



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Parent Guide to Assessment, Evaluation and Reporting

Kindergarten to Grade 8

Let's talk about:

- ◆ Assessment
- ◆ Evaluation
- ◆ Reporting
- ◆ Important Documents and Information
- ◆ Report Cards and Grades
- ◆ Learning Skills and Work Habits
- ◆ Student Roles and Responsibilities
- ◆ Teachers
- ◆ Parents/Guardians
- ◆ Parent/Teacher Communication



Our Partnership with you...

Your child's education today must prepare them for tomorrow's world. Students need to learn more than facts – they must acquire 21st century skills such as critical thinking, communication, collaboration, and creativity.

Instruction, assessment and evaluation in today's classrooms support multiple learning goals. As students explore personal interests and pathways to success, they work towards key exit outcomes, developing skills and habits that will help them be productive, successful citizens.

This guide offers clear, meaningful information about assessment, evaluation and reporting. It will also provide you with tips on how to communicate with your child and their teachers and answers some of the most common questions you may have regarding your child's education.

The Fundamental Principles of Assessment and Evaluation

as outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010)

Teachers use assessment and evaluation practices that:

- ◆ are fair, transparent and equitable;
- ◆ support all students;
- ◆ are carefully planned;
- ◆ are clearly explained to students and parents at the beginning of the school year;
- ◆ are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning;
- ◆ include feedback that is clear, meaningful and timely; and,
- ◆ develop student self-assessment skills.

Note: The term
"parent" refers
to parent and/or
guardian.

What is Assessment, Evaluation, and Reporting?

Assessment: The process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a program.



Evaluation: The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.



Reporting: The process of communicating students' achievement of the curriculum expectations and the demonstration of Learning Skills and Work Habits. The Provincial Report Card represents a summary of a teacher's professional judgement about student achievement and gives students descriptive feedback in comments, indicating what they have learned and need to learn, as well as providing guidance to help students improve their learning.

Assessment and evaluation is designed to improve student learning, not just to provide a student with a final mark. Parents play an important role in their child's education. When parents, students and school staff work together, students are successful.

How has Assessment and Evaluation changed over time?

Many view "assessment" as the process of gathering information that accurately reflects how well a student is achieving the expectations of a particular subject. Assessment is not only used to judge student work, it is used to help students learn. Good assessment takes into account learning styles, strengths and needs and reflects a student's achievement against a set of criteria (not against other students) and takes place over time.

In the past, most of the attention was paid to marks/grades on student work. Today, teachers focus more on the *ongoing feedback* that is provided to students so that they clearly understand what they need to do to improve their work. A grade is assigned at report card time and is a summary of demonstrated learning.

Assessment has three roles:

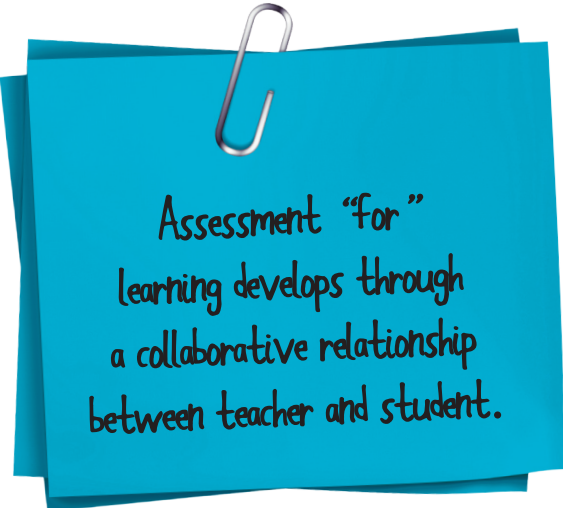
- ♦ **For** learning: providing students with feedback about their work.
- ♦ **As** learning: helping students to set learning goals and monitor their own progress.
- ♦ **Of** learning: evaluation and reporting of progress in the form of grades or marks.

Assessment "for" learning...

Assessment "for" learning refers to the use of assessment data by students and their teachers to decide where the students are in their learning, where they need to go next and how to get there. The information gathered is used by teachers to provide feedback and adjust their instruction, and by students to focus their learning.

