



Assessing, Evaluating, and Reporting Grades 9-12

Working Document for New Brunswick High School Teachers
Updated September 2021

Updates highlighted in yellow.

Acknowledgements

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Vision and Mission

Vision: High School Assessment will model and promote excellence.

Mission: Assessment practices accurately align with learning outcomes, promote a culture of continuous learning, and engage professional judgment through ongoing professional learning.

Introduction

As part of the ongoing work to support assessment for learning, and to update and improve consistency with reporting practices, this document was developed with educators, for educators. The document explains the importance of ongoing assessment to learning and includes references to key materials that have been created to support teachers with assessment practices. The majority of the document provides information about various aspects of preparing for and completing report cards. **Completing 9-12 Report Cards with PowerTeacher Pro** (located on the PowerSchool Playbook) provides step-by-step technical procedures for actually completing report cards. Many screen shots have been included in this appendix to enhance the clarity of the information.

This is a working document that will be updated annually to incorporate the necessary changes identified by educators, with a particular focus on clarifications or responses to questions that may have arisen. This document has been developed to align with the K-8 Report Card Guidelines document: *Assessing, Evaluating and Reporting Guidelines for New Brunswick K-8 Teachers*.

Given the number of terms used within this document, educators requested that an appendix of definitions be created. The definitions are in Appendix A.

A provincial **High School Assessment Working Group** of Principals representing each of the four Anglophone School Districts has developed a shared vision and mission for the future of New Brunswick High Schools:

Vision: High School Assessment will model and promote excellence.

Mission: Assessment practices accurately align with learning outcomes, promote a culture of continuous learning, and engage professional judgment through ongoing professional learning.

The guidelines in this document support the vision and mission of the committee and the working group will continue to represent teachers in determining next steps for building the collective efficacy of all with respect to high school assessment practices with a focus on the following themes:

- the need for a sustained focus on assessment as a priority;
- to strive for consistency across the province with a focus on curriculum outcomes and assessment practices; and,
- to create opportunities for job embedded professional learning to build capacity for integration of outcome driven assessment practices.

Assessment and Evaluation Practices

Assessment and evaluation are critical to the teaching and learning process.

Assessment gathers evidence about learning to inform instruction, evaluation and reporting of progress and achievement. It captures what students know, are able to do, and reflect on in relation to programs of study. Assessment is embedded throughout the process of learning and instruction. Its primary purpose is to improve learning and inform the learning process.

Evaluation occurs at the end of the designated period of learning. It is used, based on evidence collected through assessment, to determine learning achievement.

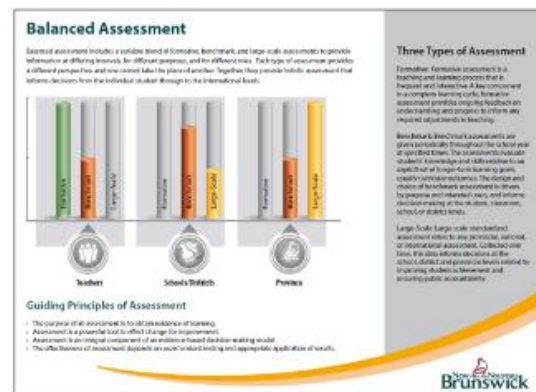
By collecting and examining evidence of students' learning on an ongoing basis, educators are able to make informed decisions about instruction to support improved student learning. They are well positioned to personalize instruction and maximize learning for all students as they compare the various forms of evidence with the learning outcomes or goals that students are expected to achieve. These actions and decisions directly support **New Brunswick's vision: *Working together, in inclusive learning environments, to support each child and student in reaching their full potential.***

Over the past several years, New Brunswick, like many other jurisdictions, has placed a greater emphasis on how balanced assessment practices positively impact learning. Educators at all levels are encouraged to be guided by the following principles of assessment:

- The purpose is to improve learning and inform the learning process.
- 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, benchmark 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; one cannot take the place of another. Together they provide holistic assessment informing decisions from the individual student through to the international level. Assessment is driven by purpose and educators select the type of assessment depending upon the decision they need to make. At the classroom level, the emphasis is on formative and benchmark assessments. Frequent and consistent descriptive feedback is an integral component of this process.



For more information about assessment types as they relate to planning, supporting, monitoring and verifying learning, refer to the provincial Balanced Assessment document available in each school.

Formative Assessment

Formative assessment is an essential part of a balanced assessment program and when used regularly and in an interactive manner can significantly improve learning. As Moss and Brookhart (2009) state, “The research is clear. Formative assessment works because it has a direct effect on the two most important players in the teaching-learning process: the teacher and the student.”

- Formative assessment is not a new concept; it has been around for well over 40 years. It has gained significant attention more recently because of its potential to improve learning through:
 - an ongoing collection of evidence to inform instructional decisions;
 - specific and descriptive feedback;
 - a triangulation of evidence: conversations, observations and products;
 - a process to help learners take responsibility for their own learning.

For more information on how formative assessment can be used throughout the entire learning cycle, refer to the provincial [Formative Assessment](#) document. This document includes teacher and student strategies to help facilitate effective formative assessment practices as well as valuable links to support the implementation of formative assessment.



Image: Formative Assessment document

Formative Assessment to Inform Instruction

Formative assessment is an interactive and frequent part of the learning cycle and allows teachers to collect feedback to validate or modify current instruction. Additionally, it allows students to affirm or adjust their current learning strategies. In order for formative assessment to be successful, the relationship between teacher and student is paramount. Teachers have access to a reflection checklist to assist with Self-reflection on one’s own practice and to monitor growth over time. Refer to [Appendix B](#) for a copy of the checklist. An electronic copy is also available from the One site: *Assessing, Grading and Reporting 9-12*

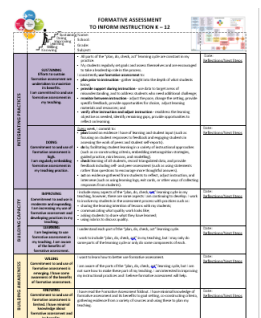


Image: Appendix B Formative Assessment Checklist

Reporting and Learning 2021-22

As part of the support for COVID-19 for the 2020-21 school year, the Department of Education and Early Childhood Development (EECD) provided educators with prioritized learnings in key prescribed curricular areas. For curricula that was not prioritized by EECD, a [guideline](#) was developed to support teachers with making decisions. In the spring of 2021, educators were surveyed and a large percentage indicated the desire for the prioritized curriculum to remain in place for the 2021-22 year; therefore, educators are required to continue to focus on prioritized curriculum, but also to include other learnings from the prescribed curriculum if students are ready and time permits.

