

ELEMENTARY  
PILOT  
REPORT  
CARDS

Parent Meeting  
October 21st, 2024



LAND  
ACKNOWLEDGEMENT



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# Agenda



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Purpose: Why are we piloting a new report card?

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Teacher Report Card Committee Background

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Alberta Education: Report card requirements

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Pilot Report Card Components

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Opportunities for Feedback

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Questions

Why do we need a  
new report card?



ELAL

Math

Science

Physical Health and Wellness

Social Studies Pilot  
2024/2025

ENGLISH  
LANGUAGE  
ARTS &  
LITERATURE



Organizing Idea	K	1	2	3	4	5	6
Text Forms & Structures							
Oral Language							
Vocabulary							
Phonological Awareness							
Phonics							
Fluency							
Comprehension							
Writing							
Conventions							

MATH



Organizing Ideas	K	1	2	3	4	5	6
Number							
Algebra							
Geometry							
Coordinate Geometry							
Measurement							
Patterns							
Time							
Statistics							

SCIENCE



## Organizing Idea Progression

Organizing Idea	K	1	2	3	4	5	6
Matter							
Energy							
Earth Systems							
Living Systems							
Space							
Computer Science							
Scientific Method							

## Organizing Ideas Physical Health & Wellness

Active Living

Movement Skill Development

Character Development

Safety

Healthy Eating

Healthy Relationships

Growth & Development

Financial Literacy

PHYSICAL  
HEALTH &  
WELLNESS





**Organizing Ideas Social Studies  
(DRAFT CURRICULUM)**

Time and Place

Systems

Citizenship

SOCIAL  
STUDIES  
DRAFT  
(2025 2026)





### ORGANIZING IDEA

Geometry: Shapes are defined and related by geometric attributes.



### GUIDING QUESTION

How can shape bring meaning to the space in an environment?



### LEARNING OUTCOME

Children investigate shape.



### GUIDING QUESTION

In what ways can shape be characterized?



### LEARNING OUTCOME

Students interpret shape in two and three dimensions.



### KNOWLEDGE

A shape can be represented using objects, pictures, or words.

Familiar two- and three-dimensional shapes can be found in nature, such as

- circles
- triangles
- cubes
- cylinders

First Nations, Métis, and Inuit relate specific shapes to those found in nature.



### UNDERSTANDING

Shape is structured two-dimensional or three-dimensional space.



### SKILLS & PROCEDURES

Relate shapes in nature to various two-dimensional and three-dimensional shapes.

Identify familiar two- and three-dimensional shapes.

Investigate three-dimensional shapes by rolling, stacking, or sliding.

Describe a shape using words such as flat, curved, straight, or round.



### KNOWLEDGE

Familiar two-dimensional shapes include

- squares
- circles
- rectangles
- triangles

Familiar three-dimensional shapes include

- cubes
- prisms
- cylinders
- spheres
- pyramids
- cones

A composite shape is composed of two or more shapes.



### UNDERSTANDING

A shape can be modelled in various sizes and orientations.

A shape is symmetrical if it can be decomposed into matching halves.



### SKILLS & PROCEDURES

Identify familiar sizes and orientations.

Model two-dimensional shapes.

Sort shapes according to attribute and describe rule.



Compose and decompose three-dimensional shapes.

Identify familiar two- or three-dimensional composite shapes.

Investigate symmetrical shapes and matching.



# Parent Hub



## Parents

A space for parents that offers information on their children's education from Kindergarten to Grade 12.

## Welcome, Parents!

Education requires collaboration, engagement, and empowerment of all partners in the education system to ensure that all students achieve their potential. As a parent, guardian, or caregiver, you play an important role in shaping your child's learning.

This space will provide you with a better understanding of Alberta's Kindergarten to Grade 12 curriculum, help you discover what your child is learning, and provide related information. To learn more, click the links below.



## What Your Child Is Learning in Each Grade

### Elementary School

- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)

### Junior High School

- [Grade 7](#)
- [Grade 8](#)
- [Grade 9](#)

### Senior High School

- [Grades 10-12](#)



<https://curriculum.learnalberta.ca/parents/en/home>

## Aligning Reporting with New Curriculum

Teachers shall ensure that information is effectively communicated to parents about:



1

Their child's knowledge, understanding and skills developed through a set of learning outcomes as referenced in the curriculum.

