

The OECTA
Guide to Report
Card/Progress
Reports in
Elementary and
Secondary

Questions
and
Answers

Table of Contents

Section 1	Introduction ... 1
Section 2	Overview of Policy on Assessment, Evaluation and Reporting (<i>Growing Success</i>, 2010) ... 2
Section 3	The Provincial Report Cards ... 4 <ul style="list-style-type: none">• The Elementary Progress Report Card ... 4• The Elementary Provincial Report Card ... 9• The Provincial Report Card, Grades 9-12 ... 15• Q & A's: Reporting for Elementary and Secondary Grades ... 20
Section 4	Kindergarten Report Cards ... 30
Section 5	The Ontario Student Record (OSR) and the Ontario Student Transcript (OST) ... 33
Section 6	Technological Issues ... 35
Section 7	Links, Resources and References ... 39

Welcome to the OECTA Guide to Report Cards/Progress Reports in Elementary and Secondary

Questions and Answers

Section I Introduction

The OECTA Guide to Report Cards/Progress Reports in Elementary and Secondary is a resource for teachers to use when completing student report cards and progress reports. This guide references provincial policy presented in the Ministry of Education document titled *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (First Edition, Covering Grades 1 to 12), 2010. Note that a final edition of this document is planned for release in 2011. It will include information pertaining to the full-day Kindergarten program and may also include some revisions relevant to the content of this guide.

The OECTA Guide to Report Cards/Progress Reports in Elementary and Secondary is a project of OECTA's annual Summer Writing Teams, a program that brings OECTA members together to create classroom curriculum for teachers. The original OECTA Elementary Report Card Guide was written by OECTA teachers Anne Horton, April Westover and Amanda Wren in 2005. This guide was updated and expanded in 2010 to address both elementary and secondary panels by Michele Litster.

Visit www.oecta.on.ca for more information about becoming involved in PD Projects.

Section 2 Overview of Policy on Assessment, Evaluation and Reporting (*Growing Success, 2010*)

What is the relationship between assessment, evaluation and reporting?

Assessment, evaluation and reporting are three components of a process intended to promote student learning.

Assessment is the process of gathering information that reflects how well a student is achieving the learning objectives (e.g., curriculum expectations, learning skills and work habits).

Evaluation is the process of judging evidence of student achievement and assigning a value to represent its quality (e.g., scores, levels, grades/marks).

Reporting is the process of summarizing evaluation data for the purpose of communicating it to parents and others, including students themselves. While assessment and – to some extent – evaluation more directly promote improvement in student learning and achievement, the purpose of reporting focuses more on clear and accurate communication.

The first policy statement in the Ontario Ministry of Education’s assessment policy document makes this clear:

“The primary purpose of assessment and evaluation is to improve student learning” (*Growing Success*, p. 6). The Ontario College of Teachers’ Standards of Practice for the Teaching Profession (available at www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA) also states: “Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities.”

What does Professional Judgement mean?

This is the first time that a Provincial policy document (*Growing Success*) recognizes the professional judgement of teachers. The policy defines professional judgement as judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (*Growing Success*, p. 152)

Section 2

One of the seven Fundamental Principles outlined in *Growing Success*, states: “To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.” (*Growing Success*, p. 6)

What is the difference between formal reporting and teacher communication on student learning during the school year?

This guide focuses on reporting; that is, clear and accurate communication about student achievement, using the methods outlined by the Ontario Ministry of Education.

The most formal of these reporting methods involves the use of the Provincial Progress Report and the Provincial Report Cards at designated times during the school year; however, “communication with parents and students about student achievement should be continuous throughout the year, by such means as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.” (*Growing Success*, p. 53)

Growing Success indicates that communication with parents and students should be continuous throughout the year with suggestions on parent/teacher conferences, informal reports, phone calls etc. This does not mean another formal board initiated report that in any way resembles the provincial reports but is meant to be left to the teachers’ professional judgement in communicating achievement with parents and students.

Therefore boards of education should be adhering to the policy in *Growing Success*, and not implementing additional formal reporting (report cards/progress reports) other than that outlined in the policy document.

Refer to OECTA’s 2001 document titled *Assessment, Evaluation and Reporting for Ontario Beginning Teachers*; a Discussion Paper available on OECTA’s website, www.oecta.on.ca in the “Position Papers and Briefs” section of the “Resource Library.”

Section 3 The Provincial Report Cards

The Elementary Progress Report Card

Why do we have this report?

The Ontario Ministry of Education has described a distinct purpose for the provincial progress report:

“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.” (*Growing Success*, p. 50)

“The Elementary Progress Report Cards are new and will support teachers in using assessment for learning and as learning in the first weeks of the school year... The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year.” (*Growing Success*, p. 66)

The first report in elementary is a progress report card which is a checklist style report with comment areas. The main focus of the progress report is on learning skills and student progress; therefore, there are no marks assigned to any subject areas.

How does this report reflect our distinction as Catholic schools?

There is a version of the Elementary Progress Report for Grades 1 to 6 and for Grades 7 and 8 for Catholic schools; it includes a section called “Religious and Family Life Education.” Refer to your own board or school guidelines regarding how the information in this section is to be completed.

In addition, there are areas on the report that are designated for board use. In these areas, Catholic school boards may include information that highlights our distinct nature as Catholic schools.

Space designated for board information is to be completed by the school board, not the classroom teacher.

