



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Elementary Progress Report Card Guide



Niagara Catholic District School Board – *System Priorities*

Mission Statement:

The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

Strategic Directions 2013-2014:

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

- To enhance our distinctive Catholic educational system by implementing the second year of the Niagara Catholic Faith Formation program, Growing in Wisdom to Worship and Witness.
- To conduct a Niagara Catholic elementary and secondary Student Conference 2014 focusing on the theme of Growing in Wisdom to Worship.
- To enhance social justice experiences and global citizenship for elementary and secondary students and staff through local, national and international experiences.

Advance Student Achievement for All

- To support all students who are six years of age in the development of literacy skills, particularly in learning to read.
- To consolidate an inquiry based model of teaching and learning in all elementary and secondary schools.
- To enhance language acquisition for elementary and secondary students through the expansion of French Immersion at designated sites and specific international languages to meet the needs of students.
- To implement a Niagara Catholic High Performance Academic Support Program for identified students which supports their training, competition and academic pathway with the excellence of Catholic education.
- To implement a Niagara Catholic Secondary School to provide alternative Catholic education to students through a variety of individualized programming models to achieve student success.
- To support the system implementation of the Ministry of Education “Growing Success Assessment, Evaluation and Reporting in Ontario Schools” and the Niagara Catholic Assessment, Evaluation Reporting and Homework Policy for all schools in the Board.
- To advance student achievement with Ministry of Education, Board and School teaching and learning initiatives on the Provincial EQAO Primary and Junior Assessments, the EQAO Secondary Mathematics Assessment, the Ontario Secondary School Literacy Test (OSSLT) and classroom assessments to close the achievement gap for all students.
- To design specific initiatives to exceed the provincial target of 85% graduation rate of 2013-2014 Grade 12 students.
- To advance student achievement, through the development and implementation of the Board Improvement Plan for Student Achievement (BIPSA), and School Improvement Plans (SIP), for every elementary and secondary school focusing on the pillars of Catholic Faith, Community and Culture, Literacy, Numeracy, and Pathways in all schools.

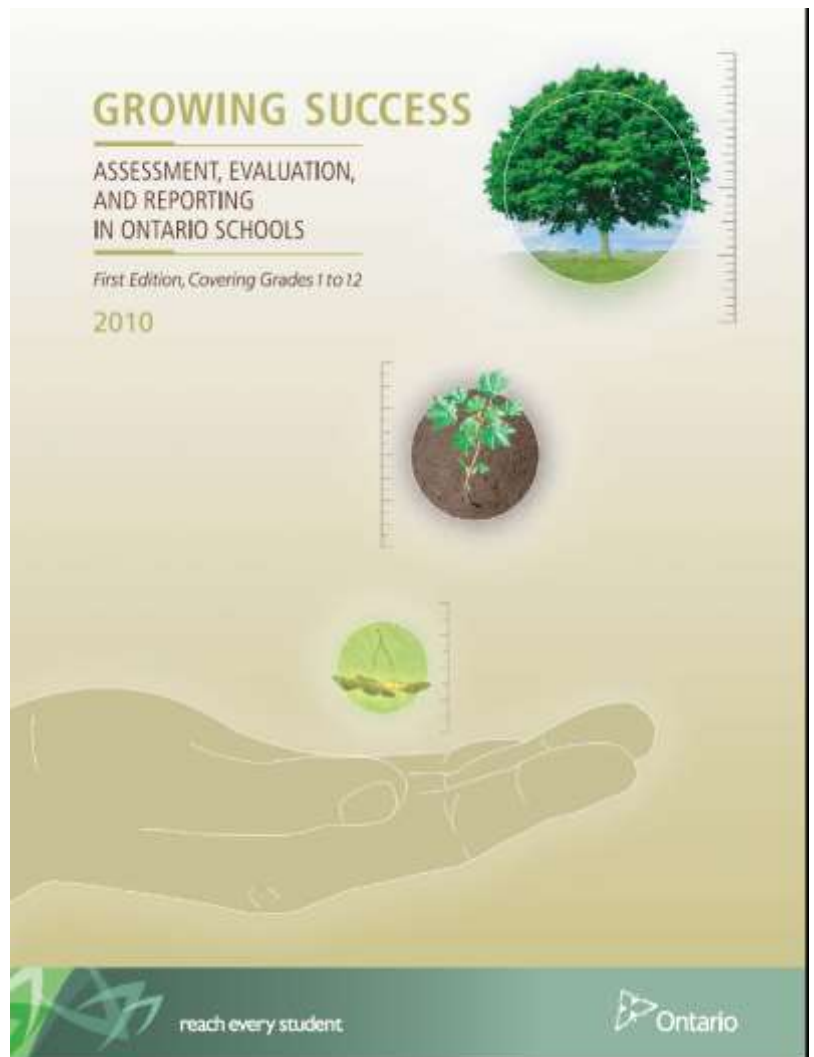
Growing Success Elementary Progress Report Card

The Elementary Progress Report Card ensures that all students attending elementary and secondary schools in Ontario, and their parents, receive standard, clear, detailed, and straightforward information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Grades 1 to 8.

