Assessing, Evaluating and Reporting Grades K-8

Guidelines for New Brunswick K - 8 Educators

Updated November 2022

Acknowledgements

Table of Contents

Introduction

As part of the ongoing work to support assessment for learning, and to update and improve 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. The majority 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 performance indicators to report on Learning Habits, suggestions for writing comments, details concerning attachments, and information about possible checkboxes that are available for use on report cards. Appendix C - **Completing K-8 Report Cards with PowerTeacher Pro** provides step-by-step technical procedures for completing report cards. Many screen shots have been included in this appendix to enhance the clarity of the information. Although there is some redundancy between the main body of the document and Appendix C, the appendix focuses on technological explanations.

The complete document is in electronic format and can be found on the Educational ONE site (https://one-un.nbed.nb.ca/) in the **PS** section under the **My Tools** on the left hand side. This site will continue to be a storage area for all shared documents pertaining to reporting and PowerSchool.

The full document also appears on the **PowerSchool Playbook** site. Appendix C appears as a separate document to facilitate printing. There are other PowerTeacher documents and videos on the Playbook site to assist educators in using PowerTeacher and PowerTeacher Pro.

Reporting on Learner Achievement: 2022-2023 School Year

The province of New Brunswick prioritized curricular outcomes in 2020. Prioritized curriculum outcomes will continue as the focus in the 2022-2023 academic school year except when indicated for subject areas.

The following links provide information about the organization of the school day for K-2, 3-5, and 6-8. Year-end curriculum rubrics support curriculum assessment (*Assessing, Evaluating and Reporting* Sharepoint site).

Adjustments to Report Card Templates

Grades K-2 Reporting

The K-2 report card for 2022-2023 will focus on the Achievement of Learning of literacy (Language Arts), numeracy (Mathematics), Art, Music, Physical Education, Learning Habits, and anecdotal reporting on Exploration Time.

Language Arts reporting has not changed and has a comment section character count of 700.

Mathematics strand reporting will continue to reflect the prioritized curriculum. Math reporting has a comment section character count of 700.

Art, Music, and Physical Education each have a character count of 350.

The Exploration Time section will provide space for anecdotal documentation only. The Exploration Time section has a comment section character count of 1000.

Educators can use a check mark to indicate participation in French Language Opportunities for Rural Areas (FLORA) if this program is being used. FLORA, the blended learning program, has been made available to all K-2 educators to support Exploration Time and literacy development.

Grades 3–5 Reporting

The Grades 3-5 report card for 2022-23 will focus on the Achievement of Learning of literacy (Language Arts, French), numeracy (Mathematics), Art, Music, Physical Education, Personal Wellness, Science, Social Studies, and Learning Habits.

Language Arts reporting has a comment section character count of 700.

Mathematics strand reporting will continue to reflect the prioritized curriculum. Mathematics reporting has a comment section character count of 700.

Art, Music, and Physical Education each have a character count of 350.

In Grade 3, schools that have chosen to offer French Language Opportunities for Rural Areas (FLORA) will indicate with a report card check box. In Grade 4, there is one report card section for FLORA/Pre-Intensive. The Achievement of Learning areas on the Grade 4 and 5 Intensive French sections of the report card have not changed.

In 2022-2023, Achievement of Learning will report Personal Wellness, Science and Social Studies on the 1-4 scale by strands. The Personal Wellness strands are Wellness, Mental Fitness, Relationships & Career Development. The Science strands are Scientific Literacy and STSE. The Social Studies strands are Knowledge & Inquiry/Skills.

FI Science 4 *Allen, M. & Stewart, H.*	T1	T2	T3	FI Social Studies 4 *Allen, M. & Stewart, H.*	T1	T2	T3
Society/Environment	3			Knowledge	3		
Plan & Perform	3			Inquiry/Skills	3		
Analyze & Explain	3						
Knowledge	3						
PLP - ☐ Adj. ☐ Ind.			☐ EAL	PLP - ☐ Adj. ☐ Ind.			☐ EAL

Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed and will not be part of the 350-character count. This space is to be used for subject specific and Learning Habits comments.

Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed and will not be part of the 350-character count. This space is to be used for subject specific and Learning Habits comments.

FI Physical Education 4 *Allen, M. & Stewart, H.*	T1	T2	T3	FI Per Wellness 4 *Allen, M. & Stewart, H.*	T1	T2	T3
Knowing	3			Wellness	3		
Doing	3			Mental Fitness	3		
Valuing	3			Relationships	3		
				Career Development	3		
PLP - ☐ Adj. ☐ Ind.			☐ EAL	PLP - ☐ Adj. ☐ Ind.			☐ EAL

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FI Music 4 *Allen, M. & Stewart, H.*	T1	T2	T3	FI Art 4 *Allen, M. & Stewart, H.*	T1	T2	T3
Create/Communicate/Connect	3			Create/Communicate/Connect	3		
PLP: ☐ Adjusted (Progress report attached)			☐ EAL	PLP: ☐ Adjusted (Progress report attached)			☐ EAL

Strengths/Needs/Next Steps: Subjects with smaller comment boxes accommodate teachers entering up to 350 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed and will not be part of the 350-character count. This space is to be used for subject specific and Learning Habits comments.

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Grades 6–8 Reporting

The Achievement of Learning in Mathematics will continue to report on prioritized curriculum.

The Achievement of Learning in Personal Wellness will continue to report Care of Self/Family/Community, Use, Misuse & Abuse, Growth & Development, and Life Goals. A document to support the blending of Health and PDCP curricula is on the Grades 6−8 section of the *Curriculum Concepts and Tools* in development SharePoint site. Current rubrics are found on the *Assessing, Evaluating, and Reporting* Sharepoint site.

Achievement of Learning in Science will report on the strands Nature of Science and Learning and Living Sustainably. Current rubrics are found on the *Assessing, Evaluating and Reporting* Sharepoint site.

Assessment and Evaluation Practices

Assessment and evaluation are critical to the teaching and learning process. 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 as they compare the various forms of evidence with the learning outcomes or goals that learners 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*.

New Brunswick has placed a greater emphasis on assessment and how it can positively impact learning. Educators at all levels are encouraged to be 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 variable 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, and one cannot take the place of another. Together, they provide holistic assessment that informs decisions from the individual learner 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 with formative assessment being used most frequently.

For more information about assessment types as they relate to planning, supporting, monitoring and verifying learning, refer to the provincial Balanced Assessment document found 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 (assessment for learning) is not a new concept; it has been around for well over 40 years. It has, however, gained significant attention more recently because of its potential improve learning with:

- evidence collected and examined on an ongoing basis to make informed instructional decisions;
- specific and descriptive feedback;
- information to plan for learning that happens at different rates and is shown in many ways; and
- specific information and 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, that is, planning for learning prior to instruction, supporting learning during instruction, monitoring learning between instruction, and verifying learning after instruction, see the provincial Formative Assessment foldout document in each school. This document also includes educator and learner strategies to help facilitate effective formative assessment practices. Additionally, it provides valuable links to support the implementation of formative assessment.

Formative Assessment to inform instruction

Formative assessment is an interactive and frequent part of the learning cycle, and allows educators to collect feedback to validate or modify current instruction. Additionally, it allows learners to affirm or adjust their current learning strategies. In order for formative assessment to be successful, the relationship between educator and learner is paramount. Educators have access to Formative Assessment Learning Scale reflection checklists in detail, for individual educators in English or in French, or for teams of (English) educators. These tools assist with reflection and to monitor growth over time. The Formative Assessment Learning Scale reflection checklists and other formative assessment tools can be found in schools.

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 learners 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 within each category. It is important to note that some types of evidence can represent more than one category.