Section 3

When must it be completed?

Schools will issue this report sometime between October 20 and November 20. Information about the date that the report will be issued to your students, as well as the date by which you must submit information to the report, will be shared through school or board communication. If you have not received information, consult your principal.

How do I complete it?

In most cases, the homeroom teacher will report on each student's learning skills and work habits, using letter symbols (E, G, S, N) and anecdotal comments to elaborate on "strengths" and "next steps for improvement." However, other teachers who also interact with the student should have the option to contribute in some way to this early assessment of a student's learning skills/work habits. Consult your board or school guidelines for completing the Learning Skills/Work Habits section of the progress report when more than one teacher has responsibilities for the classroom and students. A school based strategy should be developed and in place for all teachers who instruct a classroom to have the opportunity to include comments on the progress report card. Completion of the progress report card should not be the sole responsibility of the homeroom teacher.

"The comment area on the progress report card is not subject specific. Teachers are to share this space and, if possible, the electronic versions should facilitate the sharing. The position of the Ministry is that students benefit when teachers collaborate in the assessment of their work. In addition, it is alright for one teacher to enter more comments than another. The comments do not need to line up with the subjects and teachers do not need to enter comments for all subjects/strands."

Growing Success, Elementary and Secondary Report Cards: Q's and A's: Version # 4
– August 11, 2010.

The relevant subject teacher will inform parents of the progress students are making towards achievement of the curriculum expectations by checking the box that corresponds with one of the following descriptors:

- Progressing With Difficulty
- Progressing Well
- Progressing Very Well

Section 3

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

There is one large comment box titled “Strengths/Next Steps for Improvement” which the homeroom teacher as well as other subject teachers should be able to access in order to describe significant strengths and identify next steps for improvement. The procedure by which all of the student’s subject teachers may provide input to the student’s comment will vary from board to board. Consult your own board guidelines to clarify how you should contribute to the subject comment box.

Do I have to fill up all the space in the comment boxes?

No, teachers are not expected to fill in all the available space. The space is provided for teachers who need it. Teachers may choose how much to write in the comment areas and are not required to comment on every subject.

Teachers use their professional judgement to indicate how a student is progressing. A teacher’s professional judgement determines which subject areas to comment on in the “Strengths/Next Steps for Improvement” comments boxes. Appropriate comments should be included when “Progressing with Difficulty” is selected for a student.

In addition, it is acceptable for one teacher to provide more comments than another. The comments do not need to line up with the subjects and teachers do not need to enter comments for all subjects/strands. “In the case of the Elementary Progress Report Cards, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.” *Growing Success*, p. 64. (*Growing Success*, pages 98-99 for Progress Report Templates).

Teachers are also not required to fill in the entire section of the comments areas in both the learning skills section and the subject/strand section. This is referenced on the www.edugains.ca site under *Elementary and Secondary Report Card Q and A*.

Section 3

All teachers who instruct a student/share a classroom have the opportunity to enter comments on the Elementary Progress Report and Provincial Report Card. They can also collaborate to determine and enter the evaluation for learning skills and work habits. A school-based strategy should be established for shared comments by teachers who share students and classrooms. Completing the progress report should not be the sole responsibility of the homeroom teacher.

The term “personalized comments” does not mean that there must be a different comment for every student. Teachers may use a comment bank if they find it beneficial and if the comments represent how the student is progressing in language that both the parent and the student understand.

Comments may be in sentences or point form and should be general in nature and describe what the student knows and is able to do. (*Growing Success*, p. 64).

How do I know whether or not to check the IEP check box?

Check the IEP box only if the student is working on modified or alternative curriculum expectations. *Growing Success*, explains it as follows: “If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the ‘IEP’ box” (*Growing Success*, p. 61).

“In a very few instances, where the student’s program is not based on expectations the Ontario curriculum for Grades 1 to 8, an alternative format may be used to report the student’s progress” (*Growing Success*, p. 62). In the event that the Elementary Progress Report Card is being used for a student working towards alternative learning expectations, the IEP box must be checked.

If a student’s IEP requires only accommodations to support learning, do not check the IEP box.

Section 3

IEPs need to be created and in place within 30 school days of the start of the student's program. The IEP is to be reviewed and updated if changes are needed, for the fall progress report. It is unlikely that within a few weeks of completion of the initial IEP there would be many changes. If upon review of the IEP there are no changes, then the start-of-school will be used for the fall progress report.

What are the expectations for completing the comments in the Religious and Family Life Education section?

Consult your own board guidelines for clarification of how this section should be completed.

You may use the Ontario Catholic School Graduate Expectations (available at www.iceont.ca/ice-publications.aspx) as a resource to assist with the completion of these comments.

Section 3 **The Elementary Provincial Report Card**

Why do we have this report?

The Ontario Ministry of Education describes the purpose of this report card as follows:

“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.”

(Growing Success, p. 51)

How does this report reflect our distinction as Catholic schools?

There is a version of the Elementary Provincial Report Card for Grades 1 to 6 and for Grades 7 and 8 for Catholic schools; it includes a section called “Religious and Family Life Education.” Catholic school boards may organize the contents of this section to include a grade/mark as well as anecdotal comments. Refer to your own board or school guidelines regarding how the information in this section is to be completed.

When must it be completed?

