Facilitation Instructions
for this Presentation

This presentation is organized in two sections:

**Understanding the Progress Report Card** – Slides 5-24

**Completing the Progress Report Card** – Slides 25-35

This icon indicates that a facilitated discussion is available to deepen understanding of the content.
Documents You Will Need
These documents can be found on the A&E web page.

Understanding the Progress Report Card

• YRDSB Sample Comments

• Elementary Newsletter, Issue 2

Completing the Progress Report Card

• Memo - Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
Learning Goals
Elementary Progress Report Card (EPRC)

**Know:**
- the components of the Elementary Progress Report Card
- how to complete the report card
- the criteria for writing effective comments

**Do:**
- review reporting timelines and requirements
- share reporting timelines for your school context

**Articulate:**
- next steps for your school in supporting one another in completing the Progress Report Card
Growing Success: Understanding the Elementary Progress Report Card
Purpose
Elementary Progress Report Card (EPRC)

The EPRC will support teachers:

• in using assessment for learning and as learning in the first weeks of the school year;

• by being a springboard for rich discussions with parents and students early in the school year; and

• by establishing a positive tone for learning for the remainder of the school year.  

Growing Success, p.66
Purpose
Elementary Progress Report Card (EPRC)

The EPRC will support parents* by:

• communicating a student’s development of learning skills and work habits and general progress in working towards the achievement of the curriculum expectations in all subject areas; and

• establishing a positive tone for learning for the remainder of the school year. Growing Success, p. 50 & 66

* Refers to parents and guardians
Where does the Progress Report fit in the learning journey?

- **Progress Report**: current point in learning cycle
  - captures progress towards achievement of expectations, rather than achievement of expectations
  - represents evidence of learning from a variety of sources to date

- **End of Term Provincial Report Card**

- **Learning Destination**
Collecting the Evidence

Collecting a variety of observations, conversations and products, during a learning cycle/unit is essential for describing progress. Some examples are:

- Anecdotal records
- Conferences
- Group discussions
- Writing samples
- Oral reading samples
- Journal entries

- Success criteria checklists
- Descriptive feedback records
- Response to feedback (revision of work)
- Self-assessments
- Portfolios
Learning Skills and Work Habits

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

Rating Scale for Reporting

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

Growing Success, p. 55
Key Messages
Learning Skills and Work Habits

1. Learning skills and work habits are evaluated and reported separately from the achievement of curriculum expectations. (apart from any that may be included as part of a curriculum expectation)

2. Teachers are expected to instruct, assess, evaluate and report on learning skills and work habits.

3. Teachers are expected to work with students and parents to ensure that they understand these skills and their importance.

Growing Success, p. 10,13
Components

Academic Progress

1. General progress in working towards the achievement of the curriculum expectations

2. Checkmark or NA required for all subjects/strands

Rating Scale for Reporting

- ✔ Progressing Very Well
- ✔ Progressing Well
- ✔ Progressing With Difficulty

Growing Success, p. 50,56
YRDSB Tips for Writing Progress Report Comments

• The checkmark and the comment work together to tell the whole story of the student’s progress.

• The progress report continues the conversation, in response to the on-going question, “How is my child doing?”
YRDSB Tips for Teachers

Progress Report Comments

☑ Checkmark

• is criterion-based assessment
• describes where a student is in relation to the current learning goals (now)
• indicates the student’s progress in working towards the achievement of the curriculum expectations for each subject/strand (end in mind)

💻 Comment

• provides descriptive feedback in relation to the learning goals
• describes what the student has learned, his/her strengths and next steps for improvement
• may describe the growth of the student since the beginning of the year
• comments asset-based personalized
Progressing Very Well

The student is currently demonstrating **significant** learning in relation to the curriculum expectations and **is expected** to achieve the learning goals of the term.
Defining Progress
YRDSB Definitions

Progressing Well

The student is currently demonstrating **sufficient** learning in relation to the curriculum expectations and **is likely** to achieve the learning goals of the term.
Defining Progress

YRDSB Definitions

Progressing With Difficulty

The student is currently demonstrating some learning in relation to the curriculum expectations and may not achieve the learning goals of the term. The student is being supported in achieving the learning goals.
Progressing Very Well
The student is currently demonstrating **significant** learning in relation to the curriculum expectations and **is expected** to achieve the learning goals of the term.

Progressing Well
The student is currently demonstrating **sufficient** learning in relation to the curriculum expectations and **is likely** to achieve the learning goals of the term.

