



VISION STATEMENT

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

MISSION STATEMENT

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

NT PROGRESS

School Year: 2012-2013

Student Name: Jane Doe

Grade: 7

Teacher: Mrs. Smith



Tomahawk School

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Principal: Mr. Scott Johnston

TUDE

PURPOSE OF REPORTING STUDENT PROGRESS

This report card is designed to provide you with an accurate interpretation of your child's achievement on graded curriculum over a period of time. It emphasizes "how" students learn and where they are on the learning continuum, rather than "what" students learn. It also reflects the consistency of the skills outcomes across all grade levels Kindergarten through Grade 9. It will assist you and your child in understanding areas of strength, areas for growth and strategies for improvement. The report card is one means of reporting achievement and it should be considered within a comprehensive approach to reporting learning (e.g. student led conferences, celebrations of learning, digital portfolios, emails, blogs, etc.). If you require more information, or have any questions about the information contained in this report please contact the school at your earliest convenience. Meaningful communication is important in order to support student learning.

Student Name:
Alberta Student Number:
Grade:
Date:

Homeroom:
Homeroom Teacher:
Reporting Period:
Days Absent: **Times Late:**

The student is working towards the outcomes of his or her enrollment grade for each subject unless stated otherwise.

An Individual Program Plan (IPP) is in place for this student.
or
A Regular Program Accommodation (RPA) is in place for this student.

INDICATORS OF ACHIEVEMENT

The level at which your child is demonstrating learning **in relation to the expectation for this time in the school year** is reported by the following indicators:

For Alberta Education Subjects

Indicators	Descriptors
EXM (Exemplary)	Applies new concepts in a wide variety of learning situations, has in-depth understanding and uses skills and strategies independently
PRF (Proficient)	Applies new concepts in most learning situations, has thorough understanding and uses skills and strategies with little support
APP (Approaching Proficiency)	Applies new concepts in some learning situations, has general understanding and uses skills and strategies with moderate support
BEG (Beginning)	Rarely applies new concepts, and has limited or incomplete understanding and consistently requires high levels of support
U	Unable to assess

For Options

Indicators
M (Meets)
N (Does Not Meet)

For Citizenship and Social Responsibility

Indicators
M (Meets)
G (Requires Growth)

Citizenship and Social Responsibility			
The indicators reflect personal and social development, as well as work habits and study skills.			
Demonstrates the following skills, attitudes and behaviours	Reporting Period		
	1	2	3
Respect			
Treats self and others with dignity Cares for property and environment			
Integrity			
Tells the truth Is reliable, dependable and trustworthy Demonstrates consistent effort Follows through with individual and group plans			
Empathy and Compassion			
Seeks to understand ideas and opinions of others Considers the feelings of others			
Independence			
Sets personal goals Seeks help as needed Initiates and engages in tasks Demonstrates perseverance to complete tasks			
Cooperation			
Volunteers to help others Willingly includes others Participates and engages in group activities Listens and observes attentively			
Self-Control & Responsibility			
Demonstrates good choices Follows expectations Takes responsibility for behaviour choices Completes tasks within the time provided Organizes and takes responsibility for tasks and materials			
Comments:			

English Language Arts – Teacher Name		Grade Level of Achievement – (final reporting period only)			
The following General Outcomes are interrelated and interdependent, and are addressed throughout the year.		Demonstrates skills:	Reporting Period		
			1	2	3
General Outcomes:					
Explore thoughts, ideas, feelings and experiences		Reading Fluency			
Comprehend and respond personally and critically to ideas and information		Reads with accuracy and appropriate rhythm, pace and intonation			
Manage ideas and information		Reading Comprehension			
Enhance the clarity and artistry of communication		Constructs meaning from direct and implied information			
Respect, support and collaborate with others		Writing – Content			
		Selects ideas and details to achieve a purpose			
		Writing - Organization			
		Organizes ideas and information			
		Writing - Sentence Structure			
		Structures sentences effectively			
		Writing - Vocabulary			
		Uses words correctly and effectively			
		Writing - Conventions			
		Uses spelling, punctuation, capitalization and grammar appropriately			
		Listening			
		Understands the ways in which language may be used to convey ideas, values and beliefs			
		Speaking			
		Communicates thoughts, feelings, experiences, information and opinions			
		Viewing			
		Attends to and comprehends visual media			
		Representing			
		Communicates information and ideas in a variety of ways			