- **observations** (e.g., checklists, presentations, performance assessments, experiments being conducted);
- **products** (e.g., projects, benchmark assessment, quizzes, end-of-unit tests, experiments, writing samples, journals/learning logs); and
- **conversations** (e.g., self-assessments, interviews, conferences, peer feedback).
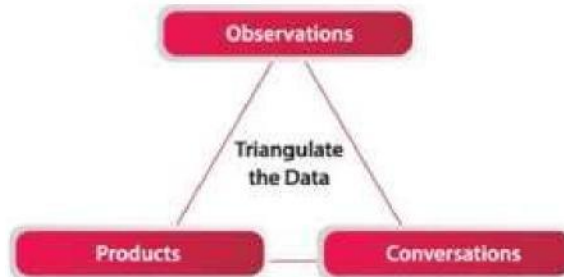
In *Making Classroom Assessment Work,* Anne Davies offers some excellent advice with respect to gathering evidence. Davies underscores the need to consider in advance the types of assessment evidence that will best capture or verify a student's learning with respect to identified learning expectations or goals. Davies also emphasizes the importance of involving learners in the assessment process. According to Davies (2011, p. 53),

> When you get ready to evaluate and report on how well students are doing in relation to what needs to be learned, you will first need to review the description of learning, check that you have the right kinds of evidence, and use these observations, products and conversations to answer the questions: Did this student learn what she or he needed to learn? How well? In order to make an evaluation, we may look at different collections of evidence for different students.

Further, in *Embedded Formative Assessment* Dylan Wiliam suggests,

> When the focus is on the decision that needs to be made, the teacher can then look at relevant sources of evidence that would contribute to making that decision in a smarter way. (2011, p. 41)

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

Performance Standards

As part of provincial review of reporting practices, it was agreed that to accurately communicate a learner's academic learning success, it is important to assess, evaluate and report on Learning Habits separately from achievement of curriculum expectations and learning goals. The separation of and attention to such habits underscore the role they play in developing the New Brunswick Global Competencies, required in 21st century learning and environments, and ensuring the descriptors of achievement are accurately focused on curriculum expectations and learning goals (and the criteria for success established for them).

The following three sections: Achievement Levels, Learning Habits and Year-end Curriculum Rubrics explain the common criteria educators will use as they report on student learning and learning habits.

Achievement Levels

Educators use a collection of evidence (observations, products and conversations) gathered about each student's learning and based on curricular expectations to assess the quality of the learning. This process requires looking at a comprehensive range of evidence and the professional judgment of the educator. According to Herbst and Davies (2014, p. 56), making a professional judgment is a purposeful, systematic, multi-step process. This process does not just come into play at the end of the learning. Professional judgment becomes more informed with reflection, practice, and ongoing collegial conversations that involve looking at learners's work.

Educators collaborate as professional learning teams to examine, discuss and thoughtfully consider various samples of student learning. This helps to ensure the reporting of learning is as accurate, consistent and informed as possible.

As part of the learning process, educators help learners understand achievement expectations. Educators are the experts of their curricular area and can guide co-construction of criteria for expectations with learners. This includes sharing samples or models of work to support learners with clarity of expectations.

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

> It is important that we use the evidence available for each student and compare it to the same set of curriculum standards and expectations. In a standards-based evaluation system, 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 relations to the standards for the subject area and level at which they are working.

For achievement reports in New Brunswick, educators will identify the level that best describes the evidence of learning on a 4-point scale.

Scale	Provincial Academic Achievement Expectations
4+ **4** **Excelling**	**Student learning and work show:** Strong and/or Excellent Achievement 4+ indicates, in addition to excelling, the learner demonstrates learning that surpasses grade-level expectations. The learner 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.
3+ **3** **Meeting**	**Student learning and work show:** Appropriate and/or Proficient Achievement 3+ indicates the learner demonstrates *consistent* proficiency with meeting learning expectations. The learner independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations. The learner has a *solid* understanding of the outcomes addressed to date and often applies learning to familiar situations. Learners maintaining this level will be prepared for work in the next grade/course.
2 **Approaching**	**Student learning and work show:** A Combination of Appropriate and Below Appropriate Achievement The learner 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 learner.
1 **Working below**	**Student learning and work show:** Below Appropriate Achievement The learner has a limited understanding of the outcomes 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.

NA (Not Applicable) indicates there is insufficient evidence to comment* at this time.

A blank box indicates the strand has not been taught in this reporting period.

PLP-ADJ (former Personalized Learning Plan – Modified) (Personalized Learning Plan – Adjusted Curriculum) indicates adjustments to learning goals as per the PLP-ADJ.

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.

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

*Please note: the word *comment* in this description for parents refers to if 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.

Learning Habits

The development of Learning Habits is an important part of a student's learning, developing Learning Habits or behaviours impacts an individual's success in school and in life. Co-constructing criteria for each of the Learning Habits with the learners at the beginning of the school year will help clarify what is necessary to be successful. The same Learning Habits will be reported Kindergarten through Grade 8. Kindergarten to Grade 5, the homeroom educator completes this section of the report cards. There is a separate comment box to elaborate on or clarify performance indicators. Grades 6-8, 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.

Learning Habits and Observable Indicators K-8

Learning Habits	Observable Indicators
Independence	• Sets goals and reflects on these goals. • Asks for assistance when needed. • Does not give up easily on challenging tasks.
Initiative	• Has the desire to learn. • Works hard and makes an effort. • Takes risks.
Interactions	• Resolves conflict appropriately. • Works well with others. • Is respectful.
Organization	• Creates and follows a plan. • Manages time well to complete tasks. • Manages personal belongings and learning materials.
Responsibility	• 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

Year-End Curriculum Rubrics

The most up-to-date year-end curriculum rubrics align with the outcomes in priority curricula and can be found on the Assessing, Evaluating and Reporting Sharepoint site. They describe levels of performance or understanding and provide clear assessment targets, consistent expectations, and support learners to know exactly what is expected of them.

- The year-end curriculum rubrics are developed to define end-of-year achievement levels. Everything a learner does in class and throughout the year counts as evidence of learning and will help to inform the achievement level assigned at each reporting period. End-of-year achievement reflects current learning; if a learner experienced challenges and now has mastered the skills and knowledge, those past performances will not change the achievement level (i.e., **it is a statement of learning now, not an average of evidence over time**).

- Rubrics will guide evaluation, however, there will be decision points that have to be made. They will help to bring consistency to grading across the province, but they do not remove the need for professional judgments as learning in each strand is complex and cannot be captured by a few lines in a rubric. The rubric language provides the collective thinking of other professionals and will help direct the evidence educators and learners will gather over time.

- Consistent with formative assessment, educators and learners gather evidence of learning over time (observations, products and conversations). On achievement reports, this evidence will be used to make professional judgments about which level best describes the learner's current capacity with the curriculum learning goals. As part of their everyday practice, educators collect evidence through a variety of assignments and techniques. This allows them to capture what learners know and are able to do, and to identify progress and gaps. Educators ask: What do my learners need to learn? (learning expectations/targets/goals) How do I know when they have learned it? (check for understanding/gather evidence) What will I do when they have/haven't learned it? (instructional decisions and design).

- Evidence informs educator decisions about what level best describes the learning to date. The levels in the rubrics should be considered globally, not as a checklist, though certain aspects may be highlighted as holding more weight. **Many learners will not fall neatly into a level. Educators will need to use their professional judgment and may need to add more specific descriptions in the comment section.** For example, a learner may be mostly "Meeting" the learning expectations, but "Approaching" in one or two details; evidence may suggest learning is solid enough to be valued as "Meeting", however, comments could explain the one or two details as "Needs". It is noteworthy, that unless it is part of a curriculum outcome, behaviours will be reported separately from achievement in the Learning Habits section.

- The "Meeting" column of the rubrics describes appropriate achievement based on curricular standards. "**Excelling" means that over time the evidence of learning demonstrates deeper and/or more insightful thinking**; demonstrates the learner is recognizing connections and applying learning to a wider range of situations; and/or demonstrates the learner is applying learning to more complex contexts.

- There are not separate rubrics for the fall and spring achievement reports. Rubrics for midpoints in the year will be created by educators with learners, with year-end goals and standards for achievement levels in mind. This supports flexibility and responsive instruction while maintaining consistency with curriculum expectations. Learners are not expected to have met the curriculum expectations by mid-year, so educators will use evidence of learning and professional judgment to determine if learners are on target to be "Meeting" the curriculum expectations by end of year.

