

Description and Rationale

As part of the ongoing work to support assessment for learning, and to update and increase consistency with reporting practices, this document explains the importance of ongoing assessment and includes references to key materials that have been created to support educators with assessment practices. Much of the document provides information about various aspects of preparing for and completing report cards. It includes an explanation of the levels educators will use to report on achievement as well as the Observable Indicators to report on Learning Habits, suggestions for writing comments, details concerning report card attachments, and information about possible checkboxes that are available for use on report cards. For schools implementing the [Holistic Curriculum](#), this guideline document has been revised to reflect the changes to both the curriculum framework as well as the [Learning Areas](#) in K-8.

WHY THIS DOCUMENT?

- The [Education Act](#) states: It is the right of a pupil to be informed of his or her educational progress on a regular basis. s.14(2)
- Evaluation of educational progress is only meaningful if it is based on common standards from classroom to classroom, grade level to grade level, school to school, and district to district.
- Evaluation that is not based on shared standards is unfair to learners.
- Families must be assured that the methods used for measuring the progress of the learner provide an accurate portrait of progress, and the same conclusions would result if the learner were in any other classroom.
- Provincial consultation and report card data analysis indicate varied interpretations of the use of the report card academic achievement scale and methods for determining learner scores.

Completing Provincial Report Cards

REPORTING PERIODS

Each school year, there are three provincial achievement reports for grades K-8. Reporting occurs in November, March, and June.

CONSIDERATIONS WHEN WRITING REPORT CARD COMMENTS

Report card comments are an important mechanism to communicate with guardians about learning. Report card comments reflect the provincial focus on learning by specifically identifying strengths, needs and/or

next steps. The goal is to provide meaningful comments that reflect a focus on the learner. The following are considerations when writing comments on report cards:

- Focus on learner skill development and progress made. Do not write a summary of curriculum taught during the reporting period, this information can be communicated in other ways at other times.
- Be specific, use simple words and short sentences to ensure clarity. Avoid absolute statements such as 'best,' 'always,' and 'never.'
- Address strengths, needs and/or next steps. Comments do not necessarily reflect all three aspects for each comment section. It is not necessary to provide comment feedback on every Strand. Educator professionalism and discretion must be applied. Additional information about the learner can be shared directly with guardians.
- Guardians vary widely in their educational experiences and familiarity with education terms. Use common language that avoids technical terms and educational expressions. This will help guardians understand the learner's progress and in what areas they may need continued development.
- Consider questions guardians might have about learner progress and achievement and use these to inform comments.

The following table outlines descriptor levels when writing comments, it is adapted with permission from Tri-County Regional School Board, Nova Scotia Department of Education and Early Childhood:

<p>4</p> <p>DEMONSTRATES REQUIRED KNOWLEDGE AND SKILLS AND IS EXCELLING WITH LEARNING GOALS.</p> <p>4+ This achievement level is reserved for outstanding achievement throughout the reporting period that surpasses grade-level expectations.</p> <ul style="list-style-type: none">• "Consistently..."• "To a high degree..."• "With minimal or no prompting..."• "Is skilled at..."• "Has fully demonstrated..."• "Clearly..."• "Independently..."• "Excellent..."• "Comprehensive understanding..."• "Easily..."• "Is very good at..."• "Often uses..."• "Skilfully uses..."• "Understands how/that..."• "Without prompting..."• "Confidently and independently..."	<p>3</p> <p>DEMONSTRATES REQUIRED KNOWLEDGE AND SKILLS AND IS MEETING LEARNING GOALS.</p> <p>3+ This achievement level is reserved for consistently proficient achievement throughout the reporting period.</p> <ul style="list-style-type: none">• "Solid..."• "Is proficient..."• "Most of the time..."• "Is able to..."• "For the most part..."• "Often can..."• "Usually..."• "Demonstrates..."• "Requires some support with..."
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2 DEMONSTRATES SOME OF THE REQUIRED KNOWLEDGE AND SKILLS AND IS APPROACHING LEARNING GOALS.

- "Sometimes..."
- "With support..."
- "With prompting..."
- "Occasionally..."
- "Is beginning to..."
- "Has some difficulty with..."
- "Is developing..."
- "Is aware of ... but is not applying independently..."
- "Is approaching..."
- "Strives to..."
- "Has a basic understanding of..."
- "Understands some of..."

1 DEMONSTRATES LIMITED UNDERSTANDING OF THE REQUIRED KNOWLEDGE AND SKILLS AND IS WORKING BELOW LEARNING GOALS.

- "Is not able to..."
- "Does not yet..."
- "Is unable to..."
- "Needs a great deal of assistance..."
- "Has not yet demonstrated..."
- "Not usually..."
- "With repeated assistance..."
- "Rarely..."
- "Has difficulty with..."
- "Struggles to..."
- "Has a limited understanding of..."

The following table outlines descriptor considerations when writing comments, it is adapted with permission from Tri-County Regional School Board, Nova Scotia Department of Education and Early Childhood:

Strengths	Needs	Next Steps
<ul style="list-style-type: none"> • "Able to construct ..." • "Able to determine ..." • "Able to extend ..." • "Able to research ..." • "Able to respond ..." • "Able to support ..." • "Can accurately ..." • "Can adapt ..." • "Can consistently ..." • "Can easily ..." • "Can effectively ..." • "Can explain ..." • "Can identify ..." • "Can solve ..." • "Can successfully ..." • "Consistently makes ..." • "Continues to ..." • "Demonstrates clear understanding ..." • "Demonstrates effective ..." • "Displays strong ..." • "Displays exceptional ..." • "Has achieved ..." • "Has a good grasp of ..." • "Has successfully ..." 	<ul style="list-style-type: none"> • "Attempts to ..." • "Continues to need help with ..." • "Could benefit by ..." • "Demonstrates a limited ability to ..." • "Does not always ..." • "Does not demonstrate ..." • "Experiences difficulty with ..." • "Has difficulty with ..." • "Finds it difficult at times to ..." • "Has not yet demonstrated the ability to ..." • "Has not yet demonstrated understanding ..." • "Has trouble with ..." • "Is seldom able to ..." • "Is encouraged to ..." • "Is benefiting from practice with ..." • "Is learning to/that ..." • "Is receiving help with ..." • "Is working at ..." • "It is important that ..." • "Lacks a clear understanding ..." • "Needs more opportunities to ..." • "Needs ongoing help with ..." • "Needs support to ..." 	<ul style="list-style-type: none"> • "Can practice at home by ..." • "Greater focus on ..." • "Is encouraged to ..." • "Is encouraged to be more ..." • "Is encouraged to seek ..." • "Is encouraged to strive to ..." • "Is not always willing to ..." • "It is recommended that ..." • "It is suggested that ..." • "Needs more time to develop ..." • "Needs to ask ..." • "Needs to be more open ..." • "Needs to consider ..." • "Needs to continue to ..." • "Needs to develop ..." • "Needs to expand on ..." • "Needs improvement in ..." • "Needs to refer to ..." • "Needs to review ..." • "Needs reinforcement in ..." • "Needs to spend more time on ..." • "Needs to work on ..." • "Requires additional effort ..." • "Requires more practice ..."

<ul style="list-style-type: none"> • “Has learned ...” • “Has very good insight ...” • “Improved tremendously ...” • “Is able to ...” • “Is capable of ...” • “Is developing ...” • “Is consistently able to ...” • “Recognizes the importance ...” • “Shows commitment ...” • “Is competent in ...” • “Is proficient at ...” • “Is skillful at ...” • “Is very good at ...” • “Often uses ...” • “Recognizes that ...” • “Successfully interprets ...” • “Skillfully uses ...” • “Understands how ...” • “Uses a variety of ...” 	<ul style="list-style-type: none"> • “Needs to clarify ...” • “Needs to develop ...” • “Often lacks ...” • “Rarely able to ...” • “Requires adult support ...” • “Requires more time ...” • “Tries to ...” • “Struggles to ...” • “Unable to explain ...” 	<ul style="list-style-type: none"> • “Requires further understanding ...” • “Requires guided instruction ...” • “Should continue to ...” • “Should do further practice ...” • “Should take the time to ...” • “Should use options for ...” • “Would benefit from ...” • “Will have opportunities to ...”
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The following table outlines action verbs when writing comments, it is adapted with permission from Tri-County Regional School Board, Nova Scotia Department of Education and Early Childhood:

Action Verbs		
Applies	Experiments	Operates
Builds	Explains	Participates
Compares	Expresses	Performs
Completes	Extends	Produces
Constructs	Illustrates	Shows
Creates	Interprets	Solves
Describes	Knows	
Evaluates	Organizes	

CONSTRUCTING AN EFFECTIVE NEXT STEPS COMMENT

The following can be considered to construct an effective next steps comment, it has been adapted from Halton District School Board, Toronto, Ontario Ministry of Education:

- Use action verbs.
- Indicate what the learner should strive to do to make progress. Describe the use of a Skill Descriptor, subject knowledge, or specific development. Do not describe what the educator should do or simply state the next topic of study.
- Example: “Use the editing checklist to improve punctuation in longer forms of writing.”

- Non-example: “Use the conventions specified for this grade correctly.”
- Be specific and use positively phrased statements.
- Example: “Use observations to create accurate diagrams and record information.”
- Non-example: “Use research skills.”

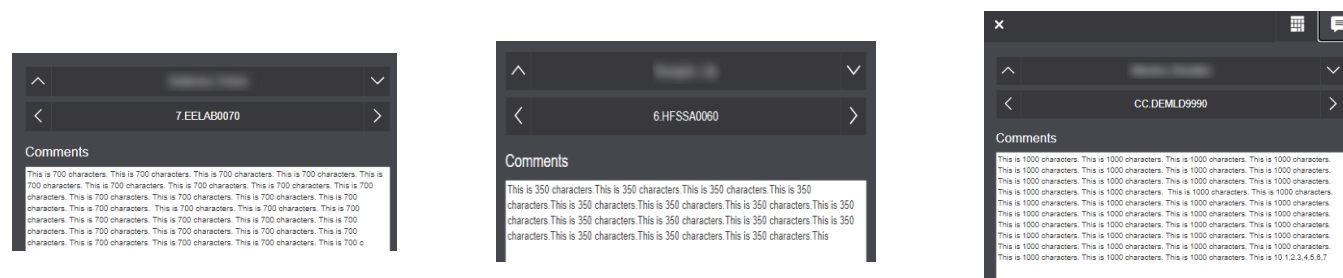
CHARACTER COUNTS FOR K-8 ENGLISH PRIME AND FRENCH IMMERSION REPORT CARDS

The spaces for comments on the provincial report cards are based on specific character counts. The following table outlines the character counts for both K-8 English Prime (EP) and French Immersion (FI) report cards:

Learning Habits K-5	Explore Your World K-2	Learning Habits 6-8	English Language Arts (K-8) and FI Language Arts (K-8)	Mathematics K-8	Pre - Intensive / FLORA, Intensive, and Post Intensive French 4-8	K-5 Other Subjects	6-8 Subject Areas
700	1000	Reported within subject area comment box	700	700	700	350	350

Although strengths, needs, next steps appear in each subject area comment box, these words are hard coded and do not use any of the available characters. The comment box will not allow you to exceed the allowable character count for any subject and will stop at 700 characters for K-5 Learning Habits, ELA, FILA, Mathematics, and Pre-Intensive/FLORA and Post-Intensive French; 1000 characters for K-2 Explore Your World; 350 characters for individual middle school subject areas (not-including ELA, FILA, Mathematics, Pre-intensive/FLORA and Post-Intensive French).

With the comment box open in PowerTeacher Pro, 700 characters (including spaces) is approximately nine lines of text, 350 characters (including spaces) is approximately four and one half lines of text, and 1000 characters (including spaces) is approximately 12 lines of text.



It is not possible to change the font size in the comment boxes. Spell check does work in the comment box and runs from the dictionary on the operating computer. The option exists to type comments in Microsoft Word and then copy and paste them individually into the comment box. Some educators prefer this method so they can conveniently reference comments from previous terms. It is possible to see comments you have written for a specific learner in a previous term by going back to that term in PowerTeacher Pro.

Assessment and Evaluation Practices

Assessment and evaluation are critical to the teaching and learning process. By collecting and examining evidence of learning on an ongoing basis, educators make informed decisions about instruction to improve the learning experience. Educators personalize instruction and maximize learning for all as they compare the various forms of evidence with the Skill Descriptors or goals that learners are expected to achieve. These actions and decisions directly support the [Vision](#) of the New Brunswick Curriculum Framework for the Anglophone Sector: All learners will develop agency so they can take action to make life better for themselves and others, now and for future generations.

The New Brunswick Department of Education and Early Childhood Development (EECD) Anglophone Sector places an emphasis on assessment and how it positively impacts learning. Educators at all levels are guided by the following principles of assessment:

- The purpose of all assessment is to obtain evidence of learning.
- Assessment is a powerful tool to effect change for improvement.
- Assessment is an integral component of an evidence-based, decision-making model.
- The effectiveness of assessment depends on users' understanding and appropriate application of results.

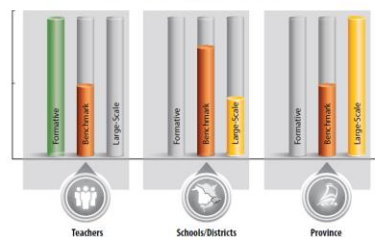
BALANCED ASSESSMENT

Balanced assessment includes a blend of formative and large-scale assessment to provide information at differing intervals, for different purposes, and for different roles. Each type of assessment provides a different perspective and can not substitute for the others. Together, they provide holistic evidence that informs decision making for individual learners and contributes to international levels of assessment. Educators select the type of assessment depending upon purpose and the decisions they need to make.

