

Reporting Student Learning – *Writing Comments that Work*

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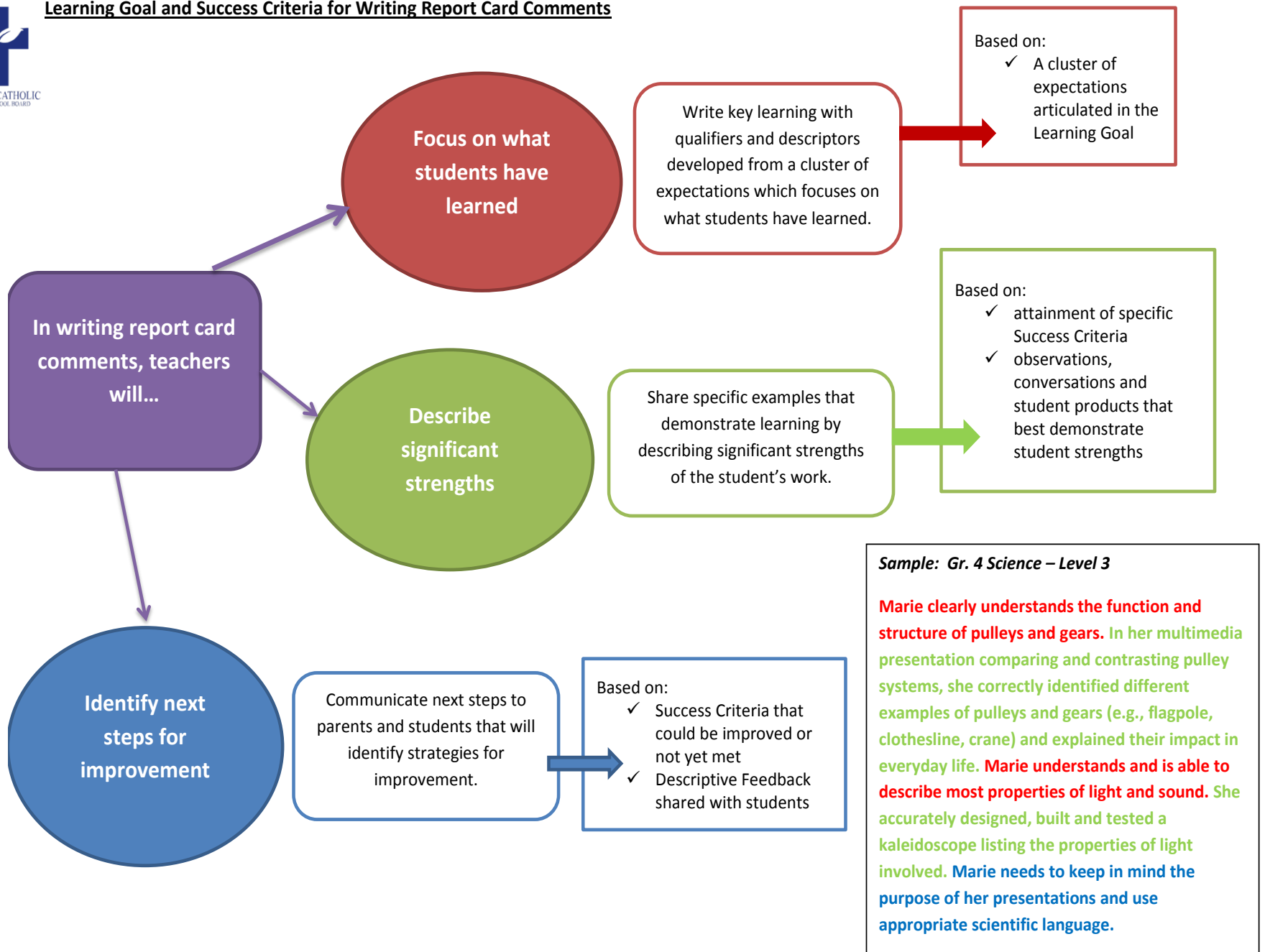


The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

What is important in writing Report Card Comments?

Report Card Comments should...