Schools will issue this report twice a year. The first report card will be sent home between January 20 and February 20; the second will be issued towards the end of June. Information about the date that the report will be issued to your students, as well as the date by which you must submit information to the report, will be shared through school or board communication. If you have not received information, consult your principal.

Section 3

How do I complete it?

In most cases, the homeroom teacher will report on each student's learning skills and work habits, using letter symbols (E, G, S, N) and anecdotal comments to elaborate on "strengths" and "next steps for improvement". However, other teachers who also interact with the student should contribute in some way to this section of the report card. Consult your board or school guidelines as mentioned in the progress report mentioned above.

For Grades 1 to 6, the relevant subject teacher will report on each student's achievement of the curriculum expectations in the form of a letter grade, with a plus or minus sign as appropriate. The provincial report card provides a chart showing the definitions of the four levels of achievement and their alignment with the letter grades, as shown below:

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	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+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade.

Section 3

For Grades 7 and 8, the relevant subject teacher will report on each student's achievement of the curriculum expectations in the form of a percentage grade. The provincial report card provides a chart showing the definitions of the four levels of achievement and their alignment with percentage grades, as shown below:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80 – 100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70 – 79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60 – 69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50 – 59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark.

With respect to the grade reported, *Growing Success*, makes the following statements:

“Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.” (*Growing Success*, p. 39)

“It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.” (*Growing Success*, p. 40)

Along with the letter or percentage grade, each subject teacher will provide a comment that describes significant strengths and identifies next steps for improvement in that subject.

Section 3

With respect to anecdotal comments, *Growing Success*, states: “In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.” (*Growing Success*, p. 64)

The term “personalized comments” does not mean that there must be a different comment for every student. Teachers may use a comment bank if they find it beneficial and if the comments represent how the student is progressing in language that both the parent and the student understand.

For students whose achievement is reported as “R” on the report card: “teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student.” (*Growing Success*, p. 65)

When should I use “R” in place of a numerical or letter grade?

The code “R” represents achievement that falls below level 1 for students in Grades 1 to 8. “R” signals that additional learning is required before the student will begin to achieve success in meeting the subject/grade expectations. “R” also indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning.

Students with an IEP who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”.

Section 3

Many boards have established policies or protocols regarding the use of “R” on a report card; consult your own board guidelines to see if there is additional information you should apply.

When should I use “I” in place of a numerical or letter grade?

The code “I” may be used to indicate that “insufficient evidence” is available to determine a grade. Teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interest of the student. *Growing Success*, provides the following examples of when it may be appropriate to use “I” on the report card:

- the student has enrolled in the school very recently
- there were issues or extenuating circumstances beyond the student’s control, such as protracted illness.

Consult your own board guidelines to see if there is additional information you should apply with respect to using “I” on the report card.

How do I know whether or not to check the IEP box?

Check the IEP box only if the student is working on modified or alternative curriculum expectations. *Growing Success*, explains it as follows: “If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the ‘IEP’ box” (*Growing Success*, p. 61).

“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, 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” (*Growing Success*, p. 62)

Section 3

It is important to note that, when the IEP box is checked, one of the following comments must appear on the report card:

“This (letter grade/percentage mark) is based on achievement of 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.”

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

Note: These comments are not used on the Elementary Progress Report.

If a student’s IEP requires only accommodations to support learning in a course, do **not** check the IEP box on the report card. The student’s grade is based on the regular curriculum.

What are the expectations for completing the comments in the Religious and Family Life Education section?

Consult your own board guidelines for clarification of how this section should be completed.

You may use the Ontario Catholic School Graduate Expectations (available at www.iceont.ca/ice-publications.aspx) as a resource to assist with the completion of these comments.

Section 3 **The Provincial Report Card, Grades 9-12**

Why do we have this report?

The Ontario Ministry of Education describes the purpose of this report card as follows:

“The Provincial Report Card, Grades 9-12, shows a student’s achievement at specific points in the school year or semester. The first report in both semestered and non-semestered schools reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. When the second report is issued in a non-semestered school, it will reflect achievement of the overall expectations and development of the learning skills and work habits up to the end of the second term. The final report in both semestered and non-semestered schools reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits.” (*Growing Success*, p. 52)

How does this report reflect our distinction as Catholic schools?

There is only one report card for Grades 9 to 12 for both Catholic and public schools. However, the Religious Education courses that students complete each year are reported in the same way other courses are reported.

When must it be completed?

Semestered schools will issue report cards two times per semester: In semester 1, the first report is in October/November, and the final is in January/February. In semester 2, the first is in March/April, and the final is at the end of June.

Non-semester schools will issue report cards three times per year: The first in October/November, the second in March/April, and the final at the end of June.

Section 3

Information about the date that the report will be issued to your students, as well as the date by which you must submit information to the report, will be shared through school or board communication. If you have not received information, consult your principal.

How do I complete it?

Each course teacher will report on the student’s development of the six learning skills and work habits as evidenced in their course. Teachers may also include comments about the student’s learning skills/work habits in the “Comments” section of the report card.

Each course teacher will report on each student’s achievement of the curriculum expectations in the form of a percentage grade. The provincial report card provides a chart showing the definitions of the four levels of achievement and their alignment with percentage grades, as shown below:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80 – 100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70 – 79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60 – 69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50 – 59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark. (Grade 9 and 10 courses only)
W	The student has withdrawn from the course.