For more information about assessment types as they relate to planning, supporting, monitoring and verifying learning, refer to the provincial [Balanced Assessment](#). Specific assessment strategies connected to Learning Areas can be found in companion documents and resource bundles.

Balanced Assessment

Balanced assessment includes a variable blend of formative, benchmark, and large-scale assessments to provide information at differing intervals, for different purposes, and for different roles. Each type of assessment provides a different perspective, and one cannot take the place of another. Together, they provide holistic assessment that informs decisions from the individual student through to the international levels.



Guiding Principles of Assessment

- The purpose of all assessment is to obtain evidence of learning.
- Assessment is a powerful tool to effect change for improvement.
- Assessment is an integral component of an evidence-based decision-making model.
- The effectiveness of assessment depends on users' understanding and appropriate application of results.

Three Types of Assessment

Formative: Formative assessment is a teaching and learning process that is frequent and interactive. A key component in a complete learning cycle, formative assessment provides ongoing feedback on understanding and progress to inform any required adjustments in teaching.

Benchmark: Benchmark assessments are given periodically throughout the school year at specified times. The assessments evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals, usually curricular outcomes. The design and choice of benchmark assessment is driven by purpose and intended users, and informs decision-making at the student, classroom, school, or district levels.

Large-Scale: Large-scale standardized assessment refers to any provincial, national, or international assessment. Collected over time, this data informs decisions at the school, district and provincial levels related to improving student achievement and ensuring public accountability.

DESIGN OF LEARNING AREAS WITHIN THE K – 12 CURRICULUM

The sequences of learning that correspond to program blocks are considered the [Learning Areas](#). Strands are categories organized across the curriculum continuum and are overarching to Big Ideas. The Big Ideas organizer provides the foci for learning in the subject areas. Skill Descriptors clearly describe the outcome to be evaluated. Skill Descriptors may remain the same across grade levels and in this case the Achievement Indicators clarify the difference of the observable behaviors for that level. The Learning Areas within the Holistic Curriculum are organized by [Block](#).

ACHIEVEMENT LEVELS

Educators use a collection of evidence (observations, products, and conversations) based on curricular expectations to assess quality of the learning. This process requires looking at a comprehensive range of evidence and the professional discretion of the educator.

Professional learning teams examine, discuss and thoughtfully consider various samples of student learning. This helps ensure reporting of learning is as accurate, consistent and evidence-based.

As part of the teaching and learning process, educators help learners understand learning expectations. Educators co-construct criteria for assessing expectations with learners. This includes sharing samples or models of work to support learners with clarity of expectations.

For reporting on achievement of learning in New Brunswick, educators use a 4-point scale to communicate achievement for each curricular Strand. Assessment of Skill Descriptors is informed by the evidence of learning outlined in the Achievement Indicators for each grade level and content area. Skill Descriptors are end-of-year expectations.



The following table outlines the provincial achievement four-point scale for K-8 reporting:

Scale	Provincial Academic Achievement Expectations
Excelling	4+: Strong and/or excellent achievement demonstrated. 4+ indicates the learner has a thorough understanding of Skill Descriptors addressed to date and consistently applies learning to new situations. This value indicates that the learner is projected to exceed grade level end-of-year learning goals by the end of the current academic year, and consistently demonstrates skills in new and unfamiliar situations.
	4: Strong and/or excellent achievement demonstrated. 4 indicates the learner has a thorough understanding of Skill Descriptors addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course. This value indicates that the learner is projected to meet grade level end-of-year learning goals by the end of the current academic year, and consistently demonstrates skills in new and unfamiliar situations.
Meeting	3+: Appropriate and/or proficient achievement demonstrated. 3+ indicates the learner has a solid understanding of the Skill Descriptors addressed to date and often applies learning to familiar situations. Learners maintaining this level will be prepared for work in the next grade/course. 3+ demonstrates consistent proficiency with meeting learning expectations, independently applying learning to familiar situations and demonstrating aspects of excelling with some learning expectations. This value indicates that the learner is projected to arrive at the grade level end-of-year learning goal by the end of the current academic year.
	3: Appropriate and/or proficient achievement demonstrated. 3 indicates the learner has a solid understanding of the Skill Descriptors addressed to date and often applies learning to familiar situations. Learners maintaining this level will be prepared for work in the next grade/course. This value indicates that the learner is projected to arrive at the grade level end-of-year learning goal by the end of the current academic year.
Approaching	2: A combination of appropriate and below appropriate achievement demonstrated. 2 indicates the learner has some understanding of the Skill Descriptors addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the learner. This value indicates that additional educator scaffolds and supports will be required for the learner to arrive at the grade level end-of-year learning goal by the end of the current academic year.
Working Below	1: Below appropriate achievement demonstrated. 1 indicates the learner has a limited understanding of the Skill Descriptors addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the learner to be successful in the next grade/course. This value indicates that in addition to educator scaffolds and supports, interventions are necessary. This value does not equate to a personalized learning plan.
<p>NA (Not Applicable) indicates there is insufficient evidence to comment at this current time. Please note the word comment in this description refers to when an educator does not have sufficient evidence to indicate a level on the achievement scale by Strand. The NA designation does not prevent an educator from providing strengths/needs/next steps in the comment box.</p> <p>A blank box indicates the Strand has not been taught in this reporting period.</p> <p>PLP-ADJ (Personalized Learning Plan – Adjusted Curriculum) indicates adjustments to learning goals as per PLP-ADJ.</p> <p>IND (Personalized Learning Plan – Individualized) indicates individualization of learning goals. The learner's achievement levels are not based on prescribed grade-level curriculum but on functional individualized goals and outcomes.</p> <p>EAL (English as an Additional Language) - Learners who are learning English as an Additional Language (EAL) may receive this notation as a comment on their report card to note that they are learning the language of instruction while working on content.</p>	

ACHIEVEMENT INDICATORS

Achievement Indicators are end-of-year examples that support the Skill Descriptors. Educators co-construct criteria for assessing expectations with learners. Examples of ways educators define expectations of learning include Achievement Indicators, co-constructed rubrics, formative assessment feedback, etc.

Assessing Skill Descriptors in each Learning Area within the Holistic Curriculum replaces the need for provincial end-of-year rubrics. The following table includes ways educators use Achievement Indicators:

Establish Learning Goals	Achievement Indicators clearly define the knowledge, skills, and competencies encompassed within Skill Descriptors.
Communicate Expectations	Educators should share Achievement Indicators with learners to ensure they understand what is expected. Clearly communicating criteria for success helps learners set targets, monitor progress, and self-assess work.
Assess and Monitor Progress	Achievement Indicators can be used to assess performance and monitor progress over time through a combination of observations, conversations, and products (e.g., quizzes, products, presentations, and tests).
Provide Timely Feedback	Achievement Indicators provide a basis for giving constructive feedback to learners. Educators can use Achievement Indicators as a reference point to offer specific feedback on areas of strength and areas for improvement.
Differentiate Instruction	Achievement Indicators can guide educators in tailoring instruction to meet the diverse needs of learners.

FREQUENTLY ASKED QUESTIONS

The following are questions guardians may ask educators about the report card:

- “What is the difference between a **4** and **4+**?”

Refer to the descriptors and definitions provided for guardians and educators. A rating of **4** is very strong and outstanding work for the grade level. The learner consistently applies learning to new situations. A rating of **4+** indicates, that in addition to excelling, the learner produces work that surpasses grade-level expectations.

- “If a box is blank, or **NA**, what does that mean?”

NA will be given if there is insufficient evidence to give a comment or achievement of learning value at this time. For instance, you may have a course that is only taught once a week or once every two weeks. With storm days or classes missed, the educator may not have had the learners for enough time to assess a Skill Descriptor. It could also be that a learner in a course rotation has just started a new course and may only have had a few classes at reporting time. If a learner has been absent this could result in **NA** since the educator may not have had adequate time to teach the Skill Descriptors.

A **blank box** means the course or Strand hasn't been taught at this time.

- “What is a **3+**?”

A **3+** allows the educator to indicate when a learner is demonstrating more consistently and independently, within familiar situations. Both **3** and **3+** indicate appropriate learning and work within grade level Skill Descriptors.

- “Do pacing guides, curriculum mapping, or other curriculum planning support tools exist?”

For some Learning Areas, pacing guides or curriculum maps have been created to support curriculum implementation. These curriculum support resources are found in Learning Area companion documents where applicable.

LEARNING HABITS

The development of Learning Habits is an important part of teaching and learning, developing such behaviours impact learner success in school and life. Co-constructing criteria for each habit with learners at the beginning of the school year will help clarify how they can be successful. The same Learning Habits are reported grades kindergarten to eight.

Grades kindergarten to five, homeroom educators complete the Learning Habits section of the report card. There is a separate comment box to elaborate on or clarify Achievement Indicators.

Grades six to eight, each subject area educator reports on the Learning Habits. If educators wish to add comments these must be included in the subject area comment box.

The following table outlines the Learning Habits and Observable Indicators for K-8 learning:

Learning Habits	Observable Indicators
Independence	<ul style="list-style-type: none"> • Sets goals and reflects on these goals • Asks for assistance when needed • Does not give up easily on challenging tasks
Initiative	<ul style="list-style-type: none"> • Has the desire to learn • Works hard and makes an effort • Takes risks
Interactions	<ul style="list-style-type: none"> • Resolves conflict appropriately • Works well with others • Is respectful
Organization	<ul style="list-style-type: none"> • Creates and follows a plan • Manages time well to complete tasks • Manages personal belongings and learning materials
Responsibility	<ul style="list-style-type: none"> • Takes care of belongings and school property • Completes work on time • Accepts responsibility for actions and manages own behaviour

Learning Habits Scale		
C	Consistently	Almost all or all of the time
U	Usually	More than half of the time
S	Sometimes	Less than half of the time
R	Rarely	Almost never or never

REPORT CARD COMMENT SAMPLE

Comments reflect learning during the reporting period and a collection of evidence (conversations, observations, and products) that shows what the learner knows, understands and can do at the time with respect to defined learning expectations and related standards or rubrics; and projecting next steps towards end-of-year expectations.

An exemplar comment across three terms demonstrates a possible journey in achievement of learning. When reviewing example comments, note that each context is unique to the individual learner. For example, a learner could be receiving a **4** on one Strand of a subject area and perhaps a **2** and a **3** on other Strands within the same subject area. Another learner could receive all **4s** on Strands within a subject area and the comments would reflect current achievement as well as projection towards end-of-year expectations.

The following tables represent examples of report card comments:



Report Card Comment Checklist		
Has the comment been created in accordance to Policy 322 , Policy 703 , and Policy 713 ? (Particularly, section 5.1 of Policy 322; section 5.6 of Policy 703.)		
Has the language been reviewed for clarity and concise terminology? (e.g., consideration of intended audience, use of strength-based language, reducing technical terms where possible)		
Has the character count been reviewed?		
English Language Arts K		
Term 1 Interactions 4 Reading 2 Representations 3	Term 2 Interactions 4 Reading 3 Representations 3	Term 3 Interactions 4 Reading 3+ Representations 3
<p>Strengths/Needs/Next Steps: Raj takes turns when communicating and asks questions during class. Raj likes being read to and can point to the front cover, back cover, and first page of a book. When working in small groups, Raj claps out words in a sentence, points to words on a page, and can sometimes come up with rhyming words. With a little help, Raj is starting to name letters, and is working on naming more letter sounds. When writing, Raj draws lots of pictures with simple details and enjoys talking about their ideas. Raj enjoys looking at books about animals and would benefit from extra practice naming letters and letter sounds.</p> <p>(Character Count: 612)</p>	<p>Strengths/Needs/Next Steps: Raj takes turns when communicating to friends and asks and answers questions during group activities. Raj enjoys interacting with books and stories and is learning to select books for interest. Raj is confident sharing thoughts with the group and often asks questions during read-alouds. Raj names most letters and sounds and can match upper- and lower-case letters. When asked to identify the first sound in a word, Raj can sometimes produce a word with the same sound. With help, Raj is beginning to break apart the first sound from the rest of a word. When practicing writing, Raj supports ideas with detailed drawings and is beginning to print letters.</p> <p>(Character Count: 657)</p>	<p>Strengths/Needs/Next Steps: Raj continues to communicate to friends and teachers, sharing thoughts, feelings, and experiences. When prompted, Raj selects books for enjoyment and often express an interest for reading and exploring. Raj has started to identify end sounds in some words, and often asks questions about the sounds in words – pointing out that some words rhyme and some words do not. Overall, Raj is connecting letters to sounds more and more and is making good progress in their reading. Raj continues to write often, using pictures with details and some print to support ideas.</p> <p>(Character Count: 563)</p>

Opening Comment: The first sentence is strength-based.

Progress Monitoring Comments: The body addresses what the learner can presently do, the current achievement of learning.

Closing Comment: If the learner is approaching or working below grade level expectations, the closing comment contains a positively phrased next steps statement.

