



# Understanding your Child's Report Card

(Grades K-6)



**1. What grade levels are using the new curriculum this year?**

Kindergarten to Grade 3: Language Arts, Math and PE/Wellness  
 Grade 4, 5, and 6: Implementing Language Arts, Math PE/Wellness  
 Grade 7 and 8: Remain on the previous curriculum

**2. If Learning Outcomes are year-long, how does my child's teacher assess them for Term One?**

Learning Outcomes are a summary goal for the entire year. Teachers have worked to identify what the breakdown of the Learner Outcome is for each reporting term. Teachers will report each term on student progress in reference to what is appropriate for the time period of learning.  
 For example:

Grade 1 Mathematics Learning Outcome=Number  
**Learning Outcome: Students interpret and explain quantity to 100.**  
 Term 1- assessed on numbers 1-20  
 Term 2-assessed on numbers 1-50  
 Term 3-assessed on numbers 1-100

**3. In the past, Health and Physical Education have been assessed separately. Are the PE, Wellness, and Financial Literacy Learner Outcomes all being assessed by the PE teacher?**

PE, Wellness and Financial Literacy are listed together in the curriculum and on the report card. As has been past practice, PE teachers will report on PE. The Wellness and Financial Literacy portions will be reported on by the classroom teacher. You will only see the PE teachers name listed beside the Learning Outcomes for PE, Wellness, and Financial Literacy because we are only able to list one teacher on the report card.

**4. Are students still graded in the same way?**

Like in previous years, students receive an achievement standard (1-4) for each Learning Outcome. An **achievement standard** is a summary of all the evidence of your child's learning (i.e. anecdotal records, observations, assignments, tests) for each Learning Outcome at time of reporting.

4 Outstanding	→ (WOW!) →	The student is <b>outstanding</b> at meeting grade level expectations. This level describes achievement that is <b>commendable</b> . The student demonstrates an <b>in-depth</b> and <b>broad</b> understanding of subject outcomes at this grade.
3 Proficient	→ (Yes!) →	The student is <b>proficient</b> at meeting grade level expectations. This level describes achievement that is <b>competent</b> . The student demonstrates a <b>well-developed</b> and <b>consistent</b> understanding of subject outcomes at this grade.
2 Adequate	→ (Yes, but) →	The student is <b>adequate</b> at meeting grade level expectations. This level describes achievement that is <b>satisfactory</b> . The student demonstrates a <b>basic</b> and/or <b>inconsistent</b> understanding of subject outcomes at this grade. At times, to achieve this level, a student requires support.
1 Not Meeting	→ (Limited) →	The student is <b>not meeting</b> grade level expectations. This level describes achievement that is <b>not yet</b> at an adequate level. The student demonstrates an <b>inadequate</b> understanding of subject outcomes at this grade.



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## 5. What is the difference between NA and NYD? Why might I see these on some outcomes?

NA means that the concept has not yet been taught or assessed. It may not be applicable to the units that student have been engaged in during the term. NYD means that a student has not yet demonstrated a skill. They may be missing assignments, or the teacher may not have enough evidence to provide an assessment at time of reporting (i.e. frequent absences).

## 6. What are Competencies and why are they being used instead of Work Habits?

- Competencies are an addition to the new curriculum for students in Grade 1 to Grade 6.
- The Competency indicators for each age range can be found on the Learn Alberta website at <https://education.alberta.ca/competencies/student-competencies/>
- Competencies are designed to be assessed over an age range (Kindergarten, Ages 6-8, Ages 9-11). If there is an NA listed under Competencies, it means that the Competency has not yet been assessed.

## 7. How does the 4, 3, 2, 1 achievement descriptors relate to the Competencies?

For the competency portion, it can be challenging to think of 4, 3, 2, 1 in the same way as assessment for the Learning Outcomes. Think of 4, 3, 2, 1 like this for the competency portion,

4 Outstanding	WOW!	The student is <b>outstanding</b> at meeting expectations. Achievement at this level means the student is <b>always</b> demonstrating the expectations.
3 Proficient	Yes!	The student is <b>proficient</b> at meeting expectations. Achievement at this level means the student <b>usually</b> demonstrates the expectations.
2 Adequate	Yes, but	The student is <b>adequate</b> at meeting grade level expectations. Achievement at this level means the student <b>sometimes</b> demonstrates the expectations. At times, to achieve this level, a student requires support.
1 Not Meeting	Limited	The student is <b>not meeting</b> grade level expectations. Achievement at this level means the students <b>does not yet</b> demonstrate this expectation <b>consistently</b> .