ELEMENTARY PILOT REPORT CARDS

> Parent Meeting October 21st, 2024









ThePhoto by PhotoAuthor is licensed under CCYYSA.

Agenda

Purpose: Why are we piloting a new report card?

Teacher Report Card Committee Background

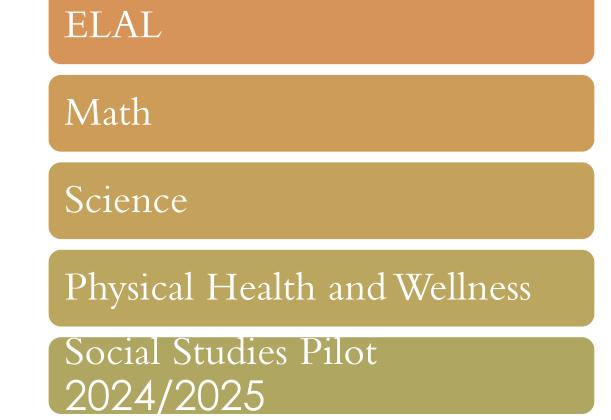
Alberta Education: Report card requirements

Pilot Report Card Components

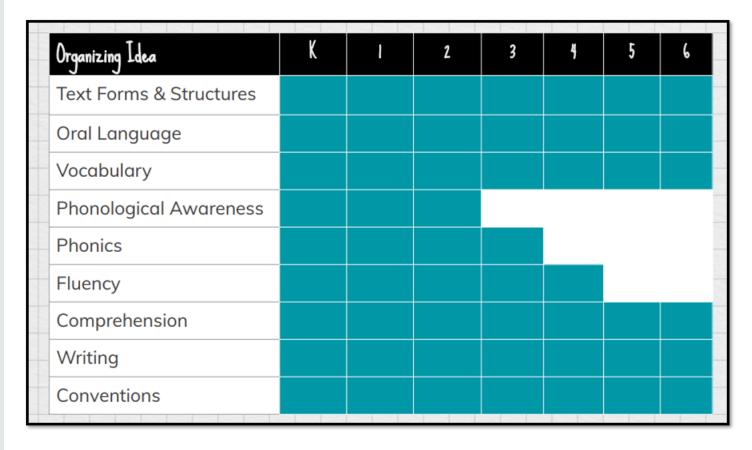
Opportunities for Feedback

Questions

Why do we need a new report card?



ENGLISH LANGUAGE ARTS & LITERATURE



MATH

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

SCIENCE

Organizing Idea	к	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

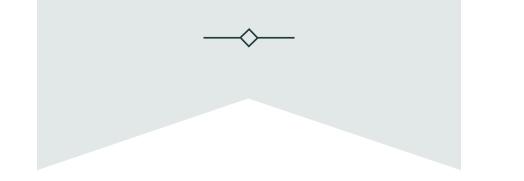
(DRAFT CURRICULUM)

Time and Place

Systems

Citizenship

SOCIAL STUDIES DRAFT (2025 2026)



			~		
GUIDING QUESTION	e space in an environment?		GUIDING QUESTION	erized?	
LEARNING OUTCOME Children investigate shape.			LEARNING OUTCOME Students interpret shape in two ar	nd three dimensions.	
S KNOWLEDGE	UNDERSTANDING	😤 SKILLS & PROCEDURES		UNDERSTANDING	😤 SKILLS
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	Shape is structured two- dimensional or three-dimensional space.	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.	Familiar two-dimensional shapes include squares circles rectangles triangles Familiar three-dimensional shapes include cubes prisms cylinders spheres	A shape can be modelled in various sizes and orientations. A shape is symmetrical if it can be decomposed into matching halves.	Identify fai sizes and o Model two Sort shape attribute a rule. Compose s three-dime shapes. Identify fai two- or th

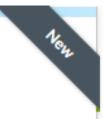
Parent Hub

Albertan LEARNALBERTA 🤣

İ

Parents

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



Welcome, Parents!

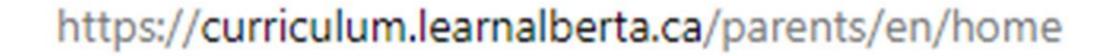
Education requires collaboration, engagement, and empowerment of all partners in the education system to ensure that all students achieve their potential. As a parent, guardian, or caregiver, you play an important role in shaping your child's learning.

