



## Grande Prairie Public School Division

# Elementary Report Card Guide for Parents/Guardians

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**Grande Prairie  
Public School  
Division**  
Every Student Succeeds

<http://www.gppsd.ab.ca>





## Introduction

The report card helps teachers communicate the educational progress of students to parents. The Grande Prairie Public School Divisions (GPPSD) K-6 Report Card is designed to communicate a child’s academic progress, aligned with Alberta Education’s provincial curriculum. By providing detailed student progress indicators and competency comments, the report card helps parents and guardians gain a deeper understanding of their child's progress and effectively support their learning development.

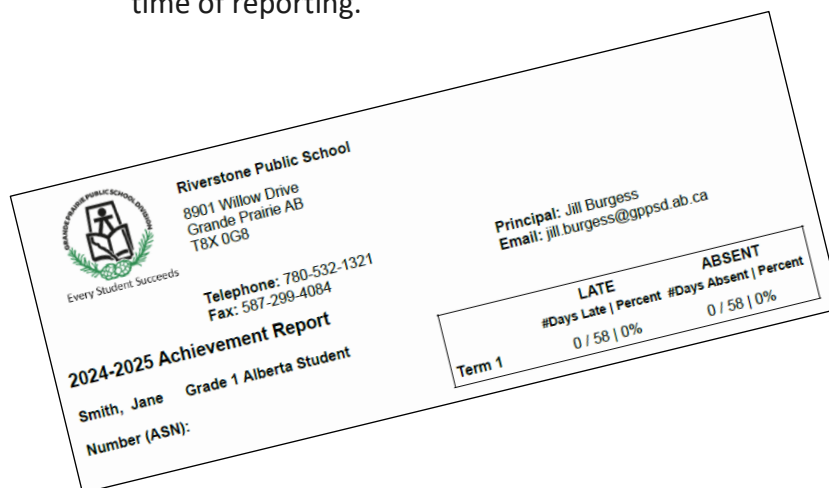
## What are Learning Outcomes?

Student progress is assessed based on learning outcomes outlined in the Alberta curriculum. Learning outcomes are descriptions of what your child is expected to know, understand, and be able to do in each subject area by the end of the school year.

## How are Learning Outcomes Measured?

Student progress indicators provide feedback about your child’s understanding relative to provincial learning outcomes. The indicators measure a student’s depth of understanding, and the level of support required toward achieving the learning outcome.

Learning is demonstrated through evidence, including observations, conversations, assignments, and tests. The achievement indicators and teacher comments summarize student progress at the time of reporting.



**Achievement Indicators:**

- 4-Demonstrates an applied understanding of the Learning Outcome with minimal support.
- 3-Demonstrates a developed understanding of the Learning Outcome and requires some support.
- 2-Demonstrates a foundational understanding of the Learning Outcome and requires frequent support.
- 1-Demonstrates limited understanding of the Learning Outcome and frequent.

\*The Learning Outcome has not been taught this term.

**Program Descriptor:**

**AP-** Adapted programming: Programming that adjusts teaching methods and materials to support a student with identified inclusive needs, while still achieving the learning outcomes outlined in the provincial curriculum.

**MP-** Modified programming: Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet a student’s inclusive needs.

**Promotion Descriptor:**

**Promoted:** The student has met grade level requirements.

**Placed:** The student has not fully met grade level requirements but will continue with peers and will follow adapted or modified programming.