Section 3

With respect to the grade reported, *Growing Success*, makes the following statements:

“Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.” (*Growing Success*, p. 39)

“It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.” (*Growing Success*, p. 40)

School boards may set lower limits on the range of percentage grades below 50 that teachers may record on the report card. Consult your own board guidelines about whether a lower limit on failing grades applies to you.

Along with percentage grade, each course teacher will provide a comment that describes significant strengths and identifies next steps for improvement.

With respect to anecdotal comments, *Growing Success*, states:

“In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.” (*Growing Success*, p. 64)

The term “personalized comments” does not mean that there must be a different comment for every student. Teachers may use a comment bank if they find it beneficial and if the comments represent how the student is progressing in language that both the parent and the student understand.

Section 3

For students whose achievement is reported as below 50 per cent on the report card:

“teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student.” (*Growing Success*, p. 65)

When should I use “I” in place of a numerical grade?

The code “I” may only be used for students in Grades 9 and 10 to indicate that “insufficient evidence” is available to determine a grade. Teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interest of the student. *Growing Success*, provides the following examples of when it may be appropriate to use “I” on the report card:

- the student has enrolled in the school very recently
- there were issues or extenuating circumstances beyond the student’s control, such as protracted illness.

It is important to realize that a student who receives an “I” on the final report card will not receive a credit for the course.

Consult your own board guidelines to see if there is additional information you should apply with respect to using “I” on the report card.

How do I know whether or not to check the IEP check box?

Check the IEP box if the student is working on modified curriculum expectations. *Growing Success*, explains it as follows:

“if the student has an IEP that identifies modified expectations, teachers must check the ‘IEP’ box for every course to which the plan applies” (*Growing Success*, p. 62).

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 the

Section 3

student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the teacher must include the following statement in the "Comments" section of the report card:

"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 a student's IEP identifies alternative learning expectations, and it has been determined that the provincial report card is an appropriate way to report on this student's learning, the IEP box should be checked. *Growing Success*, explain this situation as follows:

"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."

(*Growing Success*, p. 63)

Teachers must include the following statement in the "Comments" section of the report card:

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

If a student's IEP requires only accommodations to support learning in a course, do not check the IEP box on the report card. The student's grade is based on the regular curriculum.

When should I check the SHSM box?

Check this box when a student is taking the course as a credit towards a Specialist High Skills Major. This will only apply to Grade 11 and 12 courses, and may apply to just one or a few students in a course. Consult your own school procedures for communicating which students are pursuing a Specialist High Skills Major and whether your course is part of this program.

Section 3

Q & A's: Reporting for Elementary and Secondary Grades

Which subjects do I need to report by strand, and how often must I report on each strand?

The Elementary Progress Report requires Health and Physical Education and The Arts to be reported by strand because these strands are often considered separate subjects. In the event that a student did not receive instruction in a strand or a subject, the teacher will check the NA box.

The Elementary Provincial Report Card requires Language, French, Mathematics, Health and Physical Education, and The Arts to be reported by strand.

Native Language, if applicable, Science and Technology, Social Studies or History and Geography are reported with one overall mark/grade; however, the teacher should indicate which strands are being reported in the comments.

- **Language:** Fill in the student's grade for each of the four strands for language on Report 1 and Report 2.
- **French:** Fill in the student's grade for each strand that is part of the student's program on Report 1 and Report 2. If a particular strand is not part of the student's program during that reporting period, indicate this in the comments and leave the grade column blank.
- **Native Language:** Indicate the Native language in the space provided (e.g., Ojibwa, Cree). Fill in the student's grade on Report 1 and Report 2, as appropriate.
- **Mathematics:** Fill in the student's grade for at least four of the five strands on Report 1 and Report 2. Achievement in each of the five strands must be reported at least once in the school year. When achievement in a strand is not reported, 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.

Section 3

- **History and Geography (Grades 7 and 8):** Fill in the student's grade on Report 1 and Report 2. If either history or geography is not part of the student's program during that reporting period, 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.
- **Health and Physical Education:** Fill in the student's grade for health education and physical education on Report 1 and Report 2.
- **The Arts:** Fill in the student's grade for three of the four strands on Report 1 and Report 2. Achievement in each of the four strands must be reported at least once in the school year. When achievement in a strand is not reported, it should be noted in the comments and the NA box for the strand should be checked.

For more information on reporting achievement in the subjects and strands on the Elementary Provincial Report Card, see pages 57-59 in *Growing Success*.

(www.edu.gov.ca/eng/policyfunding/growSuccess.pdf).

The Secondary Provincial Report Card does not require teachers to report grades/marks by strand.

How do I know whether or not to check the ESL/ELD box?

When a student's achievement is based on expectations modified from the grade-level or course curriculum expectations to support English language learning needs, teachers must indicate this by checking the ESL/ELD box.

Note: When modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the ESL/ELD box and the IEP box.

Section 3

If the ESL/ELD box is checked, what are my responsibilities in the classroom?

Checking the ESL/ELD box indicates that the student is working on a modified program; therefore, the teacher is responsible for ensuring that the learning expectations outlined in this program are taught, assessed and evaluated.

Teachers with English Language Learners integrated into their mainstream classroom are responsible for providing appropriate instructional support. An ESL/ELD teacher may be able to provide some guidance. There are also a number of provincial support documents that provide suggestions, such as:

- English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007
- Many Roots, Many Voice: Supporting English Language Learners in Every Classroom, 2005

If the IEP box is checked, what are my my responsibilities in the classroom?

