

Goal: to provide parents and students with personalized, clear, precise and meaningful feedback.

What is different?

When reporting teachers will:

- focus on what students have learned, describe significant strengths and identify next steps for improvement
- use language that parents will understand
- help parents understand how they can support their children at home

(p. 64 Growing Success, 2010)

Comments in learning skills and curriculum areas will continue to address these three questions:



1. What were students expected to learn?
2. How do I know they learned it?
3. What will we do to support/deepen continued learning?



Reporting on What, When? February 14 - 18, June 22 - 28

	Report Card 1	Report Card 2
Language	X	X
French *	X	X
Native Language **	X	X
Math (each strand a minimum of once in the school year)	4/5 strands	4/5 strands
Science	X	X
Social Studies	X	X
History/Geography ***	X	X
Health & Physical Education	X	X
The Arts ****	X	X

***Core French** : Grade 4 students will receive instruction in reading and writing and oral, however for Report 1 should only report on Oral Communications.

****Native Language**: If there is not a Native Language program offered at a school site, the NA box will be auto filled by secretaries during set up

*****History /Geography** : achievement must be reported at least once on Report I or II, at a minimum. When students receive instruction in only one for the reporting period, parents will be informed at the beginning of this period.

******The Arts**: 3 out of 4 Arts must be reported on in both terms. At a minimum, two strands will be taught for the full year.

IEP Accommodations and Modifications

If the Ontario Curriculum expectations are **modified** for a student by grade level or at grade level by number and complexity

- ✓ check the IEP box
- ✓ insert the statement - " *The letter grade/percentage mark is based on achievement of expectations in the IEP that vary from the Grade ___ expectations and/or are a decrease in the (number /and or complexity) of curriculum expectations*"
- ✓ report on the student's achievement of the IEP learning expectations

Report on **Alternate** Expectations that relate to the sample behaviours from the learning skills in the Learning Skills comment box. Report on Alternate skills that are related to the Ontario Curriculum (Functional Math, Communication, Basic Literacy, etc.) in the box related to the curriculum area. Report on all other Alternate expectations on the Report Card Addendum and attach to the Report Card.

Accommodations: Teachers will not check the IEP box, as the letter grade/percentage mark is based on grade expectations

"... we must acknowledge that if parents do not understand the information in the report card, it's not their fault. As communicators, it is our responsibility to make sure that our message is clear and comprehensible to those for whom it is intended. This is the communication challenge involved in developing a standards - based report card."

(Guskey and Bailey, 2010, *Developing standards-based report cards* , p. 122.)

Report Card Comment

Curriculum

Learning Skills and Work Habits

Comments will:

- use **clear and simple language**
 - vocabulary easily understood by parents and students
 - communicate a positive tone

"...uses his awareness of who he is writing for and the form that best fits to produce writing that makes sense..."
- **focus on strengths**: using specific examples that refer to class experiences to make comments increasingly personalized.

"...writing her reading response letter, Zoe clearly imagined what it would have been like to be Brian living alone in the wilderness for so long by comparing this to her own camping experiences."
- build upon **areas of improvement identified** in the Progress Report

"...is now using strategies to help him read unfamiliar words such as back up, re-read and using pictures"
- **most recent evidence** of student learning of overall expectations reflected in comment

"...able to show the relationship and convert between units...applying correct units to word problems such as... is more challenging for him."
- be framed in **learning goal language**, based on overall curriculum expectations : what is the critical learning that parents and students need to know has occurred?

"...makes convincing arguments based on data and uses strong supportive arguments to prove solutions both orally and in writing..."
- highlight **next steps** that are based on descriptive feedback (oral and /or written) based on success criteria, students received in class

"...encouraged to use the criteria laid out in class to ensure he has included everything he needs before handing in his work."
- include **concrete examples** of how parents can participate in learning

"Having short conversations at home based on her nightly reading may help support and deepen her understanding of what she reads."
- include references to the **Achievement Chart categories** and how the student is reflected as a well rounded learner. After writing ask, *does this comment describe what the student knows? how the student shows their thinking? how the student applies this learning? and how the student communicates his/her understanding of this learning?*

Comments will:

- **begin with areas of strengths** and progress to areas of improvement with specific strategies of support
- build upon **areas of improvement identified** in the Progress Report

"...enjoys working with friends, and he is now making great choices when selecting partners for academic tasks and activities."
- address the **student's development** in new areas since the Progress Report

"...benefits from prompts to begin a task in class .. once he has begun a task, he is able to use his class time effectively to complete it."
- use relevant **personalized and specific** examples

"...working toward regularly trying a second strategy when his first attempt doesn't work..."
- use **student and parent friendly language** rather than verbatim references to sample learning skill and work habit language already found on the report card

"She doesn't hesitate to revise work that doesn't meet the high standards she sets for herself or the criteria developed in"
- include **concrete examples** of how parents can participate in learning

"At home, discussing strategies for dealing with frustration... would support Sam's positive interaction with people."
- include next steps for learning skills and work habits that need improvement

"...sometimes finds it difficult to stay focused. He is working to be aware of who might be distracting to work with and choose"