

JH Moore Elementary School

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November 15, 2019

Dear JHM Families,

Term 1 Report Cards are coming home today! Although these are still outcome-based, there is a new format and changes from our previous growth report that we would like to clarify.

One of the most significant differences on this document is the way that we report on your child's learning skills and work habits. Our school division created a scale known as 'Characteristics of Successful Learners' that has been used since the change to the Outcome-based Growth Report. We now will report those same kinds of skills and behaviours with a new provincial scale called 'Factors Affecting Student Achievement'. Because the descriptors are very brief, JHM teachers created a supplemental rubric that further explains what is meant by each of the Broad Areas of Learning that are used to determine your child's assessment in this area. Below is the rubric that was created and used by teachers to guide their evaluation.

We hope this will be helpful as you are looking at the new report card, but please feel free to contact your child's homeroom teacher if you have further questions.

Yours in education,

Susan Plant

Citizenship and Personal Development Rubric @ JHMoore School

Work Habits

A student with quality works habits is someone who consistently comes to class organized and prepared. They are on task and cooperate well with others. They can persevere to produce quality work.

Engaged Citizen

An engaged citizen is someone who shows positivity. They are genuine in showing responsibility and helpfulness. They are willing to take risks and show pride.

Lifelong Learner

A lifelong learner is engaged. This student is determined to learn. They show resilience, can question, and set goals.

Sense of Self

A student who shows a positive sense of self is confident in their work, their relationships and their self. The student is respectful and accepting of themselves and others. They stay calm and regulated and show a growth mindset.



Student Name:

Grade:

Homeroom:
Homeroom Teacher:

Like previous report cards, your child's attendance record is shown for each month.

This scale and its letter codes are used to give you information about your child's learning skills and work habits. Like our previous report card, we report this to families *separately* from curriculum expectations. We have created a J.H. Moore RUBRIC that fully explains each of the FACTORS AFFECTING STUDENT ACHIEVEMENT. This tool, which is shown on the cover letter, guides our evaluation for each student.

Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Absent										
Late										
Possible										

Factors Affecting Student Achievement Scale

Consistently	C	Consistently demonstrates the characteristics.
Usually	U	Usually demonstrates the characteristics.
Sometimes	S	Sometimes demonstrates the characteristics.
Rarely	R	Rarely demonstrates the characteristics.
Insufficient Evidence/Not Applicable	IE/NA	Insufficient Evidence / Not Applicable.

This scale and its letter codes are used to describe your child's achievement of knowledge and skills for each subject. All Saskatchewan students are expected to develop and demonstrate this learning in their classwork, on tests, and in all other activities planned and taught by their teachers.

Academic Scale

Exemplary	EX	Evidence indicates in-depth understanding, demonstration or application of knowledge and skills.
Meeting	ME	Evidence indicates understanding, demonstration or application of knowledge and skills.
Approaching	AP	Evidence indicates progression towards understanding, demonstration or application of knowledge and skills.
Beginning	BE	Evidence indicates initial understanding, demonstration or application of knowledge and skills.
Insufficient Evidence	IE	The student has not yet demonstrated enough evidence for reporting.
Not Applicable	NA	This topic, unit or outcome was not taught or assessed this term.
Individualized Goals	IG	The student demonstrates understanding of outcomes that are adjusted for individual needs, as discussed with parents/guardian prior to this report.

Two changes of note:

'EXEMPLARY' has replaced 'MASTERY' from our previous growth report, but reflects the same level of excellence in achievement.
'MEETING' replaces 'PROFICIENT' to describe at-grade level expectations level of achievement.

Factors Aff. Achievement

Teacher:

		Term 1	Term 2	Term 3	
Lifelong Learner	The student is curious, observant and reflective as the student imagines, explores and constructs knowledge.				
Sense of Self	The student possesses a positive sense of identity and appreciates the diverse beliefs, languages and practices of others.				
Engaged Citizen	The student demonstrates confidence, courage and commitment in contributing to the community.				
Work Habits	The student organizes materials and time in order to be an effective, independent and dependable learner.				

Term 1 Comment

Comments here will reflect your child's skills and work habits based on the JHM teacher-developed rubric. This rubric appears on the cover letter that came with this document.

English Language Arts

Teacher:

		Term 1	Term 2	Term 3	
Comprehend and Respond					
Compose and Create					
Assess and Reflect on Language Abilities					

Term 1 Comment

COMPREHEND and RESPOND (READING) refers to viewing, listening to, reading and understanding at grade-level.

COMPOSE and CREATE (WRITING) refers to speaking, writing and presenting thoughts, feelings and experiences at grade-level.

There is an increased emphasis on these two goals of ELA, as there are significantly more outcomes within each.

ASSESS and REFLECT refers to students' self-assessment of their own abilities and skills in ELA. They set personal goals and explore ways to improve.

Mathematics

Teacher:

Term 1	Term 2	Term 3	

Number
Patterns and Relationships
Shape and Space
Statistics and Probability
Term 1 Comment

NUMBER outcomes include numeracy skills of addition, subtraction, multiplication and division at grade-level.

Social Studies

Teacher:

Term 1	Term 2	Term 3	

Interactions and Interdependence
Dynamic Relationships
Power and Authority
Resources and Wealth
Term 1 Comment

Science

Teacher:

Term 1	Term 2	Term 3	

Life Science
Physical Science
Earth and Space Science
Term 1 Comment

Arts Education

ARTS Education includes the strands of Visual Art (drawing, painting, sculpting, etc.), Drama, Dance, and Music.

Term 1	Term 2	Term 3	

Creative - Productive
Critical Responsive
Cultural - Historical
Term 1 Comment

Physical Education

Teacher:

PHYSICAL Education includes the strands of ACTIVE LIVING (enjoying and participating in PE activities), SKILLFUL MOVEMENT (enhancing skills, tactics and strategies in PE activities), and RELATIONSHIPS (balanced, safe and respectful behaviours during PE activities). These all have equal weight in your child's Term mark.

Term 2	Term 3	

Physical Education
Term 1 Comment

Health Education

Teacher:

Term 2	Term 3	

Understanding, Skills and Confidences
Decision Making
Action Planning
Term 1 Comment

Career Education 6

Teacher:

This course will only appear on Grade 6 report cards.

Term 1	Term 2	Term 3	

Change and Growth
Connections to Community
Life and Work Plan
Term 1 Comment

Principal Signature

Teacher Signature