Criteria for Writing Report Card Comments	Details/Specifics of Writing Report Card Comments
HOW comments are written	<ul style="list-style-type: none"> ✓ Written in parent-friendly language ✓ NOT repeating the language in the curriculum document or achievement chart ✓ Personalized ✓ Free of spelling and grammatical errors ✓ Positive in nature ✓ Include the student's name to begin the comment ✓ Use qualifiers and descriptors to appropriately communicate student learning
WHAT comments tell parents about student learning and achievement	<ul style="list-style-type: none"> ✓ What students know and can do based on clusters of curricular expectations used to create Learning Goals ✓ Reflect student achievement (or lack of achievement) of Success Criteria ✓ Provide meaningful feedback based on Descriptive Feedback shared with students during learning ✓ Celebrate student strengths by including specific examples of student work ✓ Tell students how to improve ✓ Tell parents how they can help at home





Planning for Learning with Assessment, Evaluation and Reporting – A Quick Reference for Teachers

- Teacher practices
- Teacher posts and looks for
- Teacher questions
- Teacher writes report cards

Teacher uses a cluster of curricular expectations and understanding of students' current level of achievement (i.e. baseline in diagnostic assessments) to develop a Learning Goal that is related to the overall expectations.

Teacher involves students in setting Success Criteria so students know what success looks like. This helps Teacher and students determine the degree to which a Learning Goal will be achieved.

Teacher records and analyzes observations, conversations and student products throughout the learning to determine which Success Criteria have been met and not met. Teacher provides Descriptive Feedback throughout the learning to support improvements to student learning. At the end of a period of learning, Teacher reports the degree to which learning has been achieved.

Learning Goal
– what we want each student to know and be able to do by the end of a period of learning

Success Criteria MET

Success Criteria NOT YET MET

What was the key learning for each student?

What does success look like for each student?

What still needs to be learned by each student?

Make the Learning Goal into a comment that is personalized for each student

Share a SPECIFIC EXAMPLE that demonstrates each student's learning
– "towering strength"

Share next steps to support each student and communicate to parents/guardians

Comment Framework

Describe in overall terms what students have learned (key learning)

Growing Success: “focus on what students have learned.”

The teacher reports on the student’s achievement of the *key learnings*, which are rooted in clusters of specific expectations that support the achievement of the overall expectations.

Qualifiers may be used to reflect the student’s level of achievement of expectations. Descriptors may be used as an alternative to, or to clarify “effectiveness”.

Example: Using the elements and principles of design, Julia creates artwork that expresses her personal feelings and ideas about a local event.

1

Comment Framework

Share examples that demonstrate the learning (strengths).

2

Growing Success: “describe significant strengths.”

Based on *a body of summative evidence* (information from observations, conversations, and student products), the teacher shares examples of the student demonstrating his/her strengths.

The information is personalized and connected to the *success criteria* for identified *learning goal(s)*.

Example: She designed a promotional poster, effectively using warm colours to emphasize her positive emotions in contrast with bold lettering to show enthusiasm for the upcoming Terry Fox Community Walk/Run.

Comment Framework

*Communicate
next steps
to students
and parents.*

3

Growing Success: “identify next steps for improvement.”

The teacher communicates *success criteria* the student still needs to meet; or the teacher communicates ways for the student to extend his/her learning.

The next steps are connected to the identified *learning goal(s)*, and are meaningful, clear and attainable.

Example: *Julia needs to focus on making use of foreground, middle ground, background to show depth in her art.*

http://www.misalondon.ca/videos/a&evideos/grade_2_math.html

“On the provincial report cards, it is essential that a comment and the assigned letter grade/percentage mark for a subject/course work together to convey a clear message about the student’s achievement of the curriculum expectations.”

“The grade/mark should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence of achievement.”

“The comment should provide clear, meaningful, and personalized reflections on the student as a learner in the particular subject/course.”



Reporting Student Learning, 2010

Report Card Writing Tips

The report card is the teacher's professional statement about achievement to parents/guardians and students.



