



K-6 REPORT CARD SUPPORT DOCUMENT

A Guide for Families

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K-6 Report Card - A Guide for Families

As a parent/guardian you are an important partner in your child's education and through your involvement you positively impact your child's success in school. The purpose of this document is to provide information on the report card which will help you to participate in your child's education.

The intent of the report card is to provide clear and meaningful information on your child's progress toward the achievement of the curriculum expectations. The report card indicates a rating for key areas in each subject. In the comment section teachers highlight your child's strengths, challenges, and recommendations for next steps.

Report Card Schedule

You will receive your child's report card at three times throughout the year.

Schedule	Report Card
November	Term 1 Report (Parent - Teacher Interviews)
March	Term 2 Report (Parent - Teacher Interviews)
June	Final Report Card

Student Programming

Some students may require individual programming to support their learning in school. Program codes are used to communicate the programming your child is receiving. For example, if a child requires accommodations such as, extra time to complete tasks, to the prescribed provincial curriculum the program code **PA** is used to indicate *prescribed with accommodations*.

Additional Programming/Services

This section is used to identify other programming and/or services your child may be receiving in addition to the provincial curriculum. For some additional programs, your child may also receive a report card insert.

Indicators of Achievement

Your child's teacher will use a rating system to communicate the degree to which your child is progressing towards achieving curriculum outcomes, up to a point in time. Teachers make a professional judgment based on the evidence collected from a variety of sources including observations, interviews, work samples, etc.

The report card rating system is as follows:

Rating	Explanation of Indicators of Achievement of Curriculum Outcomes
4 Excellent	<ul style="list-style-type: none"> · Demonstrates thorough understanding of knowledge, skills and concepts · Uses knowledge, skills and concepts with a high degree of effectiveness · Produces high quality work
3 Good	<ul style="list-style-type: none"> · Demonstrates considerable understanding of knowledge, skills and concepts · Uses knowledge, skills and concepts with considerable effectiveness · Produces good work
2 Approaching	<ul style="list-style-type: none"> · Demonstrates some development towards the understanding of knowledge, concepts and skills · Attempts to use knowledge, concepts and skills with some effectiveness · Not meeting, but is moving towards meeting, the standard expected for this point in time
1 Not Yet Achieving	<ul style="list-style-type: none"> · Demonstrates little development towards understanding of knowledge, skills and concepts · Attempts to use knowledge, skills and concepts with limited effectiveness · Not meeting the required learning expectation for this point in time
IE Insufficient Evidence to Evaluate	Not enough evidence has been gathered to date to provide an accurate evaluation of student achievement.
Not Applicable	Student has not received instruction in this area of curriculum to date.

Note: Within each rating there is a range of student achievement.

Reporting on Student Achievement

The report card is organized by subject area. Each subject area includes statements which reflect the provincial curriculum outcomes. Teachers evaluate and report student achievement for each of the statements based on what your child is expected to know and be able to do appropriate to his/her grade level. Please see below for additional information for each subject. Examples given below may or may not be applicable on a given report card, depending on the time in the school year.

Art Education	
Report Card Descriptor	Describes the degree to which your child can:
Creates using artistic concepts and skills	<ul style="list-style-type: none"> ● explore, develop and express ideas, using the skills, language, techniques of the arts ● create and/or present, independently and in groups, art products for a range of audiences and purposes
Reflects and responds to art	<ul style="list-style-type: none"> ● demonstrate an understanding of the role of the arts in creating and reflecting culture ● respect and value the contributions of individuals and cultural groups ● examine the connections among the arts, societies and environments ● use elements of design (e.g., line, colour, shape, form, texture, and space) to create art ● use principles of design (e.g., balance, emphasis, unity, movement/rhythm, pattern,) to create art ● reflect on and personally respond to art

Core French	
Report Card Descriptor	Describes the degree to which your child can:
Communicates in oral and written French	<ul style="list-style-type: none"> ● share personal information by using partial sentences, and by asking and answering simple questions ● identify and describe objects, animals, people, events, and places ● share preferences, interests and feelings ● demonstrate an understanding of the main idea in a simple text ● respond personally to creative works through song, pictures and drama

	<ul style="list-style-type: none"> ● produce simple oral and written texts with teacher support
Demonstrates use of language learning skills	<ul style="list-style-type: none"> ● use pictures and actions to understand oral and written French ● take risks to improve their language ● use resources (e.g., dictionary, posters) and prior learning to understand and create simple texts
Demonstrates knowledge of francophone cultures	<ul style="list-style-type: none"> ● understand and respect the francophone cultures in Newfoundland and Labrador, Canada and other countries ● understand the connection among language, culture and identity