French Language Arts – Teacher Name		Grade Level of Achievement – (final reporting period only)			
General Understandings:		Demonstrates skills and attitudes:	Reporting Period		
			1	2	3
Values French Language Learning		Values French Language Learning			
Understands Oral Language		Demonstrates a positive attitude towards learning the French language			
Understands Written Language		Oral Comprehension			
		Understands spoken language			
Produces Oral Language		Oral Comprehension			
		Plans and uses appropriate listening strategies			
Produces Written Language		Reading			
		Understands written texts			
		Reading			
		Plans and uses appropriate reading strategies			
		Speaking			
		Speaks and is understood in different situations			
		Speaking			
		Speaks clearly and correctly			
		Speaking			
		Plans and uses language appropriate to the task			
		Writing			
		Writes in different situations and the message is understood			
		Writing			
		Writes correctly			
		Writing			
		Plans and writes appropriately for the task			

Mathematics – Teacher Name				Grade Level of Achievement (final term only)			
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge, skills and processes:	Reporting Period		
	1	2	3		1	2	3
Number				Knowledge Understands and applies mathematical concepts being studied			
Patterns				Connections Connects ideas to other concepts and the real world			
Variables and Equations				Mental Mathematics and Estimation Demonstrates fluency with mental mathematics and estimation			
Measurement				Problem Solving/Reasoning Solves problems, uses a variety of strategies to find solutions and checks and evaluates the effectiveness of the process used			
3-D Objects and 2-D Shapes				Communication Expresses mental processes and understanding using words, symbols and objects			
Transformations Describes the position and motion of objects and shapes							
Data Analysis							
Chance and Uncertainty							

Social Studies – Teacher Name							
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge and skills:	Reporting Period		
	1	2	3		1	2	3
Toward Confederation				Knowledge Understands and applies concepts being studied			
Following Confederation: Canadian Expansions				Thinking and Problem Solving Develops thinking strategies that assist in making connections and solving problems Thinks critically, creatively, historically and geographically			
Local and Current Affairs				Social Participation as a Democratic Practice Cooperates, resolves conflicts and builds consensus through social involvement			
				Research and Critical Inquiry Researches to find and use information Reflects on changes of perspective based on information gathered			
				Communication Interprets and expresses ideas using oral, written, visual and media literacy			

Science – Teacher Name							
Concepts addressed during this reporting period:	Explored in Term			Demonstrates knowledge and skills:	Reporting Period		
	1	2	3		1	2	3
Topic A: Interactions and Ecosystems				Knowledge Understands and applies scientific concepts being studied			
Topic B: Plants for Food and Fibre				Initiating and Planning Identifies questions to investigate and predicts what will happen Selects appropriate methods and tools for collecting data			
Topic C: Heat and Temperature				Performing and Recording Carries out procedures initiated by self or others Uses instruments effectively Organizes data			
Topic D: Structures and Forces				Analyzing and Interpreting Interprets patterns in data and identifies discrepancies States a conclusion			
				Communication and Teamwork Works cooperatively with teammates to develop and carry out a plan and summarize findings Evaluates individual and group processes			
Topic E: Planet Earth							