(Growing Success, p. 66)

The Elementary Progress Report Cards 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. In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success.

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(Growing Success, p. 66)

Versions of the Elementary Progress Report Card

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

- Grades 1 to 6
- Grades 7 and 8

The Catholic schools' version of the Elementary Progress Report Cards includes a section called "Religious and Family Life Education".

The Elementary Progress Report Card is 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 curriculum expectations in all subjects.

Learning Skills and Work Habits

Teachers will report on the following learning skills and work habits demonstrated by students:

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

"To the extent possible, the evaluation of the learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should not be considered in the determination of letter grades or percentage marks for subjects/courses." (*Growing Success*, p. 55)

The learning skills and work habits are demonstrated by students across all subjects. 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

The homeroom teacher will complete the learning skills and work habits section of the Elementary Progress Report Card in collaboration with other subject teachers assigned to the classroom.

Teacher Comments

In the space provided for anecdotal comments, the homeroom teacher, in collaboration with other subject teachers assigned to the classroom, will elaborate on the student's demonstration of the learning skills /work habits and comments by:

- focusing on what students have learned
- describing significant strengths
- identifying next steps for improvement

Achievement of Curriculum Expectations

The Elementary Progress Report Card will inform parents/guardians of the progress students are making towards achievement of the curriculum expectations for each subject.

Using professional judgement and knowledge of the individual student to make a final determination of progress, teachers responsible for subject delivery will check one of the following to indicate progress*:

- Progressing With Difficulty (Students achieving level 1 to 2 including I and R designations)
- Progressing Well (Students who are achieving levels 2 to 3)
- Progressing Very Well (Students who are achieving levels 3 and above)

*In determining a level of progression, teachers are to keep in mind special consideration for those students on an IEP or specialized program.

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

English Language Learners

Teachers will check the ESL/ELD box on the Elementary Progress Report Card to indicate that modifications have been made to curriculum expectations to address the language learning needs of English language learners.

The **ESL/ELD** box should *not* be checked to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

Student with Special Education Needs

IEP with Modified Curriculum Expectations and/or IEP with Alternative Learning Expectations

The IEP box must be checked.

IEP with Accommodations Only

The IEP box must not be checked.

Teacher Comments

Space is provided on all progress report cards for teachers to make anecdotal comments about students' progress towards achievement of curriculum expectations.

Comments should describe in overall terms what students know and can do and should provide parents/guardians with personalized, clear, precise and meaningful feedback.

Teachers should strive to use language that parents will understand, avoid language that simply repeats wording of curriculum expectations or the achievement chart and strive to help parents/guardians understand how they can support their children at home.

In writing anecdotal comments, teachers should:

- focus on what students have learned
- describe significant strengths
- identify next steps for improvement

Comments should:

- describe, in overall terms, what students know and can do
- avoid language that simply repeats wording of curriculum expectations or the achievement chart
- use language that parents/guardians will understand
- provide parents/guardians with personalized, clear, precise and meaningful feedback
- help parents/guardians understand how they can support their children at home

Growing Success (2010), p. 64

Teachers are responsible for commenting on three subject areas:

- Language
- Mathematics
- A third subject area of either strength or need (determined collaboratively)

When appropriate, teachers may make reference to particular strands.

