



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

Attachment Included

To the parents/guardians of:

Michael Connors

12 Main STREET
 NACKAWIC, NB
 E4A 1A1

| Attendance | T1 | T2 | T3 |
|---------------|------|----|----|
| Days Possible | 49.0 | | |
| Days Absent | 2.0 | | |
| Days Tardy | 0.0 | | |

| Achievement Scale Legend | | | |
|--|---|------------------------------|--------------------------------|
| 4 Excelling with Learning Goals 4+ Surpasses Learning Goals | 3 Meeting Learning Goals 3+ Consistent Proficiency | 2 Approaching Learning Goals | 1 Working Below Learning Goals |

Participated in French Learning Experiences YES NO N/A

| English Language Arts 1 <i>Michaud, L. & Morehouse, J.</i> | T1 | T2 | T3 |
|---|----|----|----|
| Speaking & Listening | 3+ | | |
| Reading & Viewing | 4 | | |
| Writing & Representing | 3 | | |

Personalized Learning Plan - Modified Individualized English as an Additional Language

Strengths/Needs/Next Steps: This space accommodates teachers entering up to 675 characters including spaces. The text Strengths/Needs/Next Steps: will be automatically inserted in all comment boxes and does not need to be typed. The indication of 700 characters left includes the insertion of Strengths/Needs/Next Steps: and teachers typed text combined. Teachers should not exceed 675 characters on the large box subjects. Teachers might wish to consider typing their comments in MS Word and copying 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.

| Mathematics 1 <i>Morehouse, J. & Michaud, L.</i> | T1 | T2 | T3 |
|---|----|----|----|
| Number | 4 | | |
| Patterns & Relations | 3 | | |
| Shape & Space | 3+ | | |

Personalized Learning Plan - Modified Individualized English as an Additional Language

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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

Signature: _____ Date: _____

Parent/Guardian's Comment

| |
|--|
| |
|--|

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. |
| <p>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.</p> | |

| Learning Habits | Observable Indicators |
|------------------------|--|
| Independence | <ul style="list-style-type: none"> • Sets goals and reflects on these goals • Asks for assistance when needed • Does not give up easily on challenging tasks |
| Initiative | <ul style="list-style-type: none"> • Demonstrates interest in learning • Works hard and makes an effort • Takes risks |
| Interactions | <ul style="list-style-type: none"> • Resolves conflict appropriately • Works well with others • Is respectful |
| Organization | <ul style="list-style-type: none"> • Creates and follows a plan • Manages time well to complete tasks • Manages personal belongings and learning materials |
| Responsibility | <ul style="list-style-type: none"> • 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 |