Checking the IEP box indicates that the student is working on a modified or alternative program; therefore, the teacher is responsible for ensuring that the learning expectations outlined in this program are taught, assessed and evaluated.

Teachers are legally responsible to provide the programming outlined in the IEP as outlined in *The Individual Education Plan (IEP) – A Resource Guide*, 2004:

The classroom teacher:

- contributes first-hand knowledge of the student's strengths, needs, and interests;
- fulfills the role of the curriculum expert on how the IEP can be developed to help the student progress through the Ontario curriculum;
- develops any modified or alternative learning expectations required to meet the student's needs, plans instruction to address those expectations, and assesses the student's achievement of the

Section 3

expectations. (Note that, in some cases, the special education teacher will take direct responsibility for certain aspects of the student’s special education program, and will be responsible for developing, teaching, and assessing the expectations related to those areas.);

- develops and later implements teaching, and assessing, individualized teaching strategies that will help the student achieve his or her learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period; and
- maintains ongoing communication with the student’s parents, other teachers and professionals, and with support staff involved with the student.

How do I know whether or not to check the French box?

Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for this subject, strand or course. (Are you teaching this subject using French as the language of instruction? If yes, check the French box.)

How do I know if I have enough data for the report card? How much is enough?

There is no set quantity of evaluations, although the teacher needs enough evidence to feel confident about the reliability of the marks/grades and comments. It is important that marks and comments on the report card are supported by relevant evidence collected and tracked. Teachers should ensure that they keep documentation to support all report card evaluation.

Growing Success, makes the following statements about “Evidence of Student Achievement for Evaluation”:

“Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.” (*Growing Success*, p. 39)

Section 3

Must every expectation be reported on by the end of the year?

No, *Growing Success*, states:

“For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations.” (*Growing Success*, p. 38)

It goes on to explain:

“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 judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.” (*Growing Success*, p. 38)

Can I report on a student’s behaviour in the Learning Skills and Work Habits section of the progress report and the provincial report card?

Yes, you can comment on a student’s behaviour. It is through a variety of student behaviours that we assess the six learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-regulation); therefore, it is appropriate to comment on any of these behaviours. For the complete list of sample behaviours identified for each learning skill/work habit, see page 11 in *Growing Success*. (www.edu.gov.ca/eng/policyfunding/growSuccess.pdf)

One of the sample behaviours listed as possible evidence of Responsibility is:

“takes responsibility for and manages own behaviour” (*Growing Success*, p. 11).

Section 3

Do I have to create all my comments from scratch?

Growing Success, states:

“It is important that teachers have the opportunity to compose and use personalized comments on report cards as an alternative to selecting from a prepared set of standard comments. School boards should not enact policies that prevent teachers from providing personalized comments on report cards. It is expected that principals will support best practice and encourage teachers to generate their own comments.”

(*Growing Success*, p. 64)

This does not mean that the use of comment banks is forbidden. Teachers who find it beneficial to use a comment bank should ensure that:

- their selection of comments varies appropriately from student to student to reflect each individual’s strengths and next steps for improvement
- comments are written in language that parents will understand, avoiding language that simply repeats the wordings of the curriculum expectations or the achievement chart.

If my principal asks me to change a report card comment that I have made on the report card, do I have to comply?

Yes, you do have to comply with the principal. Make him/her aware that you will redirect the parents to him/her for further discussion, as the comment(s) is/are no longer your comment(s).

What if my administrator makes what I consider unreasonable requests regarding my report cards?

The administrator of a school has the right to assign jobs and make requests of staff members. If you feel that a demand (e.g. early submission of reports for approval, change of comments, etc.) is unreasonable, first try to resolve it on your own. If the administrator insists, follow the directive, but inform him/her that you will be seeking advice from your unit office.

Section 3

Can I write my report cards by hand instead of using the computer?

Although there is no explicit statement in current Ministry policy on this issue, the following statement implies that all report cards will be completed on computer:

“Once the progress report cards and the provincial report cards have been completed, copies should be printed out on letter size (8.5 by 11 in.) paper. Comments about student achievement should be in nine-point type, for legibility.” (*Growing Success*, p. 49)

Teachers who may have difficulty completing the reports on computer should speak to their principal about the nature of their difficulty and how to address it.

I would prefer to work on report cards during the school day because finding time after school is difficult; can I do that?

Ask your administrator if there is time available for you to work during the school day on your reports. Some units have collective agreements that provide Professional Activity Days for report card writing and for interviews. Check with your local unit president about your collective agreement’s policy on report cards.

Must the classroom teacher sign report cards?

Growing Success, states:

“Reports must be signed by the principal or his or her representative (usually the vice-principal). A rubber stamp or facsimile of the signature must not be used.” (*Growing Success*, p. 51, p. 52)

However, the Elementary Progress Report Card and the Elementary Provincial Report Card contain spaces for “Teacher’s Signature” on the last page. Consult your own board or school guidelines for clarification of whether it is necessary to sign in this space, and if so, which of the student’s teachers should do so.

Section 3

What are my obligations for holding Parent-Student-Teacher Conferences?

Although *Growing Success*, identifies clear communication as one of the fundamental principles, it makes no reference to a specific number or timeline for conferences.