Prescribed curriculum describes the learning standards approved by the province.

Prioritized curriculum describes the learning standards identified for the 2020–21 and 2021-22 school years. Prioritized curriculum highlights the most important learning from the prescribed curriculum to provide focus with instruction and demonstration of learning.

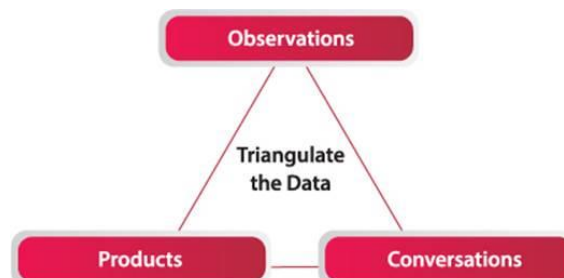
The **prescribed curriculum** describes the learning standards approved by the province. The **prioritized curriculum** describes the learning standards identified in the 2020-21 school year. Prioritized curriculum highlights the most important learning from the prescribed curriculum.

A designated [Share Point](#) site houses prioritized curriculum information.

Triangulation of Data

Triangulation of data involves gathering evidence from multiple sources. This approach increases the validity and reliability of the assessment and/or evaluation. When students can demonstrate the skill in multiple ways (i.e., observations, conversations, products) over a period of time, in varied contexts, there is greater certainty that they have learned it. It is important to note that some types of evidence can represent more than one category. The following are examples within each category:

- **conversations** (comprehension questions, self-assessments, interviews, conferences, peer feedback, group work discussions);
- **observations** (presentations, group work discussions, skill demonstrations, experiments, defending opinions, problem solving);
- **products** (projects, presentations, assessments, quizzes, end-of-unit tests, experiments, writing samples, audio recordings, journals/learning logs).



Anne Davies, in her book, *Making Classroom Assessment Work*, offers some excellent advice with respect to gathering such evidence. She underscores the need to consider in advance the types of evidence that will best capture a student's learning with respect to identified learning expectations or goals. She also emphasizes the importance of involving students in the assessment process. According to Davies (2011, p. 52),

Remember that everything students do, say, and create is potential evidence. Consider assessing more and evaluating less. We interrupt learning if we evaluate too often, whereas assessment information can guide instruction and support learning.

The teacher is not sorting through data that has been provided to them, but using their professional judgment, gained through experience and reflective practice, to decide what evidence they need to collect to determine next steps for teaching and learning.

Teachers base marks on the evidence of learning in the prioritized curriculum in the subject area. Still, for the fall of 2021-22 reporting period, teachers may have less evidence of student learning than is typical to inform their professional judgements. This is understandable as teachers have been supporting students to adjust and to develop important learning that is not part of the traditionally prescribed curriculum (e.g., digital literacy, self-direction, and time management, **navigating challenging circumstances**). Teachers should be reassured that these efforts will develop competencies needed for life and learning in high school, work and post-secondary.

Evaluation and Reporting

As curricular experts, teachers guide students with co-construction of success criteria for achievement. This includes sharing samples or models of work to support students to become much clearer about expectations.

Teachers triangulate evidence (conversations, observations, and products) gathered about each student's learning and based on curricular expectations to judge the quality of the learning. This process requires looking at a comprehensive range of evidence and the professional judgment of the teacher.

According to Herbst and Davies in *A Fresh Look at Grading and Reporting in High Schools* (2014, p. 56)

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. Professional judgment becomes more informed with reflection, practice, and ongoing collegial conversations that involve looking at student work.

Teachers work together in Professional Learning Communities to examine, discuss and thoughtfully consider various samples of student learning. This helps ensure reporting of student achievement is accurate, consistent, and informed.

In *Making Classroom Assessment Work* (2011, p.53), Davies indicates,

... we have to account for each student's learning in relation to the expectations for that grade and subject area. While our written and verbal comments may speak to the amount of progress students have made in their learning, the evaluation must reflect their accomplishments in relation to the standards for the subject area and level at which they are working.

The purpose of reporting is to communicate student achievement of learning outcomes. Behavior should never be reflected in academic data.

Evidence of Learning Exemplars

When summarizing student achievement on the report card, it is critical to recognize three important components:

- 1) Is the outcome one that has been prioritized?
- 2) What is the outcome measuring?
- 3) What are the multiple means of demonstrating that the student has met the outcome?

See the following exemplars:

Grade 9/10 English Language Arts: 9.1 Demonstrate skills in constructing a range of texts for a variety of purposes.

This outcome allows for multiple means of expression. For example, it could be assessed using the following methods:

Have students keep and present Evidence of Learning Folders which contain different writing forms they have created for different audiences, a record of conversations in which they have participated, and observations they have made as a self-assessment practice.

Observe students peer conferencing, noting the questions developed and the responses given when seeking and using feedback.

Provide opportunities for students to present using any one of a variety of text forms (oral, written, or visual – read aloud, debate, interview, discussion, drama, poem, essay, blog, or video) to represent their acquisition of skills required for mastery of this outcome.

Grade 10 Science: Outcome: 116-3 Identify examples where technologies were developed on the basis of scientific understanding

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

An interview (**conversation**) – “Give me an example where technologies were developed on the basis of scientific understanding”

A presentation – “Your group will give a four-minute presentation about a technology that was developed on the basis of scientific understanding. You may use a variety of media during the presentation.” (**observations and conversations**)

An **observation** of the student’s construction of a given piece of technology, or their evidence/research collection.

