Purpose of The Elementary Progress Report Card

Progress Report Cards are sent home between Oct. 20 and Nov. 20 (date varies yearly)

The Elementary Progress Report Card shows students’ development of Learning Skills and Work Habits, as well as their general progress in the subject areas, during the fall of the school year.

The Elementary Progress Report Card is a communication tool for teachers to provide feedback for students and parents/guardians regarding progress, not achievement. This means that the evidence of learning that guides reporting will be formative, rather than summative.


Learning Skills and Work Habits

Teachers will report on the students’ development of six Learning Skills and Work Habits (page 1). All six learning skills and work habits must be reported on with an indicator letter (E, G, S or N). Comments can be organized to combine several Learning Skills and Work Habits together.

Teacher Comments:

Teachers will comment on each student’s strengths and areas needing improvement, with respect to Learning Skills and Work Habits. There should be a next step reflecting areas needing improvement, for each student. Each comment will describe, in parent-friendly language, a student’s progress. Teachers may refer to the sample behaviours listed for each learning skill and work habit, without copying these verbatim.

Meaning of the “Progressing” Check Boxes:

The Progressing Skills and Work Habits section will be written in prose, and the box must not be left empty. The box does not need to be completely filled—the amount and content of the description will be subject to the teacher’s professional judgement, and will vary based on individual student needs. The box will be completed by the homeroom teacher(s) in consultation with subject teachers, as necessary.

In the professional judgement of the teacher, the student is Progressing With Difficulty when:

- Usually during the formative stages of a learning cycle, the student is experiencing challenges in meeting learning goals.

In the professional judgement of the teacher, the student is Progressing Well when:

- Usually during the formative stages of a learning cycle, the student is working toward meeting learning goals.

In the professional judgement of the teacher, the student is Progressing Very Well when:

- Usually during the formative stages of a learning cycle, the student is meeting learning goals.

Evidence gathered to date indicates that the student requires improvement and planned next steps to meet learning goals.

Evidence gathered to date indicates ongoing, consistent improvement towards meeting learning goals.

The “Progressing” check boxes and accompanying statements must not in any way be understood as predictors of a student’s grades on the report card for term 1, nor are they connected to grades.

Subjects and Strands – Guide to the “Progressing” Check Boxes

Teachers will indicate each student’s progress towards meeting learning goals, leading to the achievement of curriculum expectations, in one of three categories: Progressing Very Well, Progressing Well, and Progressing With Difficulty.

Teachers should consider how the students are learning based on evidence gathered from observations, conversations and student work, and indicate, based on professional judgement, how each student is progressing.


September 2013

WRDSB Learning Services – School Effectiveness & Assessment
Subjects and Strands – Teacher Comments

A comment is not required for all subject areas, though good practice indicates that a comment should be included when “Progressing With Difficulty” has been indicated. Though a comment is not required for every subject, every teacher who teaches a student must write a comment.

Comments will be written in prose, and will pertain to each student’s general progress in working toward meeting learning goals (leading to the achievement of curriculum expectations) in subjects/strands.

Teachers will comment on:
- The student’s progress
- The student’s strengths
- Next steps for improvement

Elementary Progress Report Card comments will:
- Focus on student progress in relation to learning goals
- Focus on what students can do (i.e., individual strengths in student progress)
- Use clear, concise, understandable, jargon-free language (avoid “eduspeak”)
- Personalize the information (see right side of page)

For **Mathematics**, it is suggested that the comments pertain mostly to **Process Expectations**, for example **Communication** and **Problem Solving**.

For **Science and Technology**, and **Social Studies/History/Geography**, it is suggested that the comments pertain mostly to **Developing Investigation (Inquiry/Research) and Communication Skills**.


---

### What Does Personalization Mean?

**Personalizing** a comment means ensuring that the comment is an accurate description of a particular student’s progress. **Personalized** is not the same as **unique**. **Personalized** means that there may be elements of a comment used for one student that may accurately apply to another student. The goal is for each student’s individual description of progress to be applicable to him or her, not necessarily to have unique comments for every student.

### Students with Special Education Needs - IEP

#### Considerations for Students with an IEP

Teachers will check the IEP box only when a student has an IEP that includes modifications. The check box will not be checked when the IEP contains accommodations only. There is no IEP statement for the Elementary Progress Report Card.

If a student has an IEP with modifications, the Elementary Progress Report Card comment must reflect the learning expectations in the IEP. The comment should reflect the student’s progress toward the achievement of the expectations in the IEP.

Students who have alternative program expectations (or a combination of alternative program and Ontario Curriculum expectations) will receive an Alternative Program Progress Report in addition to the Elementary Progress Report Card. When a student’s IEP addresses solely alternative program expectations, then the Elementary Progress Report Card will include demographic information only.


---

### English Language Learners

Teachers will check the “ESL/ELD” box for each subject/strand for students who are identified ESL or ELD, and for whom modifications to regular grade-level expectations are used. There is no “ESL statement” to be included with the comments.

When modifications to curriculum expectations have been made to address both language learning needs and special education needs, teachers must check both the “ESL/ELD” box and the “IEP” box.


### NA Check Boxes

The “NA” box will be checked to indicate that a student received limited or no instruction in a subject (or, in the case of The Arts, in a strand).

Unlike the Elementary Provincial Report Card, there is no minimum number of strands of The Arts that must be reported on in the Elementary Progress Report Card.