

ELEMENTARY PROGRESS REPORT CARD **(Business requirements and rationale)**

There are two main versions of the Elementary Progress Report Card:

- Grades 1 to 6
- Grades 7 and 8

There is also a version of each for the use of Catholic schools that includes a section called “Religious and Family Life Education”. All Catholic district school boards may organize the contents of this section to include designations of progress. However, the size and placement of this section may not be changed in any way.

All versions of the Elementary Progress Report Card are designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects.

The Elementary Progress Report Card provides two areas that are to be designed by individual boards of education to be used consistently by all schools in the board:

1. At the top of the first page, boards may include information such as the board vision statement, board educational goals, or Ontario Catholic School Graduate Expectations. A space is also provided for the board logo.
2. The bottom of the second page may be designed to accommodate a board’s preferred means for teachers to communicate with students and their parents in the fall. A board may want this to be a tear-off section, so parents can complete the section at home and return it. In this case, the progress report card could be printed on two pages. Alternatively, the board may want the section to be completed during a teacher-parent-student conference or a student-led conference. In this case, the progress report card could be printed on the front and back of one page.

Boards may wish to design the section at the bottom of the second page to communicate or request the following types of information:

- Teacher-parent-student conference notes and/or information
- Student goals
- Parent comments/reflections (with or without stems)
- Student comments/reflections (with or without stems)
- Request for interview with parent
- Request for interview with teacher
- Next steps
- Action plans
- Contact information

Teachers will use the following letter symbols to report on students' development of the six learning skills and work habits:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

Teachers will use the Elementary Progress Report Card to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand. Teachers will check one of the following to indicate progress:

√ – **Progressing With Difficulty**

√ – **Progressing Well**

√ – **Progressing Very Well**

In the event that a student did not receive instruction in a subject/strand, the teacher will check the NA box.

Native Language

Indicate the Native language in the space provided (e.g., Ojibwa, Cree).

In the case of the Elementary Progress Report Card, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.



ELEMENTARY PROVINCIAL REPORT CARD (Business requirements and rationale)

There are two main versions of the Elementary Provincial Report Card:

- Grades 1 to 6
- Grades 7 and 8

There is also a version of each for the use of Catholic schools that includes a section called “Religious and Family Life Education”. All Catholic district school boards may organize the contents of this section to include a letter grade or percentage mark. However, the size and placement of this section may not be changed in any way.

All versions of the Elementary Provincial Report Card are designed to show a student’s achievement at *two points* in the school year. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student’s development of the learning skills and work habits during that period. The second provincial report card will reflect the student’s achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student’s development of the learning skills and work habits during that period. On the second provincial report card, the achievement recorded on the first provincial report card is also shown, to provide parents with an overview of the student’s achievement.

For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. The following conversion chart shows how the four levels of achievement are aligned to letter grades.

Achievement Level	Letter grade
4 +	A+
4	A
4 -	A-
3 +	B+
3	B
3 -	B-
2 +	C+
2	C
2 -	C-
1 +	D+
1	D
1 -	D-

Teachers may also use the codes “R” and “I” (to be defined in the *Growing Success* policy document) when evaluating and reporting student achievement in Grades 1 to 6.



For Grades 7 and 8, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range
4 +	95–100
4	87–94
4 -	80–86
3 +	77–79
3	73–76
3 -	70–72
2 +	67–69
2	63–66
2 -	60–62
1 +	57–59
1	53–56
1 -	50–52

Teachers may use the codes “R” and “I” (to be defined in the *Growing Success* policy document) when evaluating and reporting student achievement in Grades 7 and 8.

“Grade in September”

This item is to be completed in the June final report. Write in the grade in which the student will be registered the following year.

Learning Skills and Work Habits

Teachers will use the following letter symbols to report on students’ development of the six learning skills and work habits:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

Language

Strands

Fill in the letter grade/percentage mark for each of the four strands for language in the columns headed Report 1 and Report 2.