English Language Arts	
Report Card Descriptor	Describes the degree to which your child can:
Speaks and listens with purpose to communicate ideas appropriate to the situation <i>Note: Speaking and Listening will be evaluated separately on the report card.</i>	<ul style="list-style-type: none"> ● communicate information, ideas and feelings effectively ● communicate respectfully
Reads and views a variety of texts with purpose and understanding	<ul style="list-style-type: none"> ● select, read, and view texts with understanding ● use sources of information to gain understanding of texts ● make personal connections to texts ● question the meaning and purpose of the text ● read for a purpose (e.g., find information)
Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways	<ul style="list-style-type: none"> ● use writing and other forms of representation (e.g., pictures, drama, music, technological, etc.) to share their ideas and experiences ● create texts independently and in groups ● use a range of strategies to write and represent

Français	
Report Card Descriptor	Describes the degree to which your child can:
<p>Speaks and listens with purpose to communicate ideas appropriate to the situation</p> <p><i>Note: Speaking and Listening will be evaluated separately on the report card.</i></p>	<ul style="list-style-type: none"> ● communicate information, ideas and feelings effectively ● communicate respectfully
<p>Reads and views a variety of texts with purpose and understanding</p>	<ul style="list-style-type: none"> ● select, read, and view texts with understanding ● uses sources of information to gain understanding of texts ● make personal connections to texts ● question the meaning and purpose of the text ● read for a purpose (e.g., find information)
<p>Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways</p>	<ul style="list-style-type: none"> ● use writing and other forms of representation (e.g., pictures, drama, music, technological, etc.) to share their ideas and experiences ● create texts independently and in groups ● use a range of strategies to write and represent
<p>Demonstrates an appreciation of the French language, francophone communities and cultural diversity</p>	<ul style="list-style-type: none"> ● understand and respect the francophone cultures in Newfoundland and Labrador, Canada and other countries ● understand the connection among language, culture and identity

Health Education	
Report Card Descriptor	Describes the degree to which your child can:
<p>Demonstrates an understanding of concepts that promote health for self and others</p>	<ul style="list-style-type: none"> ● understand things they can do to improve/maintain their health ● understand that following good personal health practices also helps to improve/maintain community health

<p>Uses inquiry, critical thinking and decision making skills to examine, evaluate and apply health related information</p>	<ul style="list-style-type: none"> ● review/analyze health related information to determine things that have a positive/negative impact on health
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<p style="text-align: center;">Intensive Core French (Grade 6 only)</p>	
<p>Report Card Descriptor</p>	<p>Describes the degree to which your child can:</p>
<p>Speaks and listens with purpose to communicate ideas appropriate to the situation <i>Note: Speaking and Listening will be evaluated separately on the report card.</i></p>	<ul style="list-style-type: none"> ● share ideas, opinions and personal experiences ● listen respectfully ● ask and answer questions ● create and react to oral texts independently and in groups ● respond orally to a range of texts
<p>Reads and views a variety of texts with purpose and understanding</p>	<ul style="list-style-type: none"> ● select, read, and view texts with understanding ● uses sources of information to gain understanding of texts ● make personal connections to texts ● question texts (meaning and purpose) ● read for a purpose (e.g., find information)
<p>Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways</p>	<ul style="list-style-type: none"> ● use writing and other forms of representation (e.g., pictures, drama, music, technological, etc.) to share their ideas and experiences ● create texts independently and in groups ● use a range of strategies to write and represent
<p>Demonstrates an appreciation of the French language, francophone communities and cultural diversity</p>	<ul style="list-style-type: none"> ● understand and respect the francophone cultures in Newfoundland and Labrador, Canada and other countries ● understand the connection among language, culture and identity

Mathematics Grade (Kindergarten)	
Report Card Descriptor	Describes the degree to which your child can:
Demonstrates and communicates number sense, and connects understandings to describe the world and to solve problems	<ul style="list-style-type: none"> ● sequence numbers (1 to 10) forward and backward, from any given point ● connect numbers (1 to 10) to corresponding quantity ● connect number to different situations
Demonstrates and communicates an understanding of patterns by using manipulatives, sounds and actions to describe the world and to solve problems	<ul style="list-style-type: none"> ● tell the difference between patterns that repeat or do not repeat ● repeat patterns (actions, sound, colour, etc.) ● create and explain their pattern ● identify and describe a pattern in the world
Demonstrates and communicates an understanding of shape and space to make connections and to solve problems	<ul style="list-style-type: none"> ● use materials such as blocks and clay to create three dimensional models ● explain the reason/rule used to sort items ● identify shapes and spaces in the environment ● use math language such as shorter, taller, heavier, lighter etc. when comparing objects