Grade 9 Post Intensive French: Outcome: Unit 1, La Musique, Express your musical preference.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Teacher questioning 3-5 students (**conversations**)

Teacher **observing** students sharing their answers in partners

Students recording their answers and uploading to their Language Portfolio

Students writing their answers using teacher’s model (**products**)

Students presenting their favorite music genre, singer or group (oral & writing)

Grade 9 French Immersion Language Arts (grade 3 entry to immersion):

9.2.1 Oral Production: Present in different formats, knowledge, ideas, opinions and arguments about topics of interest and current events while using a variety of sentence structures, precise vocabulary and culturally relevant expressions.

This outcome allows for multiple means of expression. For example, it could be assessed using the following methods:

Have students keep and present Evidence of Learning Folders including a record of conversations in which they have participated, and observations they have made as a self-assessment practice.

Observe students’ interactions and conversation with peers, noting their opinions and arguments about specific topics and their use of precise vocabulary. Observe student responses given when seeking and using feedback.

Observe students sharing of interesting facts or asking pertinent questions.

Provide meaningful opportunities via different modes, for students to express their reactions to a variety of messages. Allow students to express their opinion, to convince

others with facts, to divert or to tell a story. Some modes of expression include video blogs, interviews, debates, discussion with peers, in small groups or with the teacher to represent their acquisition of skills required for mastery of this outcome.

Grade 10 French Immersion Language Arts (grade 6 entry to immersion): Outcome 10.1.1 Oral Comprehension: Use listening strategies to comprehend the primary and secondary ideas from a complex message, linked to subjects of interest, current events and informative events.

This outcome allows for multiple means of expression. For example, it could be assessed using the following methods:

Have students keep and present Evidence of Learning Folders including a record of what they have listened to and strategies they used to comprehend the message as a self-assessment practice.

Observe students participate in conversations about familiar topics while drawing on previous knowledge.

Provide opportunities for students to listen to a variety of conversations, podcasts and/or videos that have been created using clear, simple language. Provide a variety of opportunities to express understanding via video blogs, interviews, debates, discussion with peers, in small groups or with the teacher to represent their acquisition of skills required for mastery of this outcome. Grade 9 Mathematics – Outcome PR5: Demonstrate an understanding of polynomials (limited to polynomials of a degree less than or equal to 2).

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Group work (**observations**)

Guided Math (**observations**)

Student assignments (**products**)

Quiz or test (**products**)

Pre-Calculus 110 – Outcome RF4: Analyze quadratic functions of the form $y = ax^2 + bx + c$ to identify characteristics of the corresponding graph, including vertex, domain and range, direction of the opening, axis of symmetry, x- and y-intercepts, and to solve problems.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Student-teacher conference (**conversations**)

Small group problem solving (**observations**)

Group work presentations and questioning (**observations and conversations**)

Textbook questions (**products**)

Students create their own word problems with solutions (**products**)

Grade 9 Science – Outcome 304-11 Illustrate and describe the basic process of cell division, including what happens to the cell membrane and the contents of the nucleus.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

- Students working in groups (**observations**)
- Students doing a presentation (**observations**)
- Students completing a worksheet (**products**)
- Teacher meeting with 1 or 2 students at a time (**conversations**)

Music 120 – Traditional Music of Canada’s People Outcome 1: Students will demonstrate an understanding of Anglo-European, Franco-European, Native, Inuit and more recent immigrant population’s music.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

- Student Led conferencing: Strategy, Organization, Label your work, Verify, and Explain Interview an elder about the importance of music to First Nations culture.
- Real World Problem Solving:
Compose your own ‘folk’ song in the style of one of the provinces.
- Group work, presentation and questioning:
Research and report on at least one dance from the traditional PowWow. Through video example and/or live demonstration, show your classmates a traditional dance and be able to explain the significance of the movements.

Physical Education 9/10 - 2.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities.

This outcome allows for multiple means of representation and can be assessed using any of the following methods:

- Student presentation within class through demonstration, peer teaching and/or verbal coaching journals that allow for expression through individual or group work.
- Students can use video analysis to self-assess and compare and contrast pre, during and post performances.
- Students can goal set and journal progress through-out the course.
- Student conferencing with teacher and peers

Biology 121/2 – Unit 1 (Genetic Continuity) – Outcome 3 (DNA Structure and Replication) Investigate the historical context of the discovery and understanding of the gene. Study the structure and replication of DNA.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Presentation (**observations, conversations and product**) - have groups of students recreate an interview Watson and Crick following their discovery of the double helix nature of DNA.

Inquiry Project (**observations and conversations**) – have students research a genetic disease that is the result of errors in the reproduction, transcription or translation of DNA.

Student-Teacher conferencing – collecting evidence of student learning through **conversation** and discussion centered on a learning portfolio (**observations**).

Category Weighting

Category weighting enables better control for gathering evidence of student learning over the course of a quarter, semester and year. Evidence in categories provides information for teachers to more clearly identify and target where students are meeting success or need more support.

Teachers have the option to use categories that can be broken down according to subject area strands and/or as conversations, observations, and products for reporting purposes. Subject specific examples are included in the section below. Creating Category Weighting Setups is outlined in [Category Weighting in PowerTeacher Pro – Traditional Grade Setup](#) (located on the PowerSchool Playbook).

Please refer to [Copy Traditional Grades Calculations – High School](#) (located on the PowerSchool Playbook) for steps and instructions to copy your category weighting setups from one section or year to another.

The following are subject area examples, to support thinking about how to weight areas of learning.

General:

Rich Performance Tasks – 50 – 60%

(conversations, observations, products)

Student Learning Folder – 10 – 20%

(student collection of evidence)

Final Assessment – 20 - 30%

(presentation, student-led conference, project, exam, ...)