Not Applicable (NA)

Check the “NA” box if the student is enrolled in an immersion French program and is not receiving any language instruction in English.

French

Fill in the letter grade/percentage mark for French in the columns headed Report 1 and Report 2.



Not Applicable (NA)

Check the “NA” box if the student does not receive any instruction in French.

Core/Immersion/Extended

Check the appropriate box to indicate the type of program the student is enrolled in.

Native Language

Indicate the Native language in the space provided (e.g., Ojibwa, Cree). Fill in the letter grade/percentage mark for Native language in the columns headed Report 1 and Report 2.

Not Applicable (NA)

Check the “NA” box if the student does not receive any instruction in a Native language.

Mathematics*Strands*

Fill in the student’s letter grade/percentage mark for at least four of the five strands for mathematics in the columns headed Report 1 and Report 2. Achievement in each of the five strands must be reported at least once in the school year for Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the “NA” box for that strand should be checked.

Science and Technology

Fill in the student’s letter grade/percentage mark for science and technology in the columns headed Report 1 and Report 2. In the space provided for comments, indicate which strands were reported for the appropriate period.

Social Studies (Grades 1 to 6)

Fill in the student’s letter grade for social studies in the columns headed Report 1 and Report 2. In the space provided for comments, indicate which strands were reported for the appropriate period.

History and Geography (Grades 7 and 8)

Fill in the student’s percentage mark for history and/or geography in the columns headed Report 1 and Report 2. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period. If either history or geography is not part of the student’s program for Report 1 or Report 2, this should be noted in the comments, and the appropriate “NA” box should be checked. Achievement in both history and geography must be reported at least once in the school year, for either Report 1 or Report 2.

Health and Physical Education

Fill in the student’s letter grade/percentage mark for health education and physical education in the columns headed Report 1 and Report 2.



The Arts

Strands

Fill in the student's letter grade/percentage mark for three of the four strands in the columns headed Report 1 and Report 2. Achievement in each of the four strands must be reported at least once in the school year; for either Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the "NA" box for the strand should be checked.

Unlabelled Space: Additional Subject

One unlabelled space is provided for an additional subject chosen by schools and/or boards.

Record student achievement for the additional subject in the same way as for other subjects, showing the letter grade/percentage mark for each reporting period if the additional subject is taught in both reporting periods.

"French" Box

Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for the subject/strand.

Median: Grades 7 and 8

The median is the percentage mark at which 50 per cent of the students in the subject/strand have a higher percentage mark and 50 per cent of the students have a lower percentage mark. Students who have an "R" or an "I" for a particular subject/strand on their report card and students whose report cards have the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

Report the grade median. All students in the grade who are studying the subject/strand should be included in the calculation of the median for the subject/strand.

A median is not required for an additional subject, as the subject may not be part of the instructional program for all students in a specific grade during the same reporting period.

IEP with Modified Curriculum Expectations

If the expectations in the IEP are based on *The Ontario Curriculum, Grades 1–8* but vary from the expectations of the regular program for the grade in a particular subject and/or strand, teachers must check the "IEP" box for that subject/strand on the Elementary Progress Report and the Elementary Provincial Report Card. On the provincial report card, teachers must also include the following statement in the section "Strengths/Next Steps for Improvement":



“This (letter grade/percentage mark) is based on expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”

IEP with Alternative Learning Expectations

In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student’s achievement of the expectations; however, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, teachers must check the “IEP” box for the subject and/or strand and must include the following statement in the section “Strengths/Next Steps for Improvement”:

“This (letter grade/percentage mark) is based on alternative learning expectations in the IEP, which are not based on the Ontario curriculum.”

IEP with Accommodations Only

If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will *not* check the “IEP” box. The letter grade or percentage mark is based on the regular grade expectations.

Student and Parent Comments

Spaces and comment stems are provided in a tear-off section on the third and fourth pages of the Elementary Provincial Report Cards for student and parent comments. The stems are as follows:

Student’s Comments

- My best work is:
- My goal for improvement is:

Parent’s/Guardian’s Comments

- My child has improved most in:
- I will help my child to:

Even if parents and students do not wish to comment on or discuss the report card, parents must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child’s and/or their own comments should be provided with a copy of the tear-off section(s) by the school.