Wellness							
Health – Teacher Name				Physical Education – Teacher Name			
Demonstrates an understanding of the following Health choices:	Reporting Period			Demonstrates knowledge, skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
Wellness Choices				Activity			
Displays safe and responsible behaviours to manage risks and prevent injuries				Acquires skills through a variety of developmentally appropriate movement activities			
Relationship Choices				Benefits Health			
Develops skills to establish and maintain healthy interactions				Identifies nutritional needs Describes benefits of physical activity Describes ways to achieve personal level of fitness			
Life Long Learning Choices				Cooperation			
Uses resources effectively to manage and explore life roles and career opportunities and challenges				Interacts positively with others			
				Do it Daily			
				Participates regularly Demonstrates awareness of safety Sets goals to improve personal or group performance			

French as a Second Language – Teacher Name							
Themes addressed during this reporting period:	Explored in Term			Demonstrates skills and positive attitudes:	Reporting Period		
	1	2	3		1	2	3
School				Oral Communication			
People Around Me				Understands French being spoken Expresses an oral message effectively in various situations			
Weather				Written Communication			
Holidays and Celebrations				Understands French being read Expresses a written message effectively in various situations			
				Culture			
				Appreciates and uses the knowledge of different Francophone cultures			
				Language Learning Strategies			
				Uses a variety of strategies to enhance learning in French			

Visual Arts – Teacher Name			
Throughout the grades 7-9 art program, students focus on the 3 major components of visual learning:	Reporting Period		
	1	2	3
Drawing			
Uses a variety of materials and techniques to demonstrate an individual expressive response to a specific experience			
Compositions			
Articulates meaning through control of elements and their relationships Organizes materials to make thought visible			
Encounters			
Identifies similarities and differences in expressions of selected cultural groups Recognizes the significance of the visual symbols which identify selected cultural groups			

Choral Music – Teacher Name			
Throughout the grades 7-9 choral music program, students will develop:	Reporting Period		
	1	2	3
Singing			
Develops correct vocal techniques and skills			
Reading			
Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating			
Composes, improvises and creates music			
Valuing			
Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			
Playing			
Develops functional instrumental skills as an aid to individualized vocal practice			

General Music – Teacher Name			
Throughout the grades 7-9 general music program, students will develop:	Reporting Period		
	1	2	3
Singing/Playing			
Explores and develops musical skills, using a wide variety of traditional and contemporary music			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Creating			
Composes, improvises and creates music			
Valuing			
Develops functional instrumental skills as an aid to individualized vocal practice			

Instrumental Music – Teacher Name			
Throughout the grades 7-9 instrumental music program, students will develop:	Reporting Period		
	1	2	3
Playing			
Develops and evaluates their talents and abilities relative to playing a musical instrument, and to establish and correct techniques and skills			
Listening			
Develops the ability to make aesthetic judgments based on critical listening and analysis of music			
Reading			
Interprets rhythm, melody, harmony, form and expression as they appear in musical notation			
Creating			
Composes, improvises and interprets music			
Valuing			
Develops an awareness of the history of music and the implications of music in our society with respect to music careers and leisure uses			

Drama – Teacher Name			
Throughout the grades 7-9 drama program, students will develop:	Reporting Period		
	1	2	3
Orientation			
Applies basic concepts, skills and attitudes of drama			
Movement			
Uses elements of energy, focus and control to respond and express non-verbally			
Speech			
Effectively communicates verbally and demonstrates the importance of listening critically			
Improvisation/Acting			
Acts out an idea or situation in using spontaneous improvisation, planned improvisation and written material			
Theatre Studies			
Analyzes performances, theatre history and script			
Technical Theatre			
Selects, constructs and manipulates staging variables			

Complementary Course – Teacher Name								
Concepts addressed during this reporting period:	Explored in Term				Demonstrates knowledge and skills:	Reporting Period		
	1	2	3			1	2	3
Theme/Concept 1					Skill 1			
Theme/Concept 1					Skill 2			
Theme/Concept 1					Skill 3			
Theme/Concept 1					Skill 4			

Areas of Strength:

Areas for Growth:

Strategies for Improvement:

Additional Comments: