

## Learning Habits in Grades K - 8

Students, parents and schools work together to develop learning habits important to success in school and in life. On the report card, Learning Habits are evaluated separately from learning expectations emphasizing the critical role they play in developing the competencies required in the 21st century learning and work environments.

<b>Independence</b>	<ul style="list-style-type: none"> <li>sets goals and reflects on these goals</li> <li>asks for assistance when needed</li> <li>does not give up easily on challenging tasks</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>has the desire to learn</li> <li>works hard and makes an effort</li> <li>takes risks</li> </ul>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>resolves conflict appropriately</li> <li>works well with others</li> <li>is respectful</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>creates and follows a plan</li> <li>manages time well to complete tasks</li> <li>manages personal belongings and learning materials</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>takes care of belongings and school property</li> <li>completes work on time</li> <li>accepts responsibility for actions and manages own behaviour</li> </ul>

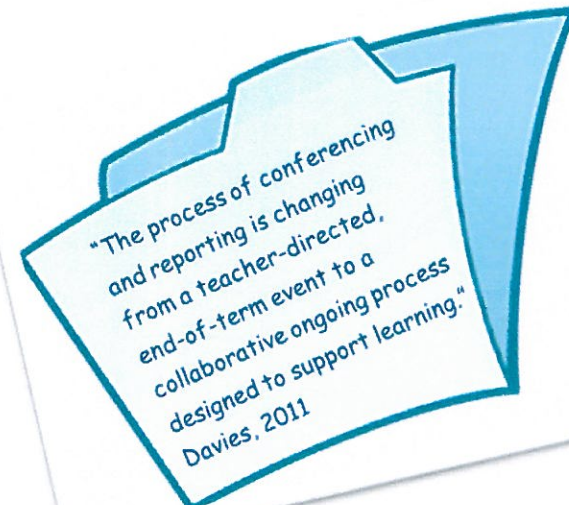
### Report Scale for Learning Habits

- 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

The comment boxes on the report cards are reserved for specific strengths, needs and next steps of the student. This is a snapshot of the ongoing feedback the teacher gives to help a student reach their learning goals

## A Parent's Guide to

# Anglophone West School District's Achievement Reports



2015-2016

In the Anglophone West School District, teachers provide formal feedback about your student learning three times per year (**November, March and June**). Parent Teacher Conferences occur at the end of the first and second reporting periods. Additional methods of communication such as "Meet the Teacher", curriculum letters, and student folders are provided throughout the year.

For the Achievement Reports, teachers will identify on a 4-point scale the level of achievement that best describes the student's current learning.

## Achievement Scale

4+ 4 Excelling	<p><b>Student learning and work show:</b> Strong and/or Excellent Achievement</p> <p>4+ Indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.</p> <p>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 grade/course.</p>
3+ 3 Meeting	<p><b>Student learning and work show:</b> Appropriate and/or Proficient Achievement</p> <p>3+ Indicates the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.</p> <p>The student has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
2 Approaching	<p><b>Student learning and work show:</b> A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
1 Working below	<p><b>Student learning and work show:</b> Below Appropriate Achievement</p> <p>The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>

## Frequently Asked Questions

### What is the difference between a 4 and 4+?

4 is very strong and outstanding work for that grade level. 4+ indicates work that surpasses grade-level expectations.

### Does the Response Form for parents and students have to be filled out?

New to the Achievement Report Cards is a response form. Parent expectations and students setting their own learning goals are two factors research says improve academic achievement; therefore, it is recommended students and parents reflect together and fill out this form. The only requirement is for parents/guardians to sign and return the form so the teacher knows it was received. All forms will be read and kept on file. (View sample report cards on the ASD-W web site: <http://web1.nbed.nb.ca/sites/ASD-W/Report-Card/Pages/default.aspx> )

### If a box is blank or N/A, what does that mean?

N/A indicates there is not enough evidence to give a comment or mark at this time. A blank box indicates the strand has not been assessed in this reporting period.

### How is the final achievement level calculated?

Evaluations in multiple reporting periods are not averaged. The mark each term reflects current achievement. If a strand is only taught in one reporting period, the final evaluation will be recorded in that reporting period.

### Why is there a 3 and 3+ this year and only a 3 last year? What is a 3+?

Feedback from parents, students and teachers in the pilot indicated a need for more specificity in the meeting category. The 3 indicates an appropriate level of achievement. A 3+ allows the teacher to indicate when a student is demonstrating learning more consistently and independently. Both 3 and 3+ indicate appropriate learning and work with grade-level outcomes.

### Where can I find more information to understand the Curriculum Achievement Rubrics?

The Curriculum Rubrics describe levels of performance or understanding and provide clear assessment targets, consistent expectations, and support learners to know exactly what is expected of them. Rubrics are developed to define end-of-year achievement levels to align with the outcomes in prescribed curricula. <http://web1.nbed.nb.ca/sites/ASD-W/Report-Card/Pages/default.aspx>

### Is there a glossary of terms to help parents?

A glossary of terms is posted to the ASD-W web site: <http://web1.nbed.nb.ca/sites/ASD-W/Report-Card/Pages/default.aspx>

### Where can I see a sample Report Card?

Sample Report Cards are posted to the ASD-W web site <http://web1.nbed.nb.ca/sites/ASD-W/Report-Card/Pages/default.aspx>