2

How well their child is doing in each subject.

3

(Guide to Education, 2024)

# Teacher Committee Priorities



Outcomes-based

Accessible to Parents

Clear Reporting  
Legend

Clear Report Card  
Comments

Clear communication  
for grading students  
accessing EAL  
supports, ISPs,  
Insufficient evidence

Consistent and  
accurate grading  
across all elementary  
schools



Choose an item.  
Choose a term

Choose an item.  
Principal: Choose an item.

**Student Name:**  
**Grade:** Choose an item.  
**Student ID:**  
**Alberta Student Number:**  
**Homeroom:**  
**Report Card Date:** Choose an item.

**MESSAGE TO PARENTS:**

*To align with the new provincial curriculum introduced in 2022-23, adjustments have been made to Lethbridge School Division's K-5 report card. This report card is being issued as a pilot for the 2024-25 school year.*

**INDICATOR LEGEND**

Academic Achievement Indicators of the Alberta Programs of Study			
1	2	3	4
The quality of evidence is undeveloped and inaccurate in relation to the expectations of the outcome this term.	The quality of evidence is inconsistent and occasionally accurate in relation to the expectations of the outcome this term.	The quality of evidence is fairly consistent and mostly accurate in relation to the expectations of the outcome this term.	The quality of evidence is highly consistent, accurate and insightful in relation to the expectations of the outcome this term.

<b>NCA</b>	<b>Not Currently Applicable</b> This outcome has not been taught or assessed during this reporting term. An achievement indicator will be/has been reported in an alternate reporting term.
<b>INS</b>	<b>Insufficient Evidence</b> Evaluation of student achievement is not possible due to insufficient evidence. Further details are provided in the comment section
<b>EAL</b>	<b>English as an Additional Language</b> Academic achievement is impacted by limited English language proficiency. Language proficiency

Last Name, First Name

English Language Arts & Literature Grade 1	Nov	Mar	June
<b>Text Forms and Structures:</b> Examine ways that messages can be organized and presented for different purposes.	Choose an item.	Choose an item.	Choose an item.
<b>Oral Language:</b> Develop listening and speaking skills through sharing stories and information.	Choose an item.	Choose an item.	Choose an item.
<b>Vocabulary:</b> Analyze word formation and meaning.	Choose an item.	Choose an item.	Choose an item.
<b>Phonological Awareness:</b> Manipulate sounds Click or tap here to enter text.in words in oral language.	Choose an item.	Choose an item.	Choose an item.
<b>Phonics:</b> Recognize and analyze letters and sounds in words.	Choose an item.	Choose an item.	Choose an item.
<b>Fluency:</b> Apply accuracy, appropriate rate, and expression in this development of fluency.	Choose an item.	Choose an item.	Choose an item.
<b>Comprehension:</b> Investigate meaning communicated in texts.	Choose an item.	Choose an item.	Choose an item.
<b>Writing:</b> Create messages through the application of writing processes.	Choose an item.	Choose an item.	Choose an item.
<b>Conventions:</b> Examine and apply use of grammar, spelling and punctuation in oral and written language.	Choose an item.	Choose an item.	Choose an item.

Mathematics Grade 1	Nov	Mar	June
<b>Number:</b> Interpret and explain quantity to 100.	Choose an item.	Choose an item.	Choose an item.
<b>Number:</b> Examine addition and subtraction within 20.	Choose an item.	Choose an item.	Choose an item.
<b>Number:</b> Examine one-half as a part-whole relationship.	Choose an item.	Choose an item.	Choose an item.
<b>Geometry:</b> Interpret shape in two and three dimensions.	Choose an item.	Choose an item.	Choose an item.
<b>Measurement:</b> Relate length to the understanding of size.	Choose an item.	Choose an item.	Choose an item.
<b>Patterns:</b> Examine patterns in cycles.	Choose an item.	Choose an item.	Choose an item.
<b>Time:</b> Explain time in relation to cycles.	Choose an item.	Choose an item.	Choose an item.
<b>Statistics:</b> Investigate and represent data.	Choose an	Choose an	Choose an

# Indicator Legend

## INDICATOR LEGEND

Academic Achievement Indicators of the Alberta Programs of Study			
1	2	3	4
The quality of evidence is undeveloped and inaccurate in relation to the expectations of the outcome this term.	The quality of evidence is inconsistent and occasionally accurate in relation to the expectations of the outcome this term.	The quality of evidence is fairly consistent and mostly accurate in relation to the expectations of the outcome this term.	The quality of evidence is highly consistent, accurate and insightful in relation to the expectations of the outcome this term.