English Language Arts:

Reading and Viewing – 40%

Writing and Representing – 30%

Speaking and Listening – 30%

Modern History 11:

- Content – 40%
- Historical Thinking Concepts – 40%
- Making Connections – 20%

French Second Language (PIF):

- Oral Communication – 40%
- Reading – 30%
- Writing – 30%

French Second Language (FILA):

- Speaking and Listening – 40%
- Reading and Viewing – 30%
- Writing and Representing – 30%

Science:

- Skills – 35%
- Knowledge – 35%
- STSE (Science, Technology, Society and Environment) – 30%

Math 9:

- Number – 40%
- Pattern and Relations – 30%
- Shape and Space – 15%
- Statistics and Probability – 15%

Music:

- Create – 40%
- Connect – 30%
- Communicate – 30%

Physical Education:

- Skill Capable, Confident and Competent in Isolation/Practice - 20%
- Skill Capable, Confident and Competent in Application - 20%
- Goal Setting: Using Observations, Conversations and Products - 40%
- Social Competence: Self-assessment and Peer coaching - 20%

Early Childhood

Theory/Project – 40%

Laboratory Participation – 30 %

Laboratory Reflections – 30 %

Completing Provincial Report Cards

Using INC for A Reporting Period and Final Grade

The use of INC on the report card serves the same function as the numerical grade: it represents student progress for the respective Reporting Period or Final grade. INCs are only to be used when a student has not provided sufficient evidence of learning AND that the teacher is willing to accept work at a later date so the child can provide the missing evidence. For example, if a student receives an INC in Q1 but then provides the missing work for Q1 in Q2, the teacher must adjust the INC in PowerTeacher Pro for Q1 to the numerical grade and inform the office of the change so the Historical Grades can be adjusted as well. The second report card will then display the numerical grade for Q1.

The awarding of INCs is on a case-by-case basis and should not be a “one policy/situation” applies to all. A careful review of the circumstances that lead to an INC should be considered.

1. INC should be replaced with a numerical grade in Historical Grades (and the teacher’s PTP) if a student completes work from a past quarter. This means any subsequent report card when printed will have a numerical grade for the now completed past quarter (or semester). Rational: The high school report card does not function as a snapshot in time in the same way as the K to 8 report card. Rather, it is a record of achievement for the respective reporting period. Therefore, if work is completed, a numerical grade should be used.
2. High Schools can leave an INC for a final grade (S1, S2 and F1). Rational: the work was not completed so the course is not complete. The student has to either finish the work or take the course again. This is decided at the school level based on a conversation with the teacher and administration and the family.
3. INC does not count in the student’s average in the Reporting Period calculation.
4. INC used at the assignment level removes that assignment for consideration as part of the Traditional Grade Calculation in PowerTeacher Pro.

Communication with the student’s home is vital for clarity of the status of the INC and what the student must do to address the INC. The awarding of INCs should be a discussion with the teacher and administration.

Here are three scenarios of when it is appropriate to use INC on a student’s report card.

Scenario 1: Incomplete Work or Insufficient Evidence of Learning

If in Q1 a student has not completed all assignments or has not shown sufficient evidence of learning a teacher may wish to report INC. The Q1 report card will go home displaying INC. However, if the student completes the assignments or demonstrates learning from Q1 in the Q2 period, the teacher should update the mark from INC to a numerical value AND report the change to the office so the student’s Historical Grades in PowerSchool are accurate. The INC in the

student's Historical Grades needs to be modified. This will ensure accuracy in all locations. The Q2 report card will then display the numerical grade.

Scenario 2: Incomplete Work or Insufficient Evidence of Learning Due to Prolonged Absenteeism

If a student has missed significant time due to illness, personal reasons or other legitimate reasons defined by administration, a teacher may wish to report INC. If the student returns and completes a sufficient amount of work to demonstrate understanding for content in the current quarter AND the previous quarter the teacher may let the INC stand. INC will remain on the proceeding report card but, as communication has occurred with the home, this should not be a surprise to the student or the family.

Scenario 3: INC for an F1 Grade

There are two situations for an INC being awarded for a Final Grade: 1) The teacher and school are allowing the student to complete work beyond the end of the particular course. An example of this could be for students who attend Alternative Learning Sites where work would continue in the following semester or school year but this situation could apply to courses within the school. Grades would need to be adjusted in the teacher's PTP and modified in the student's Historical Grades for accuracy. 2) The teacher and the school agree the INC is awarded because work has not been completed and therefore the course has not been completed. The INC will show as the final grade on the report card and transcript.

Essential Skills Achievement Pathway

Essential Skills (ESAP) teachers can provide students with an In Progress (IP) grade value for Quarter, Semester and Final marks. This will allow teachers to indicate learning on the report card, as well as provide report card comments. Only once all the outcomes have been met for the ESAP courses should the teacher assign a PASS as the final mark.

English as an Additional Language (EAL) High School Courses

English as an Additional Language (EAL) courses are focused on instruction, practice and achievement of language competencies. This is organized in can-do statements aligned to the Common European Framework of Reference (CEFR) for languages. The CEFR has been adopted by New Brunswick. Students in EAL courses are acquiring language proficiency at the A1.1, A1.2, A2.1, A2.2, B1.1 and B1.2 CEFR levels.

In the EAL courses, progress in language can be recognized with an "In Progress" (IP) grade value for Quarter, Semester and Final marks. Using IP on the report card allows teachers to indicate that learning is progressing and to provide report card comments. When the student has demonstrated that they can independently and consistently function at the proficiency level of the course (EAL A1.1, A1.2, A2.1, etc.), the teacher assigns PASS as the final mark. This flexible, student-centered pathway allows students to move at their own pace (one level over two semesters, up to three levels in one semester, etc.).

Other High School Courses and Multilingual Language Learners

Every student, as per the Education Act, has the right to regular communication about their progress. In many cases, content outcomes can be assessed for those learning English as an Additional Language (EAL) by using universal accommodations and language scaffolds*.