Completing Provincial Report Cards

This section of the document includes information related specifically to the completion of report cards and is organized by headings that are intended to facilitate ease of use.

Reporting Periods

Each school year, there will be three provincial achievement reports for Grades K-8. These will occur in November, March, and June. The purpose of the achievement report card is to provide a summary of learning during each reporting period. In most cases, educators will report Achievement of Learning by subject area strands and there is a place for comments on the achievement reports.

In 2022-2023 EECD is continuing the process of opening the PowerSchool Portal site to inform parents and guardians on learner attendance, schedules and report card information. Consult the [PowerSchool playbook](#) for more information.

Considerations When Writing Report Card Comments

Report card comments are an important mechanism to communicate with guardians about a child's learning. They reflect the provincial focus on learning by specifically identifying learner **strengths, needs and/or next steps**.

Tips for Writing Comments

The following are some suggestions to consider when writing comments on report cards. The ultimate goal is to provide meaningful comments that reflect a learner-focus.

- Do not write a curriculum summary of material taught during the term. This information can be communicated in other ways and at other times.

- Be specific. Use simple words and short sentences to ensure maximum clarity. Avoid superlatives and absolutes such as 'best', 'always' and 'never.'

- Address 'strengths', 'needs' **and/or** 'next steps', as appropriate. (See **Phrases to Consider for Report Card Comments**). Comments **do not need to** reflect all three aspects for each comment section, nor is it necessary to provide feedback on every strand. Educator professionalism and discretion must be applied. Keep in mind that more information can be shared directly with guardians.

- Remember that guardians vary widely in their educational experiences and familiarity with educational terms. Use language that avoids educational jargon and expressions. This will help guardians to better understand their child's progress and in what areas they may need continued development.

- Create comments specific to established learning outcomes or expectations for the various subject areas.

- Consider questions guardians might have about their child's progress and achievement, and use these to inform comments.

As an educator creates comments for each learner across subject areas, it is valuable to ask if a guardian reading will:

- ✓ understand clearly how their child is doing in the class/subject?
- ✓ understand that their child has areas of strength?
- ✓ know what is being done to address areas of challenge? (This can include ways the child can take some responsibility for improvement or ways the family can further support learning.)
- ✓ be aware of educator interest in their child as an individual learner?
   Adapted with permission from Tri-County Regional School Board, Nova Scotia

It is not expected that administrators will review every comment on each report card. However, the common practice of reviewing a sample of comments from various grade levels is recommended.

Descriptors for Consideration When Writing Comments

4 Demonstrates required knowledge and skills, and is **excelling with** learning goals.	3 Demonstrates required knowledge and skills, and is **meeting** learning goals.
- 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 4+ This achievement level is reserved for outstanding achievement throughout the reporting period that surpasses grade-level expectations. - Without prompting - Confidently and independently	- Solid - Is proficient - Most of the time - Is able to - For the most part - Often can - Usually - Demonstrates - Requires some support with 3+ This achievement level is reserved for consistently proficient achievement throughout the reporting period.
2 Demonstrates some of the required knowledge and skills, and is **approaching** learning goals.	**1** Demonstrates limited understanding of the required knowledge and skills and is **working below** 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	- 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

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Phrases and Verbs for Consideration When Writing Comments

Strengths (what the learner is able to do)	Needs (areas of learning that require further attention or development)	Next Steps (ways to support the learner's growth)
• 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 a clear understanding ... • Demonstrates effective ... • Displays strong, displays exceptional ... • Has achieved ... • Has a good grasp of ... • Has successfully ... • 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 ...	• Attempts to ... • Continues to need help with... • Could profit 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 difficulty ... • 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 ... • Needs to clarify ... • Needs to develop ... • Often lacks ... • Rarely able to ... • Requires adult support ... • Requires more time • Tries to ... • Struggles to ... • Unable to explain ...	▫ 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 to improve; needs improvement in ... ▫ Needs to refer to ... ▫ Needs to review ... ▫ Needs reinforcement in ... ▫ Needs to spend more time on should spend more time on ... ▫ Needs time to ... ▫ Needs to work on ... ▫ Requires additional effort ... ▫ Requires more practice ... ▫ 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 ...

Some action verbs to consider using:

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

Adapted with permission from Tri-County Regional School Board, Nova Scotia

Constructing an Effective Next Steps Comment

1. Use verbs (e.g. apply, develop, focus on, use). See action verbs at the bottom of page 16.

2. Indicate what the learner should strive to do to make future progress. Describe the use of a learning skill to affect subject knowledge or skill development. Do not describe what the educator should do or simply state the next topic of study.

    Example: use the editing checklist specifically to improve punctuation in longer
            forms of writing.
    Non-example: use correctly the conventions specified for this grade.

3. Be specific and phrase positively.

    Example: use observations accurately to create diagrams and record information.
    Non-example: use research skills.

Adapted from *Elementary Report Card Comment Criteria: A Guide*, Halton District School Board, Toronto, 2009

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 as shown below. The following are the 2021-2022 character counts for both K-8 English Prime (EP) and French Immersion (FI) report cards.

Learning Habits K-5	Learning Habits 6-8	English Language Arts (K-8) and FI Language Arts (1-8)	Mathematics K-8	Pre – Intensive/FLORA, Intensive, and Post Intensive French 4-8	K-5 Other Subjects	Middle School Subject Areas 6-8
700	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 Exploration Time and Cross-Curricular Block; 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) are approximately 9 lines of text, 350 characters (including spaces) are approximately 4 ½ lines, and 1000 characters (including spaces) are 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 boxes and runs from the dictionary on the computer. The option does exist to type comments in MS Word and then copy and paste them individually into the comment box. Some educators prefer completing comments in this fashion so they can easily reference comments from previous terms. It is possible, however, to see comments you have written for a specific learner in a previous term by going back to that term.

Report Card Comment Sample

Comments, like achievement levels, need to reflect a student's learning at the current reporting period and be based on a collection of evidence (conversations, observations and products) that shows what the learner knows, understands and is able to do at the time with respect to defined learning expectations or outcomes and related standards or rubrics.

An exemplar comment across three terms demonstrates a possible journey in learner achievement. When reviewing the comments, please read them understanding that **each context is unique to the 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. Consequently, a comment reflects the current achievement. Another learner may receive all 4s on strands within a subject area and again the comments will reflect the current achievement.

English Language Arts K		
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
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. (Character Count: 614)	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 their ideas with detailed drawings and is beginning to print letters. (Character Count: 664)	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 their ideas. (Character Count: 570)

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 inclusive language been used? Has the comment been created in accordance to sections 6.3.1, and 6.3.2. of Policy 713? (e.g., identified pronouns, culturally inclusive language, proper/full names)	✓
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?	✓
Have the report card academic achievement scale misconceptions/facts been considered?	✓

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
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. (Character Count: 633)	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. (Character Count: 684)	Strengths/Needs/NextSteps: 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. (Character Count: 649)

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 inclusive language been used? Has the comment been created in accordance to sections 6.3.1, and 6.3.2, of Policy 713? (e.g., identified pronouns, culturally inclusive language, proper/full names)	✓
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?	✓
Have the report card academic achievement scale misconceptions/facts been considered?	✓

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
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 their writing. I encourage Jomaa to continue using various reading strategies to support their understanding while reading more complex content specific texts (Character Count: 658)	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 their texts. (Character Count: 627)	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, they can view texts with a more critical lens and can connect to concepts in books by comparing them to things already known. Jomaa is able to follow 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. (Character Count: 696)

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 inclusive language been used? Has the comment been created in accordance to sections 6.3.1, and 6.3.2, of Policy 713? (e.g., identified pronouns, culturally inclusive language, proper/full names)	✓
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?	✓
Have the report card academic achievement scale misconceptions/facts been considered?	✓

