**The Guide to the Provincial Report Card**

**& Choices into Action**

**Readings from Sarah and Craig**

**Guide to the Provincial Report Card, Grades 1 – 8  
Appendix D: Learning Skills**

Here is a list of the nine Learning Skills that appear on the Provincial Report Card – we’ll provide a brief explanation of that learning skill in the Junior Level.

1. **Independent work –** the student is able to follow and complete instructions, tasks, and assignments without supervision on time and with care.
2. **Initiative** – the student seeks and accepts new and challenging tasks with a positive attitude. The student is able to observe, question, and explore the assigned task with confidence, and seek assistance when necessary.
3. **Homework completion (work habits) –** shows interest and excitement for homework, begins work promptly, puts forth effort and detail to work, stays on task, and completes on time.
4. **Use of information –** the student is able to understand, analyze, and use the information properly and effectively.
5. **Cooperation with others** – the student is able to work with others while demonstrating certain characteristics such as; listening, taking turns, helping, sharing, respectful, cooperative, and considers other suggestions/opinions.
6. **Conflict resolution –** the student is able to listen, negotiate, and resolve conflicts instantly, independently, and in a satisfactory way. The conflict can occur in a pair, group, or outer setting.
7. **Class participation –** the student contributes within a class or group activity through listening, communicating, motivating, and showing respect.
8. **Problem solving –** the student is able to solve a problem by using the information, analyzing it, choose materials to solve it, carries out the plan, records the result, and checks the results.
9. **Goal setting to improve work (with assistance, with peers, independently)** – the student is able to identify goals, develop specific steps to reach a goal, evaluates the success in reaching the goal, continues to reach that goal, and accepts comments from others.

***Choices Into Action***

Elementary school / junior division sections

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| **Student development** | **In Grades 1 to 6, students will learn to:** | **Comments and Reflections** |
| • Learning skills, preferences, and strategies (e.g., memorizing, working independently, assessing themselves, managing their time) | – demonstrate their understanding of and  use learning skills and strategies in their  classroom learning  – demonstrate the ability to follow school and classroom rules and routines | As students move into grade 7 and 8 they are asked to apply and reflect these skills  This sets up a foundation for the kid metacognition that will have students reflecting about their learning preferences  By high school students are asked to develop annual education plans.  The ultimate goal I believe is to have students ready for the real world and face up to the change that they will be faced with in their lifetimes |
| • Setting goals and monitoring progress | – use goal-setting skills to improve their school work  – identify improvement in their work resulting from goal setting |
| • Adapting to change | – identify the skills required for making  transitions to new situations (e.g., a new  school or class) |
| • Lifelong learning | – understand and apply lifelong learning skills (e.g., communicating, organizing, researching) to all of their subjects |
| **Interpersonal development** | *In Grades 1 to 6, students will learn to:* |  |
| • Self-management | – demonstrate their understanding of  socially acceptable responses to a variety  of situations in school | As students progress they should be able to apply these skills in an increasingly independent manner.  Teachers should work on making it clear that being a good student in their school is a form of training to be a good citizen in their community. |
| • Getting along with others | – identify the variety of characteristics, skills, competencies, qualities, and talents  of others  – demonstrate their understanding of using skills to build positive relationships at school (e.g., cooperating with others) |
| • Social responsibility | – demonstrate their understanding of  “being a responsible citizen” in the classroom and the school |
| **Career development** | *In Grades 1 to 6, students will learn to:* |  |
| • Self-assessment | – identify their personal interests, strengths, competencies, and accomplishments | Students should start to consider their pathway as early as grade 7. As we get to high school they will need to plot a pathway (with parents, teachers, and guidance counselors) toward a destination post high school  **Two areas under “Career Development” “awareness of opportunities” and employability are not addressed in the grade 1-6 category**  this suggests that students in junior a teacher really should not yet be concerned with those areas |
| • Exploring and obtaining information about education, training, and careers | – identify jobs and occupations in the community related to school subjects |
| • Work, society, and the economy | – describe the connections between individuals and work (e.g., employees work for companies, which pay them a salary) |
| • Education and career decisions | – learn and apply decision-making and  problem-solving skills |