

Achievement of Alberta Programs of Study			Considerations	Think about...
4	Excellent	The student has demonstrated excellent achievement of grade level expectations.	<p>The student demonstrates an subtle-in-depth, well-developed and thorough understanding.</p> <p>The student uses knowledge and skills to engage in complex learning tasks.</p> <p>The student experiences success in novel, diverse, and unique learning situations.</p>	<p>As you think about each report card outcome...</p> <p>What is informing the evaluation of this report card outcome:</p> <ul style="list-style-type: none"> • Programs of Study: front matter, general and specific learner outcomes and the CBE Results 3,4, and 5 Citizenship, personal Development and Character • Individual student considerations • English Language Learners, Alberta Education Special Education Coding, on an IPP • Learning tasks • Evidence of student learning gathered - What multiple and varied opportunities has the student had to show evidence of understanding and achievement? • Criteria used <p>What is the evidence in relation to this report card outcome?</p> <ul style="list-style-type: none"> • What is the sufficient and revealing evidence of understanding that enables an accurate evaluation of achievement? • What criteria were used to evaluate the evidence? How do the criteria connect to the report card outcome? How is the criteria aligned with the indicator scale? <p>What is the evidence of student understanding and achievement in relation to this report card outcome?</p> <ul style="list-style-type: none"> • What does the most recent and consistent evidence of understanding indicate about the student's achievement? • What is the evidence of depth of the student's understanding? • What is the evidence of the breadth of the student's understanding? • Does the evidence reveal gaps in learning? Is the student's understanding fragmented? • Does the student connect knowledge, skills and ideas to create meaning? • In what type of learning situations is the student most successful?
3	Good	The student has demonstrated good achievement of grade level expectations.	<p>The student demonstrates an in-depth and well-developed solid, satisfactory/sufficient and complete understanding.</p> <p>The student uses knowledge and skills to engage in a variety of learning tasks.</p> <p>The student experiences success in familiar and new learning situations.</p>	
2	Basic	The student has demonstrated basic achievement of grade level expectations.	<p>The student demonstrates an adequate and simplistic understanding.</p> <p>The student uses knowledge and skills to engage in common learning tasks.</p> <p>The student experiences success in familiar learning situations.</p>	
1	Not Meeting	The student is not meeting grade level expectations.	<p>The student demonstrates limited and insufficient understanding.</p> <p>The student struggles to use knowledge and skills to engage in learning tasks.</p> <p>The student can experience success when learning situations are rehearsed and highly structured.</p>	

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NER	No Evaluation Recorded	Insufficient evidence is available to determine an accurate grade at this time.	<p>In very few cases, evaluation of a student's achievement may not be possible.</p> <p>The indicator NER is used in consultation with administration.</p>	<p>What steps have been taken to gather evidence of student learning that would allow for an accurate assessment of the student's understanding and achievement for the report card outcome?</p> <p>What communication has occurred with the family? Is there any evidence at all that can be shared with the family?</p>
ELL	English Language Learning	The student's language proficiency level impacts the evaluation of achievement.	The evaluation of this outcome is communicated through anecdotal comments.	<p>Does the student's language proficiency level (LP1, LP2 or LP3) impact the evaluation of achievement of the report card outcome?</p> <p>Have multiple and varied opportunities been provided for the student to demonstrate understanding and achievement of the report card outcome?</p>
IPP	Individual Program Plan	Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP).	<p>An IPP is a concise plan of action to address students' special education needs (Standards for Special Education).</p> <p>In most cases, where students are working towards the outcomes of the Programs of Study, the IPP and the report card, together, provide a comprehensive picture of student learning.</p>	<p>Does the student have a specific IPP goal related to report card outcome?</p> <p>Is progress and achievement related to this report card outcome being explicitly communicated through the IPP?</p>
*4 *3 *2 *1	Modified	<p>A numerical indicator with an asterisk (*1, *2, *3 or *4) is used when a student is formally identified with an Alberta Education Special Education code and is accessing modified programming.</p> <p>Modified means programming in which the learning outcomes are significantly different from the provincial curriculum and specifically selected to meet students' special education needs.</p> <p>Student achievement has been evaluated against these modified learning outcomes.</p>	<p>Outcomes may be modified through instruction level, content and/or performance criteria. (Alberta Education: Individualized Program Planning: ECS – Grade 12, 2006)</p> <p>In order for numerical indicator with an asterisk (*) (modified) to be used, a student must be formally identified with an Alberta Education Special Education code.</p>	<p>Has the achievement level for this report card outcome been determined based on learning activities that are significantly different than grade level expectations?</p> <p>Was the level of instruction modified? Was the content significantly different than grade level content for this student? Were the performance criteria modified?</p>