



## ALCDSB Elementary Report Card Guidelines

In the Algonquin and Lakeshore Catholic District School Board, report cards are the primary method for educators to document student progress towards meeting the curricular expectations by grade level, as required by the Ontario Ministry of Education. These reports share essential information about each student's development of learning skills. They share valuable information for parents/guardians and students to understand student strengths and next steps for improvement. Parents/guardians, educators, administrators and support staff refer to the Provincial Report Cards to look for previous patterns of achievement and important information in a student's learning journey.

Comments should reflect the student as a learner in each subject area and outline the knowledge and skills acquired by the student. The comments should provide meaningful next steps for improvement that are authentic and individualized, based on the educator's assessment of student work in each subject area. Comments made should be "asset-based" and reflect our Catholic value of honouring the dignity of the person. Educator comments should provide an overview of the student as a learner in each subject area. For Mathematics, reflecting on the Mathematical processes is an effective way to show students who they are as a Math learner. For other subject areas, commenting on the students' skill with inquiry and problem-solving skills is essential. There is no need to repeat specific expectations from the curriculum. Educators can add personalized comments related to specific evidence/products that a student provided during the course of instruction and/or specific tasks completed by students that demonstrated learning.

Refer to all subject area curricula: Mathematic Processes, Achievement Charts, Skills and Knowledge requirements etc.

The ALCDSB guidelines are as follows:

### **Grades 1 - 8**

#### **November Progress Reports**

- Students receive a rating according to the following for each subject:  
✓ Progressing With Difficulty ✓ Progressing Well ✓ Progressing Very Well.
- NA is clicked (where available) when the student did not receive instruction in a specific subject/strand.
- Comments are required to reflect strengths and next steps in Language, Mathematics, and one of Science or Social Studies (Gr. 1 – 6) as well as Science and at least one of History or Geography (Gr. 7 – 8).
- French as a Second Language Teachers will make a comment about student progress.
- A comment is required for Physical Education.
- The two strands of the Arts curriculum that are taught by the Itinerant Arts Teachers are clicked NA for progress report card by the classroom educator.
- If the classroom teacher feels that he/she has enough evidence to comment on one of the other Arts strands they may do so.
- The classroom teacher can click NA for the fourth Arts strand that will not be reported.
- Include the IEP statement as provided in *Growing Success* to explain progress and achievement for those students with modified expectations as part of their IEP.
- If expectations on the IEP vary from the Grade level expectations, then the IEP box must be clicked.

## **Term 1 and Term 2 Report Cards**

- Provide a letter grade (Grs. 1 – 6) or a percentage grade (Grs. 7 – 8) as per guidelines found in [Growing Success](#).
- Ensure that comments reflect an overall summary of the strengths demonstrated by the learner as well as a meaningful next step that provides the student with a realistic suggestion for moving forward in that subject area.
- Include the IEP statement as provided in *Growing Success* to explain progress and achievement for those students with modified expectations as part of their IEP.
- If expectations on the IEP vary from the Grade level expectations, then the IEP box must be clicked.

## **Kindergarten**

Please refer to [Growing Success-The Kindergarten Addendum Assessment, Evaluation and Reporting in Ontario Schools \(2016\)](#)

### **Principles that guide all Communication of Learning Reports**

- Ensure the ECE's name and signature is added to all the reports.
- Start by looking at the child, not the expectation.
- Focus on what children have learned, describe significant strengths, recognize children's growth, and identify possible next steps for learning.
- Use language that *all* parents/guardians will understand.
- Use examples of learning from pedagogical documentation to provide evidence of the child's learning in a play environment.
- Use language that is asset based and student centered.
- Include the child's interests, learning styles and preferences, needs and experiences.
- Consider the strengths and growth in learning that the child has demonstrated in relation to the overall expectations.
- Use evidence of learning gathered from what children are saying, doing and how they are representing their thinking and learning in relation to the overall expectations.
- Religion comments should be personalized, not individualized and when possible integrated throughout the whole Communication of Learning.
- When writing the "WE" in kindergarten for next steps, this includes the educators, student and family.

### **Kindergarten Communication of Learning: Initial Observations (November)**

- There are only 2 boxes – one is for Religion and another for all other comments.
- There is no need to separate the comment box into frames or to include all frames in this reporting period.
- Comments in the Initial Observations report can be a blend of overall expectations: a cross section of the frames that reflect an individual learner and the noteworthy learning for this child at this time.
- Educators use their professional judgment to determine what is significant and most important to communicate to parents at this point in time. Most educators find that this time of year it makes sense to report on either Belonging and Contributing or Self-Regulation and Well Being.
- Preparation and Planning Teachers will provide a comment for this reporting period.

- Preparation and Planning Teachers are responsible for writing their own comments; however, classroom teachers will continue to be required to input comments on their behalf.
- The Itinerant Arts Teacher does not comment on the Initial Observation report.
- Checkboxes have been added for French Immersion, Core, or Extended

## **Kindergarten Communication of Learning (Term 1 and 2)**

### **Assessment and Reporting for Preparation and Planning Teachers and Itinerant Arts Teachers**

- There are no guidelines mandating which frame the Preparation and Planning Teachers and Itinerant Arts Teachers must comment in the Communication of Learning. They are professionals and are required to submit a comment based on the expectations from The Kindergarten Program curriculum they have taught and assessed. Each comment needs to include Key Learning, Growth in Learning and a Next Step. At the beginning of each term, it is important that the Educator Team, PPT and IA Teachers collaborate and communicate which curriculum expectations they plan on teaching and assessing. Those expectations will then be considered when determining a best fit for which frame a comment goes in. Classroom teachers will continue to be required to input comments on their behalf.

### **Reporting on Demonstrating Mathematic and Literacy Behaviours:**

- This frame provides an opportunity to report on both Literacy and Mathematics Behaviours. In an inquiry play-based program, these behaviours are often intertwined but each child is different and so this will vary. When Mathematics and Literacy behaviours do not naturally come together, there should be a comment about both Mathematics and Literacy in the communication to parents. However, the Educator team is not required to provide Key Learning, Growth in Learning and Next Step for both Mathematics and Literacy Behaviours, unless they feel it is appropriate. Educator teams use their documentation and professional judgement to determine what is the most important thing to communicate to families for each of the 6 reporting periods in the 2 year program.

### **Overlap in Frames**

- The nature of The Kindergarten Program is very fluid. The program is divided into 5 frames (Religion, Belonging and Contributing, Self-Regulation and Well Being, Demonstrating Mathematic and Literacy Behaviours, and Problem Solving and Innovating) but these frames overlap in many areas which is ideal for consolidation of skills in the inquiry based learning model. This makes the reporting more fluid as well. For example, a team may choose to comment on Mathematics in the Problem Solving and Innovating frame or Oral Language in Belonging and Contributing depending on the context in which they saw the skill. Religion may also be present in all of the frames in addition to the Religion frame as we continue to infuse our faith into all we do.