The exact wording of the principle is as follows:

“To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all student, teacher use practices and procedures that – are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.”

(*Growing Success*, p. 6)

Growing Success states:

“communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.” (*Growing Success*, p. 53)

It may be necessary to schedule interviews before the school day begins and, in some cases, during the evening. Principals are required by the *Education Act* to ensure “a safe teaching and learning environment.” (Consolidated Ontario Education Statutes and Regulations, 2004, p. 1109). Speak to your administrator about what you need in order to feel comfortable and safe while conducting your interviews with parents. As well, the *Occupational Health and Safety Act* guarantee teachers these three rights:

- the right to know about workplace hazards
- the right to participate in the identification and resolution of hazards
- the right to refuse unsafe work.

“As the person in charge of the workplace, the principal must take all reasonable precautions to protect teachers, students and others in the school from hazards.” (OECTA’s brochure, *Know Your Rights to Safe Work in Schools*, 2001)

Section 3

Some local units have negotiated parameters for parent-student-teacher conferences; consult your collective agreement or contact your staff rep or unit president to find out if this is the case for you. If not, you may wish to suggest to your local unit that parent-student-teacher conferences be negotiated into your contract.

Interview times that are convenient for families can present scheduling difficulties for teachers. Will the office administration help make these arrangements?

Discuss this issue with your principal. Scheduling interview times is an administrative function and you may want to suggest that extra office support be provided during report card writing periods.

What are my obligations regarding the collection and filing of report cards?

Growing Success, states:

“Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student’s Ontario Student Record (OSR) folder following each reporting period.” (*Growing Success*, p. 49)

Parents and students are responsible for completing and signing the response sections of these reports. The school office or administrative staff is responsible for collecting these responses and including them when the report is filed.

What if a parent or student writes an inappropriate comment about a teacher in the response section of a progress report or report card?

Speak to your principal. She/he will speak to the parent/guardian or the student and request that the comment be rewritten or removed. If the parent or student does not comply, the page is to be returned or destroyed, as per these instructions in the The Ontario Student Record (OSR) Guideline, 2000:

Section 3

“If certain information or material in an OSR folder is determined, according to the board’s policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the student if the student is an adult, or it will be destroyed.” (OSR, p. 22)

Section 4 Kindergarten Report Cards

Are Kindergarten report cards mandatory?

Kindergarten report cards (JK/SK) are not currently mandatory. However, OECTA recommends that they be no more than three reports, and that the reporting guidelines for Kindergarten be in line with the elementary reporting guideline which is one progress report with no marks assigned, and two report cards.

The Ontario Student Record Guideline, 2000, states:
“Boards may develop and use their own report cards for students in Junior Kindergarten and Kindergarten” (p. 10).

It is also anticipated that a revised version of *Growing Success* will be issued in 2011 which will include policy regarding the assessment, evaluation and reporting of learning in Kindergarten.

Kindergarten teachers are responsible for reporting on student learning (report cards) which is based on their evaluations using their professional judgement. Early childhood educators play a role in assessment however only teachers have the responsibility to report on student learning. (Regulation 298 and Bill 242)

The “Reporting” section of The Full-Day Early Learning-Kindergarten Program, Draft Version, 2010-2011, states:
“Reporting throughout the two years of the Full-Day Early Learning/Kindergarten program must always indicate the child’s growth and achievement in relation to the learning expectations for the end of the Full-Day Early Learning – Kindergarten program. Reporting should reflect achievement in the skills and strategies that the children are developing as they progress through the program. The reports must reflect evaluation of achievement in all six areas of learning. Reports should include anecdotal comments on the child’s achievement in relation to the overall expectations and the next steps for the Early Learning – Kindergarten teams, as well as next steps for the parents to assist them in supporting their child’s learning. Reporting should be ongoing and should include a variety of formal and informal means, ranging from formal written reports and discussions with parents and the child to informal notes to parents and conversations with them.” (p. 32)

Section 4

How many Kindergarten reporting periods are required?

Because Kindergarten report cards are not yet mandatory, school boards can develop their own policies regarding reporting periods. Kindergarten usually does not assign marks as there is not an achievement chart and reporting is based on development of the students learning. Therefore it would be appropriate to have less formal reporting in Kindergarten.

Kindergarten teachers are encouraged to provide as much input to the board and their local OECTA unit on appropriate Kindergarten reporting policy.

Do Kindergarten report cards have to be filed in the OSR?

Yes. According to The Ontario Student Record (OSR) Guideline, 2000, “[board] report cards will be completed and filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period” (OSR, p. 10).

Will I be able to access training to complete my board's Kindergarten report card?

If your board has a Kindergarten reporting policy, then it is your board's responsibility to provide you with appropriate training to complete these reports. Contact your staff rep or local unit president if you encounter problems in this area.

How can I juggle all the interview times required for so many parents?

It may be necessary to schedule interviews before the school day begins and, in some cases, during the evening. Principals are required by the *Education Act* to ensure “a safe teaching and learning environment.” (*Consolidated Ontario Education Statutes and Regulations*, 2004, p. 1109). Speak to your administrator about what you need in order to feel comfortable and safe while conducting your interviews with parents. As well, the *Occupational Health and Safety Act* guarantee teachers these three rights:

Section 4

- the right to know about workplace hazards
- the right to participate in the identification and resolution of hazards
- the right to refuse unsafe work.