Mathematics 7		
Term 1 Number 3 Patterns & Relations 3 Shape & Space 3 Probability & Statistics 3	**Term 2** Number 3 Patterns & Relations 3 Shape & Space 3 Probability & Statistics 2	**Term 3** Number 3 Patterns & Relations 3 Shape & Space 3+ Probability & Statistics 3
Strengths/Needs/Next Steps: Arina routinely uses math strategies learned in past school years and this year, they 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 them to work with mean, median and mode, Arina has also met this goal while working in groups. Arina's hard work shows because they make few minor errors. (Character Count: 689)	Strengths/Needs/Next Steps: Arina uses patterns, showing understanding of integers using pictures, they are growing as a math learner. Arina explains their reasoning or their math strategy, 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 them to become consistent in understanding and explaining probability. (Character Count: 680)	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, they are growing with practice. Arina makes few minor errors no matter the pattern represented. Arina's resiliency and determination with probability concepts is clear as they met their learning goals in this term. (Character Count: 629)

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 inclusive language been used? Has the comment been created in accordance to sections 6.3.1, and 6.3.2. of Policy 713? (e.g., identified pronouns, culturally inclusive language, proper/full names)	✓
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?	✓
Have the report card academic achievement scale misconceptions/facts been considered?	✓

Checkboxes on the 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 C** – **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.

In many cases, content objectives can be assessed for those learning English as an Additional Language (EAL), using universal accommodations and language scaffolds. Language scaffolds are the supports educators use to make the content more linguistically accessible (linguistically) to learners 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.

In cases where a learner is currently functioning at the A1 level in English, the educator may not have been able (or had enough time) to collect sufficient information to assess the content objective. In these cases, the EAL check box may be appropriate to use, to show that the student is learning the language of instruction while acquiring content-related knowledge. Please discuss appropriate assessment with the school Education Support Services team, including the EAL professional, and with the district EAL team, if necessary. Each learner's unique needs, background, goals and progress must be considered.

IMPORTANT
Even with a checked EAL box, the educator should provide comments on the report card on learner's strengths, needs and/or next steps. For the comment box to appear on the report card, educators need to indicate an achievement scale of 1 to 4+; if it is felt that there is insufficient evidence to identify Achievement of Learning, the educator should use N/A. An anecdotal report detailing goals and progress in language may also be provided to the learner and family.

Personalized Learning Plans (PLP)

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 Achievement of Learning.

A check in the PLP-ADJ box signals that the learner's Achievement of Learning is based on adjustments to the prescribed grade-level curriculum outcomes. When reporting on achievement by strands, it is in relation to the learning goals within the PLP and the performance levels and corresponding criteria apply.

There is no check box to signal a learner has a PLP-IND. Educators will use the code, IND, to indicate that the learner's Achievement of Learning is not based on prescribed grade-level curriculum 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 of the learner 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. 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 have been sent to guardians. For

learners experiencing less than expected success, the goals and outcomes in the PLP will need to be reviewed and a consultation with ESS for next steps may be appropriate.

Accommodations do not alter the expectations described in the curricular outcomes. They are strategies, technologies or adjustments that permit learners to reach prescribed outcomes regardless of barriers to learning. Accessing these accommodations does not devalue learner performance and resulting Achievement of Learning. As such, they are not documented in the report card. As a general rule, 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 learner Achievement of Learning on the report card, it is critical to recognize two important components:

1.) What is the outcome measuring?
2.) What are the multiple means of demonstrating that the learner has met the outcome?

See the following examples:

Mathematics, Grade 1: PR1 - Demonstrate an understanding of repeating patterns (two to four elements) by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds and actions.

This outcome promotes multiple means of representation (i.e., manipulatives, diagrams, sounds and actions). It does not require that a learner be only evaluated through writing.

English Language Arts, Grade 4: 9.1 - Create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms; recognize that particular forms require the use of specific features, structures, and patterns.

This outcome allows for multiple means of expression (i.e., it does not suggest a learner must use a pencil or pen to create). It does not require that a learner be evaluated through cursive or manuscript writing.

French Learning Experiences

In New Brunswick, learners in the English Prime program will have some experiences with French learning. In Kindergarten to Grade 3, learners may participate in French Learning Experiences and/or in FLORA. These programs 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 program (s) the learner experienced. Some schools elect to use a French Learning Experiences and/or FLORA report card attachment, this is not required.

In Grades 4, 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 4, Pre-Intensive and FLORA have been placed together as they meet the same outcomes. The grade 4 and 5 Intensive French report cards continue to remain the same.

Attachments

There is a box on the first page of the report card to indicate to parents the number of attachments included. This number must be handwritten. Attachments should be kept to a minimum and focused on providing information about student 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 to guardians on learner Achievement of Learning for such a language course. See **Appendix B** for Wabanaki Language Report attachment.

Report Cards and Cumulative Record Cards

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 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," and "Things I really enjoyed."

Completing the Report Card Response Form is not mandatory; however, 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. This means the homeroom educator should keep any Report Card Response Forms in their classroom during the year in question. At the end of June, the educator should 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 destroyed.

New Student Response Form

Provincial Report Card: 2022-23 Report Period 1 Response Form

Student:	Grade:	5
School:	Homeroom:	Antoinette, Marie
Principal:	School District:	Anglophone West School District

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 his/her learning, and to ask questions regarding your child's educational program.

Student's Reflections/Goals

Student's Signature: _____   Date: _____

Parent/Guardian's Comment

Parent/Guardian's Signature: _____   Date: _____

Frequently Asked Questions

Questions guardians may ask you (educator) at parent-teacher about the report card or information you might wish to share about the updates.

1. 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.

2. Does the reflection page for guardians and learners have to be filled out?

It is great place for learners and guardians to share but is not required. It needs to be signed by guardians to indicate the report card has been received. Comments will be read by the educator and then filed. Those not filled out will also be filed. All forms will be collected and read by educators.

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

N/A 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 any storm days or classes missed, the educator may not have had the learners for enough time to assess an outcome. 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 a number of days this could also result in N/A since the educator may not have had adequate time to teach the curriculum outcomes.

Blank means the course or outcome hasn't been taught at this time.

4. What is a 3+?

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

Misconceptions About the Report Card Academic Achievement Scale

Why this document?

1	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)
2	Evaluation of educational progress is only meaningful if it is based on common standards from classroom to classroom.
3	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 their child provide an accurate portrait of progress, and the same conclusions would result if the child were in any other classroom.
4	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.

"It is important that we use the evidence available for each learner and compare it to the same set of curriculum standards and expectations. In a standards-based evaluation system, 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 learners 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." (Davies, 2011, p. 53)

References:

Davies, A. 2011. Making Classroom Assessment Work. Courtenay, BC: connect2learning.

The report card misconceptions table on the following page is adapted from: ***Report Card Opinions vs. Facts – Manitoba Education:***
https://www.edu.gov.mb.ca/k12/assess/reportcards/docs/opinionsfacts.pdf

Misconception	Fact
	Fact
	Source: *Assessing, Evaluating, and Reporting K-8: Guidelines for New Brunswick K-8 Teachers, October 2019*
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 "outcomes addressed" and who "consistently appl(y) learning to new situations." (p.7)
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, not an average of evidence over time." (p.9)
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 student's performance and understanding of outcomes taught in that term only." (p.25) A student whose achievement value moves from a 4 to a 3 in a later term will still have demonstrated new learning.
Term 1 report card achievement values are intended to be based on learning outcomes from the previous grade.	Term 1 achievement values are normally based on the grade-level outcomes covered in Term 1. "The achievement level indicated each term reflects the student's performance and understanding of outcomes taught that term only." (p.25)
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 student demonstrates learning that surpasses grade-level expectations." (p.7)
The final achievement value is determined by averaging the values reported for Term 1, Term 2, and Term 3.	"T1, T2 and T3 are not averaged. The achievement level indicated each term reflects the student's performance and understanding of outcomes taught that term only. The mark for T3 reflects assessment from March until June. If there is a mark in T2 only, it means that course/outcome was taught only during the second reporting period." (p.25)
The year-end grade-level rubric should be applied as a scoring rubric for daily classroom use.	The year-end curriculum rubrics tell learner and educator the learning targets for the end of the grade. Evaluation at the end of each reporting period should reflect whether the learner's learning is as expected for the respective time of year, keeping the end of year target in mind. If a learner experienced challenges during a reporting period but mastered the expected skills and knowledge by the end of the year, the achievement level should reflect the final outcome (i.e., it is a statement of learning now, not an average of evidence over time).