Mathematics (Grades 1 to 6)	
Report Card Descriptor	Describes the degree to which your child can:
Demonstrates an understanding of number	<ul style="list-style-type: none"> ● explain their understanding about number in a way that makes sense ● represent number in a variety of ways ● use mental math (solving in your head) strategies ● select and apply strategies to solve problems involving number
Demonstrates an understanding of patterns and relations	<ul style="list-style-type: none"> ● use appropriate math vocabulary to describe patterns (e.g., skip counting by 2) ● apply understanding of patterns in different situations ● identify patterns in their environment and explain their purpose

Demonstrates an understanding of shape and space	<ul style="list-style-type: none"> • use standard (ruler) and non-standard (e.g., how many paper clips long) measurement to solve problems • describe the characteristics of 3D objects and 2D shapes • describe the position and movement of objects and shapes
Demonstrates an understanding of statistics and probability [Grades 2-6]	<ul style="list-style-type: none"> • collect, display and analyze information to solve problems • represent and solve problems involving statistics and probability

Music	
Report Card Descriptor	Describes the degree to which your child can:
Creates using musical concepts and skills	<ul style="list-style-type: none"> • use their musical understanding to create the following organizers: <ul style="list-style-type: none"> - rhythm and metre - melody/pitch - harmony - form - expression - contexts
Listens and responds with musical understanding	<ul style="list-style-type: none"> • use their musical understanding to listen and respond to the following organizers: <ul style="list-style-type: none"> - rhythm and metre - melody/pitch - harmony - form - expression - contexts
Performs by actively demonstrating an understanding of musical concepts and skills	<ul style="list-style-type: none"> • use their musical understanding to perform the following organizers: <ul style="list-style-type: none"> - rhythm and metre - melody/pitch - harmony - form - expression - contexts

Physical Education	
Report Card Descriptor	Describes the degree to which your child can:
Actively participates and demonstrates movement skills in a variety of physical activities and environments	<ul style="list-style-type: none"> ● participate in the activities that connect to movement skills (e.g., running, jumping, throwing, and catching) ● participate in activities in different environments (e.g., on snow, ice, field, floor, etc.)
Demonstrates an understanding of movement concepts/skills and applies them to healthy active living	<ul style="list-style-type: none"> ● use appropriate skills and tactics within activities ● understand the connection between being physically active and improving overall health
Demonstrates cooperation and responsibility in a variety of physical activities and environments	<ul style="list-style-type: none"> ● demonstrate cooperation and responsibility by doing things such as: <ul style="list-style-type: none"> - following instructions - playing safe - helping others - using respectful language

Religious Education	
Report Card Descriptor	Describes the degree to which your child can:
Kindergarten Demonstrates an awareness that celebrations differ across belief systems	<ul style="list-style-type: none"> ● explore and develop an awareness of a variety of religions and faith communities through celebrations ● explore characteristics of a variety of religious and spiritual celebrations
Grades 1 to 3 Demonstrates an awareness of concepts in living belief systems	<ul style="list-style-type: none"> ● demonstrate an awareness of their own and others' beliefs and values ● demonstrate respect for the unique qualities of various religions and faith communities
Grades 4 to 6 Demonstrates an understanding of concepts in living belief systems	<ul style="list-style-type: none"> ● demonstrate an understanding of their own and others' beliefs and values ● demonstrate respect for the unique qualities of various religions and faith communities

Science

Report Card Descriptor

Grades K-3	Describes the degree to which your child can:
Demonstrates knowledge of science concepts and understands the connections among science, technology, society and the environment	<ul style="list-style-type: none"> ● explore scientific events and issues in society and the environment (e.g., global warming) ● identify a problem to solve ● brainstorm possible solutions and choose one ● develop a plan: build, test, and modify an invention ● communicate their findings
Demonstrates skills required for inquiry and problem solving	<ul style="list-style-type: none"> ● develop skills for inquiry (e.g., make direct observations, pose questions) ● gather information from a variety of sources ● communicate their ideas in a variety of ways
Grades 4-6	Describes the degree to which your child can:
Demonstrates an understanding of the connections among science, technology, society and the environment	<ul style="list-style-type: none"> ● explore scientific events and issues in society and the environment (e.g., global warming) ● identify a problem to solve ● brainstorm possible solutions and choose one ● develop a plan: build, test, and modify an invention ● communicate their findings
Demonstrates skills required for inquiry, problem solving, and decision making	<ul style="list-style-type: none"> ● develop skills for inquiry (e.g., make direct observations, pose questions) ● gather information from a variety of sources ● communicate their ideas in a variety of ways ● analyze and solve problems through scientific reasoning
Demonstrates knowledge and understanding of science concepts	<ul style="list-style-type: none"> ● use science vocabulary to make sense of new information ● express scientific knowledge in a variety of ways ● understand and make connections among concepts ● represent data and results in an appropriate manner (e.g., webs, charts, tables, drawings, diagrams, etc.)

