________________________________________

   __________________________________________________________________________

5. Something that I am proud about this term is __________________________________________________________________________

   __________________________________________________________________________

6. My goal(s) for next term is (are) __________________________________________________________________________

   __________________________________________________________________________

7. Attached are some samples of my work. Please notice that __________________________________________________________________________

   __________________________________________________________________________

[Student’s signature]

Figure 18B, page 58, “Informal Report to Parents (Example 2—Side 1).”
From Together is Better by Davies/Cameron/Politano/Gregory © Peguis Publishers, 1992. This page may be reproduced for classroom use.
PARENT RESPONSE SHEET FOR PORTFOLIO REVIEW

Portfolio Review

Date

Name

Two Stars

One Wish

Figure 14B, page 52, “Parent Response Sheet for Portfolio Review (Example 2).”
From Together is Better by Davies/Cameron/Politano/Gregory © Peguis Publishers, 1992. This page may be reproduced for classroom use.
Dear [Student’s name]

In looking at your work so far, I/we would like to compliment you on

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The most important thing I/we would like to say to you now is

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

As your parent(s), I/we ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

[Parent’s signature]

________________________________________________________________________

[Parent’s signature]

P.S. Dear ____________________________

[Teacher’s name]

I/we would like to let you know that ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Figure 17A, page 56, “Parent Response to Student Work (Example 1).”

From Together is Better by Davies/Cameron/Politano/Gregory © Peguis Publishers, 1992. This page may be reproduced for classroom use.
PARENT’S RESPONSE

1. ________________________, I compliment you on your work sample, I especially liked
   ______________________________
   ______________________________
   ______________________________

2. One thing I would like you to work on is ______________________________
   ______________________________
   ______________________________
   ______________________________

3. During our three-way conference in November I would like to know more about
   ______________________________
   ______________________________
   ______________________________

   ______________________________
   [Parent’s signature]
Parents/Guardians

We need your comments to improve our student-parent-teacher conferences. Thank you for taking the time to complete this form and return it to the school.

Two things you liked about the conference:

________________________________________________________________________

________________________________________________________________________

One suggestion:

________________________________________________________________________

________________________________________________________________________

One question:

________________________________________________________________________

________________________________________________________________________
PARENT RESPONSE TO CONFERENCE

What we liked about the conference: ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What we need to know more about: ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Two suggestions for the next conference: __________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Other comments? _________________________________________________________________
____________________________________________________________________________________
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Figure 11, page 41, “Parent response to Conference.”
From Together is Better by Davies/Cameron/Politano/Gregory © Peguis Publishers, 1992. This page may be reproduced for classroom use.
SHOWING YOUR KNOWLEDGE

In one classroom, the students showed their parents evidence of what they were learning by filling out and taking home a letter.

Dear _______ Mom and Dad _______

You may know that snails are slow, but did you know that

• they carry their houses with them
• they leave a gooey trail
• they can go over sharp objects without hurting themselves

I can tell you two more things about snails. Just ask me!

Love,

_________ Jodie ______

Figure 21, Students Tell Their Parents What They've Learned.
From Together is Better by Davies/Cameron/Politano/Gregory © Peguis Publishers, 1992. This page may be reproduced for classroom use.
PROVIDING VIEWING GUIDELINES FOR PARENTS

Many teachers found that parents got more out of viewing their children’s work when they were given a viewing guide or suggestions about what to look for in the work.

**Dear Parent(s)—**

Nothing succeeds like success. When we know we have done something right, we feel good about ourselves, we accept challenges more readily and enthusiastically, and learning becomes easier. As you look through these pages, look for your child’s successes. Compliment your child on the detail of his or her book reports, the imaginative drawing used to represent a book he or she has read, the enjoyment he or she finds in learning center activities. Let his or her written comments be your guide.

After listening to your compliments, your child will be ready to listen to your wishes. Be selective about wishes for improvement. Giving too many wishes may do more damage than good. Pick out one or two areas that are important and that you feel your child is capable of improving. As a rule of thumb, we suggest two compliments before one wish.

**Enjoy!**

[Teacher’s name]

*Letter thanks to Peter Gallie, School District #62, British Columbia.*
One teacher, realizing that parents have never experienced three-way conferencing, sent home the following letter with her students to prepare parents for their three-way conferences. The principal also sent home a letter to every parent that served to validate the process and to let parents know that every teacher was participating.

Dear Parent(s):

This is what you can expect when you attend the three-way parent(s)/teacher/child conference on ____________________________
at ____________________________.

You and your child will have time to look over his or her collection of work and the classroom displays and learning centers.

- You can then meet with me to discuss your child’s strengths, any concerns, and set new learning goals for the upcoming term.

- Your child is prepared to take an active part. There will be opportunities for you to ask questions, make comments, or express concerns.

- The parents’ group has arranged to have tea and coffee available in the library for your enjoyment following the conference.

- If you have any issues you wish to discuss privately with me following the three-way conference, a sign-up sheet is available on the table to the left of the door.

- The grade 7 Buddy Program is providing a child-minding service in Mrs. Jones’s room (117).

We believe that a three-way conference is one important way to support student learning. We look forward to meeting with you.

Sincerely,

Teacher
APPENDIX C

Outcomes-based Grade Book Templates
Outcomes-based Grade Book Summative Assessments

Subject ___________________________________________ Grade ______ Term _____

<table>
<thead>
<tr>
<th>Key Learner Outcome</th>
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HOW TO USE THIS GRADE BOOK TEMPLATE:

To track summative assessment, make a grade book insert for each key learner outcome per term, per subject area. You need 2-3 pieces of evidence for each key learner outcome.

You can insert criteria for summative assessments in the space beneath the KLO.
# Outcomes-based Grade Book Summative Assessments

Subject ___________________________________________ Grade _____ Term _____

<table>
<thead>
<tr>
<th>Key Learner Outcome</th>
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Outcomes-based Grade Book Formative Assessments

<table>
<thead>
<tr>
<th>Student</th>
<th>Key Learner Outcome (#)</th>
<th>Date &amp; Task</th>
<th>Comment</th>
<th>Ideas for Teaching and Feedback</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
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**HOW TO USE THIS GRADE BOOK TEMPLATE:**

To track formative assessment, copy this grade book insert for each subject area per term and copy as many pages as required (three students per page). Select the formative assessments that provide evidence of student performance and include comments that support improvement.

**NOTE:** If you have numbered your KLO’s, you need only write the number in the box.
## Outcomes-based Grade Book Formative Assessments

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Term</th>
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<table>
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