

## Reporting on Student Academic Achievement

- Report cards provide parents and students with a summary of academic achievement in relation to curriculum outcomes.
- To further elaborate on the student's academic progress, a comment is included for each subject.
- Report cards also provide parents and students with a summary of their child's social development/work habits.
- This structure of reporting and communicating provides a "global" view of the student at a particular point in time within the school year.

## Anecdotal Comments

In Grades Primary-12, comments are included in the reporting process. These comments provide more detailed information to inform parents about their child's progress. The structure of these comments will include statements that identify the student's:

- **Strength(s)** – what the student knows and is able to do in relation to curriculum outcomes.
- **Need(s)** – an area(s) the student needs to work on in relation to curriculum outcomes.
- **Suggestion(s)** for improvement – a strategy to provide possibility for improvement in relation to the area of need.

## Social Development and Work Habits

Provincial report cards also document students' social development and work habits in a section called the Learner Profile. Reporting codes are used to identify achievement in relation to the social development/ work habits for each student.

Reporting Codes for the Learner Profile P-6	
<b>C</b>	Consistently
<b>U</b>	Usually
<b>P</b>	Prompts
<b>R</b>	Rarely
<b>N/A</b>	Not applicable

Reporting Codes for the Learner Profile 7-12	
<b>C</b>	Consistently demonstrates
<b>U</b>	Usually demonstrates
<b>S</b>	Sometimes demonstrates
<b>R</b>	Rarely demonstrates
<b>N/A</b>	Not applicable



# Provincial Primary - Grade 8 Report Card

A Guide for Parents and Guardians



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## P-8 Provincial Report Card

In Nova Scotia, the reporting codes A, B, C and D are used in grades 1-8 to represent a summary of student achievement to date. Recently, the Province made revisions to the summary codes. Although the codes A, B, C and D themselves have not changed, the **descriptors** of these codes have been altered.

Previously, reporting codes summarized the **quantity** of subject specific outcomes that were achieved by students during the reporting period.

The revised summary reporting codes allow teachers to more accurately describe the **quality** of a student's learning to date. These new and improved codes now more clearly answer the question 'How well is my child doing?'

## Determining a Report Card Grade

In determining a final report card grade, teachers use assessment information from various sources such as observations, conversations and products of student work collected over time. Teachers reflect upon this evidence of student learning before using their professional judgement to assign a letter grade.



## The Revised Provincial 1-8 Report Card Descriptors\*\*

Reporting Code	Reporting Descriptors for Grades 1–8	The Learner...
<b>A</b>	The student demonstrates achievement with <b>thorough</b> understanding and application of concepts and skills in relation to the expected learning outcomes.	<ul style="list-style-type: none"> <li>• has a comprehensive understanding of concepts and skills.</li> <li>• routinely and independently applies concepts and skills, and makes connections to other subjects/life.</li> <li>• routinely and independently reflects and applies learning creatively.</li> </ul>
<b>B</b>	The student demonstrates achievement with <b>good</b> understanding and application of concepts and skills in relation to the expected learning outcomes.	<ul style="list-style-type: none"> <li>• has a clear understanding of concepts and skills.</li> <li>• independently applies concepts and skills and makes connections to other subjects/life.</li> <li>• is developing the ability to reflect and apply learning creatively.</li> </ul>
<b>C</b>	The student demonstrates achievement with <b>basic</b> understanding and application of concepts and skills in relation to the expected learning outcomes.	<ul style="list-style-type: none"> <li>• is developing an understanding of concepts and skills but gaps in learning may be evident.</li> <li>• is developing the ability to apply concepts and skills and make connections to other subjects/life.</li> <li>• is developing the ability to reflect and apply learning.</li> <li>• is approaching achievement of the learning outcomes.</li> </ul>
<b>D</b>	The student demonstrates achievement with <b>limited</b> understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.	<ul style="list-style-type: none"> <li>• is beginning to develop understanding of concepts and skills.</li> <li>• is beginning to develop the ability to apply concepts and skills.</li> <li>• is beginning to develop the ability to make connections to other subjects/life.</li> <li>• is experiencing significant difficulty in relation to the learning outcomes.</li> </ul>
<b>N/A</b>	Not applicable at this time.	
<b>INS</b>	Insufficient evidence to report on achievement of the expected learning outcomes.	

\*\*Grade Primary achievement is reported in written format only. No final grade is reported.

\*\*Grades 1-8 achievement is reported using letter grades along with a comment.

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