-below expectations -difficulty applying concepts -requires high levels of support	--approaching expectations -requires some support	-basic understanding of expectations -may require minimal support	-complete understanding -is able to apply and transfer understanding independently
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# Indicator Legend for Specific Learning Circumstances

<b>NCA</b>	<b>Not Currently Applicable</b> This outcome has not been taught or assessed during this reporting term. An achievement indicator will be/has been reported in an alternate reporting term.
<b>INS</b>	<b>Insufficient Evidence</b> Evaluation of student achievement is not possible due to insufficient evidence. Further details are provided in the comment section
<b>EAL</b>	<b>English as an Additional Language</b> Academic achievement is impacted by developing English language proficiency. Further details are provided in the comment section.
<b>ISP</b>	<b>Instructional Support Plan with goals</b> The student is accessing an Instructional Support Plan (ISP) that includes goals which may differ from the grade level outcome. Learning and progress will be communicated by the classroom teacher through the ISP.



# HOW WILL THIS LOOK?



Last Name, First Name

<b>English Language Arts &amp; Literature Grade 1</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<b>Text Forms and Structures:</b> Examine ways that messages can be organized and presented for different purposes.	3	3	3
<b>Oral Language:</b> Develop listening and speaking skills through sharing stories and information.	2	2	3
<b>Vocabulary:</b> Analyze word formation and meaning.	2	2	3
<b>Phonological Awareness:</b> Manipulate sounds in words in oral language.	3	3	3
<b>Phonics:</b> Recognize and analyze letters and sounds in words.	3	3	3
<b>Fluency:</b> Apply accuracy, appropriate rate, and expression in this development of fluency.	3	3	3
<b>Comprehension:</b> Investigate meaning communicated in texts.	2	2	3
<b>Writing:</b> Create messages through the application of writing processes.	3	3	3
<b>Conventions:</b> Examine and apply use of grammar, spelling and punctuation in oral and written language.	2	3	3

<b>Mathematics Grade 1</b>	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<b>Number:</b> Interpret and explain quantity to 100.	3	3	4
<b>Number:</b> Examine addition and subtraction within 20.	3	3	3
<b>Number:</b> Examine one-half as a part-whole relationship.	NCA	2	3
<b>Geometry:</b> Interpret shape in two and three dimensions.	NCA	3	NCA
<b>Measurement:</b> Relate length to the understanding of size.	NCA	4	NCA
<b>Patterns:</b> Examine patterns in cycles.	NCA	4	NCA
<b>Time:</b> Explain time in relation to cycles.	NCA	NCA	4
<b>Statistics:</b> Investigate and represent data.	NCA	NCA	3

# Report Card Comments for Each Term

Last Name, First Name

Term 1 Comments:

Term 2 Comments:

Comment Component	Criteria
Student Strengths	<ul style="list-style-type: none"><li>-strengths in relation to learning</li><li>-strengths in relation to personal development</li><li>-focus on what the student knows, can do, and understands</li><li>-personalize for each student</li></ul>
Student Areas of Growth	<ul style="list-style-type: none"><li>-communicate the area(s) where the student requires further growth</li><li>-use strength based, constructive language</li></ul>
Student Supports	<ul style="list-style-type: none"><li>-identify supports the student will receive at school</li><li>-identify, if appropriate, how the student could be supported at home</li></ul>

## Receiving Report Cards through the Pilot



Paper copy in an envelope –  
sign the envelope & send  
back to classroom



Emailed PDF copy



Report Card Dates:  
November 22nd, March 7th,  
June 25th

# Feedback Opportunities



Feedback form after November  
report card



Feedback form after March report  
card



Any questions/concerns in  
between, please speak with your  
classroom teacher or email me  
[erin.hurkett@lethsd.ab.ca](mailto:erin.hurkett@lethsd.ab.ca)