Why is this important?

The information gathered during this type of assessment is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills. This type of assessment incorporates dialogue between teacher and student. When students are more involved in the classroom assessment they become more aware of their strengths and areas needing improvement. They can then focus their efforts on closing the gap between where they are and where they need to be.



Assessment "for"
learning develops through
a collaborative relationship
between teacher and student.

Assessment “as” learning...

Assessment “as” learning refers to the process where students reflect on their learning. Teachers use self-assessment, peer feedback, reflection and journal entries to guide students to think about what works best for them.

Why is this important?

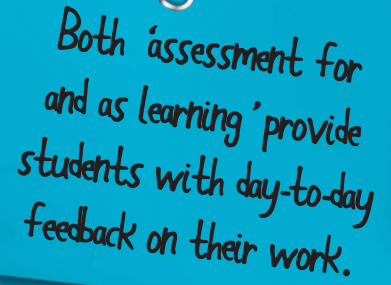
The goal is to help students become independent, self-directed learners, who are able to set personal goals, monitor their own progress, determine next steps and reflect on their learning. When they consider their learning skills and work habits, not just their achievement related to the curriculum expectations, they become independent learners.

Assessment “of” learning...


Assessment “of learning, often referred to as summative assessment, is used by teachers after a period of learning, and at the end of a term to determine what students have learned. Teachers use multiple assessment tools such as written tests, projects, portfolios, oral presentations and conferences. Students are expected to turn in assigned work to meet deadlines established by teachers.

Why is this important?

Students value collaboration when they receive a mark that is based on their individual level of performance within a group. Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.



Both 'assessment for and as learning' provide students with day-to-day feedback on their work.



Students who become independent workers experience greater success beyond school.

How does the balance between these different forms of assessment help students learn?

Students will be evaluated less and assessed more; given more opportunities to practice new skills and receive feedback on their learning before being evaluated on that learning. Emphasis will be placed on more recent and most consistent performance and achievement. Research has shown that providing feedback more often and receiving grades less often can improve student achievement.

Important Documents and Information

- Curriculum Documents
- Curriculum Expectations
- Learning Goals
- Success Criteria
- Progress Report
- Parent-Teacher Interviews
- Report Cards

Curriculum Documents

Define what students are taught in Ontario schools. They detail the knowledge and skills that students are expected to develop in each subject at each grade level. Students are measured in two ways. First, they are measured against the content standards in the Ontario curriculum and second, against the performance standards in the provincial achievement chart.

Curriculum Expectations

The knowledge and skills that students are expected to develop and demonstrate. The Ontario curriculum policy documents identify expectations for each grade/course from Gr. 1 to Gr. 12.

Learning Goals

Describe for a student what he or she should know and be able to do by the end of a period of instruction. The goals represent subsets or clusters of knowledge and skills that the students demonstrate to successfully achieve the overall curriculum expectations.

Success Criteria

These are standards or specific descriptions of successful attainment of learning goals, co-constructed by teachers and students or developed by teachers and discussed and agreed upon in collaboration with students. Criteria describes what 'success' looks and/or sounds like, and allow the teacher and student to gather information about the quality of student learning and to what degree a learning goal has been achieved.

Progress Report

Midway through the first term, a Progress Report gives an initial indication of student progress.

Note: There is no formal Progress Report in Kindergarten.

Parent-Teacher Interviews

Following the Progress Report, there is an opportunity for the teacher, the parent(s) and the student to meet and talk. This is meant to support students' success by responding to individual needs early in the year.

Report Cards: Grades K-8

Report cards in SK-8 give a summary of student achievement at the end of each term.

Note: Junior Kindergarten students receive one formal report card in June.



How Do Teachers Determine Students' Grades?

