

Achievement of Alberta Programs of Study			Considerations	Think about...
<b>4</b>	Excellent	The student has demonstrated excellent achievement of grade level expectations.	<p>The student demonstrates an <del>subtle</del> <b>in-depth, well-developed</b> 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"> <li>• Programs of Study: front matter, general and specific learner outcomes and the CBE Results 3,4, and 5 Citizenship, personal Development and Character</li> <li>• Individual student considerations</li> <li>• English Language Learners, Alberta Education Special Education Coding, on an IPP</li> <li>• Learning tasks</li> <li>• Evidence of student learning gathered - What multiple and varied opportunities has the student had to show evidence of understanding and achievement?</li> <li>• Criteria used</li> </ul> <p>What is the evidence in relation to this report card outcome?</p> <ul style="list-style-type: none"> <li>• What is the sufficient and revealing evidence of understanding that enables an accurate evaluation of achievement?</li> <li>• 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?</li> </ul> <p>What is the evidence of student understanding and achievement in relation to this report card outcome?</p> <ul style="list-style-type: none"> <li>• What does the most recent and consistent evidence of understanding indicate about the student's achievement?</li> <li>• What is the evidence of depth of the student's understanding?</li> <li>• What is the evidence of the breadth of the student's understanding?</li> <li>• Does the evidence reveal gaps in learning? Is the student's understanding fragmented?</li> <li>• Does the student connect knowledge, skills and ideas to create meaning?</li> <li>• In what type of learning situations is the student most successful?</li> </ul>
<b>3</b>	Good	The student has demonstrated good achievement of grade level expectations.	<p>The student demonstrates an <del>in-depth and well-developed</del> <b>solid, satisfactory/sufficient and complete</b> 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>	
<b>2</b>	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>	
<b>1</b>	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.	In very few cases, evaluation of a student's achievement may not be possible.  The indicator NER is used in consultation with administration.	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?  What communication has occurred with the family? Is there any evidence at all that can be shared with the family?
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.	Does the student's language proficiency level (LP1, LP2 or LP3) impact the evaluation of achievement of the report card outcome?  Have multiple and varied opportunities been provided for the student to demonstrate understanding and achievement of the report card outcome?
IPP	Individual Program Plan	Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP).	An IPP is a concise plan of action to address students' special education needs (Standards for Special Education).  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.	Does the student have a specific IPP goal related to report card outcome?  Is progress and achievement related to this report card outcome being explicitly communicated through the IPP?
*4 *3 *2 *1	Modified	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. Modified means programming in which the learning outcomes are significantly different from the provincial curriculum and specifically selected to meet students' special education needs. Student achievement has been evaluated against these modified learning outcomes.	Outcomes may be modified through instruction level, content and/or performance criteria. (Alberta Education: Individualized Program Planning: ECS – Grade 12, 2006)  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.	Has the achievement level for this report card outcome been determined based on learning activities that are significantly different than grade level expectations? Was the level of instruction modified? Was the content significantly different than grade level content for this student? Were the performance criteria modified?