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	Junior High School	Senior High School
Kindergarten Grade 4	• Grade 7	• <u>Grades 10-12</u>
• <u>Grade 1</u> • <u>Grade 5</u>	Grade 8	
• <u>Grade 2</u> • <u>Grade 6</u>	Grade 9	
Grade 3		

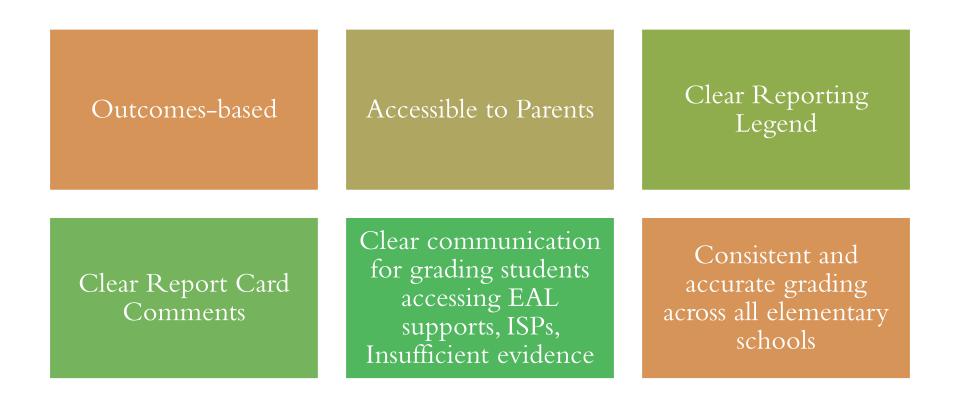


Aligning Reporting with New Curriculum

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



Teacher Committee Priorities



Lethbridge school division

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	The quality of evidence is fairly consistent and mostly accurate in relation to the expectations of the	The quality of evidence is highly consistent, accurate and insightful in relation to the expectations of the		
	outcome this term.	outcome this term.	outcome this term.		

NCA	Not Currently Applicable
	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.
INS	Insufficient Evidence
	Evaluation of student achievement is not possible due to insufficient evidence. Further details are
	provided in the comment section
EAL	English as an Additional Language
	Academic achievement is impacted by limited English language proficiency. Language proficiency

Last Name, First Name

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

	Nov	Mar	June
Mathematics Grade 1			
Number: Interpret and explain quantity to 100.	Choose an	Choose an	Choose an
	item.	item.	item.
Number: Examine addition and subtraction within 20.	Choose an	Choose an	Choose an
	item.	item.	item.
Number: Examine one-half as a part-whole relationship.	Choose an	Choose an	Choose an
	item.	item.	item.
Geometry: Interpret shape in two and three dimensions.	Choose an	Choose an	Choose an
	item.	item.	item.
Measurement: Relate length to the understanding of size.	Choose an	Choose an	Choose an
	item.	item.	item.
Patterns: Examine patterns in cycles.	Choose an	Choose an	Choose an
	item.	item.	item.
Time: Explain time in relation to cycles.	Choose an	Choose an	Choose an
	item.	item.	item.
Statistics: 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	approaching	-basic understanding of	-complete
-difficulty applying	expectations	expectations	understanding
concepts	-requires some support	-may require minimal	-is able to apply and
-requires high levels of		support	transfer understanding
support			indepedently

Indicator Legend for Specific Learning Circumstances

NCA	Not Currently Applicable
	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.
INS	Insufficient Evidence
	Evaluation of student achievement is not possible due to insufficient evidence. Further details are
	provided in the comment section
EAL	English as an Additional Language
	Academic achievement is impacted by developing English language proficiency. Further details
	are provided in the comment section.
ISP	Instructional Support Plan with goals
	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.

Last Name, First Name

HOW WILL THIS Look?

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

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

Report Card Comments for Each Term

Last Name, First Name

Term 1 Comments:
Term 2 Comments:

ia
learning
personal
ent knows, can do,
udent
(s) where the
growth
nstructive language
udent will receive
how the student
ome
t



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

Receiving Report Cards through the Pilot



Emailed PDF copy



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



Feedback form after November report card

Feedback Opportunities



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