SECONDARY PROVINCIAL REPORT CARD **(Business requirements and rationale)**

There is one Secondary Provincial Report Card for Grades 9 to 12 for both Catholic and public schools. There are two versions of this report card -- one for semestered schools and one for non-semestered schools.

The version of the report card for semestered schools includes:

- the first report for a semester;
- the final report for a semester.

The version for non-semestered schools includes:

- the report for each of the first and second terms;
- the final report for the year.

The last two pages of the first report in semestered schools and of the first and second reports in non-semestered schools provides information for parents about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, and SHSM boxes; and the terms “I”, “W”, and “median”. The last two pages also provide a tear-off section, to be returned to the student’s homeroom teacher, which is to include the student’s comments and the parents’ acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child’s report.

The third page of the final report in both semestered and non-semestered schools is the “Completion of Requirements for Graduation” page. The fourth page provides information for parents about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, and SHSM boxes; and the terms “I”, “W”, and “median”.

Schools offering both semestered and non-semestered courses will use the report card designed for non-semestered schools to report student achievement in both types of courses.

Semestered schools will use the Secondary Provincial Report Card for formal written reports to parents two times a semester.

Non-semestered schools will use the Secondary Provincial Report Card for formal written reports to parents three times a year. The first report must be issued during the fall.

Learning Skills and Work Habits

Teachers will use the following letter symbols to report on students’ development of the six learning skills and work habits:



E – Excellent
 G – Good
 S – Satisfactory
 N – Needs Improvement

A student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range
4 +	95–100
4	87–94
4 -	80–86
3 +	77–79
3	73–76
3 -	70–72
2 +	67–69
2	63–66
2 -	60–62
1 +	57–59
1	53–56
1 -	50–52

Teachers will assign percentage marks below 50 per cent to indicate achievement below level 1. The *Growing Success* policy document will provide further information about marks below 50 per cent.

For Grades 9 and 10 only, teachers may use the code “I” (to be defined in the *Growing Success* policy document) when evaluating and reporting student achievement.

Median

The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark. Students who have an “I” for a particular course on their report card and students whose report cards have the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

Report the course median for each course. All students who are taking the course should be included in the calculation of the median for the course.



Credits Earned

In the “Credit Earned” column, record the number of credits earned (normally “1” or “0.5”, for full and half-credit courses, respectively) for each course that the student has completed successfully. If the credit has not been earned, enter a zero (0).

Withdrawals

If a student withdraws from a course, enter a “W” in the “Credit Earned” column of the report card (s) issued subsequent to the withdrawal. The *Growing Success* policy document will provide further information about entering a “W”.

“SHSM” Box: Grades 11 and 12

Check this box on the first and final report card for semestered courses, and on the first, second, and final report card for non-semestered courses, when a student is taking the course as a credit towards a Specialist High Skills Major.

IEP with Modified Curriculum Expectations

For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for every course to which the plan applies. If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the “IEP” box. If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, teachers must include the following statement in the “Comments” section.

“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”

If the student is not working towards a credit in the course, a zero (0) should be entered in the “Credit Earned” column.

IEP with Alternative Learning Expectations

In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student’s achievement of the expectations; however, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the “IEP” box for that course and must include the following statement:

“This percentage mark is based on alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.”



IEP with Accommodations Only

If the student's IEP requires only accommodations to support learning in a course, teachers will *not* check the "IEP" box. The percentage mark is based on the regular course expectations.

Student Comments

Space and comment stems are provided for student comments in a tear-off section on all Secondary Provincial Report Cards except the final report. The stems are as follows:

Student's Comments

- My best work is:
- My personal goal for improvement is:

Parents, even if their child does not write comments, must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child's comments should be provided with a copy of the tear-off section by the school.