In order to determine students' grades or marks, teachers use their professional judgment and consider factors such as consistency, recent improvement and amount of evidence. Teachers and students work together to gather evidence of their learning over time from observations, conversations and student products. Teachers then look at the most recent and most consistent level of achievement or performance as measured against the curriculum expectations and the achievement chart. In reporting, students' achievement in learning skills and work habits are separated from student achievement in curricular subjects (unless specifically allowed by the curriculum). Report card comments that accompany students' grades identify specific student strengths, include classroom examples/evidence, and offer specific next steps for improvement.

Which Standards Are Students Measured Against?

In Ontario, the report card grade represents the level of achievement of the overall expectations of a subject area. It is not a numerical proportion of the material that the student knows or the student's ranking relative to others. The achievement chart sets out four broad categories of learning including Knowledge and Understanding, Thinking, Application and Communication and four levels of achievement (Levels 1 to 4).

Assessment Criteria

Students are assessed on four categories of achievement:

Knowledge: The understanding of facts, concepts, theories, principles, procedures, processes.

Thinking: The ability to plan, analyze, interpret, problem solve, evaluate, etc.

Communication: The ability to communicate with different audiences for different purposes in oral, visual and written form.

Application: The transfer of knowledge and skills to new, real-world, and unfamiliar contexts.

Levels of Achievement:

Achievement Level	Meaning	Letter Grade 1-6	OCDSB Report Card Grade 7-8
4- 4 4+	Achievement exceeds the provincial standard	A- A A+	80-86 87-94 95-100
3- 3 3+	Achievement meets the provincial standard	B- B B+	70-72 73-76 77-79
2- 2 2+	Achievement approaches the provincial standard	C- C C+	60-62 63-66 67-69
1- 1 1+	Achievement is limited – far below the provincial standard	D- D D+	50-52 53-56 57-59
R	The student has not demonstrated the required knowledge or skills	Below D	0-49
I	There is insufficient evidence to determine a level of achievement (Grade 9 and 10 only). This can happen, for example, if your child recently moved schools or has had an extended illness.		none

Note: In Kindergarten, student achievement is reported using anecdotal comments.

Students who achieve at level 3 or above have achieved the expectations for a subject area.

English Language Learners

When a student's achievement is based on expectations modified from the grade level curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).

Students with Special Needs

Reporting depends on the contents of the Individual Education Plan (e.g., alternative, modified or accommodations only), of the student. Additional information detailing the reporting requirements is available from the school.

Report Cards and Progress Reports

Kindergarten Report Card
 Progress Reports Grades 1–8
 Grades 1–8 Report Cards

Kindergarten Report Card



Ministry of Education

Kindergarten Communication of Learning
 Initial Observations

Board Logo

Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>	French: Immersion <input type="checkbox"/> Core <input type="checkbox"/>	Extended <input type="checkbox"/>	Times Late:
Teacher:		Early Childhood Educator*	Total Times Late:	
Principal:		Board:	Total Times Late:	
School:		Address:		
Address:				

Ontario Education Number:
 All students in Ontario are assigned a number for Ministry data collection and tracking.

Times Late
 Number of times late.

Days Missed
 Total number of days missed overall.

Key Learning / Growth in Learning / Next Steps in Learning ESL IEP

[Comments about student learning should be entered in a font size that is clear and legible.]

In Kindergarten, student achievement is reported using anecdotal comments.

ESL – English as a Second Language
 IEP – Individual Education Plan

* Required for classes of 16 or more children

Progress Report: Grades 1–8 Page 1

Student:

OEN:

Year 1 Year 2

[Space for board information:

Boards may include information such as the board vision statement or board educational goals.]

Kindergarten Communication of Learning: Initial Observations

The Kindergarten Communication of Learning: Initial Observations report encourages early and ongoing communication between the parents and the educator(s) about the child's learning.

The Initial Observations report is designed to identify and describe the child's learning during the fall of the school year and to provide parents with clear, detailed, and straightforward information about their child's learning, growth in learning, and next steps in learning in relation to the overall expectations in *The Kindergarten Program* (2016).

In Kindergarten, examples of learning from classroom documentation should be used to provide evidence of the child's learning in a play environment. These rich examples can be the starting point for discussion with parents about the child's learning as it relates to the program expectations.