Report Card Comment Checklist		
Has the comment been created in accordance to Policy 322 , Policy 703 , and Policy 713 ? (Particularly, section 5.1 of Policy 322; section 5.6 of Policy 703.)		
Has the language been reviewed for clarity and concise terminology? (e.g., consideration of intended audience, use of strength-based language, reducing technical terms where possible)		
Has the character count been reviewed?		
French Language Arts 2		
Term 1 Speaking and Listening 3 Reading and Viewing 3 Writing and Representing 2	Term 2 Speaking and Listening 3+ Reading and Viewing 3 Writing and Representing 3	Term 3 Speaking and Listening 3+ Reading and Viewing 3 Writing and Representing 3
<p>Strengths/Needs/Next Steps: Ann usually uses the vocabulary and language structures learned in class to communicate on familiar topics. Ann usually uses various visuals, gestures, and prompts to support understanding. Ann recognizes most high frequency words and is beginning to apply knowledge of sounds to decode new words. Ann understands texts read while benefiting at times from prompts to add details to a summary. Ann is encouraged to read texts with more expression. Currently, Ann relies heavily on the teacher's model to complete writing tasks. A next step for Ann would be to create more complex sentences by adding details to the teacher's model.</p> <p>(Character Count: 633)</p>	<p>Strengths/Needs/Next Steps: Ann consistently uses learned vocabulary to provide descriptions and share information on familiar topics. Ann uses knowledge of simple and complex sounds to decode new words. A next step for Ann will be to recognize when not to pronounce certain word endings such as silent letters and decode more complex words. While Ann has shown improvement in adding more details to a summary, this will continue to be an area to work on. Ann is now able to adapt the teacher's model and is creating texts that are more detailed. Ann's use of classroom resources such as checklists, word walls, and anchor charts continue to be successful tools used in the revision of initial writing drafts.</p> <p>(Character Count: 684)</p>	<p>Strengths/Needs/Next Steps: Ann's oral language development during the year has enabled the sharing of information, preferences, ideas as well as communicate with ease on a variety of familiar topics, personal experiences, and basic needs. While Ann should continue to work on reading with more expression, Ann is able to read and understand a variety of grade level texts. Ann is now able to complete a summary of what has been read by providing key details. While summarizing a text, Ann's use of a graphic organizer to support the oral summary has proven beneficial. I encourage Ann to continue using the resource tools provided in class to support various writing tasks.</p> <p>(Character Count: 649)</p>

Opening Comment: The first sentence is strength-based.

Progress Monitoring Comments: The body addresses what the learner can presently do, the current achievement of learning.

Closing Comment: If the learner is approaching or working below grade level expectations, the closing comment contains a positively phrased next steps statement.

Report Card Comment Checklist		
Has the comment been created in accordance to Policy 322 , Policy 703 , and Policy 713 ? (Particularly, section 5.1 of Policy 322; section 5.6 of Policy 703.)		
Has the language been reviewed for clarity and concise terminology? (e.g., consideration of intended audience, use of strength-based language, reducing technical terms where possible)		
Has the character count been reviewed?		
French Language Arts 5		
Term 1 Speaking and Listening 4 Reading and Viewing 2 Writing and Representing 3	Term 2 Speaking and Listening 4 Reading and Viewing 3 Writing and Representing 3	Term 3 Speaking and Listening 4 Reading and Viewing 3+ Writing and Representing 3
<p>Strengths/Needs/Next Steps: Jomaa consistently understands the main idea and supporting details of complex presentations and conversations. Jomaa contributes to classroom discussions and conversations, using learned vocabulary with ease. Jomaa is almost reading at the target level and can now read texts with better expression and fluency. Jomaa benefits from guiding questions to support overall comprehension. Jomaa's writing pieces are well organized into paragraphs. Jomaa continues to apply strategies learned in class to creative writing. I encourage Jomaa to continue using various reading strategies to support understanding while reading more complex content specific texts.</p> <p>(Character Count: 656)</p>	<p>Strengths/Needs/Next Steps: Jomaa is confident sharing thoughts and opinions and often asks questions during discussions and read-alouds. Jomaa readily understands and follows multistep instructions. Jomaa is able to read texts at the target level, and new words with more ease and confidence. Jomaa is developing a very strong vocabulary and asking the question Does this word make sense? will help with the reading of new words. Jomaa regularly uses resources and criteria to ensure that the writing traits are reflected in their writing. Jomaa will continue to revise word choice and work on using more complex adverbs and adjectives in created texts.</p> <p>(Character Count: 629)</p>	<p>Strengths/Needs/Next Steps: Jomaa's language development enables the presenting, sharing, and discussing of familiar and studied topics, and personal experiences using precise vocabulary. Jomaa consistently applies reading comprehension strategies and demonstrates understanding by explaining the main points expressed in the books read. Overall, Jomaa can view texts with a more critical lens and can connect to concepts in books by comparing them to things already known. Jomaa follows the writing process by planning, writing a draft, revising and editing it before sharing it with an audience. Jomaa's final narrative writing piece showed good detail to word choice using various verbs, adjectives, and adverbs.</p> <p>(Character Count: 687)</p>

Opening Comment: The first sentence is strength-based.

Progress Monitoring Comments: The body addresses what the learner can presently do, the current achievement of learning.

Closing Comment: If the learner is approaching or working below grade level expectations, the closing comment contains a positively phrased next steps statement.

Report Card Comment Checklist		
Has the comment been created in accordance to Policy 322 , Policy 703 , and Policy 713 ? (Particularly, section 5.1 of Policy 322; section 5.6 of Policy 703.)		
Has the language been reviewed for clarity and concise terminology? (e.g., consideration of intended audience, use of strength-based language, reducing technical terms where possible)		
Has the character count been reviewed?		
Mathematics 7		
Term 1 Number 3 Statistics & Probability 3 Patterns & Relations 3 Shape & Space 3	Term 2 Number 3 Statistics and Probability 2 Patterns & Relations 3 Shape & Space 3	Term 3 Number 3 Statistics and Probability 3 Patterns & Relations 3 Shape & Space 3+
<p>Strengths/Needs/Next Steps: Arina routinely uses math strategies learned in past school years and this year and have a strong foundation. These experiences have helped learning about and working with integers, and when identifying plotted points. Arina makes connections between adding and subtracting decimals, multiplying and dividing decimals, and solves problems. Arina enjoys working with tables of values and practicing graphing data, great labelling! Arina's strength with data is also evident when collecting and independently organizing data, allowing analysis of mean, median and mode, Arina has also met this goal while working in groups. Arina's hard work shows few errors.</p> <p>(Character Count: 657)</p>	<p>Strengths/Needs/Next Steps: Arina uses patterns, showing understanding of integers using pictures, and are growing as a math learner. Arina explains reasoning math strategies, sometimes to the whole class, using math language. Arina has focused on communication this term. Arina can model linear equations and has solved problems while working in groups. Arina consistently identifies plotted points and is routinely plotting points with few minor errors. Arina enjoyed the process of developing a formula when working with triangles and other shapes. Arina's focus on communication, and performing experiments, will allow consistency in understanding and explaining probability.</p> <p>(Character Count: 652)</p>	<p>Strengths/Needs/Next Steps: Arina rarely makes minor errors in the Shape and Space Strand. Now that Shape and Space concepts and developing a formula are familiar, Arina is consistently proficient and sometimes excels in this area. Arina is routinely able to work symbolically with Number Strand problems and self identifies when manipulatives would be helpful. Arina is able to identify and represent more situations with linear equations through practice. Arina makes few errors no matter the pattern represented. Arina's resiliency and determination with probability concepts is clear, learning goals were met this term.</p> <p>(Character Count: 597)</p>

Opening Comment: The first sentence is strength-based.

Progress Monitoring Comments: The body addresses what the learner can presently do, the current achievement of learning.

Closing Comment: If the learner is approaching or working below grade level expectations, the closing comment contains a positively phrased next steps statement.

Checkboxes on Report Cards

There are several checkboxes on provincial report cards that educators have the option to select based on the learner's program. Instructions for inserting indicators that will create checkmarks in the boxes are provided in Appendix B – Completing K-8 Report Cards with PowerTeacher Pro. Further guidance about the selection of checkboxes is provided below.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Every learner, as per the [Education Act](#), has the right to regular communication about their progress. Whenever possible, Multilingual Language Learners (MLL) should be assessed on Skill Descriptors using language accommodations, [universal accommodations](#), and [Universal Design for Learning](#) to make course content accessible. Educators use strategies, technologies, and other tools that open opportunities for learners to participate and show what they know. MLLs can be assessed using a variety of methods including observations, conversations, and products. Scaffolding learning does not devalue learner demonstration and achievement of learning, the content objective is not changed.

Learners at A1 Level in most areas:

- Use the **EAL** checkbox
- If sufficient information to assess the Skill Descriptor has not been collected, use **NA** (a **1-4** value denotes a level of content competence)
- Using the value **NA** will enable the comment box to appear on report cards
- An anecdotal report detailing goals and specific progress in language learning may also be provided to the learner and family

Learners at A2 and B1 Level in most areas:

- With scaffolds in place, and [Universal Design for Learning](#), language learners will usually be able to show what they know. Assign a 1-4 value
- If sufficient information to assess the Skill Descriptor has not been collected, use **NA**. This will be less common for a learner at the B1 Level of language but may be needed for reading or writing strands in English Language Arts
- An anecdotal report detailing goals and specific progress in language learning may also be provided to the learner and family

Learners typically speak before they can read and write. For example, learners may verbalize their understanding instead of using written products. You may use learners' first language to assess achievement of learning with the aid of a translation device.

PERSONALIZED LEARNING PLANS

A Personalized Learning Plan may be identified as PLP-**ADJ** (Adjusted Curriculum) or PLP-**IND** (Individualized) on the report card. The learning goals in the PLP are to be assessed and evaluated for the purpose of reporting the achievement of learning.

A check in the PLP-**ADJ** box signals that the achievement of learning is based on adjustments to the prescribed grade-level Skill Descriptors. When reporting on achievement by Strands, it is in relation to the learning goals within the PLP, the performance levels, and corresponding criteria.

There is no check box to signal a learner has a PLP-**IND**. Educators will use the code, **IND**, to indicate that the achievement of learning is not based on prescribed grade-level Skill Descriptors but on functional individualized goals and outcomes.

In the case of a learner who has a PLP-**ADJ** or PLP-**IND**, educators must use an attachment (Progress Reporting Section of the PLP) to describe the achievement of learning in relation to the learning goals of the PLP.

In the case where a learner has a PLP-**ADJ** or a PLP-**IND**, guardians should have already received a copy of the PLP and the identified learning goals prior to reporting. Consequently, the educator should avoid duplicating this information when completing the report card. If the PLP has been updated or revised prior to a reporting period, a copy of the PLP should be sent to guardians immediately. For learners experiencing less success than expected the goals and outcomes in the PLP will need to be reviewed consulted with ESS, for next steps and what actions may be appropriate.

Accommodations do not alter the expectations described in the Skill Descriptors. They are strategies, technologies or adjustments that permit learners to reach prescribed Skill Descriptors regardless of barriers to learning. Accessing these accommodations does not devalue learner performance and the resulting achievement of learning, they are not documented in the report card. Generally, schools are not to disclose information on a report card that identifies a learner as being differently abled or flags them as having a Personalized Learning Plan unless the educational program has been modified (adjusted) or individualized. Note, justified accommodations are documented in a learner's Personalized Learning Plan.

This adheres to the principles of [Universal Design for Learning](#) and is in compliance with the [Canadian Charter of Rights and Freedoms](#), as well as the [New Brunswick Human Rights Act](#). More information can be found in the [Accommodations for Instruction and Assessment](#) document found under [Student Services](#) on the [EECD K-12 Anglophone](#) website.

When summarizing achievement of learning on the report card, it is critical to recognize two important components:

- What is the outcome measuring?
- What are the multiple means of demonstrating that the learner has met the Skill Descriptor?

FRENCH LEARNING EXPERIENCES

In New Brunswick, learners in the English Prime program will have some experiences with French learning. In kindergarten to grade three, learners may participate in French Learning Experiences and/or FLORA. These resources give learners opportunities to learn French language and culture. Although educators do not report achievement of learning in French in K-3, a checkmark indicates which resource(s) the learner experienced. Some schools elect to use a French Learning Experiences and/or FLORA report card attachment, this is not required.

In grade four, there is an achievement of learning section for French in addition to the checkmark for FLORA. If an educator has insufficient evidence to assess achievement in French (due to their own proficiency level), but learners have been learning French through FLORA, it is sufficient in this case to mark the checkbox and not complete the achievement section.

In grade four, Pre-Intensive and FLORA have been placed together as they meet the same Skill Descriptors.

ATTACHMENTS

There is a box on the first page of the report card to indicate to guardians the number of attachments included, this number must be handwritten. Attachments should be kept to a minimum and focused on providing information about learning (e.g., First Nations Languages Checklist or Progress Reporting for a learner who has a PLP). The signature page (to be returned to the school) is considered part of the report card, it is not an attachment. Similarly, school wide notices are not considered attachments and do not require the box to be checked.

WABANAKI LANGUAGES

If there is a group of learners in a school studying a First Nations language in grades K-5, they should be scheduled in Advisory. An attachment has been created to facilitate reporting achievement of learning to guardians for such language courses. See Appendix A for the Wabanaki Language Report attachment.

Report Cards and Cumulative Records

A copy of the Term 3 June report card should be placed in the learner's cumulative record. Schools will be able to print labels that show the achievement of learning by Strand for the various subject areas, these labels are to be attached to the cumulative record cards in the appropriate grade level sections.

REPORT CARD RESPONSE FORM

This form is for guardians and learners to complete and return to the homeroom educator. It is signed by guardians to indicate the report card has been received. It is a permanent attachment and is printed as part of the report card. The scale and legend are printed on the back. Educators may wish to review the report cards with learners, so they are aware of the opportunity for them to write/draw their reflections. Examples of reflection prompts include:

- "Things I did well this term..."
- "Things I need to work on..."
- "Things I really enjoyed..."

Completing the Report Card Response Form is not mandatory. When the document is returned to the homeroom educator the process for managing this form must follow the Classification Plan and Retention Schedules for Common Records found under [Corporate Information Management](#) on the Province of New

Brunswick website. Those not filled out will also be filed. All forms are collected and read by educators. The homeroom educator should keep any Report Card Response Forms in their classroom during the year. At the end of June, educators take these forms to the school office where they need to be retained for one year. Once the year has passed, the forms may be properly disposed.

