

PWS UPDATE

Park West School Newsletter

Phone: (902) 457-7800 E-mail: parkwest@hrsb.ns.ca Website: parkwest.ednet.ns.ca
Principal: Mr. D. Carter Vice Principals: Mr. B. Melanson and Ms. D. Olsen

December 6, 2019 - REPORT CARD Edition

REPORT CARDS: All elementary and junior high schools in the Halifax Regional Centre for Education have three terms during the school year and issue report cards at the end of each term (in December, early April, and June 30). Students at Park West School received their 1st term report cards on December 5. Parents are to keep the copy of the report card received.

The report card is primarily intended to communicate student achievement to a parent/guardian; providing a summary of learning to date communicated through the *learning profile, grades, and anecdotal comments*. The information on the report card should answer the question “*how is my child doing in school?*”. Report card comments include: areas of strength, areas that need improvement, and suggestions of how to improve. The report card you receive should give you a clear idea of how your child is progressing with the program at his/her grade level. All references to individual achievement and progress will be in relation to the prescribed curriculum outcomes for each subject at his/her grade level. If, after reading your child’s report card, you do not have a clear indication of his/her progress, please contact your child’s teacher to review the report and clarify any concerns or questions you might have.

Your child’s progress is assessed based upon a standard set of goals called “curriculum outcomes” for each subject taught at his/her grade level. For instance, a curriculum outcome for grade three mathematics is: “Students will be expected to use simple fractions to describe situations.” All curriculum outcomes are prescribed by the Nova Scotia Department of Education and Early Childhood Development (EECD) and used by all schools in our province as a basis for student assessment and evaluation. Curriculum guides for each subject with curriculum outcomes are available to the public through the EECD website:

<https://sapps.ednet.ns.ca/Cart/index.php?UID=MzBOB3YyMDE4MTExMDU3MTQyLjlyNy4xNDluMjU0>

Grades represent academic achievement only. Social development and work habits impact student achievement. They are reported in the Learner Profile, and may also be addressed in anecdotal comments. Grades are based on the evidence of student learning and understanding of the curriculum concepts and skills taught in the classroom. Evidence is collected over time in a variety of ways; including work products, conversations and observations, etc. Grades are assigned based on the **quality** of the learning and understanding (that is: **how well** students understand and apply the skills/concepts of the learning outcomes that have been taught). Parents, and students, are encouraged to focus on the **meaning** of the grades, and not just the grades themselves. **What is most important is the quality of student achievement and that the student is making progress; not how many A’s or 90’s a student receives.**

Report cards are only one component of the assessment and evaluation process. Teachers at Park West constantly use a variety of strategies to assess and evaluate student progress. Assessment is the process of gathering information on student progress. The information gathered during the ongoing assessment process may include: work samples, test and quiz scores, projects, oral presentations, informal observations (by the teacher), student conferences, portfolios, guided reading assessments, etc. The list goes on! As the information is collected it is evaluated. Evaluation is the process of analyzing, reflecting upon and summarizing the assessment information, and making judgments or decisions based upon the information gathered. The report card you receive for your son or daughter will reflect this process.

Because all students at the same grade level are assessed and evaluated using the same set of standards (i.e. curriculum outcomes) you may have the opportunity to notice some report cards within a certain class, written by the same teacher, to be very similar. Comments, phrases, terms, and descriptions may be similar, or even identical. This is inevitable, despite teachers’ efforts to make each student’s report card personal and individual. Nevertheless, be assured that teachers have assessed and evaluated your child thoroughly and individually. Statements recorded on the report cards reflect **your** child’s progress.

After reading the report card a parent should:

- Understand clearly how your child is doing in that class/subject in relation to the outcomes covered for a specific period of time;
- Understand your child has areas of strength;
- Understand your child has areas of need;

Communication between home and school regarding your child’s academic progress should be continuous throughout the school year, and not only occur during scheduled parent-teacher interviews and at report card time. Communication can occur in many ways: telephone calls, notes, e-mails, communication logs, student agendas, class newsletters, school/class websites, students bringing tests home to be signed by parents, personal visits, etc. The report cards are intended to provide you with a more formal, thorough, and personal perspective on how your son or daughter is progressing academically in relation to the prescribed grade level/subject outcomes. Report cards should be combined with all other forms of communication to provide a complete picture of your child’s academic progress.