Ontario		PROVINCIAL REPORT CARD		Date:	
Student:			Days Absent:		Total Days Absent:
Grade:		Teacher:		Times Late: Total Times Late:	
Board:			School:		
Address:			Address:		
			Principal:		Telephone:
Promotion Status:			Grade in September:		
<input type="checkbox"/> Progressing well towards promotion <input type="checkbox"/> Progressing with some difficulty towards promotion <input type="checkbox"/> Promotion at risk					
Letter Grades	Achievement of the Provincial Curriculum Expectations				
A- to A+	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (Level 4)				
B- to B+	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (Level 3)				
C- to C+	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (Level 2)				
D- to D+	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (Level 1)				
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.				
IEP - Individual Education Plan that addresses special learning needs ESL - English as a Second Language ESD - English Skills Development					
Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps	
English	<input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not applicable <input type="checkbox"/> IEP				

Traits of Effective Progress or Achievement Report Cards

- **Asset-Driven**

- The wording highlights the student's strengths and next steps in positive, constructive terms.

- **Preplanned**

- The teacher has reviewed the data collected over a period of time and makes observations about the data relative to the learning outcomes for a specific subject or grade.

- **Concise**

- The report card gets to the “heart of the matter.”
- There is an absence of lengthy wording.

Traits of Effective Progress or Achievement Report Cards

- **Introspective**

- The report is personalized and reflects the strengths and needs of each student.

- **Readable**

- The report is well organized. One area discussed at a time.
- The report is easy to read.
- There are no spelling, grammatical or syntactical errors (spell check in MS Word and Maplewood).

- **Meaningful**

- Parents/guardians should be able to understand exactly how their child is progressing/achieving.
- Academic areas which need particular attention are clearly identified.

Things To Avoid

- **Educational Terminology**

- Use parent/guardian and student friendly language.

- **Slang**

- **Redundancy**

- In Term 2, re-read Term 1 Report Card to avoid repetition.

- **Making Predictions**

- “I’m sure Christine will have a successful year in Grade 6.”

Points to Remember

- ❖ Keep ongoing records of each student's assessment data.
- ❖ Pre-plan the report card. Using the language of learning goals and success criteria allows for comments to be personalized.
- ❖ Ensure comments reflect the learning goals for the current term.
- ❖ The comment reflects the student's strengths and next steps; the grade gives the overall level of achievement.



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Assessment & Evaluation Comment Framework



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Revised February 20th, 2011






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Comment Framework Introduction



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Assessment & Evaluation
Assessment Resources & Tracking Tools

Class Tracking Sheet (Option 01)	Class Tracking Sheet (Option 02)	Learning Skills Sheet (Individual)
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Download Sample (.pdf)	Download Sample (.pdf)	Download Sample (.pdf)

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Tracking of Learning Skills & Work Habits

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First Edition, Covering Grades 1 to 12

2010

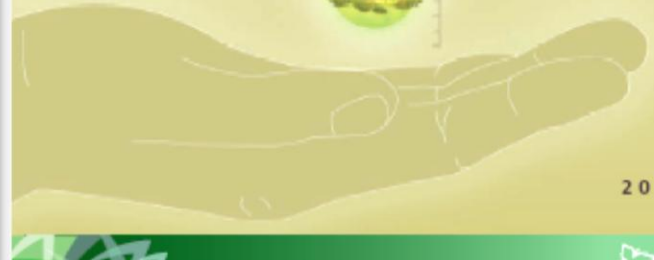


reach every student



Reporting Student Learning

Guidelines for Effective
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Communication



2010

reach every student



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Ministry Developed Resources Assessment Reporting

The screenshot displays the EduGAINS website interface. At the top left, the 'EduGAINS' logo is prominent, accompanied by a Google Custom Search bar and buttons for 'Site Search' and 'Search Tips'. A navigation menu below the logo includes links for 'Classroom Educator', 'School Leader', 'System Leader', 'Professional Learning Facilitator', and 'Contact Us'. On the left side, a vertical sidebar lists various resources: 'About Assessment', 'Implementing Assessment', 'Collaborative Inquiry', 'Student Voices', 'Frequently Asked Questions', 'Glossary', and 'Resource Collection'. The main content area features a large, central slide titled 'Growing Success' with the subtitle 'ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS'. Below the title, it says 'Read the assessment, evaluation and reporting policy document.' To the right of the main slide is a smaller version of the document cover. At the bottom of the slide, it reads 'Growing Success | Assessment, Evaluation & Reporting in Ontario Schools (2010)'. The footer of the website contains a feedback prompt 'Did you find what you were looking for?' with speech bubble icons, and social media icons for email, RSS, Facebook, Twitter, Pinterest, and Google+. The Niagara Catholic District School Board logo is located in the bottom right corner.