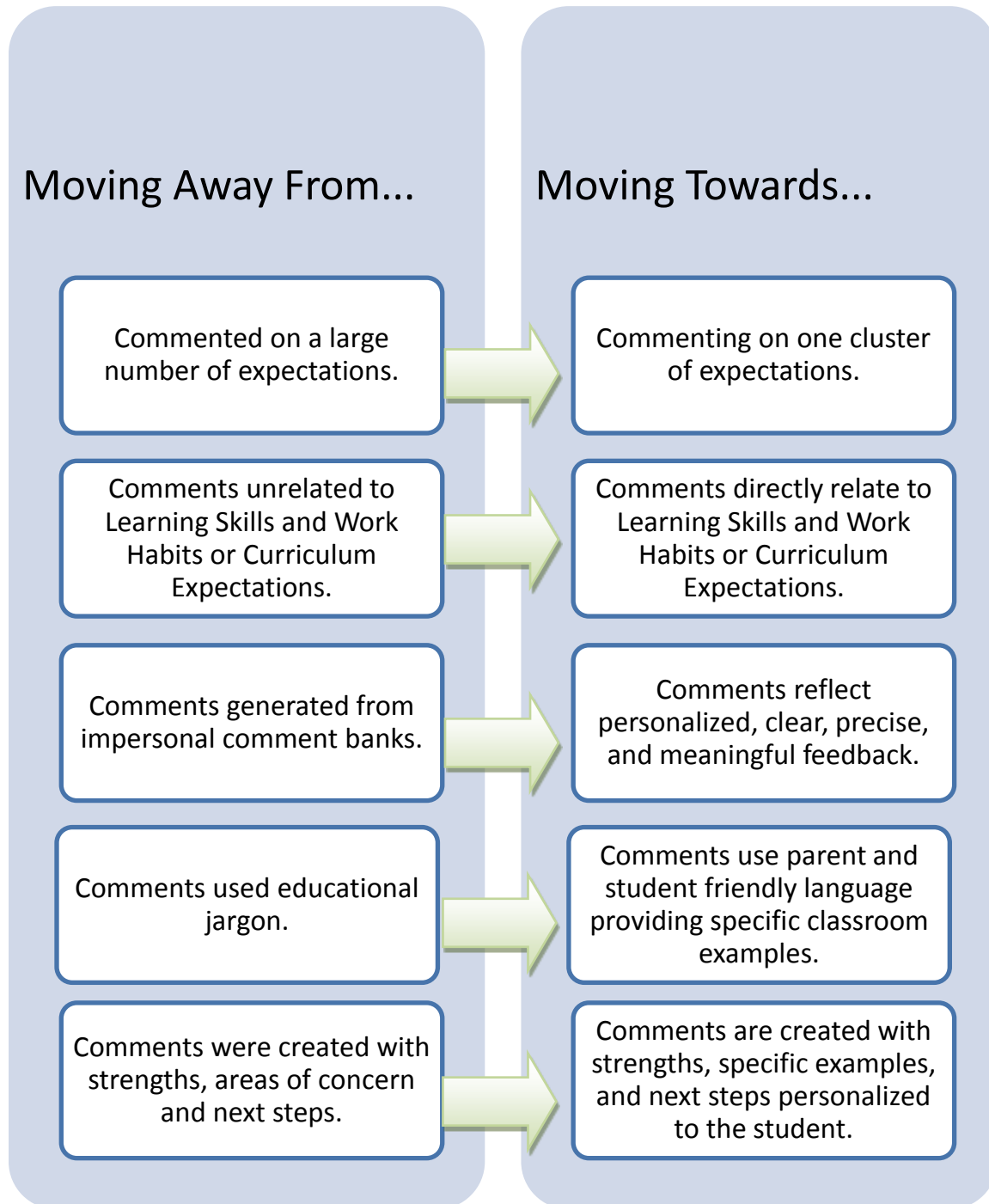
On pages 8 and 9 of this guide is a Comment Development Framework to assist teachers in creating comments for the Elementary Progress Report Card.

Completion of the Elementary Progress Report

Teachers will complete the Elementary Progress Report Card through the Niagara Catholic's Maplewood Reporting Site located at <http://mw.ncdsb.com>.

To facilitate the use of the Maplewood Reporting site, please refer to the *Maplewood Elementary Progress Report Card Guide*.

The Comment Framework Promotes:



This diagram is adopted from the London Region MISA PNC "Comment Framework Progress Reports and Report Cards", 2010, p. 3.

Comment Framework

1

Write key learning with qualifiers and descriptors.

- The teacher identifies big ideas related to a learning goal developed from clusters of expectations or learning skills and work habits.
- The qualifiers on the progress report should reflect the student's progress toward curriculum expectations or development of Learning Skills and Work Habits. (See Appendix 1.)
- The qualifiers on the report card should reflect the student's level of achievement of curriculum expectations or attainment of Learning Skills and Work Habits. (See Appendix 1.)
- The descriptors take the tasks and learning goals into account to clarify and more specifically define effectiveness. (See Appendix 2.)
- Growing Success says, "focus on what students have learned."**

2

Share specific examples that demonstrate the learning.

- The teacher uses information gathered from observations, conversations, and student products to share specific examples of what the student has done to demonstrate his/her strengths.
- This information should be personalized and connected to the success criteria for the learning goal(s).
- Growing Success says, "describe significant strengths."**

3

Communicate next steps to students and parents.

- The teacher should communicate success criteria the student still needs to accomplish or extend their learning.
- These next steps should be connected to the learning goal and be meaningful, clear, and attainable.
- Growing Success says, "identify next steps for improvement."**

This diagram is adopted from the London Region MISA PNC "Comment Framework Progress Reports and Report Cards", 2010, p. 2.