

Questions and Answers: Web Achievement and the Provincial Report Card

September 2009

Please note: The new Growing Success Assessment and Evaluation Policy from the Ministry of Education is expected to be released this fall. Optional implementation of some sections will occur in 2009/2010, and mandatory implementation, including revised reporting formats will occur in 2010/2011. There are no changes to the Provincial Report Card format for this school year.

Will the English language box have a space to enter a mark for the Media Literacy strand?

The Ministry Report Card template will not be revised until 2010/2011. As was the case in 2008/2009, teachers will continue to include the Media Literacy letter grade/mark in the Oral language box, and it is expected that comments in the English language box will address Media Literacy.

Do teachers report on overall or specific curriculum expectations?

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

Can teachers enter subjects in the additional boxes on page 2 of the report card?

The additional boxes on page 2 of the Ministry report card are intended for the reporting of Ministry curriculum subjects that are offered on a board by board basis. Kawartha Pine Ridge D.S.B. offers Native as a Second Language, and this option will be available for students enrolled in NSL courses. No other additional curriculum subjects are offered by Kawartha

Pine Ridge D.S.B., therefore, teachers may not create additional box headings.

How do teacher librarians report on student achievement?

Teacher librarians work with students to hone skills that are integrated into many different subject areas. Teacher librarians are expected to collaborate with classroom teachers to develop comments that relate specifically to subject area support (e.g. a teacher librarian may collaborate with the classroom teacher to develop a comment based on the use of research skills for the purpose of preparing a history presentation).

How do teachers working with students in computer labs report on student achievement?

Teachers who see students in the computer lab are expected to be supporting students in their use of technology, as it relates to curriculum subject areas. These teachers are expected to collaborate with classroom teachers to develop comments that relate specifically to how technology supports a given curriculum area (e.g. a teacher supporting technology may collaborate with the classroom teacher to develop a comment based on the use of technology to support writing skills).

How often are Grade 1 - 8 teachers required to report on the different strands in mathematics?

Teachers are required to report on Number Sense and Numeration each term, and all other math strands twice over the course of the year. Teachers may decide which of the four remaining strands to report on each term, as long as each strand is covered a minimum of two times by the end of June and each reporting period shows a letter grade/mark for at least two strands.

How often are Kindergarten teachers required to report on the different strands in mathematics?

In alignment with Grade 1 - 8 teachers, Kindergarten teachers are expected to report on each math strand twice during the school year; therefore Kindergarten teachers will report on the 5 math strands in February and in June.

How often are teachers required to report on music, visual arts and drama/dance?

For 2009/2010 teachers are required to report on each art strand twice over the course of the year. Until the Provincial Report card is updated by the Ministry of Education, teachers will report on the art strands of drama and dance together. Therefore Visual Arts will be reported on twice, Music will be reported on twice and Drama/Dance together will be reported on twice. When a strand is not reported on in a given term, it should be noted in the appropriate comment box (e.g. Drama will be reported in Term 2).

Does the Board encourage the documentation of running record, CASI, or DRA scores/levels in the comment boxes?

The primary purpose of assessing using running records, CASI or DRA in reading is to collect data to inform instruction. This data, along with other classroom data (observation, informal running records, individual assignments, work in guided reading groups, etc.) will provide the information for making the judgement, or evaluation overall of student achievement. Any evaluative judgement is not based on one source of evidence, therefore it is inappropriate to provide a letter grade/mark and comment on one source of information. In the same way that teachers would not report on individual test scores on a report card, it is inappropriate to provide levels or scores from system assessment data. In addition, the information on its own is not meaningful or understandable by most parents. The sharing of individual pieces of data is more appropriately shared with parents in an interview situation, where it can be properly explained.

Can the English language box be used for reporting of French Immersion?

No. The English language and Second language boxes are set for the system and may not be switched. However, we do recognize that there are very few lines available for teachers of students in the French Immersion program. Until the Ministry addresses this issue, we have designated one additional box on the back of page 2 for "Second Languages continued". Teachers may wish to include the phrase, "continued on page 2" at the end of the Second language box on page 1, to alert parents to the fact that the comments continue on page 2. Core French teachers will NOT have access to the additional comment box on page 2.

When do I check the IEP box on the report card?

