

## **Nackawic Elementary School**

Principal: Larry Graham School Year: 2015-16 Report Date: 09/03/2015

Report Card 1 **Michael Connors** Grade 1

Homeroom: Michaud, Laurie

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To the parents/guardians  Michael Connors	s of:	Г	Atten	dance	T1	T2	1	Т3
12 Main STREET		Ī	Days P	ossible	49.0			
NACKAWIC, NB			Days A	bsent	2.0			
E4A 1A1			Days T	ardy	0.0			
Achievement Scale Legend								
4 Excelling with Learning Goals 4+ Surpasses Learning Goals	3 Meeting Learning Goals 3+ Consistent Proficiency	2 Approaching Learning G	Goals	1 Worl Goals	king Belo	w Lea	rnin	g
	_							
Participated in French Learning E	Experiences	YES NO N	/A					
English Language Arts 1 Michaud, L. & Morehouse, J.			1	1	T2		-	Т3
Speaking & Listening			3	3+				
Reading & Viewing				4				
Writing & Representing				3				
Personalized Learning Plan -	Modified Individualized			nglish a	s an Addi	tional	Lan	iguage
Strengths/Needs/Next Steps: wil 700 characters left includes the i exceed 675 characters on the lar and pasting when they are comp	his space accommodates teachers Il be automatically inserted in all on Insertion of Strengths/Needs/Nex I ge box subjects. Teachers might wellete for a class. Character count of I debook, they should leave 25 cha	comment boxes and does n t Steps: and teachers typed wish to consider typing thei can be checked in Word on	ot need text comn	d to be to ombined nents in	yped. The d. Teache MS Word	e indic rs sho d and	catio ould copy	not ying
Mathematics 1 Morehouse, J. & Michaud, L.			1	1	T2		-	Т3
Number				4				
Patterns & Relations				3				
Shape & Space			3	3+				
Personalized Learning Plan -	Modified Individualized		<b>✓</b> E	nglish a	s an Addi	tional	Lan	iguage
Strengths/Needs/Next Steps: wil 700 characters left includes the i	his space accommodates teachers Il be automatically inserted in all c nsertion of Strengths/Needs/Nex ge box subjects. Teachers might v	comment boxes and does n t Steps: and teachers typed	ot need text co	d to be to ombined	yped. The	e indio rs sho	catio ould	not

and pasting when they are complete for a class. Character count can be checked in Word on the Review tab. If teachers prefer to

type comments directly into Gradebook, they should leave 25 characters.

You and Your World 1 Morehouse, J. & Michaud, L.	T1	T2	Т3	Physical Education 1 Dunn, S. & Michaud, L.	T1	T2	Т3
Groups	3+			Knowing	4		
Our Environment	4			Doing	4		
Healthy Lifestyles	3			Valuing	3+		
Community	4+						
PLP - Mod. Ind.			EAL	PLP - Mod. Ind.		,	EAL
Strengths/Needs/Next Steps: Sub boxes accommodate teachers enter	•			Strengths/Needs/Next Steps: The cou characters left will appear on all comm			nd small
	ering up to 32 is/Needs/Nex ent boxes and pace in for sn ext.	5 charact at Steps: v d does no nall boxe:	ters will be ot need s 350		ent boxe: s applied acter coul	s large ar to all sul nt in MS '	bjects. Word
boxes accommodate teachers ente including spaces. The text Strength automatically inserted in all comm to be typed. This makes the total s characters including the inserted to	ering up to 32 is/Needs/Nex ent boxes and pace in for sn	5 charact tt Steps: v d does no	ters will be ot need	characters left will appear on all comm as it school setting for Gradebook and Teachers may wish to check their chara and 325 characters.	ent boxe s applied	s large ar to all sul	bjects.
boxes accommodate teachers enterincluding spaces. The text Strength automatically inserted in all comm to be typed. This makes the total scharacters including the inserted to Music 1	ering up to 32 is/Needs/Nex ent boxes and pace in for sn ext.	5 charact at Steps: v d does no nall boxe:	ters will be ot need s 350	characters left will appear on all comm as it school setting for Gradebook and Teachers may wish to check their charand 325 characters.  Art 1	ent boxe: s applied acter coul	s large ar to all sul nt in MS '	bjects. Word
boxes accommodate teachers enterincluding spaces. The text Strength automatically inserted in all comm to be typed. This makes the total scharacters including the inserted to Music 1  Michaud, L.	ering up to 32 ss/Needs/Nex ent boxes and pace in for sn ext.	5 charact at Steps: v d does no nall boxe:	ters will be ot need s 350	characters left will appear on all comm as it school setting for Gradebook and Teachers may wish to check their charand 325 characters.  Art 1  Michaud, L.	ent boxe: s applied acter coul	s large ar to all sul nt in MS '	bjects. Word

<b>Learning Habits</b> (LEGEND: C - Consistently U - Usually S - Sometimes R - Rarely)					
Independence	С	Strengths/Needs/Next Steps: This space accommodates teachers entering up			
Initiative	U	to 675 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in the Learning Habits comment box and does not			
Interactions	S	need to be typed. The indication of 700 characters left includes the insertic  Strengths/Needs/Next Steps: and teachers typed text combined. This			
Organization	U	information for K-5 teachers is entered in the Homeroom Folder on  Gradebook. Participates in French Language Learning Experiences is also			
Responsibility	U	entered in homeroom.			

## **School Comment**

This is a 1000 characters. This is a 1000 characters.

Principal Signature \_

## Provincial Report Card: 2015-16 Report Period 1 Response Form

Student: Michael Connors Grade: 1

School: 2015-16 Homeroom: Michaud, Laurie

Principal: Larry Graham 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. If your child is in early elementary, he/she may wish to express his/her response by drawing.

Student's Reflections/Goals	
Student's Nenections/ doais	
Student's	
Signature:	Date:
Parent/Guardian's Comment	
Parent/Guardian's	
Parent/Guardian's Signature:	Date:

## **Report Card Key**

Scale	Provincial Academic Achievement Expectations		
Excelling	Student learning and work show strong and/or excellent achievement.		
4+	4+ indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.		
4	The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.		
Meeting	Student learning and work show appropriate and/or proficient achievement.		
3+	3+ indicates that the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.		
3	The student has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.		
Approaching	Student learning and work show a combination of appropriate and below appropriate achievement.		
2	The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.		
Working below	Student learning and work show below appropriate achievement.		
1	The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.		

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

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

**PLP-M** (Personalized Learning Plan - Modified) indicates modification to learning goals.

**PLP-I** (Personalized Learning Plan - Individualized) indicates individualization of learning goals.

EAL (English as an Additional Language) indicates the English language is the primary learning goal.

Learning Habits	Observable Indicators	
Independence	<ul> <li>Sets goals and reflects on these goals</li> <li>Asks for assistance when needed</li> <li>Does not give up easily on challenging tasks</li> </ul>	
Initiative	<ul> <li>Demonstrates interest in learning</li> <li>Works hard and makes an effort</li> <li>Takes risks</li> </ul>	
Interactions	<ul><li>Resolves conflict appropriately</li><li>Works well with others</li><li>Is respectful</li></ul>	
Organization	Creates and follows a plan     Manages time well to complete tasks     Manages personal belongings and learning materials	
Responsibility	<ul> <li>Takes care of belongings and school property</li> <li>Completes work on time</li> <li>Accepts responsibility for actions and manages own behaviour</li> </ul>	

Learning Habits Scale			
С	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	