Provincial Report Card: 2023-24 Report Period 1 Response Form

Student:

[Redacted Student Information]

Grade:

[Redacted Grade Information]

School:

Homeroom:

Principal:

School District:

[Redacted School District Information]

This is the parent/student response form. Please complete, sign, and return this form to the school with your child.

- Students, we encourage you to comment on what you have done well and what you plan to work on next.
- Parents, we encourage you to comment on your child's achievement, to suggest ways we can assist your child in their learning, and to ask questions regarding your child's educational program.

Student's Reflections/Goals

[Large empty box for Student's Reflections/Goals]

Student's Signature: _____ Date: _____

Parent/Guardian's Comment

[Large empty box for Parent/Guardian's Comment]

Parent/Guardian's Signature: _____ Date: _____

MISCONCEPTION AND FACT

The report card misconceptions table is adapted from Manitoba Education and Early Childhood Learning:

Misconception	Fact
Learners should only receive an achievement value of 4 in the last reporting period.	An achievement value of 4 is possible in any reporting period for learners who have a thorough understanding of the Skill Descriptors addressed and who consistently apply learning to new situations.
It is expected that an achievement value of 4 will be accessible only to a small minority of learners.	
Achievement in the previous terms is considered when determining achievement values in subsequent terms.	Achievement in the previous term is not considered when determining subsequent results. Achievement values are not cumulative. It is a statement of learning now, projecting to end-of-year expectations, not an average of evidence over time.
If a learner's achievement value changes from a 4 to a 3 later in the year, the learner has regressed in knowledge and skills.	The achievement level indicated each term reflects the learner's performance and understanding of Skill Descriptors taught in that term, projecting to end-of-year expectations. A learner whose achievement value moves from a 4 in an earlier term to a 3 in a later term will still have demonstrated new learning, and the educator has adjusted the projection.
Term 1 report card achievement values are intended to be based on Skill Descriptors from the previous grade.	Term 1 achievement values are based on the grade-level Skill Descriptors covered in Term 1. The achievement level indicated each term reflects learner performance and understanding of skills taught that term only, projected towards end-of-year expectations.
An achievement value of 4+ is unattainable for most learners since it requires complete mastery of the outcomes addressed.	4+ indicates, that in addition to excelling, the learner demonstrates learning that surpasses grade-level expectations.
The final achievement value is determined by averaging the values reported for Term 1, Term 2, and Term 3.	Term 1, Term 2 and Term 3 are not averaged. The achievement level indicated each term reflects the learner's performance and understanding of Skill Descriptors taught that term only, projected towards end-of-year expectations. The mark for Term 3 reflects assessment from March until June. If there is a mark in Term 2 only, it means that course/Skill Descriptor was taught only during the second reporting period.
Factors such as attendance, attitude, late assignments, homework completion, and effort are a valid component of academic performance.	Factors such as attendance, attitude, late assignments, homework completion, and effort should not be factored into evaluation of academic performance. It is important to assess, evaluate and report on Learning Habits separately from achievement of curriculum expectations and learning goals. It is noteworthy, that unless it is part of a Skill Descriptor, behaviours will be reported separately from achievement in the Learning Habits section.

Learners who have PLPs can only receive an achievement value of 1 because they are not meeting grade-level expectations.	The achievement value received by the learner who has a PLP should reflect their success in meeting their personalized learning goals.
There is insufficient information to evaluate learner progress at the end of Term 1.	Assessment is an ongoing process of gathering evidence of student learning. Making a professional judgment is a purposeful, systematic, multi-step process. This process does not come into play just at the end of the learning. The purpose of the achievement report card is to provide a summary of learning during each reporting period, projecting towards end-of-year expectations. Educators will report on achievement by subject area Strands and there is a place for comments for every subject on the achievement reports. As such, educators are expected to have collected enough data by the end of every term. NA may be used on the report card when learners have missed a significant amount of instructional time. This could be due to illness, storm days, learner transfers, etc.
NA is used when a Skill Descriptor is not assessed.	
A blank box on the report card means insufficient evidence.	A blank box indicates the Strand has not been assessed in this reporting period. Under typical circumstances, all Strands should be considered each term so an achievement value can be provided. An achievement value does not mean that all Strands were explored equally, but that each Strand was covered.



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Glossary

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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A

Accommodations

Accommodations are strategies, technologies or adjustments that provide support to learners to meet prescribed Skill Descriptors. They do not alter the expectations described in the Skill Descriptors.

**Achievement of Learning /
Achievement
Levels /
Achievement Value**

Brief descriptions of learner performance on the provincial curriculum expectations, which is indicated with a number value on the report card. There are four levels of achievement (**4-3-2-1**). With values **3** and **4**, a learner may receive a '+' designation.

Assessment

The process of gathering information and/or providing feedback to confirm if a learner is achieving the curriculum expectations in a Strand.

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C

**Co-construct
Criteria**

The process by which learners and educators develop criteria together for assessing successful achievement of learning **targets/goals**.

Conversations

Conversations are one way to gather evidence of learning, they include planned dialogue with individuals about their learning. These can be done through written and/or spoken conferences. Conversations help educators know learner strengths and challenges, monitor progress, provide feedback, and plan future instruction based on identified needs and interests. They include both planned and unplanned dialogue with learners about a topic that relates to their learning. Other ways to gather evidence include observations and products.

Curriculum

This refers to the prescribed or approved program design and components, learning expectations/Skill Descriptors, learning experiences and instructional and assessment strategies, and resources.

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E

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EECD

This is an initialism referring to the provincial government Department of Education and Early Childhood Development that oversees Early Learning and publicly funded education.

Elementary

This is the term used for schools offering grades K-5. It can refer to the grades three to five Elementary block. Primary Block refers to learners in kindergarten to grade two.

English as an Additional Language (EAL)

Learners who are learning English as an Additional Language (EAL) may receive this notation as a comment on their report card to note that they are learning the language of instruction while working on content.

Evaluation

The process of making professional judgments about learning with established criteria and assigning an achievement value for description. Evaluation is based on assessments of learning that provide data on learner achievement of learning at strategic times, usually at the end of a period of learning.

Evidence

Information gathered to demonstrate learning. Evidence is gathered over time through observations, conversations, and products. Educators examine all sources to plan for, assess, and evaluate learning.

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Formative Assessment

Assessment that is part of the teaching and learning process. It involves frequent and interactive checking for understanding and adjusting instruction to ensure learners have the supports and challenges required to progress

toward their learning goals. A key component is ongoing feedback about understanding and progress.

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GradeBook

The computer software that is part of the School Information System, PowerSchool. It is used by educators to track information about learners including attendance, behaviour, and achievement.

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**Learning
Expectations**

Knowledge and skills learners are expected to develop and to demonstrate in classwork, on tests, and in a variety of other activities; learning expectations are also referred to as Skill Descriptors and are the focal point when assessing and evaluating achievement.

Learning Goals

These are also referred to as targets and are brief statements that describe what learners should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or learning task). The goals are more specific than learning expectations/Skill Descriptors.

The audience is the learner. Ideally, learners co-construct criteria for assessing successful achievement of learning goals.

Learning Habits

The habits identified as being important for learning and for life. These can be demonstrated across all subjects and grades and in other aspects of school participation. Development of these habits supports achievement of the learning expectations. There are five Learning Habits reported on from K-8: independence, initiative, interactions, responsibility, and organization.

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M

Meeting

This is the level to indicate a learner has met the provincial standard for achievement. Guardians and educators of learners achieving level **3** or above can be confident that the learner is prepared for subsequent work/the next grade.

Middle Level

This is the term used for schools offering grades 6-8 Middle Block. The philosophy of middle level schooling is that it offers a transition from elementary in which instruction is largely the responsibility of one or two educators, to high school in which learners are instructed by multiple educators. Usually middle level learners experience different subjects taught by a cluster of four or five educators.

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O

Observations

Observations are one way to gather evidence of learning. Observations include watching, listening, and noting learner behaviours, interests and abilities, patterns of development, and progress in learning. Educators keep record of their observations to monitor progress, to plan instruction and to support professional judgments. Other ways to gather evidence includes conversations and products.

Outcomes	A retired term that previously meant curriculum Skill Descriptor. Broad statements that describe what learners should know and be able to do at the end of a course or grade level.
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Pilot	A process for examining an educational change in one environment before introducing it on a larger scale.
PLP	Refers to a written plan for a learner who requires specific and individual identification of practical strategies, goals, Skill Descriptors, targets and educational supports that ensure the learner experiences success that is meaningful and appropriate, considering the individual needs.
Peer Assessment	Refers to the process in which learners provide each other with meaningful feedback about particular work for the purpose of making improvements prior to completion. To participate, learners must have an understanding of the learning goals and criteria for success. Peer assessment is a powerful process for creating a community of learners.
PowerSchool	A web-based student information system (SIS) used to maintain learner records.
Portfolio	A collection of carefully selected samples of learner work that the learner, with educator support, uses to show what has been learned throughout the year. It is an excellent self-assessment tool as educators ask learners to actively reflect on their learning to choose what will go into the portfolio.
Primary	Refers to learners enrolled in kindergarten to grade 2.
Products	Products are one way to gather evidence of learning. They include performance tasks, demonstrations, projects, essays, quizzes, and tests. Other ways to gather evidence includes conversations and observations.
Professional Judgment	Decisions informed by professional knowledge of curriculum and the learners. It is part of professional practice to use information gathered daily, to make decisions about instruction over time, from conversations, products, and observations to determine how well a learner is meeting the learning expectations.

Research	Published and credible sources reviewed for information.
Rubric	This refers to a chart that describes levels of achievement of the learning expectations, in relation to specific criteria.

Scale	Levels used to describe particular areas of learning (e.g., 4-3-2-1, C-U-S-R).
Self-Assessment	The process of recognizing, describing, and applying criteria and using the information to set, monitor and adjust one's own learning goals.
Skill Descriptor	All prescribed curriculum includes descriptions of the knowledge and skills learners are expected to develop and demonstrate as an outcome of the course. These expectations are the focal point for instruction.
Standards-based grading	Assessment focused on whether a learner's performance in relation to a predetermined set of criteria, not in relation to the performance of other learners or through the averaging of scores.
Strand	This refers to categories within a subject. Achievement is described by Strand to provide specific information about learning; therefore, there are no overall subject grades in K-8. For example, instead of an overall grade on ELA, information is separated into Interactions, Reading, and Representations.
Student Information System (SIS)	The provincial learning management system for tracking learner information. In New Brunswick the SIS is called PowerSchool.
Summative Assessment	Refers to assessment used to measure what learners know and can do with respect to learning expectations. This kind of assessment occurs at the end of units and key times in learning.

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Targets/Goals

Refers to brief statements that describe what learners should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or learning task). The goals are more discreet than learning expectations or Skill Descriptors. The audience is the learner. Ideally learners help develop (co-construct) criteria for successful achievement of these targets/goals.

Triangulation

Refers to the use of information gathered from multiple types of evidence (conversations, observations, and products) over time to enhance confidence in professional judgments.

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Appendix A – Wabanaki Language Report

Language: _____ Name: _____

Date: _____

Excelling

- Communicates clearly in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Handles very short social exchanges.
- Uses a series of phrases and sentences clearly to describe in simple terms information on familiar topics and activities.
- Always understands phrases and the highest frequency vocabulary related to the topic. Grasps the main point in short, clear, simple messages and announcements.
- Accurately reads very short, simple texts. Locates specific, predictable information in simple everyday material such as advertisements, menus, timetables and personal letters.
- Accurately writes short, simple notes and messages related to the topic.

Meeting

- Interacts in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech.
- Uses simple phrases and sentences to describe information on familiar topics and activities.
- Recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly.
- Understands familiar names, words and very simple sentences for example on notices and posters.
- Writes short, simple messages related to the topic.

Approaching

- Sometimes is able to shares thoughts, feelings and experiences related to the dialogs that have been practiced.
- Sometimes uses simple phrases and sentences to describe information on familiar topics and a
- Sometimes recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly activities.
- Sometimes understands familiar names, words and very simple sentences for example on notices and posters.
- Sometimes is able to write short, simple messages related to the topic with support.

Working Below

- Rarely shares thoughts, feelings and experiences related to the dialogs that have been practiced.
- Rarely uses simple phrases and sentences to describe information on familiar topics and activities.
- Rarely recognizes familiar words and very basic phrases related to the topic when people speak slowly and clearly.
- Rarely understands familiar names, words and very simple sentences for example on notices and posters.
- Rarely is able to write short, simple messages related to the topic with support.

Comments:

Appendix B - Completing K-8 Report Cards with PowerTeacher Pro

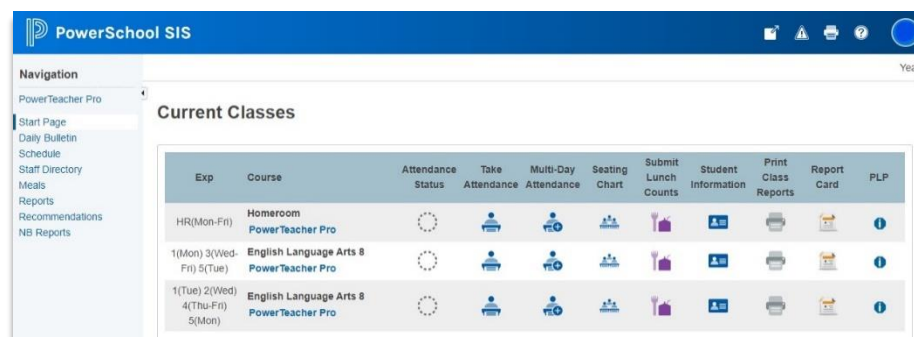
This appendix provides step-by-step procedures for completing the provincial K-8 report cards. The document begins with instructions for logging on, followed by the procedure for adding an individualized or modified (adjusted) Personalized Learning Plan (PLP) indicator, if required. Adding the PLP indicator is an action that must be completed in PowerTeacher; remaining steps are completed in PowerTeacher Pro (PT Pro).