The year-end grade-level rubric should be applied as a scoring rubric for Term 1 and Term 2 reporting.	Rubrics for midpoints in the year will be created by educators with learners with year-end goals and standards for achievement levels in mind. Learners are not expected to have met the curriculum expectations by mid-year. (p.9)
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." (p.6) "It is noteworthy, that unless it is part of a curriculum outcome, behaviours will be reported separately from achievement in the Learning Habits section." (p.13)
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. (p.21)
There is insufficient information to evaluate learner progress at the end of Term 1. N/A is used when an outcome is not assessed.	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." (p.6) "The purpose of the achievement report card is to provide a summary of learning during each reporting period. Educators will report on achievement by subject area strands and there is a place for comments for every subject on the achievement reports." (p.10) As such, educators are expected to have collected enough data by the end of every term. N/A 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.
A blank on the report card means insufficient evidence.	"A blank box indicates the strand has not been assessed in this reporting period." (p.7) Under normal circumstances, all strands should be touched on each term to the extent of which an achievement value might be provided. An achievement value does not mean that all strands were explored in equal part, but that each of the strands was covered. The reason for a lack of assessment, in this case, would be because the outcome has not yet been taught.

References

Internal New Brunswick Department of Education and Early Childhood Development documents were consulted as well as the following:

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Appendices

Appendix A: Definitions

Accommodations	Accommodations are strategies, technologies or adjustments that provide support to learners to meet prescribed outcomes. They do not alter the expectations described in the curricular outcomes.
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 subject strand.
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 to get to know their learners's 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 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/outcomes**, learning experiences and instructional and assessment strategies, and resources. The documents that outline the information are called curriculum guides.
Descriptors	These refer to specific criteria statements that explain how a learner has demonstrated what they know and are able to do in different aspects of learning. The descriptions are outlined in achievement charts called **rubrics**.
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.
Elementary	This is the term used for schools offering Grades K-5. **Primary** refers to learners in Kindergarten to Grade 2.
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 student learning with established criteria and assigning an achievement value to describe the quality. 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 student learning. Evidence is gathered over time through **observations**, **conversations**, and **products**. Educators examine all sources to plan for, assess, and evaluate learning.

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.
GradeBook	The 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.
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 **outcomes** 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/outcomes**. The audience is the learner. Ideally, learners help develop (co-construct) criteria for assessing successful achievement of these 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.
Meeting	This is the provincial level for achievement to indicate a learner has met the criteria in a course. Level 3, indicates a learner has met the provincial standard for achievement. Guardians and educators of leaners achieving at 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. Depending on the school, sometimes Grade 5 learners are included in the term middle level. The philosophy of middle-level schooling is that is should offer 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 take different subjects taught by a cluster of four or five educators.
Observations	Observations are one way to gather evidence of learning. Observations include watching, listening, and noting learners's 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	Broad statements that describe what learners 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 learners are expected to develop and demonstrate as an outcome of the course. These expectations are the focal point for instruction.
Pilot	A process for examining a change in a controlled environment before introducing it on a large scale.

PLP	Refers to a written plan for a learner who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the learner experiences success in learning that is meaningful and appropriate, considering the learner's 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. In order 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 in order 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; and, overtime 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. The rubrics for the New Brunswick **curriculum** are posted to the portal. In the future, these will be embedded in curriculum documents for every subject. The rubrics have **descriptors** for the achievement **scale** for each report card strand.
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**.
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 Speaking and Listening, Reading and Viewing, and Writing and Representing.
Student Information System (SIS)	The provincial learning management system for tracking learner information. In New Brunswick the SIS is called **PowerSchool**.
Learner-Led Conference	A learner-led conference is a learner-centred approach that engages the learner in direct communication with the parents through the use of personal work samples and demonstrations (games, experiments, etc.). Learners showcase their knowledge of their own achievement and learning. Educators work with learners to prepare them to lead a conference.
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.
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 outcomes. 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**) overtime in order to enhance confidence in **professional judgments**.

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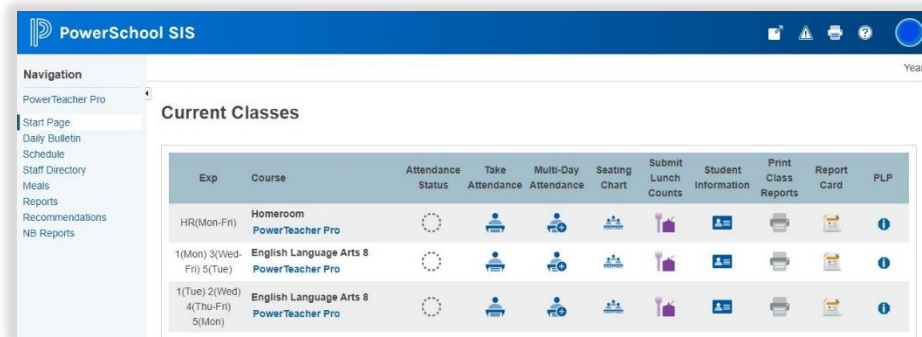
This appendix provides step-by-step procedures for completing the provincial K-8 report cards. The document begins with instructions for logging on, followed by the procedure for adding an individualized or modified (adjusted) Personalized Learning Plan (PLP) indicator, if required. Adding the PLP indicator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

(New images appear in the sections below.)

Logging on to PowerTeacher

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

PLP Indicators in PowerSchool, PowerTeacher, and PowerTeacher Pro

Subject Educators

An update to the functionality of ESS Connect and PowerSchool has been implemented which will send PLP information from ESS Connect to PowerSchool. This section will describe how this update will impact subject educators.

- Subject edcuators will no longer have to use the PLP Alert (now called ESS Connect Alert) in PowerTeacher to set the PLP-ADJ Indicator for the report card.

- Once a PLP-ADJ has been created for a course, ESS Connect will automatically set the PLP indicator in PowerTeacher.

- Subject educators will 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.

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

Removing the PLP Indicator

If a PLP-ADJ was created in error or has been deactivated, the PLP-ADJ indicator for your course in PowerTeacher will need to be removed. 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.

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. Remove the checkmark.

4. Click Submit.

Student's PLP Type

Student	
Course	English Language Arts 8 (EELAB0080.8A)
Teacher	
Adjusted:	☑

Submit

The PLP-ADJ indicator on the report card will no longer be checked.

PLP-IND Indicators

Just a reminder that PLP-IND indicators will be set when educators assign the new 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 you course.

If you require any assistance, please contact your EST-Resource.