In cases where a student is currently functioning at the A1 level in high school and is on a Newcomer Support and Transition Plan in ESS Connect, the personalized curriculum provided to the student may not provide the teacher with enough information to assess the content objective. In these cases, no numerical mark will be provided on the report card/transcript. Special codes, A1.1 and A1.2, will be provided for this purpose, and a report detailing goals and progress must be provided to the student and family. Questions about this can be discussed with the ESST in your school.

*For students at an A2.1 level or above, teachers will discuss appropriate assessment with the school Education Support Services team, including the EAL professional, and with the district EAL team, if necessary. An EAL comment code and attachment may be appropriate; however, each learner's unique needs, background, goals and progress will be considered.

To facilitate inclusive communication with families, a bank of dual language comments is available in ten additional languages (French, Arabic, Swahili, Vietnamese, Tagalog, Hebrew, Russian, Mi'kmaw, Wolastoquy and Chinese). Comments, along with instructions on how to cut and paste safely into PowerTeacher Pro are located on the [PowerSchool Playbook](#) under the title of [Inserting translated comments to the High School Report Card](#). Important tip: for comments to show up, educators must put either a grade, In Progress (IP), or Incomplete (INC) in the grade field in PowerTeacher Pro.

*Language scaffolds are the supports educators use to make the content more linguistically accessible to students of varying language proficiency levels. This has also been referred to as actions educators take to make the content comprehensible (understandable) at different language levels. These scaffolds are known to benefit all learners.

Personalized Learning Plans (PLP)

A PLP 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 student achievement. PLP-ADJ indicates student achievement levels are based on adjustments to the prescribed grade-level curriculum outcomes. PLP-IND indicates student achievement levels are not based on prescribed grade-level curriculum but on functional individualized goals and outcomes.

Teachers will use the code, IND, to indicate that the student's achievement levels are not based on prescribed grade-level curriculum but on functional individualized goals and outcomes. In the case of a student who has a PLP (PLP-ADJ or PLP-IND) teachers must use an attachment (Progress Reporting Section of the PLP) to describe the achievement of the student in relation to the learning goals of the PLP.

In the case where a student has a PLP- ADJ or a PLP-IND, parents should have already received a copy of the PLP and the identified learning goals. If the PLP has been updated or revised prior to a reporting period, a copy of the PLP should have been sent to parents. For students who are not making satisfactory progress, the goals and outcomes in the PLP will need to be reviewed and adjusted as needed. Consultation with ESS for next steps may be appropriate.

Accommodations

Accommodations do not alter the expectations described in the curricular outcomes. They are strategies, technologies or adjustments that permit students to reach prescribed outcomes in spite of barriers to learning. Accessing these accommodations does not devalue student performance and resulting achievement. As such, **accommodations are not documented in the report card.** As a general rule, schools are not to disclose information on a report card that identifies a student as having a disability or flags him or her as having a Personalized Learning Plan unless the educational program has been adjusted or individualized. (Note: Justified accommodations are documented in a student'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.

<http://www.gnb.ca/0000/publications/ss/AccommodationsForInstructionAndAssessment.pdf>

Reporting Periods

Quarter-based courses:

Q1, Q2, Q3 or Q4 = set up categories in the respective Quarter

Semester based courses:

S1 or S2 = set up categories plus an optional final evaluation task (evaluation task, presentation, exam, project, performance task or interview)

Q1 or Q3 = set up categories with no final evaluation category

Q2 or Q4 = set up categories with no final evaluation category

All categories should be the same in all quarter reporting sections. S1, S2 and F1 should have the same categories as the quarters with the possible addition of a final evaluation category (e.g.: evaluation task, presentation, exam, project, performance task or interview).

Term weighting is not recommended. Total points is not recommended. Category weighting is the **recommended best practice**.

Achievement Comment Codes

The comment bank has been updated to reflect input from educators from across the province. Once a comment has been added to the comment bank it cannot be deleted; therefore, teachers may find the Descriptor: Retired before a comment – these comments are not to be selected as is, as the term “Retired” will actually show up on the report card.

Academic

Working consistently to meet learning outcomes

Exceeding curriculum expectations

Meeting curriculum expectations

Approaching curriculum expectations

Working below curriculum expectations

Improvement noted with learning expectations

Consistently, demonstrates critical thinking

Consistently, demonstrates innovation/creative thinking

Demonstrates a high level of engagement in learning opportunities

Responsive to receiving and applying feedback

Learning Habits

Consistently, demonstrates organizational skills

Improvement noted with organizational skills

Strengthening organizational skills will support achievement

Consistently, demonstrates independence with learning

Improvement noted with independence for learning

Strengthening independence when completing work will support achievement

Consistently, demonstrates initiative to pursue learning

Improvement noted with initiative for learning

Strengthening initiative to pursue learning will support achievement

Consistently, demonstrates skills for interacting with others

Improvement noted with interactions with others

Needs to strengthen skills for interacting with others

Consistently, demonstrates responsibility for learning

Improvement noted with taking responsibility for learning

Taking more responsibility for learning will support achievement

Information

Participates in extended learning opportunities

Successfully reached learning goals

Demonstrates leadership qualities

Civically minded

Effectively engages in digital learning opportunities

Attendance is affecting results

Assignments incomplete

Family contact requested

Extra help available

Not enough evidence for evaluation, at this time

Learning English as an Additional Language (EAL)

Distance Education course

Post Grad upgrading

Frequently Asked Questions

Here are some responses to frequently asked questions that will help teachers when they begin reporting in their subject area:

How does triangulation of evidence apply to upper level courses?

In any course the educator will only have a true picture of student achievement if evidence of learning is collected through a variety of sources such as conversations, observations, and products.

How do you collect, track, and report observations and conversations?

Many teachers have developed systems to record evidence (portfolio of work, trifold Post-it, excel spreadsheet, etc.) from observations and conversations. Make this a school focus and share within your buildings, or with peers in your district.

How do we value observations and conversations in our gradebook?