In Kindergarten classes that have an educator team, with a teacher and an early childhood educator, it is understood that they have collaborated in observing, monitoring, and assessing the development of the child, as well as in communicating with the child's family during the school year.

Information for Parents

We know that you, as a parent or guardian, are a vital partner in your child's education. The Kindergarten Communication of Learning: Initial Observations report is the first formal communication of the school year about your child's learning. It is meant to open an ongoing dialogue between you and your child's educator(s). It is designed to provide you with detailed information about your child's learning in the classroom and gives you an opportunity to share information about your child's learning at home. This dialogue will help to ensure that you and your child's educator(s) are working towards the same goals for your child through the coming months.

We encourage you to support learning at home. Children are more likely to be motivated, to improve in their learning, and to develop positive behaviour and social skills when their parents are actively involved in their learning.

To Parents/Guardians: This copy of the Kindergarten Communication of Learning: Initial Observations report should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature

X

Principal's Signature

X

Where applicable: Early Childhood Educator(s) _____ [Insert name(s)] _____ contributed to the observation, monitoring, and assessment of your child's learning that is reflected in this Kindergarten Communication of Learning: Initial Observations report.

Progress Report: Grades 1–8 Page 2

Student:

OEN:

Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.		IEP – Individual Education Plan NA – No instruction for subject/strand		
Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	↓			
French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> E				
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Social Studies <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Health and Physical Education Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
The Arts Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

Check Mark
 Indicates the level of achievement to date (Progressing with Difficulty, Progressing Well, Progressing Very Well); determined using teachers' professional judgment.

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature | X | Principal's Signature | X |

[Space Designated for Board]

Report Card: Grades 1–8 Page 1



Ministry of Education

Elementary Provincial Report Card

Date: _____

Student:	OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:	Times Late:	Total Times Late:
Board: Ottawa-Carleton DSB		Ontario Education Number: All students in Ontario are assigned a number for Ministry data collection and tracking.	
Address: 133 Greenbank Rd, Nepean, ON Canada		Times Late Number of times late.	Days Missed Total number of days missed overall.
Principal:		Telephone:	

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

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

Responsibility			Organization		
Learning Skills and Work Habits Indicates student progress related to key learning skills and work habits. E= Excellent S= Satisfactory G= Good N= Needs Improvement					
Independent Work			Collaboration		
Initiative			Self-Regulation		

Strengths/Next Steps for Improvement

Comments to include:
 Provides feedback. Identifies strengths, areas for improvement, and next steps to help students move forward in the development of their learning skills and work habits.

Report Card: Grades 1–6 Pages 2 and 3

Student: _____

Subject	Report		Strengths/Next Steps
	1	2	
Language <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
French <input type="checkbox"/> NA Listening <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Speaking <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended			
Native Language <input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			Oral Communication
Mathematics <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Measurement <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Life Systems, Structures and Mechanisms

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ESL/ELD
English as a Second Language/
English Language Development.

Grade Mark
Overall level of achievement
represented as a letter grade;
determined using teachers'
professional judgment.

Term
Two terms in
the school year.

Individual Education Plan
For students requiring modified,
accommodated and/or alternate
expectations to their education program.

Comments to include
Provides feedback.
Identifies strengths, areas
for improvement, and next
steps to help students move
forward in their learning.

Student: _____

Subject	Report		Strengths/Next Steps
	1	2	
Social Studies <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Heritage and Identity
Health and Physical Education Health Education: Healthy Living, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education: Active Living, Movement Competence, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			
The Arts Dance <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Drama <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Music <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Visual Arts <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA			

✗ Elementary Provincial Report Card *(Please have your child complete this section)*

Student: _____ Grade: _____ OEN: _____

Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature: _____

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Report Card: Grades 1–6 Page 4

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
<p>ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.</p> <p>IEP – Individual Education Plan</p> <p>NA – No instruction for subject/strand for reporting period</p>	

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's
Signature

X

Principal's
Signature

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student: Grad _____	e: OEN: _____	Teacher: _____
<p>Parent's/Guardian's Comments</p> <ul style="list-style-type: none"> • My child has improved most in: • I will help my child to: 		
<input type="checkbox"/> I have received this report card.	Parent's/Guardian's name <i>(please print)</i> Signature _____ X _____	
<input type="checkbox"/> I would like to discuss this report card. Please contact me.	Telephone <i>(day)</i> : _____	Telephone <i>(evening)</i> : _____
Date _____		

Report Card: Grades 7–8 Pages 2 and 3

Term
Two terms in the school year.