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

English Language Arts 4	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 your PowerTeacher home screen.
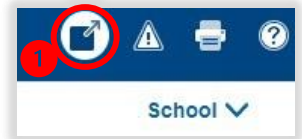
Then click ESS Connect to reach your ESS Connect home page.
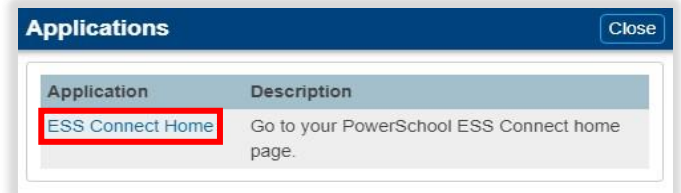
Launching PowerTeacher Pro Gradebook (PT Pro)

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

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

OR

2. 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.
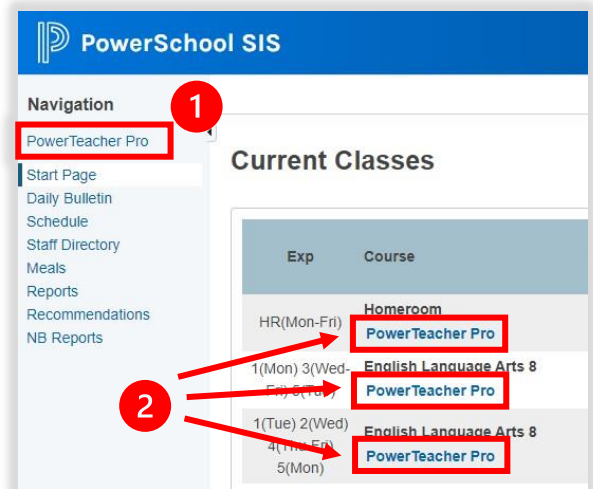
Homepage of PT Pro

After launching from either the Navigation menu or from one of the current classes, you will see the PT Pro Homepage. It will appear as in the screen shot below if you are accessing PT Pro for the first time.
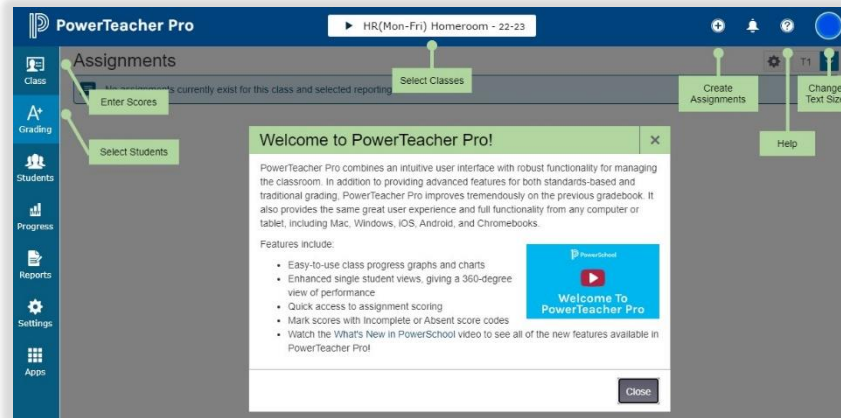
You can access the help menu by clicking on the ? in the top right corner. It includes a lot of excellent information, including tips and tricks. The welcome message and green boxes only appear the first time you open PT Pro; choosing Getting Started will bring them back.
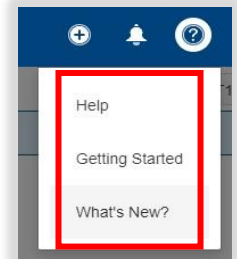
All classes you teach are available from the Select Classes blue bar at the top of the page.
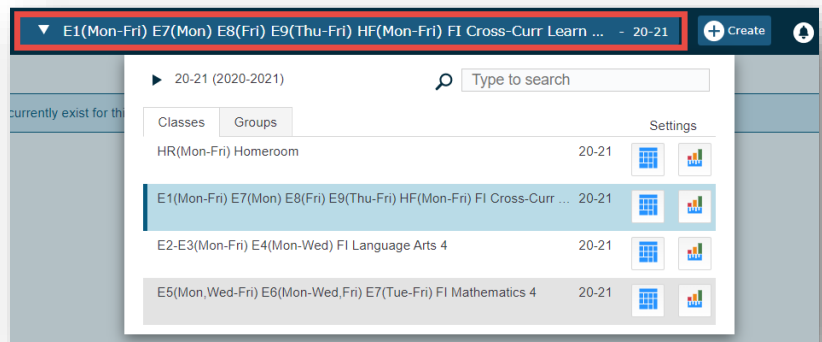
Selecting the Reporting Term

Prior to entering learner achievement level data by subject strands or performance 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). **These 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.
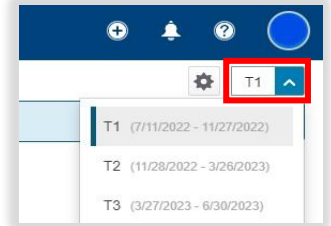
Choose the correct reporting term.

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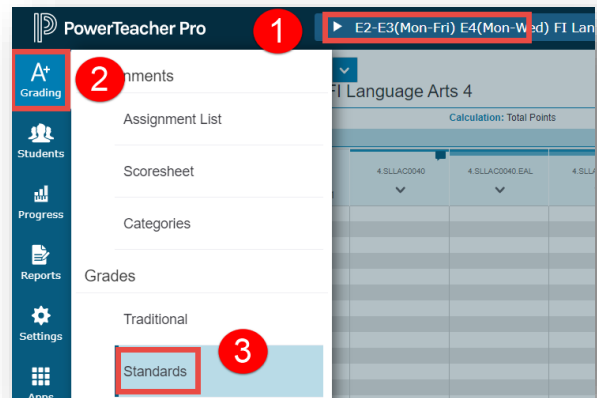
The subject standards pages vary in Grades K-5 and Grades 6-8.

Differences
- At **Grades K-5** the homeroom educator completes the performance 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 as a 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:

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

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 subjects you will see all features shown above, **plus** columns for reporting on the learning habits for each of the middle school courses.

Adding Report Card Comments

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 now compose and save your own comments. This functionality is not to be used by high school educators. High School educators are still required to use the district comments.

WARNING: The Smart Text fields DO NOT adjust for non-binary earners. 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

Comment Bank

My Comments   District Comments

3   Add

No personal comments exist.
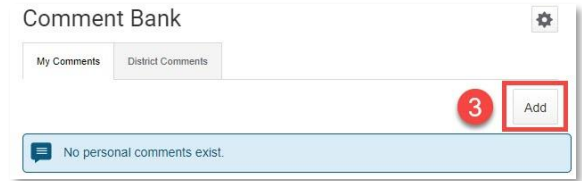
4. When adding a Code, be mindful of your naming conventions as the codes sort the order in which they are grouped. Also think long term; create a coding system that will work for many courses over a number of years.

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.

Add Teacher Comment   ✕

Code*   4   Code (short abbreviation of the comment)
                                        Missing required field

Category   5   Category (Optional)

Favorite   ☑

Comment*   6   Insert Smart Text   ⌃

Insert Smart Text
<last name, first name>
<first name last name>
<first name>
<last name>
<he/she>
Approximately 500 Characters Left   7   <He/She>
<his/her>
<His/Her>
<him/her>
<son/daughter>

8   Save
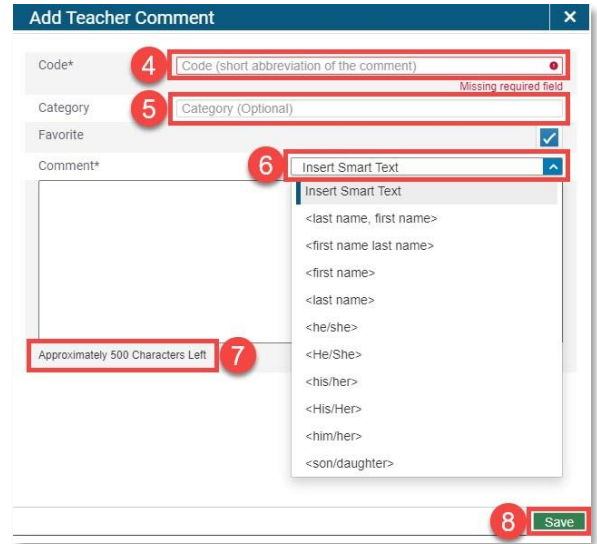
To access your comments:

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.