Logging onto PowerTeacher



The screenshot shows the 'Teacher Sign In' page of the PowerSchool SIS interface. It features a blue header with the 'PowerSchool SIS' logo. Below the header, the title 'Teacher Sign In' is displayed. There are two input fields: 'Username' and 'Password'. A blue 'Sign In' button is located at the bottom right. A green speech bubble callout points to the login fields with the text: 'You need to login with your NBED username and password.'

By entering your NBED username and password, you will come to the PowerTeacher Homepage shown below:



The screenshot displays the PowerTeacher Pro homepage. On the left is a 'Navigation' sidebar with links like 'Start Page', 'Daily Bulletin', 'Schedule', 'Staff Directory', 'Meals', 'Reports', 'Recommendations', and 'NB Reports'. The main area is titled 'Current Classes' and contains a table with columns for 'Exp', 'Course', 'Attendance Status', 'Take Attendance', 'Multi-Day Attendance', 'Seating Chart', 'Submit Lunch Counts', 'Student Information', 'Print Class Reports', 'Report Card', and 'PLP'. The table lists three classes: 'Homeroom PowerTeacher Pro', 'English Language Arts 8 PowerTeacher Pro', and 'English Language Arts 8 PowerTeacher Pro'. Each row has corresponding icons for the various actions listed in the columns.

SUBJECT EDUCATORS

The functionality of ESS Connect and PowerSchool impacts the transfer of PLP information from ESS Connect to PowerSchool. This section will describe how this will impact subject educators.

- Subject educators **need to use the PLP Alert** (called ESS Connect Alert) in PowerTeacher to set the PLP-**ADJ** Indicator for the report card.
- Subject educators need to remove the PLP-**ADJ** checkmark when a plan has been deactivated or a PLP-**ADJ** was created in error. If this occurs, you will be notified by the EST-Resource at your school. Please refer to the section below Removing the PLP Indicator, if required.

Important Changes:

When a learner has a PLP or Newcomer Support and Transition Plan (NSTP), the ESS Connect Alert box will be automatically updated.

Current Classes

Exp	Course	Attendance Status	Take Attendance	Multi-Day Attendance	Seating Chart	Submit Lunch Counts	Student Information	Print Class Reports	Report Card	PLP
HR(Mon-Fri)	Homeroom PowerTeacher Pro									
1(Mon) 3(Wed-Fri) 5(Tue)	English Language Arts 8 PowerTeacher Pro									
1(Tue) 2(Wed) 4(Thu-Fri) 5(Mon)	English Language Arts 8 PowerTeacher Pro									

The PLP-ADJ will be visible for all educators of the learner. Note, this does not mean that the learner has adjusted curriculum in all subjects.

SETTING THE PLP INDICATOR

To set the PLP-**ADJ** indicator on the report card, the PLP indicator will need to be selected for the course in PowerTeacher. This is the only time educators will have to access the ESS Connect Alert.

1. Click the ESS Connect Alert icon for the relevant class.

Current Classes

Exp	Course	Attendance Status	Take Attendance	Multi-Day Attendance	Seating Chart	Submit Lunch Counts	Student Information	Print Class Reports	Report Card	PLP
HR(Mon-Fri)	Homeroom PowerTeacher Pro									
1(Mon) 3(Wed-Fri) 5(Tue)	English Language Arts 8 PowerTeacher Pro									
1(Tue) 2(Wed) 4(Thu-Fri) 5(Mon)	English Language Arts 8 PowerTeacher Pro									

2. Click on the learner's name.

PLP Types: English Language Arts 8 - 4(W-TH) 5(F) 6(M-TU,TH)

(Click on a student to modify their SEP type)

Students	Student Number	Modification?	PLP Comments
Last Name, First Name			PLP-Accommodated PLP-Adjusted Curriculum
		✓	PLP-Accommodated PLP-Adjusted Curriculum
		✓	PLP-Accommodated PLP-Adjusted Curriculum

3. Select the checkmark.

Student's PLP Type

Student: _____

Course: English Language Arts 8 (EELAB0080.8A)

Teacher: _____

Adjusted: ☒ 3

4

4. Click Submit.

The PLP-**ADJ** indicator on the report card will now be checked. Repeat this process if you need to change the PLP indicator for a learner but remove the checkmark at step 3.

PLP-IND INDICATORS

A reminder that PLP-**IND** indicators will be set when educators assign the **IND** code on the report card. The **IND** must be added in PowerTeacher Pro for the **IND** to appear on the report card. When **IND** is selected as the academic result on the report card, this will identify the learner has a Personalized Learning Plan for the course.

For assistance, please contact the school EST-Resource.



If **IND** is entered in each Strand, the report card will look as follows:

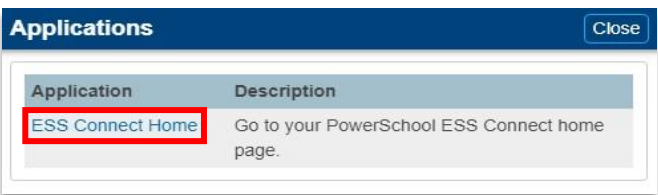
French Immersion Language Arts	T1
Speaking & Listening	IND
Reading & Viewing	IND
Writing & Representing	IND

ESS CONNECT

To locate ESS Connect within PowerTeacher, click the arrow in the top right-hand corner of the PowerTeacher home screen.



Then click ESS Connect to reach the ESS Connect home page.



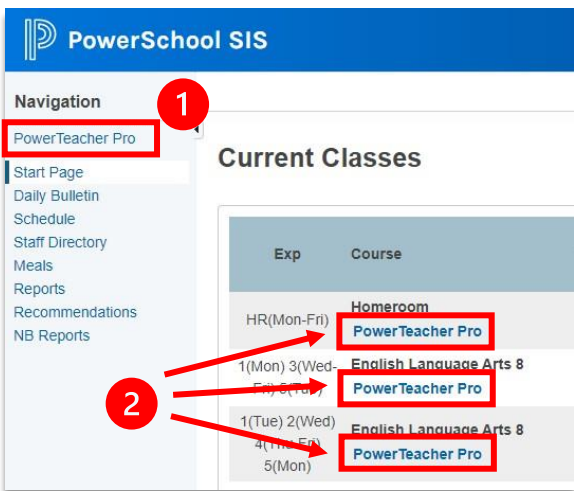
LAUNCHING POWERTEACHER PRO GRADEBOOK (PT PRO)

PT Pro can be launched from PowerTeacher in one of two ways.

In the left-hand side **Navigation** menu, click on PowerTeacher Pro. This launches PT Pro defaulting to the Homeroom class.

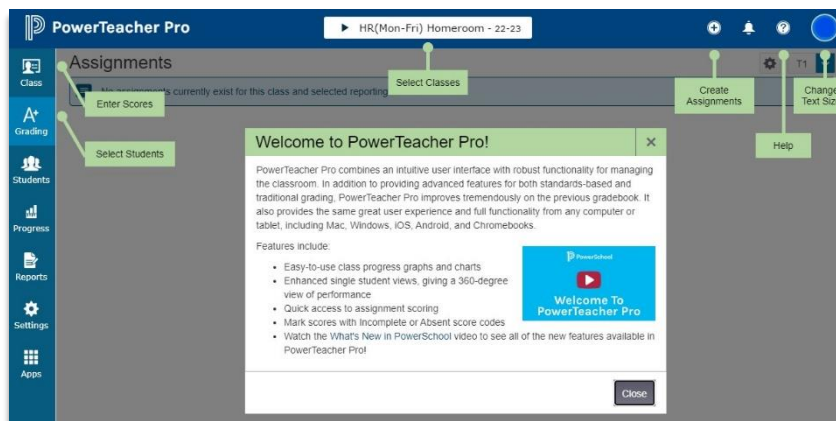
OR

From the **Current Classes** list, click on any of the PowerTeacher Pro hyperlinks located under each class. The gradebook will default to the class selected.

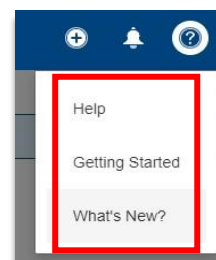


HOMEPAGE OF PT PRO

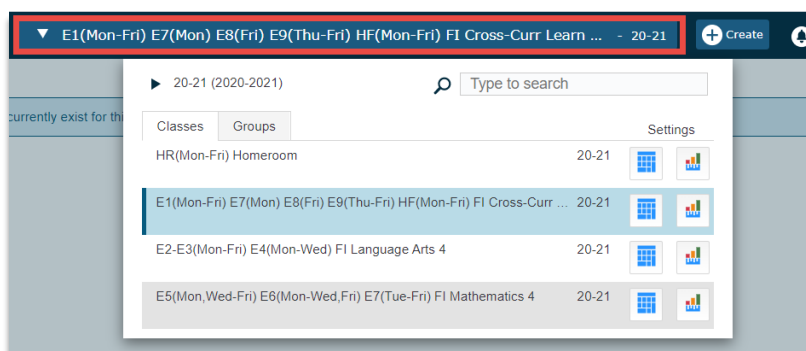
After launching from either the Navigation menu or from one of the current classes, you see the PT Pro Homepage. It appears as in the screen shot below if you are accessing PT Pro for the first time.



You can access the help menu by clicking on the “?” in the top right corner. It includes information, including tips and tricks. The welcome message and green boxes only appear the first time you open PT Pro; choosing Getting Started will bring them back.



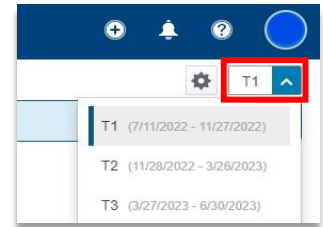
All classes you teach are available from the Select Classes blue bar at the top of the page.



SELECTING THE REPORTING TERM

Prior to entering learner achievement level data by subject Strands or Observable Indicators for Learning Habits, it is **IMPORTANT** to select the correct reporting term. For K-8, you should select either Term 1 (T1), Term 2 (T2), or Term 3 (T3). If you teach in a school that includes high school learners, you will see other terms intended for Grades 9-12. These include: Semester 1 (S1), Semester 2 (S2), Final Grade/Full Year (F1), Quarter 1 (Q1), Quarter 2 (Q2), Quarter 3 (Q3) or Quarter 4 (Q4). **Note, these additional terms should not be used for K-8 learners.**

In the top right corner below your initials, you will see the Term button; click on the ^ to open the list for your school.



Choose the correct reporting term.

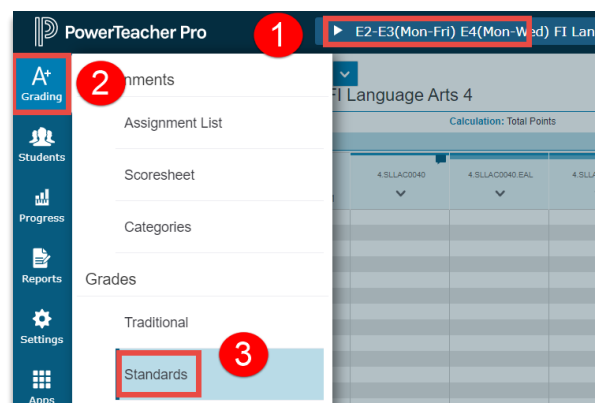
After making your selection, click on the ^ to close the list. This will assign the term to all your classes. You will need to change the term at the start of the next reporting period.



OPENING THE STANDARDS PAGE

With the correct term selected, you are ready to enter report card data on the Standards page. To open this page, follow the steps below.

1. Select the Class (subject/grade)
2. Click A+ Grading
3. Hover over Standards and click



The subject standards pages vary in Grades K-5 and Grades 6-8.

Differences

- At **Grades K-5** the homeroom educator completes the Observable Indicators and the comments for the Learning Habits in the Homeroom class.
- At **Grades 6-8** the Learning Habits are included in each subject and no homeroom entry is required.

Similarities

- In addition to the subject area Strands, every subject has a comment field and the option of adding an English as an Additional Language (EAL) indicator.
- If you have added an individualized or modified PLP indicator in PowerTeacher it is not displayed on the standards page; it will only show when the report card is run/printed.

On the Standards Page for all Grades K-5 subjects you will see:

Grades: Standards - **T1** ⚙️ T1

P2(Mon-Fri) **FI Mathematics 3**

3.MFFMBA0030.S.1 Number Show More

Grade Scale Type: (4+ - NA)

Strand Selected - Number

Grade Scale assigned to the strand

STUDENT (7)	T1	3.MFFMBA0030	3.MFFMBA0030.EAL	3.MFFMBA0030.S	3.MFFMBA0030.S.1	3.MFFMBA0030.S.2	3.MFFMBA0030.S.3	3.MFFMBA0030.S.4
...	...							
...	...							
...	...							
...	...							
...	...							

This bar contains the coded header for each column. By clicking in a cell under any of the coded headers, the complete text will show as "Number" does in the example above. If the text exceeds the space, click on **Show More** for full text.

For each subject on the report cards K-5 you may add a comment, EAL indicator and the subject Strand(s) Achievement Indicator (**4+, 4, 3+, 3, 2, 1, NA, IND**).

