
Writing Effective Provincial Report Card Comments

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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.

Learning Skills and Work Habits

- There are six (6) learning skills:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Initiative
 - Self-Regulation



Gathering Evidence

- Self/peer assessments
- Portfolios
- Tracking sheets/checklists
- Anecdotal comments



**For resources to help track
Learning Skills and Work habits in the classroom.**

**Please visit MISA London at
http://www.misalondon.ca/ae_01.html**

Assessment For, As and Of Learning

FOR	AS	OF
<ul style="list-style-type: none">-DIAGNOSTIC - (BEFORE)-FORMATIVE-COACHING: FEEDBACK TO STUDENTS-FEEDBACK TO TEACHERS TO INFORM INSTRUCTION	<ul style="list-style-type: none">-SUB-SET OF ASSESSMENT “FOR” LEARNING-SELF-ASSESSMENT (NOT NECESSARILY SELF-MARKING)-REFLECTIVE METACOGNITION	<ul style="list-style-type: none">-EVALUATION-SUMMATIVE - (AFTER)-JUDGING-ASSIGNING GRADES-REPORTING ON ACHIEVEMENT

Report Card Comments

- **Report Card Comments should:**
 - Be written from an asset-driven standpoint (i.e., what the student knows and is able to do).
 - Focus on student achievement in relation to overall curriculum expectations.
 - Use clear concise, understandable, jargon-free language.



Report Card Comments (con't)

- Personalized information for student parents/guardians
- Outline specific measures that are planned and parental support required for students whose achievement is reported as “R”
- Avoid using set qualifiers from the achievement chart
- Describe students’ strengths and next steps



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

2

Share examples that demonstrate the learning (strengths).

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.*

“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.”

Reporting Student Learning, 2010



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

Reporting Student Learning, 2010



“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:		Teacher:		Days Absent:	Total Days Absent:
Grade:				Times Late:	Total Times Late:
Board:			School:		
Address:			Address:		
			Principal:		Telephone:
Promotion Status:			<input type="radio"/> Progressing well towards promotion <input type="radio"/> Progressing with some difficulty towards promotion <input type="radio"/> Promotion at risk		Grade in September:
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 unnecessarily 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 Anthony 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.



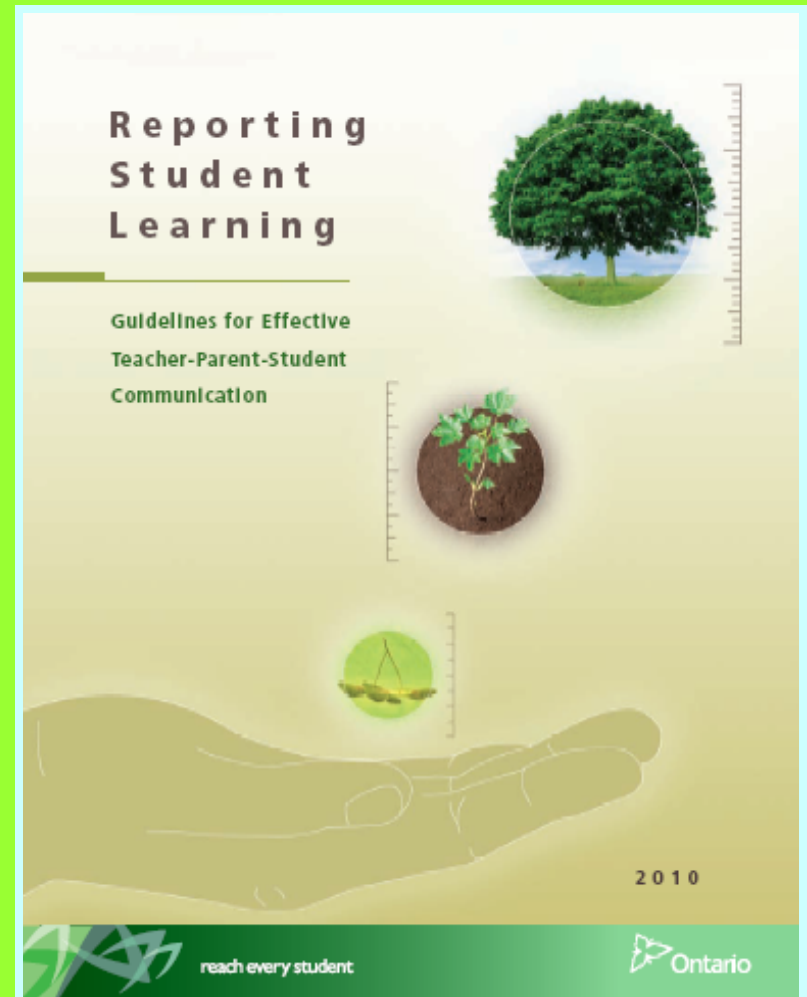
Suggested Helpful Tips

- **Set aside time with staff for moderated comment writing:**
 - Divisions (P, J, I)
 - Grades/Partners
- **Collect comments from staff prior to the PA report card writing day (June 8, 2012) by May 15, 2012 for review and discussion.**
- **Types of comments to collect:**
 - Learning Skills (E, G, S, N) samples
 - All subject areas (Levels 1, 2 , 3, 4) samples
- **Provide timely feedback (no later than May 31, 2012) about comments.**



Reporting Resources

- **Growing Success (2010)**
- **Reporting Student Learning (2010)**
- **Learning for All (2011)**
- **Ministry of Education:**
 - www.edugains.ca
 - **AER Gains (video and print resources)**
- **Provincial Report Card Support Resource:**
 - Grades (P, J, I)
 - Created by the NCDSB – Growing Success Team
- **MISA Comment Framework:**
 - http://www.misalondon.ca/ae_02.html
 - MISA Videos (LS/WH, Subject Specific)



Learning *for All*

**A Guide to Effective Assessment
and Instruction for All Students,
Kindergarten to Grade 12**

2011 | Draft Version



reach every student



Ontario

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Primary Provincial Report Card
Grades 1 - 3 Support Resource



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Intermediate Provincial Report Card
Grades 7 - 8 Support Resource



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Junior Provincial Report Card
Grades 4 - 6 Support Resource



