



November 21, 2016

Dear Parent(s)/Guardian(s),

Re: New Report Card

As the time approaches when you expect to receive your child's first term report card, we would like to take a moment to highlight one part of the reporting process that has changed. In aligning with the most recently developed Alberta Education Program of Study (2015), and in an effort to bring consistency to student achievement across our schools, we are moving forward with a common achievement scale as part of the **pilot reporting process**.

Before we review the scale, please consider the following questions:

- If you were informed that your child had not yet achieved a learning outcome, would you be concerned?
- If you were made aware that your child was able to achieve an outcome, but usually required the support of the teacher in order to do so, would that be an area which your child would have opportunity to improve?
- If it was communicated to you that your child could demonstrate an outcome, but perhaps only in situations that were repetitive, familiar, and routine, would you consider ways to support and encourage your child?
- If it was expressed to you that your child was able to function independently and use learned skills to solve problems and overcome challenges, would you know that your child had demonstrated their capability with the outcome?

Achievement is assessed for each individual student. This common achievement scale reflects the increasing degree of independence to which a child can demonstrate their achievement of an outcome.

Acquire - Construct meaning and understanding of the requirements of a learning outcome.

Apply - Demonstrate and practise knowledge and skills associated with a learning outcome.

Adapt - Analyze, assess, reflect on, integrate or modify knowledge and skills associated with a learning outcome.

Adapt	Apply	Acquire	Not Yet
I know this well. I am mastering this. I can teach this to someone else. I can do this independently in new situations.	I know this fairly well. I can do this independently in routine and practiced situations.	I am learning this. I can do this sometimes, but at times I require support. I am working toward independence with this outcome.	I cannot do this yet.

If you have questions or feedback about this common achievement scale, please contact school administration. Thank you for your patience and support during this pilot reporting process.

Sincerely,
Lorna Vardy
Lorna Vardy