**Retained:** The student requires an additional year at this grade level.

## Achievement Indicators

	Student Progress	Student Behaviours
4	Demonstrates an <b>applied</b> understanding of the Learning Outcome with <b>minimal support</b> .	<ul style="list-style-type: none"> <li>Evidence reveals an <b>in-depth</b> and <b>insightful</b> understanding of concepts and skills.</li> <li>Shows development with little to no assistance.</li> </ul>
3	Demonstrates a <b>developed</b> understanding of the Learning Outcome and requires <b>some support</b> .	<ul style="list-style-type: none"> <li>Evidence reveals a <b>clear</b> and <b>sufficient</b> understanding of concepts and skills.</li> <li>Shows development with occasional assistance.</li> </ul>
2	Demonstrates a <b>foundational</b> understanding of the Learning Outcome and requires <b>frequent support</b> .	<ul style="list-style-type: none"> <li>Evidence reveals a <b>preliminary</b> and <b>basic</b> understanding of concepts and skills.</li> <li>Shows development with continuous assistance.</li> </ul>
1	Demonstrates <b>limited</b> understanding of the Learning Outcome and requires <b>frequent support</b> .	<ul style="list-style-type: none"> <li>Evidence reveals an <b>incomplete</b> and <b>vague</b> understanding of concepts and skills.</li> <li>Shows progress with continuous and ongoing assistance.</li> </ul>
	<b>Program Descriptors</b>	
<b>AP</b>	<b>Adapted programming:</b> Programming that adjusts teaching methods and materials to support a student with identified learning needs. The student is focused on learning outcomes outlined in the provincial curriculum that are a different grade level from their grade.	A student working on adapted programming are completing Alberta curriculum learning outcomes at a grade level different from their grade.  <i>Example: Grade 6 student programming includes some or all learning outcomes from the grade 3 curriculum.</i>
<b>MP</b>	<b>Modified programming:</b> Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet a student's learning needs.	A student working on a modified program have learning outcomes selected that are outside of the Alberta curriculum learning outcomes. The learning outcomes focus on the individualized programming planning. <i>Examples of modified programming may include but not limited too:</i> <i>Life skills Programming</i> <i>Regulation Programming</i> <i>Safety Programming</i>
*	The Learning Outcome has not been taught this term.	

## **What communication and document should I receive if my child is being supported with Adapted or Modified Programming?**

**Adapted Programming:** Regular and consistent collaboration between home and school to establish adapted programming that meets the needs for your child. Through this collaboration you should gain an understanding of the learning outcomes that your child will be working towards achieving.

**Supported Documentation/Communication:** Your child will receive the K-6 Elementary Report Card and based on programming needs, those learning outcomes that lie outside of their grade level will be identified with Adapted Programming (AP) on the report card.

**Modified Programming:** Regular and consistent collaboration between home and school to establish modified programming that meets the needs for your child. Through this collaboration you should gain an understanding of the learning outcomes that your child will be working towards achieving.

**Supported Documentation/Communication:** Your child will receive the Elementary Report Card for at least term 1, after that working with the school to best determine the need for a report card for term 2 and term 3. Most importantly, you can expect an Individualized Program Plan (IPP) that was collaboratively developed between home and school updated by term that communicates your child's growth. As your child is working on learning outcomes that are outside the provincial curriculum and specific for your child's needs, an Individualized Program Plan is an effective tool that shows strengths and areas of growth.

### **Purpose of Comments**

Comments articulates a student's strengths relative to the subject or competency and areas for growth that articulate instructional strategies to support a student's growth.

### **Understanding Student Competencies**

Competencies highlight aspects of learning that apply across all subject areas. These behaviours, combined with learning outcomes, prepare students to make meaningful contributions to their communities and the world. Student progress in developing competencies is communicated through the following categories. Each category has examples of student behaviour, recognizing the list is not exhausted.

#### **Thinking Skills & Learning Habits:**

- Explores curiosity and asking questions.
- Asks for help when needed.
- Thinks deeply about topics and asks further questions.
- Approaches challenges with creativity, flexibility, and determination
- Stays focused on tasks and works hard to finish them.
- Tries new things and takes risks.

- Keeps personal items and workspace organized.
- Is prepared for learning.
- Completes tasks on time.
- Follows classroom rules and routines.
- Listens carefully and follows instructions.
- Works well in different classroom settings.

**Communication and Teamwork:**

- Communicates responsibly, whether using technology or not.
- Uses technology safely and appropriately.
- Follows rules when working with others.
- Builds positive relationships with peers.
- Works well with others to reach shared goals.
- Helps resolve conflicts and works toward agreements.
- Participates in different group settings.
- Takes care of individual responsibilities.
- **Includes others in activities.**

**Social and Emotional Growth:**

- Understands and respects the feelings of others.
- Considers others' perspectives and feelings.
- Responds positively to different ideas, cultures, and traditions.
- Manages emotions and actions effectively.
- Makes responsible choices.
- Takes responsibility for their actions.
- Treats themselves, others, and the environment with care.

Teachers provide comments on areas of strength and growth to give more detailed information about your child's progress at the time of the reporting.

**Reporting Periods**

Communication of student progress is a continuous process that involves students, parents, guardians, and teachers in understanding a child's learning. The report card is just one of the many ways that student progress is communicated. Parents and guardians can anticipate receiving three report cards each year.

**Where do I find my child's report card?**

Report cards can be accessed online, or a copy is sent home with your child at reporting times throughout the year. Please check with your child's school.

**To access online:**

Student Report Cards can be accessed by logging into your [PowerSchool Parent Portal](#) account  
Then select Report Card on the left Navigation Menu  
Select the report card you would like to view by clicking on it in the list.