On the Standards Page for Grades 6-8 subject areas, you will see all features shown above, **plus** columns for reporting on the Learning Habits for each of the middle school courses.

Grades: Standards - **T1** ⚙️ T1

EM2(Mon-Fri) Mathematics 7

7.MEFMBA0070.LH.ID Independence Show More

Grade Scale Type: (C - R)

STUDENT (11)	T1	7.MEFMBA0070	7.MEFMBA0070.LH	7.MEFMBA0070.LH.ID	7.MEFMBA0070.LH.IN	7.MEFMBA0070.LH.IT	7.MEFMBA0070.LH.O	7.MEFMBA0070.LH.R	7.MEFMBA0070.LH.S
...	...								

To view the Skill Descriptors, click on the arrow on the left of the column headers:

7.MEFMBA0070.LH.ID Independence

Grade Scale Type: (C - R)

STUDENT (11)	T1	7.MEFMBA0070	7.MEFMBA0070.S.1	7.MEFMBA0070.S.2
...	...			

Then look for the column headers that contain SD:

7.MEFMBA0070.S.SD.1 Describe numbers, ways of representing numbers, relationships among numbers,...

Grade Scale Type: (M - NM)

STUDENT (11)	T1	7.MEFMBA0070.S.1	7.MEFMBA0070.S.2	7.MEFMBA0070.S.SD.1	7.MEFMBA0070.S.SD.2	7.MEFMBA0070.S.SD.3	7.MEFMBA0070.S.SD.4	7.MEFMBA0070.S.SD.5	7.MEFMBA0070.S.SD.6
...	...								

ADDING REPORT CARD COMMENTS

Grades: Standards - T1
M5(Thu-Fri) M6(Tue) Post Int French 6

6.SLPOA0060 POST INTENSIVE FRENCH 6 - (Comment Only)

Grade Scale Type: (Null - Null)

STUDENT (11) T1

Click on the speech balloon to enlarge the text box.

The Comment Cell has been selected.

Selecting the comment cell opens the comment box.

The counter will keep track of characters left. Spaces count as characters.

Characters Left: 700

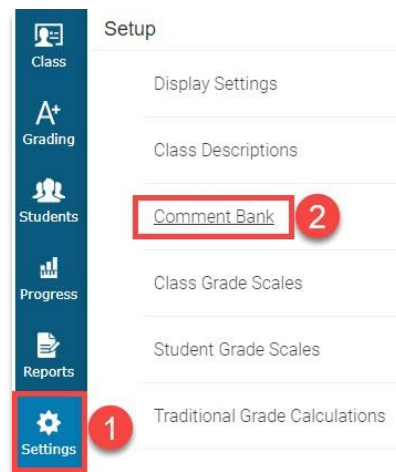
All subjects have a comment cell located in the second column after the term header (T1). Clicking on a cell in this column turns it white and opens the keypad on the right. The keypad will change depending whether you are adding comments or achievement scale indicators for the Strand(s) within a subject. The example below shows a comment box when reporting on strands it will change to a number pad with the achievement levels.

COMMENT BANK ENHANCEMENTS

In PowerTeacher Pro, you can compose and save your own comments. This functionality is not to be used by high school educators. High School educators are required to use district comments.

WARNING: The Smart Text fields DO NOT adjust for non-binary learners. If Smart Text fields are used, you must preview your comments and make corrections before the report card is sent home.

1. Select Settings
2. Select Comment Bank



3. Click Add
4. When adding a Code, be mindful of your naming conventions as the codes sort the order in which they are grouped. Also think long term; create a coding system that will work for many courses over a number of years.
5. Category is optional
6. When using Smart Text, be diligent that it appears on the report card properly. See the warning above.
7. Make sure the character length fits the allotted character count for the subject.
8. Click Save.

To access your comments:

9. Select the comment tab in the Score Inspector
10. Click on the Settings wheel
11. Select My Comments
12. If you are stringing a number of comments together as opposed to one longer comment, select Spaces.

WHEN COMMENTS ARE ENTERED BY MORE THAN ONE EDUCATOR

If subjects have Lead and Co-educators, all educators have access to add comments.

Several key points should be noted:

- The educators must share the total character count outlined in the following section.
- If one educator uses the fill feature, any comments entered by a following educator cannot use the fill feature: the additional comments must be entered one learner at a time.
- Comments are not tagged with an educator's name automatically; it is recommended that if the educator wishes to identify the author of the comment, the name of the educator and/or subject, in brackets, be typed in front of the comment. The inclusion of the name will be part of the character count.
- **Caution:** Comments as typed in the comment field in PowerTeacher Pro will appear differently on the report card.

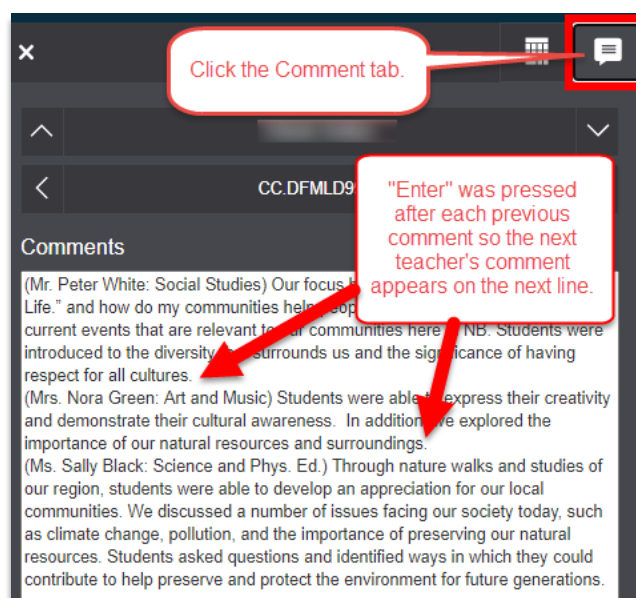
When more than one educator is sharing the comment field, it is recommended that following convention be used: Open bracket; educator's name; semicolon; subjects taught; closed bracket (e.g. (Sally Black: English Language Arts)).

(Peter White: Social Studies) Our focus has been on a "Happy and Healthy Life." and how do my communities help people live together? We have studied current events that are relevant to our communities here in NB. Learners were introduced to the diversity that surrounds us and the significance of having respect for all cultures.

(Nora Green: Art and Music) Learners were able to express their creativity and demonstrate their cultural awareness. In addition, we explored the importance of our natural resources and surroundings.

(Sally Black: Science and Phys. Ed.) Through nature walks and studies of our region, learners were able to develop an appreciation for our local communities. We discussed a number of issues facing our society today, such as climate change, pollution, and the importance of preserving our natural resources. Learners asked questions and identified ways in which they could contribute to help preserve and protect the environment for future generations.

If the comments are pasted or typed by each educator separately in PowerTeacher Pro, with Enter clicked after each educator comment, it will appear as follows:



When the report card is generated, the comments will look as one continuous paragraph, but each educator’s comment will be separated by a vertical line.

Comments: (Mr. Peter White: Social Studies) Our focus has been on a “Happy and Healthy Life.” and how do my communities help people live together? We have studied current events that are relevant to our communities here in NB. Students were introduced to the diversity that surrounds us and the significance of having respect for all cultures. || (Mrs. Nora Green: Art and Music) Students were able to express their creativity and demonstrate their cultural awareness. In addition, we explored the importance of our natural resources and surroundings. || (Ms. Sally Black: Science and Phys. Ed.) Through nature walks and studies of our region, students were able to develop an appreciation for our local communities. We discussed a number of issues facing our society today, such as climate change, pollution, and the importance of preserving our natural resources. Students asked questions and identified ways in which they could contribute to help preserve and protect the environment for future generations.

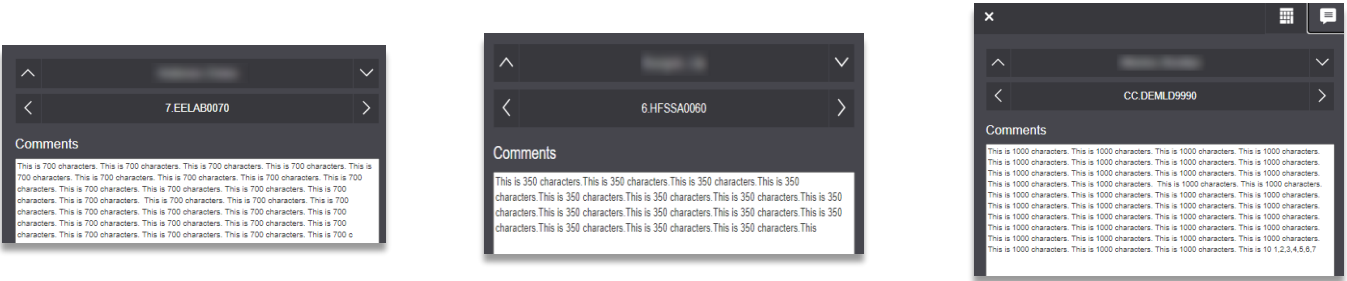
KNOWING THE COMMON CHARACTER COUNT

The spaces for comments on the provincial report cards are based on specific character counts. The following table outlines the character counts for both K-8 English Prime (EP) and French Immersion (FI) report cards:

Learning Habits K-5	Explore Your World K-2	Learning Habits 6-8	English Language Arts (K-8) and FI Language Arts (K-8)	Mathematics K-8	Pre – Intensive / FLORA, Intensive, and Post Intensive French 4-8	K-5 Other Subjects	6-8 Subject Areas
700	1000	Reported within subject area comment box	700	700	700	350	350

Although strengths, needs, next steps appear in each subject area comment box, these words are hard coded and do not use any of the available characters. The comment box will not allow you to exceed the allowable character count for any subject and will stop at 700 characters for K-5 Learning Habits, ELA, FILA, Mathematics, and Pre-Intensive/FLORA and Post-Intensive French; 1000 characters for K-2 Explore Your World; 350 characters for individual middle school subject areas (not-including ELA, FILA, Mathematics, Pre-intensive/FLORA and Post-Intensive French).

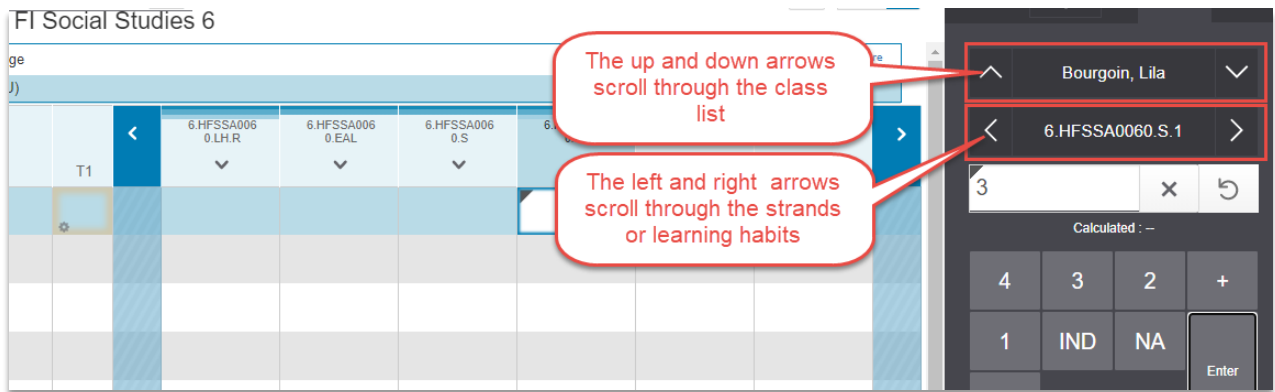
With the comment box open in PowerTeacher Pro, 700 characters (including spaces) is approximately nine lines of text, 350 characters (including spaces) is approximately four and one half lines of text, and 1000 characters (including spaces) is approximately 12 lines of text.



It is not possible to change the font size in the comment boxes. Spell check does work in the comment box and runs from the dictionary on the computer. The option does exist to type comments in Microsoft Word and then copy and paste them individually into the comment box. Some educators prefer this method so they can easily reference comments from previous terms. It is possible to see comments you have written for a specific learner in a previous term by going back to that term in PowerTeacher Pro.

NAVIGATING THROUGH LEARNERS OR INDICATORS

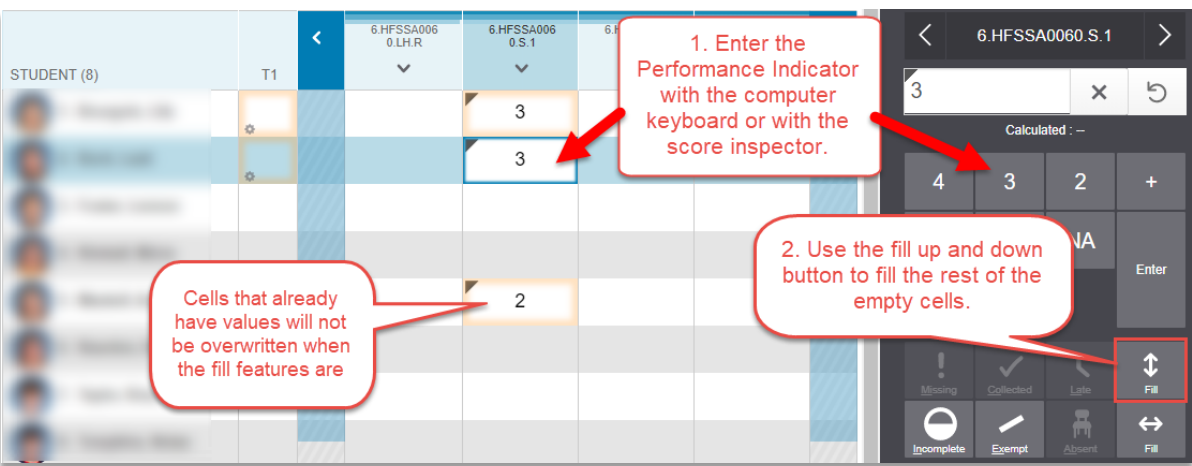
When entering Achievement Indicators levels for subject strands or Observable Indicators for Learning Habits on the keypad, it is possible by clicking on the arrows to move up and down through the class list and left and right through the indicators.