The IEP box is checked when a student has an IEP that is modified by grade level, complexity or number of grade level expectations.

Why isn't the IEP box checked for a student who has an "accommodated only" IEP?

The Ministry has directed that students with an accommodated only IEP will not have this indicated in any way on the report card. Students with accommodated only IEP's are working at grade level with no modifications to the curriculum and therefore the reporting does not need to reflect this.

Can a student with an IEP receive an "A" or an "R"?

A student with an IEP can receive an "A" when the student has surpassed the expectations as outlined on the IEP.

If a teacher is considering giving a student with an IEP an "R", they need to review the student's IEP program to determine why the student continues to struggle, as the purpose of the IEP is to target the student's instructional level. Any teacher considering an "R" for a student with an IEP should be consulting Special Services for assistance with programming.

Is the Provincial report card used for special education students and students in the Learning and Life Skills Program?

The Provincial report card is used for all students (those working on the Ontario Curriculum, an alternate curriculum or a combination of both). For students who are working on alternate expectations and have a page 4 on their IEP (often for areas such as life skills, social skills, organizational skills, self-regulation, or basic literacy skills) the Provincial report card should be used wherever possible. For example, if a student is working on basic literacy skills, the reporting for that subject area could be included under English Language on the Provincial report card or on the addendum, whichever is most appropriate. If a student is working on expectations that don't fit on the Provincial report card, then the addendum is used.

Please note: Teachers may **NOT** type alternate expectations into the optional boxes on page 2 of the Ministry report card, as these boxes are set for core curriculum subjects.

How do I use the report card addendum on the IEP writer?

The addendum is an open text box where teachers can report on student progress. It can be printed along with the IEP, or it may be printed separately as well.

If a student is working on an IEP with modified expectations, what statement needs to go in the comment box?

The following statement must be included in the comment box, whenever a student is working from a modified IEP:

“The (grade/mark) for (strand/subject) is based on the achievement of the expectations in the IEP, which vary from the Grade __ expectations.”

Are teachers be able to transfer comment banks from e-teacher or other word processing programs to Web Achievement?

No. Web Achievement allows teachers to collaborate on the creation of report card comments at the divisional level. Much has been learned in recent years regarding the most appropriate way to effectively and clearly communicate with parents.

What does it mean to assign a student an “A”?

A student who receives a level 4 evaluation (A) on a group of overall expectations surpasses the standard for that grade.

Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 **does not** mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

What does it mean to assign a student an “R”?

An evaluation of “R” or below 50% means that a student has not met the minimum standard for success in the area of study or course that was completed.

At the Elementary level an R indicates that there is a need for remediation and parental involvement. “R” signals that additional learning is required before the student will begin to achieve success with this grade’s expectations. “R” indicates the need for the development of a plan to address the student’s specific learning needs and to ensure success for learning. An “R” should not be repeatedly used on the report card, term after term.

How does a teacher report on achievement for students who are English Language Learners?

Every classroom teacher who has an ELL student , must report on student achievement using the Ministry report card. Educational assistants and other support staff who work with these students, may NOT comment on student achievement, as planning, assessing and evaluating English language learners is the sole duty of classroom teachers.

English Language Learners fall into two program categories:

English as a Second Language programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds.

English Literacy Development programs (formally English Skills Development - identified as ESD on the report card) are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, so that they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive with significant gaps in their education.

Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD (ESD) needs of English language learners.

In completing the report card, teachers **do not** check the modification box to indicate:

- that the student is participating in ESL or ELD (ESD) programs or courses; or
- that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language).

When modifications to address the ESL or ELD (ESD) needs of English Language Learner are in place, the following statement must be included in the “comments” section:

The (grade/mark) for (strand/subject) is based on achievement of the expectations in the (ESL or ELD) program, which vary from the Grade ___ expectations.

Are there any suggestions or tips regarding the writing of report card comments?

Please see the companion document, “Writing Effective Report Card Comments” for further suggestions and ideas to support the writing of report card comments.

Who do I contact if I require further information?

If you have further questions, please contact the following Instructional Leadership Consultants:

General reporting questions:	Jennifer Sampson, ext. 2346
Second languages reporting:	Mélanie BergeronLanglois, ext. 2389
IEP’s and report cards:	Bev Assinck, ext. 2208