✕   ▦   💬

Comments   9

Clear Comment   Hide Comment Bank   10   ⚙

Approximately 150 Characters Left

💬 No personal comments exist.   Choose Bank

District Comments   ○

11   My Comments   ●

Manage Comments

Separate Comments By

Line Breaks   ○

12   Spaces   ●
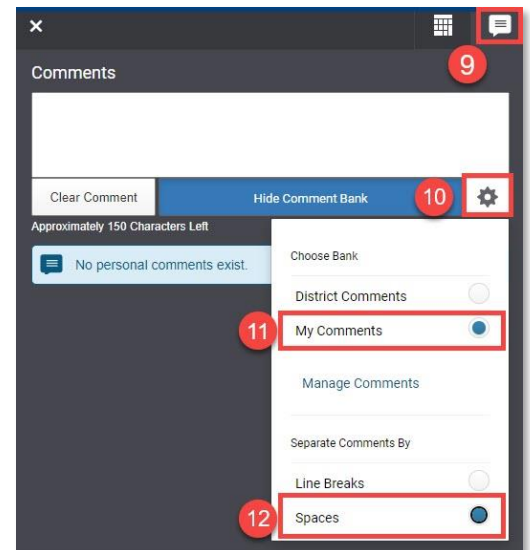
When Comments are Entered by More than One Teacher

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. (Ms. Sally Black: English Language Arts).

(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. Learners were introduced to the diversity that surrounds us and the significance of having respect for all cultures.

(Mrs. 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.

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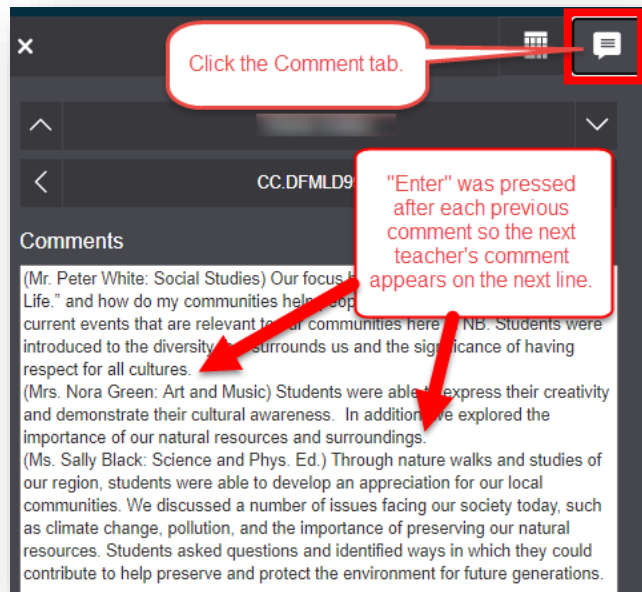
When the report card is generated, the comments will look as one continuous paragraph, but each educator's comment will be separated by a vertical line.

Knowing the Comment Character Count
The following are the character counts for K-8 English Prime (EP) and French Immersion (FI)

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.

report cards.

Learning Habits K-5	Learning Habits 6-8	English Language Arts (K-8) and FI Language Arts (1-8)	Mathematics K-8	Pre – Intensive/FLORA, Intensive, and Post Intensive French 4-8	K-5 Other Subjects	Middle School Subject Areas 6-8
700	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 thus 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 Exploratory Time; 350 characters for individual 3-5 and middle school subject areas (not-including ELA, FILA, Mathematics, Pre-intensive/FLORA and Post-Intensive French). **These are updates for the 2022-23 school year.**

With the comment box open, 700 characters (including spaces) are approximately 9 lines of text and 350 characters (including spaces) are approximately 4 lines of text.

The option still exists to type your comments in MS Word and then to copy and paste them individually into each comment box.

Navigating Through Learners or Indicators

When entering achievement level indicators for subject strands or performance level 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.
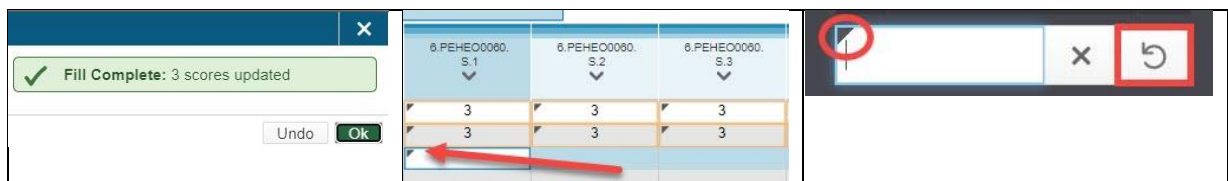
Filling can also be done with comments and works in the same way as described above for performance indicators.
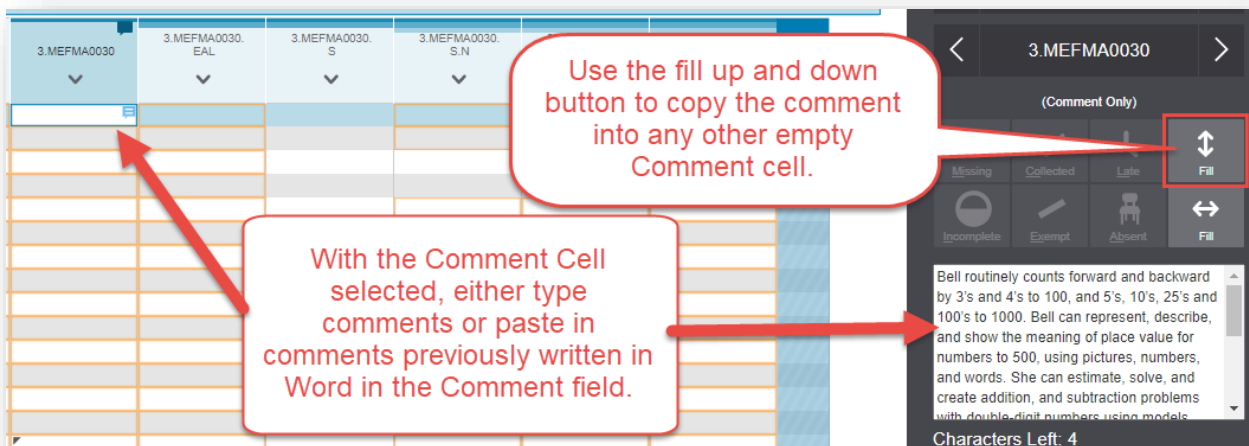
The comment cell would be selected by clicking on the cell. In the case of comments, the fill vertically button would be clicked.

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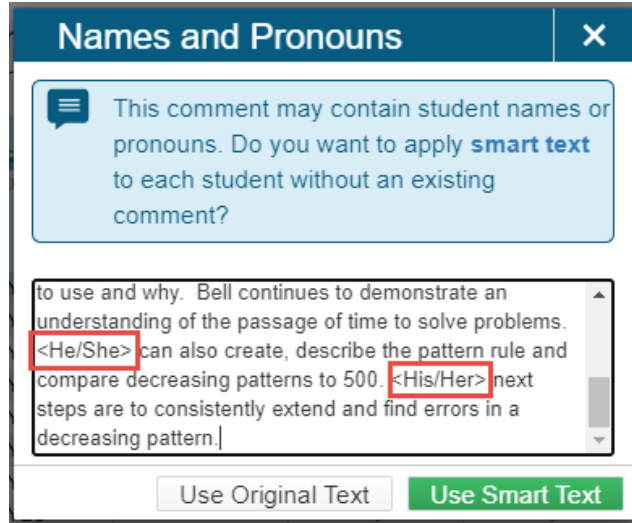
WARNING: The Smart Text fields DO NOT adjust for non-binary learners. If Smart Text fields are used in your comment, you must preview your comments and make corrections before the report card is sent home.