With evidence, any type of assessment can be used to determine if a student “gets it”. Tests and quizzes may not be needed if a conversation proves the student meets the outcome. Teachers’ professional judgment combined with evidence from ongoing and varied assessments (triangulation) is the most authentic method of reporting.

How much evidence is enough?

“There is no one right answer to this question. The amount of ongoing evidence needed to effectively plan daily instruction varies from teacher to teacher, depending on the subject, the teacher, the students, and the community in which they learn. Each teacher needs to determine the amount of evidence that works in his or her situation, given what students are learning. One guideline to keep in mind is that you have enough evidence to be able to identify patterns and trends in student learning. To do this, you need student work (evidence) that accounts for the full range of what needs to be learned. The evidence needs to show learning over time.” Davies, Making Classroom Assessment Work, p.51.

If report card comments reflect solely on academic achievement, how do we report on behaviour?

The discussion of student behaviour requires direct contact with the parent/guardian.

What are examples of ways to communicate behaviors to parents?

Myron Dueck, author of Grading Smarter Not Harder, worked with New Brunswick educators to develop a template that schools and/or teachers may wish to use to increase student voice in behaviors and provide a means to communicate on these habits. See Appendix C for the sample.

Why should I not deduct marks for late assignments?

Late or missing assignments is a behaviour and should be treated as such. Finding out why a student is having difficulty meeting deadlines or not completing work and providing necessary support is more important than the deduction of marks.

Why should I not assign a zero when work is not submitted?

It is not our aim to assign zeros, for assessments missed, as a zero grade does not reflect a student's understanding of curricular outcomes. Teachers work with students to ensure that all course outcomes are assessed and/or completed. Students, teachers and parents must work in collaboration to determine how missing assessments can be addressed.

Ken O'Connor focuses on supporting and not penalizing the learner with zeros and uncredited work in his book titled How to Grade for Learning by Using 15 Fixes for Broken Grades.

I have concerns that formative assessment will not prepare students for post-secondary; don't they need more substantial assessments?

Students who have been assessed formatively are better prepared for post-secondary as they have experienced on-going and descriptive feedback. Critical thinking skills are rooted in the process of co-constructing criteria as well as self and peer-assessments. As a result, students are able to self-assess prior to established deadlines. Summative evaluation remains an important part of a balanced assessment approach.

Does formative assessment create more work for teachers?

Formative assessment requires a change in the way we may have always assessed and evaluated. It is an "instead of" rather than an "in addition to" expectation.

If a student is not successful, how many times do I have to retest and how do I report it?

Completing multiple versions of a test may not be the best way for a student to demonstrate achievement. For example, a student may be able to explain to the teacher where and how they went wrong on the original test, successfully demonstrating their understanding. In order to accurately report on achievement, a collection of evidence over time with emphasis on most recent work is required, rather than any single piece of data.

Implementation of formative assessment is a long process. How do I start?

Start with the end in mind! Set a manageable goal to formatively assess using conversations, observations, and products in one of your classes and expand to others as you become proficient. Plan, Do, Check, Act; refer to the Formative Assessment Foldout.

How do I help parents understand formative assessments?

Parents are building familiarity with the New Brunswick provincial K-8 report card which aligns well with formative assessment. As part of your on-going communication with parents, include information regarding formative assessments.

Why can I not write narrative report card comments on High School Report Cards?

The set up in PowerTeacher Pro does not accommodate with writing of narrative report card comments. The high school report card template is designed for space to accommodate up to two comments per subject for the final F1 report card. If narrative comments are inserted, the total character count could exceed the allotted space and cause the report cards to print on more than one page.

Why should I use Category weighting instead of Total Points for my Gradebook?

*When your PowerTeacher Pro Gradebook is set to **Total points**, all points on all assignments are now considered equal value as the sum of all the numerators are divided by the sum of the denominators. In this simplified example, if a teacher has two major tests in a quarter at 25 points each and 5 quizzes of 15 points each the total points would be 175 points. However, in the course outline the teacher says tests are 60% and quizzes are 40% but in reality, because the teacher has placed all the assignments in one category the major tests are 28.5% of the quarter.*

Why is Term Weighting for my Gradebook, not recommended?

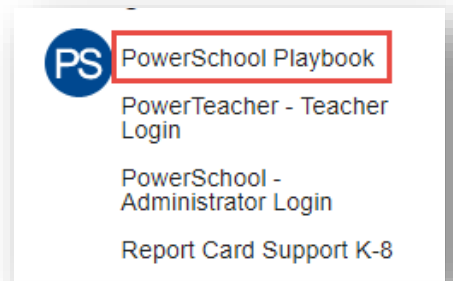
If your Gradebook has Term Weighting the student's final course grade can be negatively impacted. For example, when a semester 1 course has Term Weighting it looks at the summative value of the quarters to derive the final grade based on the percentage determined by the teacher. If a student has a poor quarter 1 grade, for example, this mark will have a greater impact on the final grade as the semester calculation uses only two values to determine the final grade, Q1 and Q2. When Category Weighting is used in the S1 calculation, the final grade looks at the assessment results over the entire term (all Qs) therefore reducing the impact of the lower scores in any particular quarter.

Is it possible to send an email to all my parents through *PowerTeacher* or *PowerTeacher Pro*?

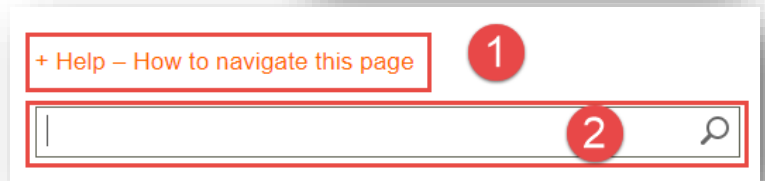
Yes, this is an option under NB Reports > Email Address Report.

Where do I find information on preparing and printing report cards 9-12?

On the [ONE Portal Site](#), you can access the *PowerSchool Playbook*. The *Playbook* has print and video resources on various topics for many end users: Teachers, Resource Teachers, Guidance Teachers, Administration, Administrative Assistants, District Staff and EAL Intake workers. On the left-hand side of the *One* page locate the link to the *Playbook*.