Not Happy With Your Report Card Marks?: Sometimes students (and their parents) are disappointed with marks/grades received on report cards. If this is the case students (and/or their parents) are encouraged to talk to their teachers to find out how they can improve. Teachers can probably provide some beneficial feedback. Our older students should also ask themselves:

- Do I have regular attendance at school? Am I absent a lot?
- Do I arrive **on time** for school every day?
- When I am absent do I take the initiative to meet with my teachers to find out what work was missed? Do I work hard to catch up so I don’t fall behind?
- Do I complete homework regularly?

- Do I review notes (concepts, information, facts, etc.) for subjects covered that day, every evening for homework?
- Do I read at home every day?
- Do I ask for extra help from teachers, and attend extra help sessions when offered by teachers?
- Do I study *effectively* for tests and quizzes?
- Am I attentive and focused in class?
- Am I distracted in class by personal cell phone use (i.e. texting)?
- Do I use my time wisely (at school and home)?
- Do I complete **all** homework, projects, and assignments?
- Do I submit to my teachers all completed homework, projects, and assignments **on time** (by the due dates)?

Something to Think About: “If you want it...work for it. It’s that simple.”

About Your Child’s Elementary Report Cards This Year: Report cards are an important part of the ongoing communication about your child’s progress and they communicate the current level of achievement to parents/guardians and students. Here is what you can expect on your child’s report cards this year:

- **Learner Profile:**
 - The Learner Profile reports on the behaviors, social skills and work habits that are important to being a successful learner and is reported with a developmental scale and a comment from the classroom teacher.
- **Grade Primary Report Card:**
 - Integrated English/French Language Arts and Integrated Mathematics will report each term with a comment
 - Physical Education and Music will only be reported in Terms 2 and 3 using a comment
 - While all subjects are taught, assessed and evaluated, Science, Social Studies, Health, Information and Communication Technology, and Visual Arts are not reported on in the report card template directly. Comments on the report card may include those subjects as applicable and will focus on your child’s strengths, an area for improvement and a suggestion on ways to support their learning.
- **Grades 1 to 3 Report Card:**
 - Integrated English/French Language Arts and Integrated Mathematics will report each term with a comment and a developmental scale:
 - Physical Education and Music will only be reported in Terms 2 and 3 using a comment and the developmental scale
 - While all subjects are taught, assessed and evaluated, Science, Social Studies, Health, Information and Communication Technology, and Visual Arts are not reported on in the report card template directly. Comments on the report card may include those subjects as applicable and will focus on your child’s strengths, an area for improvement and a suggestion on ways to support their learning.
- **Grades 4 to 6 Report Card:**
 - English/French Language Arts and Mathematics will be reported in Term 1 using a comment and the developmental scale
 - English/French Language Arts and Mathematics will be reported in Terms 2 and 3 using a comment and letter grade
 - Physical Education, Music, and Core French will be reported in Terms 2 and 3 using a comment and the developmental scale
 - While all subjects are taught, assessed and evaluated, Science, Social Studies, Health, Information and Communication Technology, and Visual Arts are not reported on in the report card template directly. Comments on the report card may include those subjects as applicable and will focus on your child’s strengths, an area for improvement and a suggestion on ways to support their learning.

Developmental Scale:

- WD** - well developed
- D** - developing as expected
- ND** - needs development
- INS** - insufficient evidence

Letter Grade Scale:

- A** - The student demonstrates achievement with **thorough** understanding and application of concepts and skills in relation to the expected learning outcomes.
- B** - The student demonstrates achievement with **good** understanding and application of concepts and skills in relation to the expected learning outcomes.
- C** - The student demonstrates achievement with **basic** understanding and application of concepts and skills in relation to the expected learning outcomes.
- D** - The student demonstrates achievement with **limited** understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.

Something to Think About: “Don’t become preoccupied with your child’s academic ability, but instead teach them to sit with those sitting alone. Teach them to be kind. Teach them to offer help. Teach them to be a friend to the lonely. Teach them to encourage others. Teach them to think about other people. Teach them to share. Teach them to look for the good. This is how they will change the world.”

December		
10	Band and Strings Christmas Concert <i>*you are invited</i>	1:00 PM
13	PTA Popcorn Sale (\$1 a bag)	Recess
18	“Pajama Day” (wear pajamas, bathrobes, slippers to school)	
20	“Red & Green” Day at PWS (wear Christmas colours to school) / Last day before Christmas vacation	