Progressing With Difficulty
The student is currently demonstrating **some** learning in relation to the curriculum expectations and **may not achieve** the learning goals of the term. The student **is being supported** in achieving the learning goals.
YRDSB Guiding Questions for determining student progress

1. What are students expected to know and be able to do during this learning cycle (e.g. learning goals and success criteria in relation to the curriculum expectations)?

2. What does success look like at this time of year?

3. How am I using multiple sources of evidence (observations, conversations and products) during this learning process to identify strengths and next steps for improvement?
Criteria for Writing Effective Report Card Comments

Teachers should:

• focus on what students have **learned**;
• describe **strengths**; and
• identify **next steps** for improvement.

*Growing Success, p. 64*
Criteria for Creating “Parent-Friendly” Comments

Teachers should strive to:
• use language that parents understand
• make reference to particular strands (when appropriate)
• provide parents with personalized, clear, precise and meaningful feedback; and
• help parents understand how they can support their children at home.

Growing Success, p.64
Before reading the sample comments, please note...

- The sample comments are an illustration of only one way to meet the criteria of an effective report card comment.

- The language used in writing comments is contextual and will vary depending on the teacher, the student and the community.
Small Group Discussion

1. Make four small groups.
2. Each group will read one Progress Report Card sample in order to:

   ✓ highlight areas of the sample that meet the criteria for writing effective comments; and

   ✓ discuss how the sample is “parent-friendly”.

3. Each group should be prepared to share one thing that they discussed with the whole group.

Report Card Scenarios

Jay: Gr. 1 - Progressing with difficulty in language (although significant learning has been observed); progressing with difficulty in math

Victor: Gr. 4 - Progressing with difficulty in reading and writing; progressing well in math

Katrina: Gr. 5 - Progressing well in language and math; progressing with difficulty in music

Avery: Gr. 8 - Progressing well in some areas of language but not all; progressing with difficulty in science
Preparing for the Progress Report

Elementary Newsletter
Issue 2, page 2

- Read the column entitled, “Preparing for the Elementary Progress Report Card, on page 2.

- With your grade partner/division, choose one nugget of information to discuss.

- After a brief discussion, collaboratively establish starting points or next steps to support your grade/division regarding this one nugget of information.
Completing the Elementary Progress Report Card: *Growing Success* Policy and YRDSB Guidelines
Who Completes the Progress Report?

Learning Skills and Work Habits

• The homeroom teacher will complete the Learning Skills and Work Habits section including the entry of levels (Excellent, Good, Satisfactory, Needs Improvement) and comments.

Memo- Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
Who Completes the Progress Report?

Entering the Checkmark - Progress in Subjects

• The homeroom teacher will complete the degree of progress for each subject(s)/strand(s) that s/he has taught.

• Other teachers will complete the degree of progress for subject(s)/strand(s) that s/he has taught.
Who Completes the Progress Report?

Writing the Comments - Progress in Subjects

• The homeroom teacher will provide comments related to the subject/strands that s/he teaches, as appropriate.

• Teachers are required to provide a comment when “Progressing with Difficulty” is checked off for a student.

Memo – Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
Special Considerations Regarding Comments

Teachers are:

• **not** required to **comment** on all subjects/strands in the space provided.

• **not** required to completely fill the entire comment box.

Memo- Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
Reporting Progress for Students Receiving Reading Recovery®

• Students receiving Reading Recovery® support should have the following comment included if the teacher is commenting on his/her progress in language:

"__________ is receiving individual support in reading and writing to supplement his/her classroom literacy program."

• The words Reading Recovery® are not written on the progress report card.

Memo- Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
English Language Learners

• Teachers will check the “ESL/ELD” box on the Progress Report to indicate that modifications have been made to the curriculum expectations.

• The “ESL/ELD” box should not be checked to indicate:
  • that the student is participating in ESL/ELD programs; or
  • accommodations have been provided.

Growing Success, p. 76
Reporting Requirements

Reporting Process for students with an IEP

- There has been no change in the expectations in the reporting process for students with an IEP. **Students with an IEP will receive a progress report in the November reporting period and a provincial report card in each of the two formal reporting periods in January and June.**

Memo- Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports
Elementary Progress Report Card (EPRC)

• Progress Report to be sent home: \textbf{November 8-10}

• Interviews to be held: \textbf{November 11} (evening) and \textbf{November 12} (P.A. day)

Memo- \textit{Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports}
Memo - Growing Success: Reporting Process in Elementary Schools for the 2010-2011 School Year – Timelines, Requirements and Supports

• Individually, read the chart on the second page of the memo.

• Develop a school-based strategy for collaboration regarding the writing and entry of comments.
Growing Success Resources

https://bww.yrdsb.ca/services/cis/Pages/Assessment.aspx

http://www.edugains.ca/newsite/assessment/assessgains.htm