USING THE FILL FUNCTIONALITY

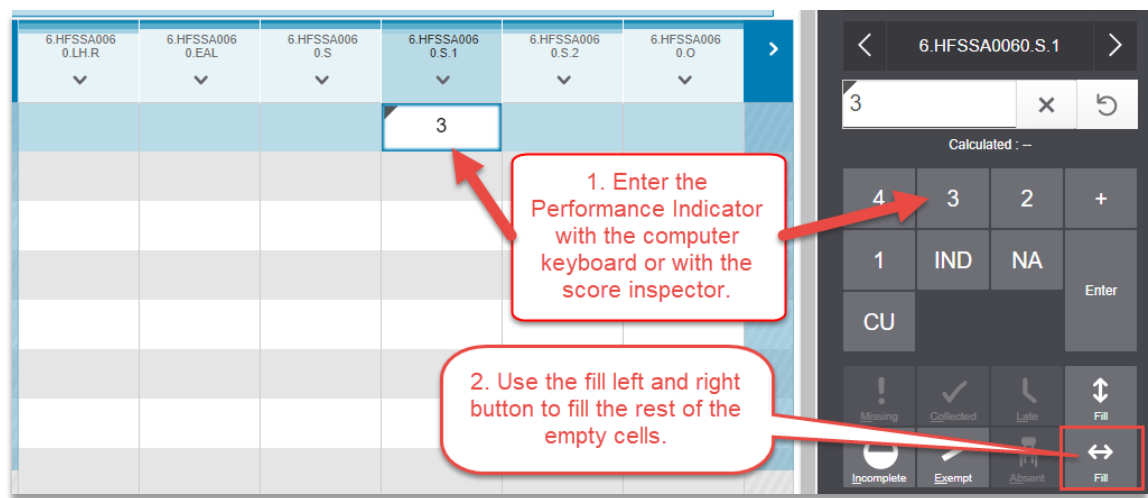
The keypad provides the option to fill both vertically and horizontally. If there are any scores already entered in a cell in the column or row when fill is selected, they will not be replaced.

FILLING VERTICALLY



In the above example with the cell selected that has a **3** Achievement Indicator, clicking on the fill vertically button would place a **3** in any empty cells in this column.

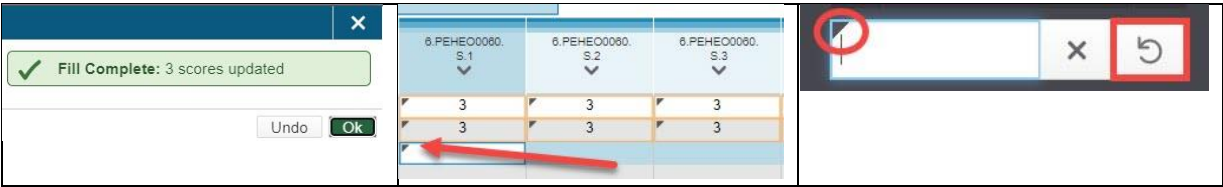
FILLING HORIZONTALLY



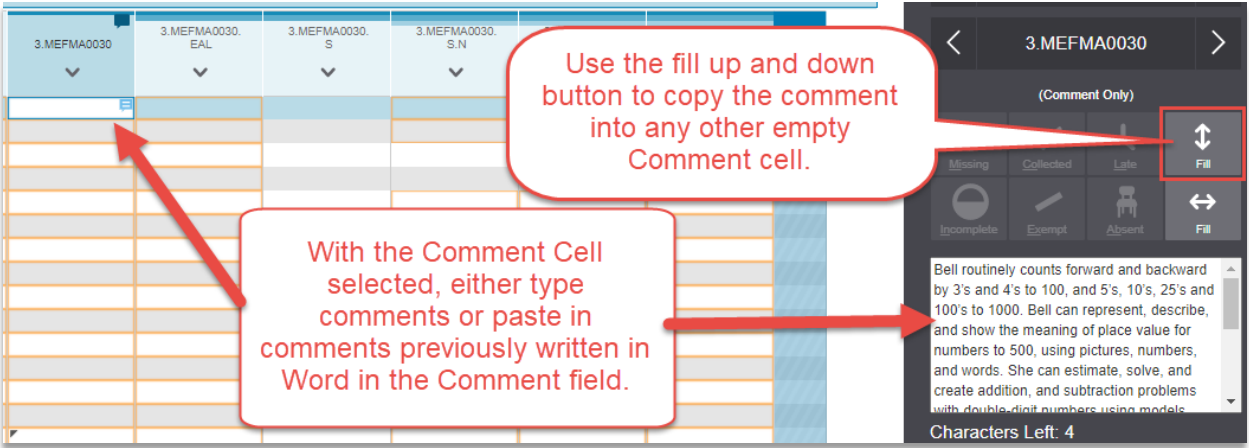
In the above example with the cell selected that has a **3** Achievement Indicator, clicking on the fill horizontally button would fill the other strands for this learner that are blank with a **3**.

Immediately after fill is used, a confirmation message will appear. There is the option to confirm with OK or undo the change. Once the fill is confirmed with OK, a tick mark (small black triangle) indicating the educator has entered a score will appear in the upper, left-hand corner of the cell.

If the score is cleared by deleting it with the X, the tick mark will remain and using fill again for that cell will not be an option. The message *No eligible blank scores are available to fill* will be displayed. To completely clear the cell so fill can be used again, click on the revert arrow.



Filling can also be done with comments and works in the same way as described above for Observable Indicators.



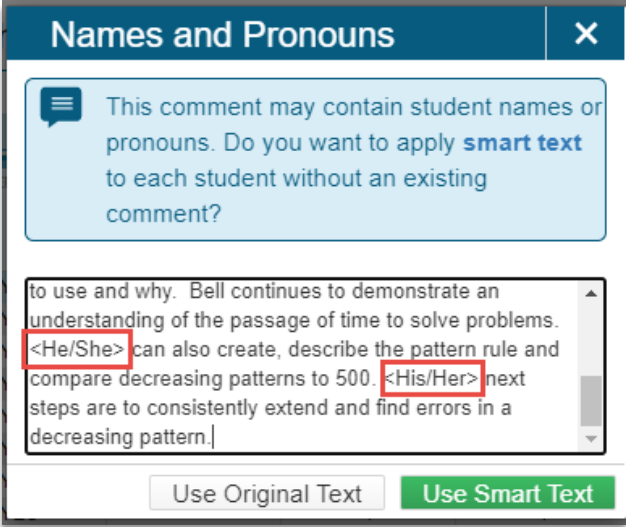
The comment cell would be selected by clicking on the cell. In the case of comments, the fill vertically button would be clicked.

Fill comments includes the option of Smart Text functionality.

Note: even though the title suggests Names and Pronouns, Smart Text will only recognize the pronouns of comments typed or pasted in the field. If this feature is to be used, verification will be required to ensure names are change to match to the corresponding learner.

After filling comments, educators can still click on individual learner comment cells and edit the comment.

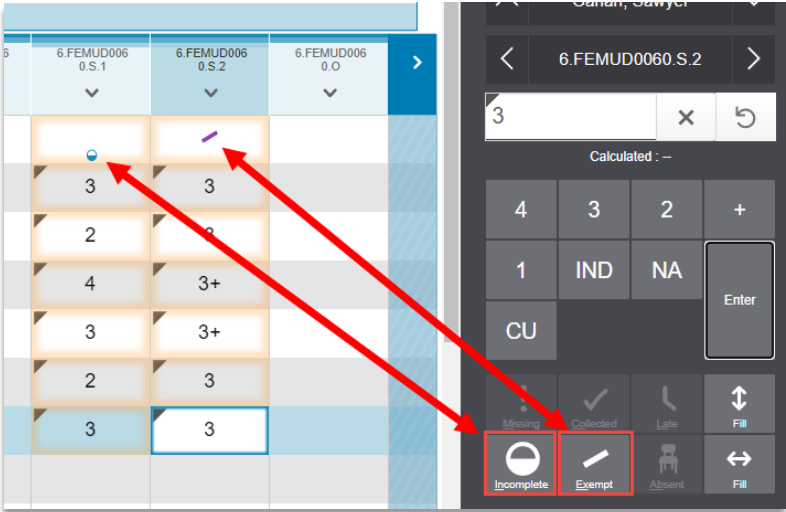
Please be advised that <preferred name> is not functioning at this time.



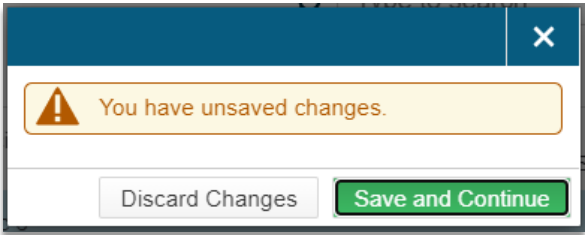
WARNING: The Smart Text fields DO NOT adjust for non-binary learners. If Smart Text fields are used in your comment, you must preview your comments and make corrections before the report card is sent home.

Selecting either the incomplete or exempt buttons on the keypad when assessing learner performance for Strands, Big Ideas, Skill Descriptors these will not appear on the Report Card.

When all data are entered or when you want to stop entering data click on the **Save** button.



If you forget to click Save and try to go to another page or sign out you will be prompted to Save and Continue.



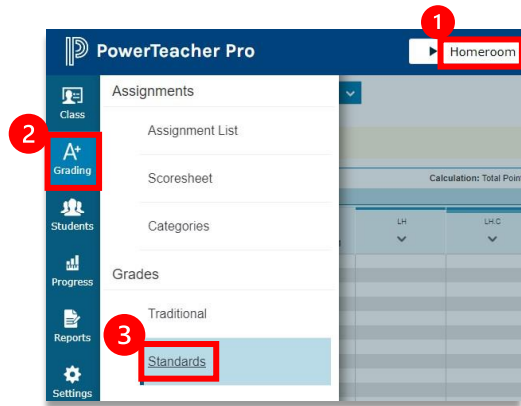
ENTERING LEARNING HABIT PERFORMANCE INDICATORS

All K-8 educators will enter and use the same Observable Indicators for Learning Habits:

Learning Habits:	Observable Indicators:	
Independence Initiative Interactions Organization Responsibility	C -Consistently U - Usually S - Sometimes R - Rarely	<p>K-5 educators enter Learning Habit Observable Indicators in the Homeroom class and not for subjects.</p> <p>6-8 educators enter Learning Habit Observable Indicators for each subject and not the Homeroom class.</p>

DIRECTIONS FOR ENTERING LEARNING HABITS INDICATORS AND COMMENTS - GRADES K-5

1. Select the Homeroom Class.
2. Click on the A+ Grading Icon on the left-hand side.
3. Slide over and down the menu to Standards.



This opens the Homeroom Standards page. It is a good idea to confirm you are on the right term before entering data. The bar across the top lists the headers and standards associated with homeroom. Where the red "X"s are shown below you do not enter any data; these are columns for the title header of each section. T1 is the term header, LH is the Learning Habits header, FLC.1 is the French Language and Culture and, FLC.2 is the FLORA header.

1. LH.C is the Learning Habits Comment
2. LH.ID is the Learning Habit Independence
3. LH.IN is the Learning Habit Initiative
4. LH.IT is the Learning Habit Interactions
5. LH.O is the Learning Habit Organization
6. LH.R is the Learning Habit Responsibility
7. FLC.1 is the French Language and Culture
8. FLC.2 is the FLORA

Grades: Standards - T1

HR(A-E) Homeroom

Class Grade: T1

Calculation: Total Points

Show More

Grade Scale Type: (100 - 0)

1

2

3

4

5

6

7

8

STUDENT (15)	T1	LH	LH.C	LH.ID	LH.IN	LH.IT	LH.O	LH.R	FLC	FLC.1	FLC.2
1.				C	C	C	C	C		YES	
2.				U	U	C	C	U		YES	
3.											

Note: Clicking in any of the cells causes the following to happen:

On the left the full name of the indicator appears and below it is the applied assessment scale. On the right, the keypad opens with the appropriate scale available.

In the example below, clicking on the LH.IT cell displays Interactions, Grade Scale Type (**C-R**) and keypad to select **C**, **U**, **S** or **R**. The Observable Indicators can also be typed on your keyboard instead of using the keypad.

Grades: Standards - T1
HR(A-E) Homeroom

LH.IT Interactions
Grade Scale Type: (C - R)

STUDENT (15)	T1	LH	LH.C	LH.ID	LH.IN	LH.IT	LH.O	LH.R	FLC
						C			

Keypad: C, U, S, R

To complete the Learning Habits section, you need to enter **C**, **U**, **S**, or **R** for each of the five Learning Habits and enter any comments needed for elaboration or clarification in the comment section. A blue comment balloon will appear when a comment has been saved.

In addition, all K-3 English Prime educators will enter a Yes FLC.1 for French Language and Culture. FI educators will no longer have to respond to this column as the only response is YES. Schools and educators that are offering FLORA participation or modules will respond YES to FLC.2.

