



### Traits of Successful Learners

This section of the progress report will include indicators and comments about behaviour that may affect a student's academic progress.

Traits of Successful Learners					
4	Student <b>CONSISTENTLY</b> demonstrates these traits with independence.				
3	Student <b>USUALLY</b> demonstrates these traits with independence.				
2	Student <b>SOMETIMES</b> demonstrates these traits with independence.				
1	Student <b>RARELY</b> demonstrates these traits with independence.				
Focus Areas		Term			Comments
		1	2	3	
<b>Respectful Learner</b>					
I respect the rights, property, and opinions of others.		3			<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     Numerical values indicate student's current level of independence within the Traits of Successful Learners.                 </div>
I follow procedures and understand their intent.		2			
I contribute thoughtfully, show sensitivity, and include others.		3			

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# Prairie South Schools



## Introduce a New Grade 1 to Grade 8 Progress Report

## Why are Prairie South Schools changing their Progress Report?

The purpose of the progress report is to provide parents, teachers, and students with accurate information about student progress towards meeting provincial outcomes. The Saskatchewan Ministry of Education has renewed all of the Grade 1 to 8 curriculum documents. As a result, we have aligned our grading and reporting practices to ensure the information reported to students and parents is in reference to the provincial outcomes.

## What is different about the Progress Report?

Academic Key		
Descriptors with explanations for grade level outcomes		
<b>EU</b>	<b>Enriched Understanding</b>	Student demonstrates enhanced understanding of grade level outcomes.
<b>DE</b>	<b>Developing as Expected</b>	Student demonstrates expected understanding of grade level outcomes.
<b>BD</b>	<b>Beginning to Develop</b>	Student demonstrates initial understanding of grade level outcomes.
<b>TS</b>	<b>Additional Time and Support Needed</b>	Student demonstrates more time and support is needed to meet grade level outcomes.

## What do the descriptors mean?

The following outcome is from the Grade 4 Social Studies curriculum:

*PA4.2 Demonstrate an understanding of the provincial system of government.*

This grade 4 outcome from the Saskatchewan curriculum is asking students to use the skill *demonstrate*. This means if a student can demonstrate their understanding of the provincial system of government, they have met the outcome and you would see **DE - Developing as Expected** on the progress report. If you see **BE - Beginning to Develop** on the progress report, that indicates the student is still working towards demonstrating an understanding of the provincial system of government. If the student has not yet demonstrated an understanding of the provincial system of government you will see **TS - Additional Time and Support Needed**. A student with an **EU - Enriched Understanding** might be able to analyze how the provincial system of government differs from the federal system of government. This is going beyond what the outcome is asking the student to do.

## What does the Progress Report look like?

The actual progress report itself does not look much different than the previous report card that was used in Prairie South Schools. Parents and students will find it shorter, about four pages in total. The areas of English Language Arts and Mathematics will be the only subjects that receive comments alongside the descriptors. Other subjects will have comments in the *Other Academic Comments* box.

English Language Arts				
Teacher:				
Focus Areas	Term			Comments
	1	2	3	
<b>Comprehend and Respond</b>				
I can view and evaluate a variety of media.				Comments in this section describe the student's academic progress.
I can comprehend what I read at grade level.	BD			
I can comprehend what I listen to.	DE			
<b>Compose and Create</b>				
I can communicate through representing ideas and information.	DE			Descriptors illustrate the student's current level of achievement.
I can communicate effectively through speaking.				
I can communicate effectively through writing.	BD			

Science				
Teacher:				
Focus Areas	Term			
	1	2	3	
I can develop an understanding of Life Science.				Blank spots on the progress report means those areas have yet to be studied or they have been studied in previous terms.
I can construct an understanding of Physical Science.	BD			
I can develop an understanding of Earth and Space Science.	DE			

**In 2016 - 2017, teachers may use descriptors and/or percentages to report student progress.**

**In the 2017 - 2018 school year, grades 1 - 8 teachers will use descriptors to report student progress.**

Social Studies			
Teacher:			
Focus Areas	Term		
	1	2	3
I can examine Interactions and Interdependence.	DE		
I can analyze Dynamic Relationships.			
I can demonstrate an understanding of Power and Authority.	BD		
I can examine world views on Resources and Wealth.			
I can demonstrate an understanding of the Treaties and the Treaty Relationship.	BD		
Term Percentage			

Teachers are encouraged to provide specific comments about a student's current achievement in academic subject areas. This is an area for the teacher to comment about what a student is doing well, what they need to work on, and the steps necessary to support academic progress.

Students will receive comments about their academic growth in Term 1 and 2. The progress report has a third section for teachers to identify celebrations from the school year, and provide suggestions on ways students and parents can continue to support growth over the summer months.

Other Academic Comments
Term 1
Term 2