There are two ways to search for materials: using the filter options (explained by clicking on the 1) **+ Help – How to navigate this page** or 2) typing in a topic related word. Using either search option will be reduced the list of available resources at the bottom of the *Playbook* page. If a resource is not available and you would like one created, please submit a *Help Desk* request to your *PowerTeacher Pro Specialist* in your district.



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Appendices

Appendix A: Definitions

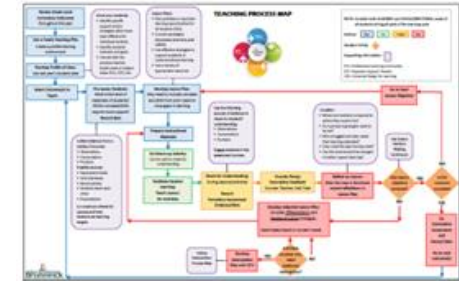
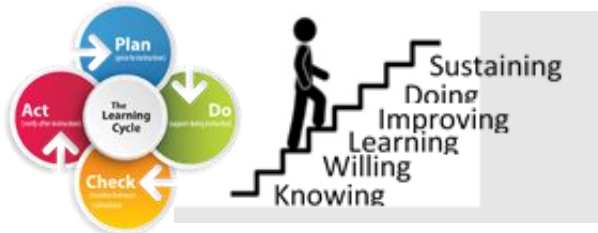
Accommodations	Accommodations are strategies, technologies or adjustments that provide support to students to reach prescribed outcomes. They do not alter the expectations described in the curricular outcomes.
Approaching curriculum expectations	The student has some understanding of the outcomes addressed to date <u>and is beginning to demonstrate evidence</u> of key concepts, processes, and skills required. The student, with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.
Assessment	The process of gathering information to determine how well a student is achieving the curriculum expectations in a subject strand.
Assessment-Capable-Learner	Learners who can assess their own learning. They can gauge where they need extra help, and where they are doing well enough that they can move on.
Category Weighting	Category weighting is recommended for report card marks. Teachers have the option to use conversations, observations, and products as categories for reporting purposes, or categories of their choosing. Categories could be broken down according to subject area strands or traditional categories that have previously been used in Grade Book
Civically Minded	Demonstrates the knowledge, attitudes, and skills that support democratic values and community (local, national, global) participation.
Co-construct Criteria	The process by which students and teachers 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 teachers to get to know their students' strengths and the challenges, monitor their progress, provide feedback, and plan future instruction based on identified needs and interests. They include both planned and unplanned dialogue with students about a topic that relates to their learning. Other ways to gather evidence include observations and products .
Critical Thinker	Addresses complex issues and problems by acquiring, processing, analyzing and interpreting information to make informed judgments and decisions.
Curriculum	This refers to the prescribed or approved program design and components, learning expectations/outcomes , learning experiences and instructional and assessment strategies, and resources. The documents that outline the information are called curriculum guides.

EECD	This is an acronym referring to the provincial government Department of Education and Early Childhood Development that oversees Early Learning and publicly funded education.
English as an Additional Language (EAL)	Students 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 student learning with established criteria and assigning a value to describe the quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times, usually at the end of a period of learning.
Evidence	Information gathered to show student learning. Evidence is gathered overtime through observations, conversations, and products . Teachers examine all sources to plan for, assess, and evaluate learning.
Exceeding curriculum expectations	The student demonstrates <u>evidence</u> of learning at a complex level. The student has a thorough understanding of outcomes 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 course
Feedback	Feedback is descriptive, specific, and timely. It focuses on learning goals and how to adjust what learners are doing so they can improve their performance. Feedback can be provided in a conversation, in writing, or through a demonstration by teacher, peers, or self.
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 students have the supports and challenges required to progress toward their learning goals . A key component is ongoing feedback about understanding and progress.
Globally Competent	Learners who, in their overall achievement and success, make informed decisions, take initiative, persevere, embrace innovation, understand global issues, value diversity, collaborate and are curious reflective problem solvers and effective communicators.
Learning Expectations	Knowledge and skills students 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 outcomes and are the focal point when assessing and evaluating achievement.
Meeting curriculum expectations	The student demonstrates <u>evidence</u> meeting learning expectations, applying the key concepts, processes and skills required. The student independently applies learning to familiar situations and has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations.

Observations	Observations are one way to gather evidence of learning. Observations include watching, listening, and noting students' behaviour, interests and abilities, patterns of development, and progress in learning. Teachers 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	Broad statements that describe what students should know and be able to do at the end of a course or grade level. These are also referred to as learning expectations . All prescribed curriculum includes descriptions of the knowledge and skills students are expected to develop and demonstrate as an outcome of the course. These expectations are the focal point for instruction.
Working Below Acceptable Curriculum Expectations	The student has a limited understanding of the outcomes addressed to date and rarely applies learning. The students is having difficulty demonstrating <u>evidence</u> of key concepts, processes, and skills required. Significant improvement in specific areas is needed for the student to be successful in the course.
Pilot	A process for examining a change in a controlled environment before introducing it on a large scale.
Personalized Learning Plan	Refers to a written plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student's individual needs.
Peer Assessment	Refers to the process in which students provide each other with meaningful feedback about particular work for the purpose of making improvements prior to completion. In order to participate, students 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 student records.
PowerTeacher Pro	PowerSchool's new gradebook, PowerTeacher Pro manages assignments, grades and student performance.
Portfolio	A collection of carefully selected samples of student work that the student, with teacher support, uses to show what has been learned throughout the year. It is an excellent self-assessment tool as teachers ask students to actively reflect on their learning in order to choose what will go into the portfolio.
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; and, overtime from conversations, products, and observations to determine how well a student is meeting the learning expectations .
Research	Published and credible sources reviewed for information.
Self-Assessment	The process of recognizing, describing, and applying criteria and using the information to set, monitor and adjust one's own learning goals .
Standards-based grading	Assessment focused on whether a student's performance in relation to a predetermined set of criteria not in relation to the performance of other students or through the averaging of scores.
Strand	This refers to categories within a subject.
Student Information System (SIS)	The provincial learning management system for tracking student information. In New Brunswick the SIS is called PowerSchool .
Student-Led Conference	A student-led conference is a student-centered approach that engages the student in direct communication with the parents through the use of personal work samples and demonstrations (games, experiments, etc.). Students showcase their knowledge of their own achievement and learning. Teachers work with students to prepare them to lead a conference.
Summative Assessment / Evaluation	Refers to assessment used to measure what students know and can do with respect to learning expectations . This kind of assessment occurs at the end of units and key times in learning. When we evaluate, we decide whether students have learned what they need to learn and how well they have learned it.
Targets/Goals	Refers to brief statements that describe what students 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 outcomes. The audience is the student. Ideally students 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) overtime in order to enhance confidence in professional judgments .