These tasks can be completed in any order. **It is a good practice to save frequently while working.**

C	C	C
U	U	C
U	C	C
C	S	U
C	U	C

Final Grade Status Preview Grades Save

If you choose to type Observable Indicators versus selecting from the keypad and accidentally enter an incorrect letter or number that is not associated to the selected Learning Habit, an error message will appear when you try to save your work or when you try to move to another cell.

Validation errors must be corrected on the selected score before saving.

LH	LH.C	LH.ID	LH.IN	LH.IT	LH.O	LH.R	FLC	FLC.1
		3	R	R	R	R		
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES
		R	R	R	R	R		YES

Keypad: C, U, S, R

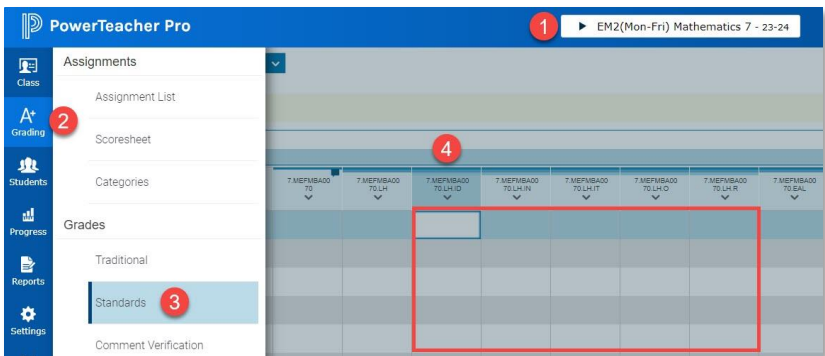
Not valid

The entered indicator will change to **RED** and will have to be replaced before you can continue or save.

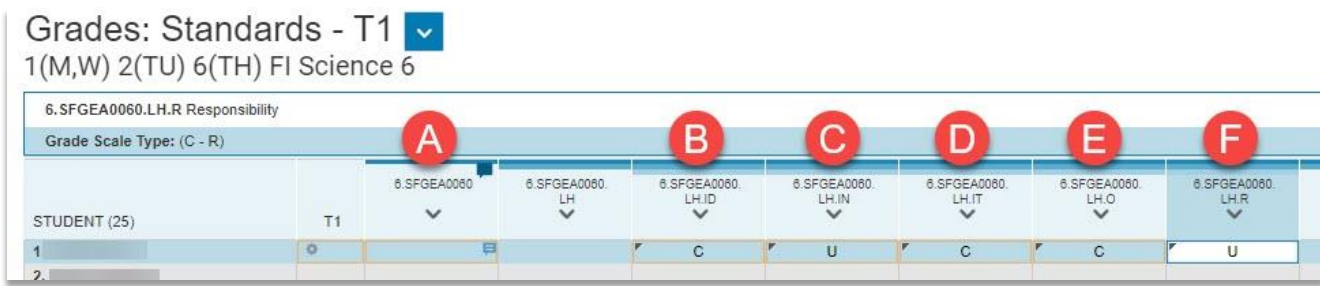
6-8 LEARNING HABITS PROCEDURE

Observations on Learning Habits for middle school learners is entered for each subject by the subject educator and not by the homeroom educator. The procedures for opening the standards page for each subject include:

1. Select the Class (subject/grade) on which you wish to enter data.
2. Click on the A+ Grading Icon on the left-hand side.
3. Slide over and down the menu to Standards.
4. This will launch the course section Standard Grading Page which displays columns for the entry of course comments, Learning Habits Observable Indicators and the Achievement Indicators for course strands.

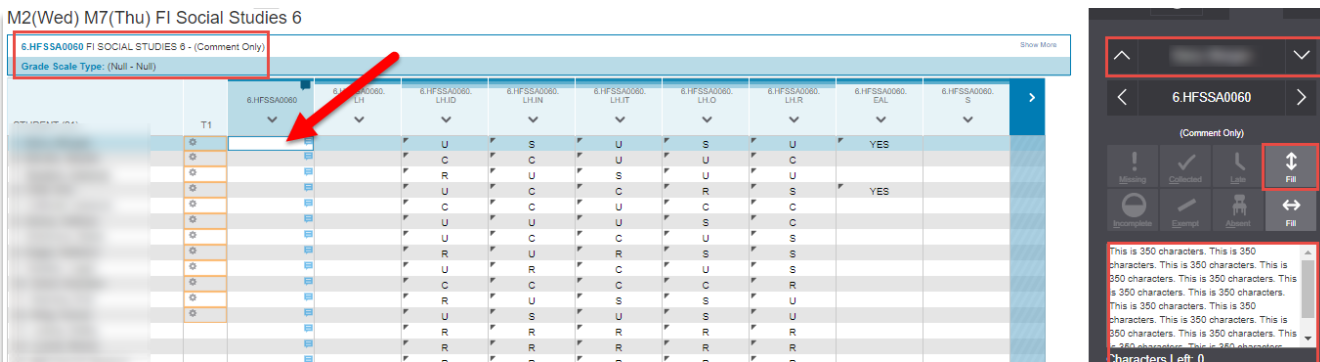


On your Standards Grading page for all Grades 6-8 courses you will see the following Learning Habits Section (A –F) at the beginning left of the list of Standards. Scrolling to the right will bring you to the English as an Another Language Indicator (EAL) and Subject Strands. Both Learning Habits and Strands are completed for all Grade 6-8 subjects



The Comment Box for the course is in the second column.

PLEASE NOTE: For Grades 6-8 there is no separate Learning Habits comment box; the comment box is used for both Learning Habits and subject comments.



Clicking in the cell will display the complete name of the strand above on the left and opens the score inspector on the right. You can enlarge the comment box by clicking on the white speech balloon. The Characters Left cell keeps track of the space you have used and will stop further entry when 0 is reached.

The Learning Habits headers follow the comment column and are left blank. B-F are the five columns for the five Learning Habits listed below.

Grades: Standards - T1

1(M,W) 2(TU) 6(TH) FI Science 6

6.SFGEA0060.LH.R Responsibility

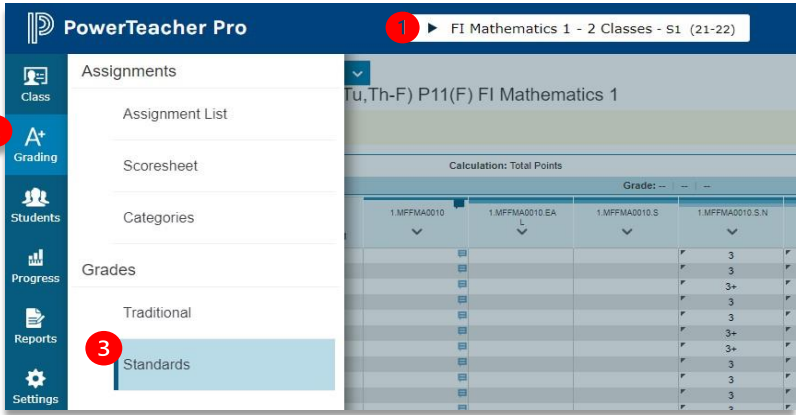
Grade Scale Type: (C - R)

		A	B	C	D	E	F	
		6.SFGEA0060	6.SFGEA0060.LH	6.SFGEA0060.LH.ID	6.SFGEA0060.LH.IN	6.SFGEA0060.LH.IT	6.SFGEA0060.LH.O	6.SFGEA0060.LH.R
STUDENT (25)	T1							
1				C	U	C	C	U
2								

- A. Is the comment box.
- B. LH.ID is the Learning Habit Independence.
- C. LH.IN is the Learning Habit Initiative.
- D. LH.IT is the Learning Habit Interactions.
- E. LH.O is the Learning Habit Organization.
- F. LH.R is the Learning Habit Responsibility

ENTERING SUBJECT AREA STRAND INDICATORS GRADES K-8

1. Select the Class (subject/grade) on which you wish to enter data.
2. Click on the **A+** Grading Icon on the left-hand side.
3. Slide over and down the menu to Standards.



FOR GRADES K-5

1. Enter a subject comment. Follow the same procedures as when entering comments for Learning Habits. The character left count cell will tell how many characters remain available as you type. When you reach 0, you cannot type anymore text.
2. Enter the **EAL** indicator if required.
3. Enter strand indicators.

Grades: Standards - T1 ▼

1-2(Mon-Thu) 3-4(Mon-Fri) English Language Arts 1

1.EELAB0010.S.WR Writing & Representing

Grade Scale Type: (4+ - NA)

STUDENT (11)	T1	<div style="display: flex; justify-content: space-around; align-items: center;"> A B ← C → </div>					
		1.EELAB0010 ▼	1.EELAB0010. EAL ▼	1.EELAB0010. S ▼	1.EELAB0010. S.SL ▼	1.EELAB0010. S.RV ▼	1.EELAB0010. S.WR ▼
			YES		4	3	3
			NO		3+	3	3
			NO		2	2	2

FOR GRADES 6-8

1. The comment section is located before the Learning Habits.
2. Enter the **EAL** indicator if required. It is located after the Learning Habits.
3. Click the blue arrow to scroll to the next page for the Strands.

1(Mon) 3(Wed-Fri) 5(Tue) English Language Arts 8

AGE ARTS 8

Show More

T1	8.EELAB0080	8.EELAB0080 LH	8.EELAB0080 LH I	8.EELAB0080 LH I	8.EELAB0080 LH I	8.EELAB0080 LH	8.EELAB0080 LH	8.EELAB0080 EAL	8.EELAB0080 S	8.EELAB0080 S SL	8.EELAB0080 S R
	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼
	U	U	S	U	S	U	S	YES			

The score inspector can be used with all subjects to move through:

1. Learners
2. Strands or Learning Habits and
3. Use the fill buttons to up and down or left and right

The screenshot shows the HP Prime calculator's input screen. At the top, there is a red box containing the back arrow, a blurred field, and a checkmark icon, with a red circle labeled '1' next to it. Below this is another red box containing the left arrow, the text '6. HFSSA0060', and a right arrow icon, with a red circle labeled '2' next to it. The main display shows '1' followed by a cursor. Below the display is a 'Calculated: --' label. The keypad has various function keys like '4', '3', '2', '+', '1', 'IND', 'NA', 'CU', and a grid of icons (Missing, Collected, Late, Incomplete, Exempt, Absent). A red circle labeled '3' highlights the 'Enter' key (labeled 'Enter' and '↵') and the 'Fill' key (labeled '↕' and 'Fill').

You can save anytime and then continue to work on data entry. You will see the Data Saved Banner at the top of the page to let you know your save is complete.

PowerTeacher Pro

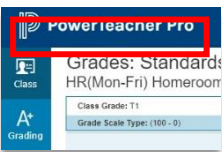
FI Language Arts 1 - 2 Classes - s1 (21-22)

Grade ☒ Data saved

P1(M,W,F) P2(M-F) P8(Tu) P11(M-Tu,Th) FI Language Arts 1

PRINTING LEARNER REPORT CARDS FROM POWERTEACHER

You need to return to the PowerTeacher homepage to print report cards. You can do this by clicking on the PowerTeacher Logo/Name in the top left corner of PT Pro.



To print a class set of report cards, click on the report icon for any of your classes.

Exp	Course	Attendance Status	Take Attendance	Multi-Day Attendance	Seating Chart	Submit Lunch Counts	Student Information	Print Class Reports	Report Card	PLP
HR(Mon-Fri)	Homeroom PowerTeacher Pro									
1(Mon) 3(Wed-Fri) 5(Tue)	English Language Arts 8 PowerTeacher Pro									
1(Tue) 2(Wed) 4(Thu-Fri) 5(Mon)	English Language Arts 8 PowerTeacher Pro									

On the next screen choose the appropriate term and click submit to run a class set of report cards.

K-8 Provincial Report Card

Report Preferences

Student Selection:

Term:

T1

T2

T3

Submit

To print a report card for an individual learner, click on the learner information icon of the class in which the learner is enrolled.

Exp	Course	Attendance Status	Take Attendance	Multi-Day Attendance	Seating Chart	Submit Lunch Counts	Student Information	Print Class Reports	Report Card	PLP
HR(Mon-Fri)	Homeroom PowerTeacher Pro									
1(Mon) 3(Wed-Fri) 5(Tue)	English Language Arts 8 PowerTeacher Pro									
1(Tue) 2(Wed) 4(Thu-Fri) 5(Mon)	English Language Arts 8 PowerTeacher Pro									

This opens the class list screen; click on the learner's name.

Homeroom
HR(Mon-Fri)

Learner's names will appear here.

PowerSchool SIS

Student Information

Use the navigation pane on the left to work with the students listed.

- Click on the student's last name to go to your default student screen.
- Click on the student's first name to go to the last student screen viewed.
i.e. - If you last looked at an Attendance page, clicking the student's first name will take you to the Attendance page for that student.
- Click on a class name to change the current list of students to those in that class.

SISASDSAPP05

On the individual learner screen, use the Select Screens menu to choose K-8 Provincial Report Card.

Quick Lookup

Quick Lookup

Standards Grades

Attendance By Class

Exp	Last Week					This Week					Course	T1
	M	T	W	H	F	M	T	W	H	F		
2(Mon-Fri)											Homeroom	[1]
n) 3(Wed-Fri)											English Language Arts 8	[1]

Select Screens

Select Screens

Cumulative Grade Information

Demographics

ESS Connect

Graduation Plan Progress

K-8 Provincial Report Card

Meeting Attendance

Net Access Summary

Print A Report

Quick Lookup

Recommendations

Schedule Matrix

Schedule

Student Photo

Submit Log Entry

Teacher Comments

Term Grades

Select the appropriate term and click on submit to run the report card.

Student Selection:

Term:

T1

T2

T3

Submit