Social Studies	
Report Card Descriptor	Describes the degree to which your child can:
Demonstrates an understanding of knowledge and concepts	<ul style="list-style-type: none"> ● recall or recognize knowledge and concepts of topics being explored ● apply concepts of topics being explored
Uses processes of inquiry, research and problem solving	<ul style="list-style-type: none"> ● work with others in a respectful manner ● create questions that give clear focus to an inquiry ● use a variety of problem solving strategies ● analyze, evaluate and make conclusions supported by information

Social and Behavioural Indicators

The development of social and behavioural skills is an important aspect of your child's schooling. As students progress through school they will have opportunities to develop in these areas:

- Well Being and Belonging
- Communication
- Social Contribution
- Play and Exploration

Each set of behaviours is evaluated using the following scale:

Rating	Explanation
C Consistently	Student regularly demonstrates the appropriate social and behavioural characteristics.
U Usually	Student usually demonstrates expected behaviours independently
P With Prompting	Student demonstrates appropriate behaviours with prompting
R Rarely	Student rarely demonstrates appropriate behaviours

Social and Behavioral Indicators

Indicator	Describes the degree to which your child can:
Well-Being and Belonging	<ul style="list-style-type: none"> ● understand how to be healthy and how to build positive relationships with peers and adults ● follow routines ● self-regulate ● demonstrate appropriate behavior in different situations (e.g., during instruction, in the cafeteria, on the playground, during assemblies) ● demonstrate an awareness of their own and others' emotions
Communication	<ul style="list-style-type: none"> ● demonstrate an understanding of directions ● express thoughts, needs, desires and emotions to others ● understand the value in taking turns in conversations ● use appropriate methods to get attention ● show respect and support for cultural diversity through conversation, activities and interactions with others
Play and Exploration (Kindergarten)	<ul style="list-style-type: none"> ● demonstrate an ability and willingness to engage in solitary and collaborative play ● demonstrate creativity through play ● explore and investigate questions and problem solve ● demonstrate an ability and willingness to negotiate conflicts and think for themselves
Social Contribution	<ul style="list-style-type: none"> ● demonstrate their understanding of the concept of fairness ● demonstrate an ability and willingness to show respect for, and accept differences, in others ● demonstrate respect for themselves, others and the earth

Glossary of Terms and Phrases

The following are definitions/explanation of some key words or phrases to help bring clarity to this document.

Text/s: There are many forms of text which include, but are not limited to: books, poems, songs, advertisements, blogs, magazines, posters, documentaries, plays, maps, and speeches.

Number/Number Sense: Understanding numbers and their relationship to each other (e.g. counting, greater than, less than, number order, place value, addition, estimation, etc.)

Self-regulation: Children experience ups and downs when they are trying to manage their feelings and behaviours. Finding ways to balance this is called self-regulation.

Mathematical Processes: The Newfoundland and Labrador curriculum incorporates seven mathematical processes including communication, connections, mental math and estimation, problem solving, technology and visualization.

- **Communication** - Through communication, students are able to reflect upon their learning and express their understanding of mathematics. Students are encouraged to communicate their mathematical thinking orally, visually and in writing by using pictures, drawings, symbols and objects.
- **Connections** - Seeing connections among procedures and ideas helps strengthen students' mathematical understanding. Making connections between math and daily life (money, measurement) as well as between math concepts (subtraction and addition), helps students to see how important math is beyond the classroom.
- **Mental Mathematics and Estimation** - Mental mathematics helps students determine answers without needing to use paper and pencil or calculator. Estimation is a mathematical judgement used in dealing with situations where you need a reasonable but not an exact answer.
- **Problem Solving** - Problem solving is key to learning mathematics and builds depth of understanding. Students develop their own problem-solving strategies by listening to, discussing and trying different strategies.
- **Reasoning** - Students make sense of math through reasoning and justifying their mathematical thinking. Using logic in learning mathematical ideas and in solving problems, requires a focus on reasoning.
- **Technology** - Technology contributes to learning and can lead to rich mathematical discoveries. Tools such as computers, tablets and calculators can support the investigation of mathematical ideas and problem solving.
- **Visualization** - the process of visualizing in mathematics provides students with opportunities to understand mathematical ideas and make connections among them. Creating mental pictures of numbers, understanding the connection between 2D and 3D objects, and deciding when to measure or estimate, are examples of visualization.

Additional Resources:

<http://www.edu.gov.on.ca/eng/studentssuccess/lms/files/tips4rm/TIPS4RMProcesses.pdf>

<https://education.alberta.ca/teachers/program/math/educator/links/>