“As the person in charge of the workplace, the principal must take all reasonable precautions to protect teachers, students and others in the school from hazards.”

(OECTA’s brochure, *Know Your Rights to Safe Work in Schools*, 2001)

Some local units have negotiated parameters for parent-student-teacher conferences; consult your collective agreement or contact your staff rep or unit president to find out if this is the case for you. If not, you may wish to suggest to your local unit that parent-student-teacher conferences be negotiated into your contract.

Section 5

The Ontario Student Record (OSR) and the Ontario Student Transcript (OST)

What is an OSR?

According to The Ontario Student Record (OSR) Guideline, 2000: The Ontario Student Record (OSR) is the record of a student's educational progress in Ontario schools. The *Education Act* requires that the principal of a school collect information 'for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record'." (OSR, p. 3)

According to *Growing Success*:

"Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period." (*Growing Success*, p. 49)

Who is responsible for filing report cards in the OSR?

School boards are responsible for ensuring compliance with the policies set out in The Ontario Student Record (OSR) Guideline, 2000. Boards will specify those persons responsible for performing clerical functions with respect to the establishment and maintenance of the OSR. Boards will also develop policies for determining:

- the types of information beyond those specified in this guideline that could be considered to be conducive to the improvement of the instruction of the student;
- the uses of the information and materials contained in the OSR beyond those specified in this guideline (see OSR, section 3.4);
- the relevance of the materials in the OSR, with a view to removing those no longer considered to be conducive to the improvement of the instruction of the student (see OSR, section 9);
- the times other than those specified in this guideline at which it could be considered appropriate to issue report cards (see OSR, section 3.2.3.1);
- the types of information beyond those required by this guideline that could be added to the office index card (see OSR, section 3.5).

In addition, boards will develop procedures to ensure:

- the security of the information contained in the OSR, whether it is maintained electronically or in hard copy, during both the period of use and the period of retention and storage;

Section 5

- the regular review of the OSR for the removal of any material that is no longer considered to be conducive to the improvement of the instruction of the student;
- the storage of the OSR for the period specified in the retention schedule (see section 8);
- the complete and confidential disposal of material removed from the OSR.

Boards will ensure that all persons assigned to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the *Education Act* and the relevant freedom of information and protection of privacy legislation.

It is the duty of the principal of a school to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the board;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in this guideline and the policies established by the board;
- ensure the security of the OSR;
- ensure that all persons specified by a board to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the *Education Act* and the relevant freedom of information and protection of privacy legislation.
(*The Ontario Student Record (OSR) Guideline*, 2000, pp. 5-6)

What is the OST?

The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- 1) a student's successful completion of Grade 9 and 10 courses;
- 2) all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
- 3) the student's completion of other diploma requirements.

Information about the completion of the OST can be found in *The Ontario Student Transcript (OST): Manual*, 2010.

Generally, it is not a classroom teacher's responsibility to complete the OST.

Section 6 Technological Issues

What should I do if I have not received adequate training to complete the electronic report card?

Ask your principal for training and support if you do not feel adequately prepared to complete an electronic report. For further assistance, contact your local OECTA unit office.

Training for the report card is only offered after school. Am I required to attend after school in-servicing?

Training for the report card should occur during the workday. Talk to your principal and find out what training options are available. If there isn't a suitable time for training, contact your local OECTA unit office for assistance. "Bargaining Unit" contact information is in the "About" section of www.oecta.on.ca

I would like to get more computer training; what should I do?

Your school board may offer introductory computer courses at reduced cost for employees of the board. Ask your local OECTA unit about courses for teachers. Online assistance may also be helpful, such as www.atomiclearning.com.

What if technology prevents me from completing and/or printing my reports on time?

According to the *Education Act*, you must report to parents. It is the principal's job to ensure that you have the tools necessary to complete your job. If technology fails you, speak to your principal about being given time during the school day to complete your reports. If this is not possible, seek assistance from your local OECTA unit.

Do I have to comply if I have been asked to print my own reports?

Yes, you do need to comply with a principal's request. However, you may seek advice about this from your local OECTA unit.

Section 6

My report cards are printed by a printer that is accessible to everyone in the school; should I be concerned about confidentiality?

All forms of assessment and evaluation should be kept private and confidential. Since the Ontario Provincial Report Cards (including the Progress Report) are legal documents filed in the OSR, they should not be printed in an area of the school where students or others can access them. Consult the principal and/or IT contact about having the printing of report cards networked to the office printer.

The Ontario Student Record (OSR) Guideline, 2000 states:

“The Municipal Freedom of *Information and Protection of Privacy Act*, which applies to schools operated by school boards, and the *Freedom of Information and Protection of Privacy Act*, which applies to Provincial and Demonstration Schools, prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances.” (OSR, p. 14)

What can I do if I do not have a computer at home to work on my report cards?

Your employer should supply you with the tools to do your job. If you cannot access a school computer, you have the right to write the reports by hand. If school computers are available, request a laptop to take home for the time you need to complete your reports. If you prefer to work on a desktop model, request that some computers be put aside in quiet areas at your school for teachers to work on during report writing time. Ask your principal if arrangements can be made for the school to be accessed during non-school hours for those who wish to work on report cards.

What should I do if access to computers is limited and I cannot adhere to deadlines?