Appendix B: Formative Assessment to Inform Instruction K-12



Name:
School:
Grade:
Subject:

INTEGRATING PRACTICES	SUSTAINING Efforts to sustain formative assessment are undertaken to maximize its benefits. I am committed to and use formative assessment in my teaching.	<ul style="list-style-type: none"> • All parts of the “plan, do, check, act” learning cycle are constant in my practice. • My students regularly set goals and assess themselves and are encouraged to take a leadership role in the process. <p>I consistently use formative assessment to:</p> <ul style="list-style-type: none"> • plan prior to instruction - gather insight into the depth of what students know; • provide support during instruction - use data to target areas of misunderstanding, and to address students who need additional challenge; • monitor between instruction - adjust the pace, change the setting, provide specific feedback, provide opportunities for choice, adjust learning materials and resources; and • verify after instruction and adjust instruction - readdress the learning objective as needed, identify remaining gaps, provide opportunities to reflect on learning. 	Date: <u>Reflections/ Next Steps</u>
	DOING Commitment to and use of formative assessment is high. I am regularly embedding formative assessment in my teaching practice.	<p><u>Every</u> week, I commit to:</p> <ul style="list-style-type: none"> • plan based on evidence I have of learning and student input (such as focusing on student responses to feedback and engaging students in assessing the work of peers and student self-reports). • do by facilitating student learning in a variety of instructional approaches (such as co-constructing criteria, embedding metacognition strategies, guided practice, mini lessons, and modelling). • check learning of all students, record triangulated data, and provide feedback including self- and peer-assessment (such as using statements rather than questions to encourage more thoughtful answers). • act on evidence gathered from students to reflect, adjust instruction, and intervene (such as using learning logs, exit cards, or other ways of collecting responses from students). 	Date: <u>Reflections/ Next Steps</u>

BUILDING CAPACITY	IMPROVING Commitment to and use is moderate and expanding. I am increasing my use of formative assessment and developing practices in my teaching.	<p>I include many aspects of the “plan, do, check, act” learning cycle in my teaching, however, there are some aspects I am continuing to develop. I work to involve my students in the assessment process with practices such as:</p> <ul style="list-style-type: none"> • sharing the learning intention of lessons with my students; • communicating what quality work looks like; • asking students to share what they have learned; • using rubrics to discuss quality. 	Date: <u>Reflections/</u> <u>Next Steps</u>
	LEARNING I am beginning to use formative assessment in my teaching. I am aware of the benefits of formative assessment.	<p>I understand each part of the “plan, do, check, act” learning cycle.</p> <p>I work to include “plan, do, check, act” in my teaching, but I may only do some parts of the learning cycle or only do some components of each.</p>	Date: <u>Reflections/</u> <u>Next Steps</u>
BUILDING AWARENESS	WILLING Commitment to and use of formative assessment is emerging. I have some awareness of the benefits of formative assessment.	<p>I want to learn how to better use formative assessment.</p> <p>I am aware of the parts of the “plan, do, check, act” learning cycle, but I am not sure how to make these part of my teaching. I am interested in improving my instructional practices and I believe formative assessment will help.</p>	Date: <u>Reflections/</u> <u>Next Steps</u>
	KNOWING Commitment to and use of formative assessment is limited. I have minimal knowledge about formative assessment and its benefits.	<p>I have read the Formative Assessment foldout. I have minimal knowledge of formative assessment and its benefits to goal setting, co-constructing criteria, gathering evidence from a variety of sources and using these to plan my teaching.</p>	Date: <u>Reflections/</u> <u>Next Steps</u>

Appendix C: New Brunswick Learning Habits (sample)

Students, parents and educators work together to develop learning habits that are important for all members of society. We report on learning *habits* separately from learning *achievement* as a way of emphasizing both and recognizing they are different. Students should develop these essential learning habits to succeed in today's learning and work environments.

Name: _____

How I could grow in this area.		Highlight areas of success.	How I have excelled in this area.	
Teacher Comments	Student Comments	Independence	Student Comments	Teacher Comments
		<i>I take responsibility for my learning by seeking extra help when needed.</i> <i>I set personal goals and reflect on them.</i> <i>I persevere when things are challenging – I do not easily give up.</i>		
Teacher Comments	Student Comments	Initiative	Student Comments	Teacher Comments
		<i>I have the desire to learn.</i> <i>I take risks in my learning.</i> <i>I push myself to improve.</i>		
Teacher Comments	Student Comments	Interactions	Student Comments	Teacher Comments
		<i>I work well with others by being respectful and resolving conflicts when they arise.</i>		
Teacher Comments	Student Comments	Organization	Student Comments	Teacher Comments
		<i>I can create and follow a plan.</i> <i>I effectively manage my time, personal belongings and materials.</i>		
Teacher Comments	Student Comments	Responsibility	Student Comments	Teacher Comments
		<i>I take care of my belongings and the property of others.</i> <i>I complete my work on time.</i> <i>I manage my behaviour and take responsibility for my actions.</i>		