Selecting either the incomplete or exempt buttons on the keypad when assessing learner performance for Strands, GCOs or SCOs, these will not appear on the Report Card.
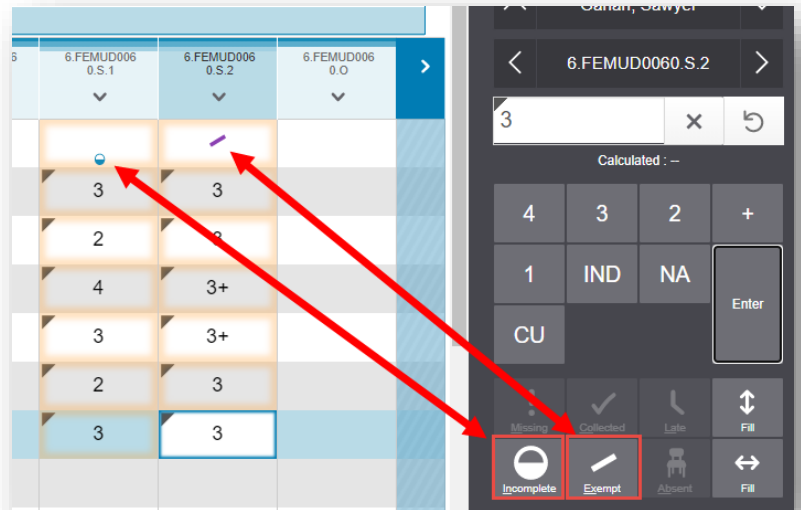
When all data are entered or when you want to stop entering data click on the **Save** button.

If you forget to click Save and try to go to another page or sign out you will be prompted to Save and Continue.
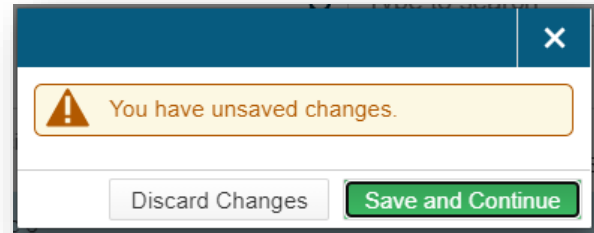
Entering Learning Habit Performance Indicators

All K-8 educators will enter and use the same performance indicators for student learning habits:

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

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
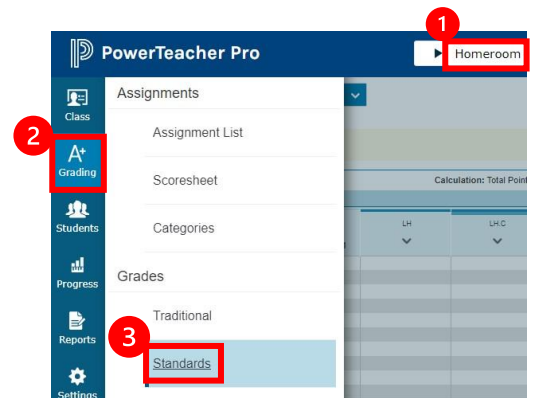
This opens the Homeroom Standards page. It is a good idea to confirm you are on the right term before entering data. The bar across the top lists the headers and standards associated with homeroom. Where the **Red "X"s** are shown below you do not enter any data; these are columns for the title header 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

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 performance indicators can also be typed on your keyboard instead of using the keypad.

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.**
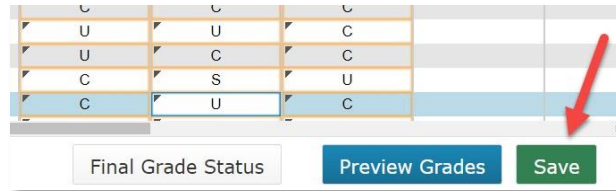
If you choose to type performance indicators versus selecting from the keypad and accidently enter an incorrect letter or number that is not associated to the selected learning habit, an error message will appear when you try to save your work or when your try to move to another cell.
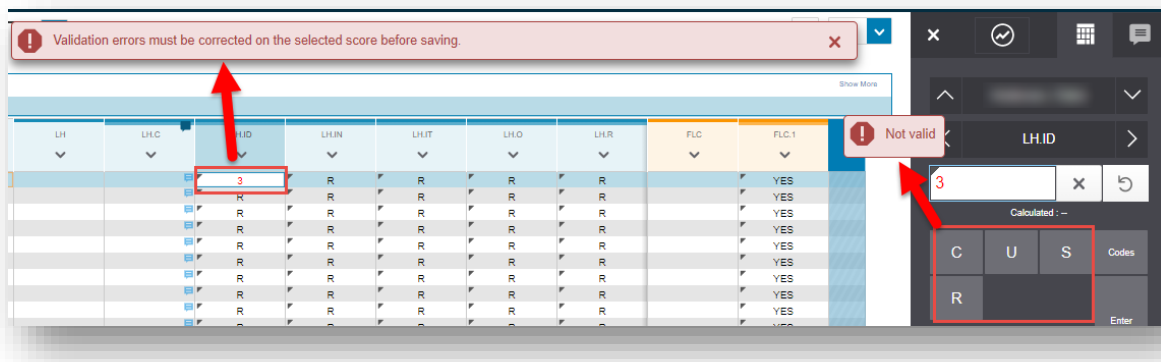
The entered indicator will change to RED and will have to be replaced before you can continue or save.

Grades 6-8 Learning Habits Procedure

Performance 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:

A. Select the Class (subject/grade) on which you wish to enter data.
B. Click on the A+ Grading Icon on the left-hand side.
C. Slide over and down the menu to Standards.
D. This will launch the course section Standard Grading Page which displays columns for the entry of course comments, learning habits performance 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 O 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.

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 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

A. 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.
B. Enter the EAL indicator if required.
C. Enter strand indicators.
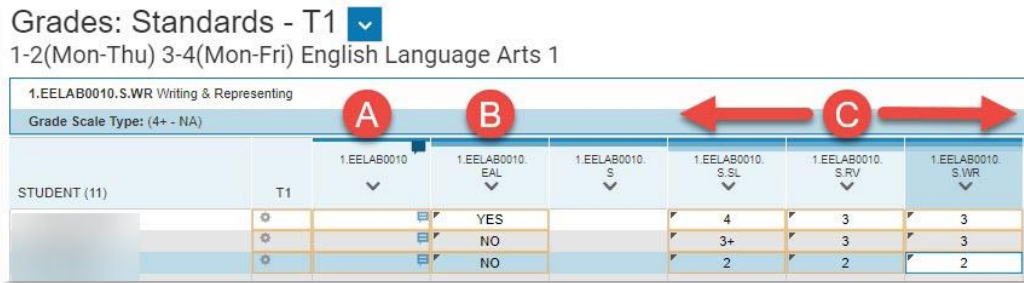
For Grades 6-8

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.

As was explained with the learning habits, 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

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.
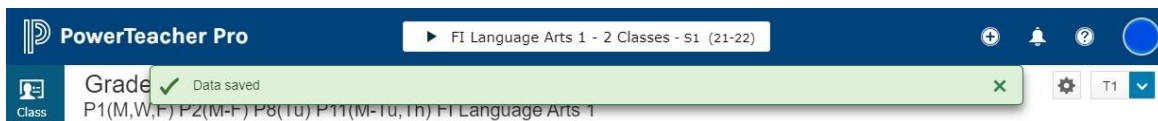
Printing Learner Report Cards from PowerTeacher

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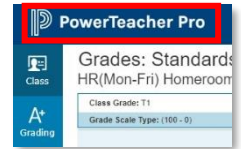
To print a class set of report cards, click on the report icon for any of your classes.

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

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

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

On the individual learner screen, use the Select Screens menu to choose K-8 Provincial Report Card.
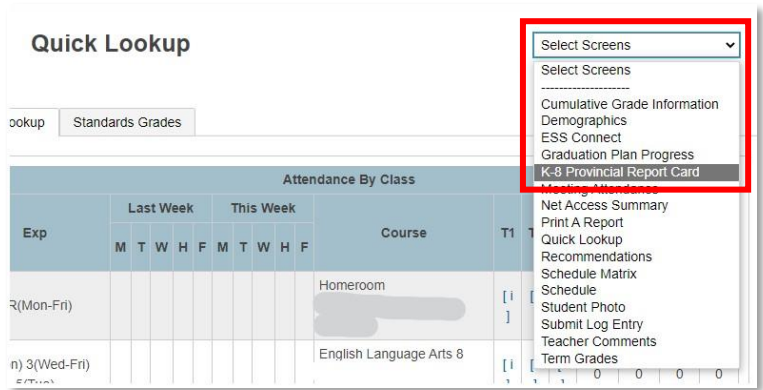
Select the appropriate term and click on submit to run the report card.