Discuss your concerns with your principal to see if arrangements can be made for a deadline extension and class coverage. This should assist with the completion of your reports. If a problem continues to exist, consult with your local OECTA unit. Prior arrangements should have been made by the principal to have several computers, depending on the size of your

Section 6

school, available in a private area for report card work periods. Some schools have teachers pre-book the computers for use during planning time or release time.

It is hard to get technical help when difficulties arise; what should I do?

In some boards, the computer technicians have extended hours during report preparation periods. They can be reached by email or on cell phones for calls regarding a downed server, lost information, frozen computers, program glitches, etc. Check with your board and school concerning the provisions in place to assist you during the writing of reports.

I want to start my report cards early, but the required information from administration is not set up; how should I handle this?

Ideally, discuss this issue at the first staff meeting of the school year. Establish a start-up date that will allow those teachers wishing to input data as it is completed to do so.

Am I required to purchase my own disks or USB/memory stick so that I can import and export my reports from home or school?

It is not the responsibility of teachers to purchase items that are required to do their job.

Many boards use student reporting and data management systems that are accessible online, so that the movement of information from one location to another is unnecessary. If this is not the case in your board, seek a way to import/export report card data to and from school that does not require you to purchase peripheral tools. Most boards in Ontario are equipped with a server, and report card data files can be easily emailed to school and back to your residence.

Section 6

It is advisable to save a copy of your reports to a disk or USB/memory stick in the event of a computer or server crash. Some boards are purchasing jump drives for teachers to borrow to assist with this process.

Ask your principal about any new technology that could help you, and if the school budget could cover the cost of computer peripherals.

**Section 7
Links,
Resources
and
References**

Education Act
www.e-laws.gov.on.ca

Educator's Responsibilities
www.edu.gov.on.ca/eng/document/brochure/whosresp.html

English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007
www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

Full-Day Early Learning-Kindergarten Program: The Extended-Day Program, Draft Version, 2010-2011
www.edu.gov.on.ca/eng/curriculum/elementary/kinderProgram2010.pdf

The Full-Day Early Learning- Kindergarten Program, Draft Version, 2010-2011
www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010
www.edu.gov.ca/eng/policyfunding/growSuccess.pdf

The Individual Education Plan (IEP) – A Resource Guide, 2004
www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf

The Institute for Catholic Education
www.iceont.ca

Many Roots, Many Voice: Supporting English Language Learners in Every Classroom, 2005
www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Ontario Ministry of Education
www.edu.gov.on.ca

Ontario Growing Success Resources
www.edugains.ca

Section 7

Ontario Ministry of Education Policy documents
www.edu.gov.on.ca/eng/document/curriculum/policy.html

Ontario Ministry of Labour
www.labour.gov.on.ca

The Ontario Student Record (OSR) Guideline, 2000
www.edu.gov.on.ca/eng/document/curriculum/osr/osr.pdf

The Ontario Student Transcript (OST): Manual, 2010
www.edu.gov.on.ca/eng/general/elemsec/ost/ost2010.pdf

Reporting Student Learning: Guidelines for Effective Teacher/Parent/Student Communication, 2010
www.edugains.ca/resourcesAER/PrintandOtherResources/ReportingStudentLearning_Engfinal.pdf

Elementary and Secondary Report Cards: Q's and A's, October 2010
www.edugains.ca/resourcesAER/PrintandOtherResources/QandAOctober2010.pdf

The following are OECTA publications which are available in the Resource Library on the OECTA website for members to login:

www.oecta.on.ca:

- *A Discussion Paper on Assessment, Evaluation and Reporting for Ontario Beginning Teachers*
- *Combined grades, A discussion Paper* (March 2000)
- *Combined grades in Ontario schools* (May 2001)
- *Healthy Tips for Teachers*
- *Know Your Rights to Safe Work in Schools*
- *Occupational Health and Safety Act, A teacher's guide* (March 2001)
- *Parent-Teacher Relationships: Positive and Professional*
- *Relationships: Appropriate and Professional*
- *Quick Tips for Completing The Elementary Progress Report*
- *General Information on Growing Success*
- *Links to support materials for Growing Success*
- *Welcome to OECTA –Resource for Beginning Teachers*
- *OECTA's Guide to the IEP*, 2008

Project Writing Team

Anne Horton

Anne is a teacher librarian at St. Nicholas School in Bolton and the Chair of OECTA's Elementary Schools Committee. She has been on several writing teams for the Dufferin-Peel Catholic School Board, including the Senior Kindergarten Report Card and the Grade 5 Science program. Anne is a member of the Executive of the Dufferin-Peel OECTA Elementary Unit.

April Westover

April is a Grade 3 teacher at St. Margaret School in Thunder Bay. She has been involved in the TIPP's curriculum project where she assisted in the design of Environmental Studies Units applicable to Northern Ontario communities. April also has extensive experience in the use of practical assessment tools for classroom teachers.

Amanda Wren

Amanda is a Grade 4 teacher at St. John the Apostle in Ottawa. Amanda was involved in writing guides to assist teachers in the area of Special Education. She has her specialist in Special Education and enjoys curriculum writing.

Project Update by Michele Litster

Michele is a teacher and consultant with the Simcoe Muskoka Catholic District School Board. She has played a leadership role in developing assessment, evaluation and reporting resources and professional learning opportunities for teachers in her board. She is also an Assessment & Evaluation workshop leader in OECTA's PD Network.

October 2010