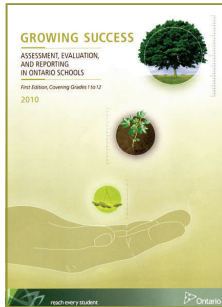


New Reporting Policies for Ontario

Beginning in September 2010, all assessment, evaluation and reporting in Ontario schools will be based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, First Edition, Covering Grades 1 to 12*. This policy document introduces new report cards for both elementary and secondary students.



New reporting requirements are outlined in this Ministry of Education document. In elementary schools, the academic year is now divided into two terms with three formal reporting periods. On all of the report cards teachers share students' information regarding their learning and achievement of the learning skills and work habits and the Ontario curriculum expectations.



Reporting Timelines

Timelines	Report Card
November	<i>Elementary Progress Report Card</i> • Interviews held
January (end of term 1)	<i>Elementary Provincial Report Card</i>
June (end of term 2)	<i>Elementary Provincial Report Card</i>

Learning Skills & Work Habits

The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations.

Teachers will work with students and their parents /guardians to help them develop the following six learning skills and work habits:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each learning skill and work habit is evaluated on the report cards using the following scale:

- E = Excellent
- G = Good
- S = Satisfactory
- N= Needs Improvement

Please refer to our *Learning Skills & Work Habits* pamphlet for more information.

Reporting on Student Academic Achievement

Elementary Progress Report Card

The purpose of the *Elementary Progress Report Card* is to communicate your child's progress towards the achievement of the curriculum expectations since the beginning of the school year. It describes how well, at this point in the year, your child is demonstrating the various learning skills and work habits. It serves as a central part of early discussions between home and school.

For this report card, teachers use a rating scale instead of letter grades or percentage marks. The rating scale is as follows:

- Progressing Very Well
- Progressing Well
- Progressing With Difficulty

Teachers also write personalized comments that indicate what has been learned, the student's strengths and next steps that home and school can collaboratively work on to improve student learning.

Elementary Report Cards

Reporting on Student Academic Achievement

Elementary Provincial Report Card

The purpose of the two provincial report cards is to communicate how well your child has achieved the overall curriculum expectations for each subject at the end of a period of learning. (e.g., end of term 1 and end of year)

Determining a Report Card Grade

Teachers will consider the quality of all evidence for evaluation that has been collected over time using a variety of methods. The teacher will consider:

- all assignments for evaluation and tests/exams that were completed or submitted;
- the number of assignments for evaluation and tests/exams that were not completed or submitted; and
- evidence of achievement that is available for each overall expectation for a subject.

Teachers will use their professional judgement to interpret the evidence and then will assign a letter grade or percentage mark.

For further information about:

- Ontario curriculum documents go to: <http://www.edu.gov.on.ca/eng/elementary.html>
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12)* go to: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Understanding the Elementary Provincial Report Card

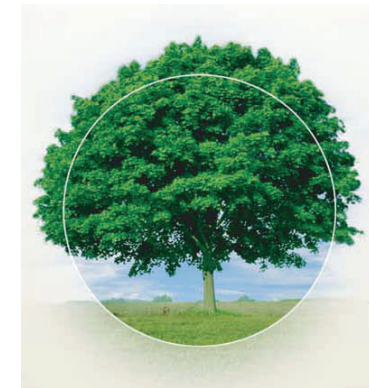
Letter Grade/Percentage Mark*	Achievement of Provincial Curriculum Expectations
A- to A+ 80%-100%	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+ 70%-79%	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+ 60%-69%	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+ 50%-59%	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R Below D- /50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade or percentage mark.
<input checked="" type="checkbox"/> NA	Indicates that a student did not receive instruction in a subject/strand.
<input checked="" type="checkbox"/> IEP	Indicates that grade level curriculum expectations have been modified and that students are working from an <i>Individual Education Plan</i> .
<input checked="" type="checkbox"/> ESL/ELD	Indicates that modifications have been made to curriculum expectations to address the language learning needs of English language learners.

*Gr. 1-6: achievement is reported using letter grades
Gr. 7-8: achievement is reported using percentage marks



Elementary Report Cards

A Guide for Elementary Students and Their Parents/Guardians



www.yrdsb.edu.on.ca

Assessment,
Evaluation
& Reporting
for Parents and Guardians

November 2010

Elementary Report Cards