Student: _____

Subject	Report 1		Report 2		Strengths
	% Mark	Median	% Mark	Median	
Language	<input type="checkbox"/> NA				<p>Comments to include Provides feedback. Identifies strengths, areas for improvement, and next steps to help students move forward in their learning.</p>
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
ESL/ELD English as a Second Language/ English Language Development.					
Media Literacy					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
French	<input type="checkbox"/> NA				
Listening					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Speaking					
Individual Education Plan For students requiring modified, accommodated and/or alternate expectations to their education program.					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended					
Native Language					
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> NA					
Mathematics	<input type="checkbox"/> French				
Number Sense and Numeration					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Measurement					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Geometry and Spatial Sense					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Patterning and Algebra					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Data Management and Probability					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Science and Technology					Life Systems, Struct
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> French					

Median
Where the middle mark sits.

Percentage Mark
Overall level of achievement represented as a percentage; determined using teachers' professional judgment.

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Student: _____

Subject	Report 1		Report 2		Strengths
	% Mark	Median	% Mark	Median	
History	<input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> French					
Geography	<input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> French					
Health and Physical Education					
Health Education: Healthy Living, Living Skills					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> French					
Physical Education: Active Living, Movement Competence, Living Skills					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> French					
The Arts					
Dance <input type="checkbox"/> French					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Drama <input type="checkbox"/> French					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Music <input type="checkbox"/> French					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Visual Arts <input type="checkbox"/> French					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> French <input type="checkbox"/> NA					

✗ Elementary Provincial Report Card (*Please have your child complete the*

Student: _____ Grade: _____ OEN: _____

Student's Comments

- My best work is:
- My goal for improvement is:

Student's S

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Report Card: Grades 7–8 Page 4

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

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature	X	Principal's Signature	X
---------------------	----------	-----------------------	----------

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student:	Grade:	OEN:	Teacher:
<p>Parent's/Guardian's Comments</p> <ul style="list-style-type: none"> • My child has improved most in: • I will help my child to: 			
<input type="checkbox"/> I have received this report card.	Parent's/Guardian's name <i>(please print)</i>	Signature	Date
<input type="checkbox"/> I would like to discuss this report card. Please contact me.	X		
Telephone <i>(day)</i> : _____ Telephone <i>(evening)</i> : _____			

Learning Skills and Work Habits

Grades 1-8

Learning skills and work habits help students to learn more effectively, develop their potential as independent learners and take ownership over their own learning. While they contribute to a student's ability to be successful at school, they are evaluated separately from student achievement of course expectations and are not used in determining the final grade.

These skills and habits will be relevant to students long after graduation in helping them to transform into critical thinkers, and responsible productive global citizens.

There are six Learning Skills and Work Habits on Grade 1-8 report cards.

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment completes and submits class work, homework, and assignments according to agreed-upon timelines takes responsibility for and manages own behaviour
Organization	<p>The student:</p> <ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks establishes priorities and manages time to complete tasks and achieve goals identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals uses class time appropriately to complete tasks follows instructions with minimal supervision
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group responds positively to the ideas, opinions, values, and traditions of others builds healthy peer-to-peer relationships through personal and media-assisted interactions works with others to resolve conflicts and build consensus to achieve group goals shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiative	<p>The student:</p> <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning demonstrates the capacity for innovation and a willingness to take risks demonstrates curiosity and interest in learning approaches new tasks with a positive attitude recognizes and advocates appropriately for the rights of self and others
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them seeks clarification or assistance when needed assesses and reflects critically on own strengths, needs, and interests identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals perseveres and makes an effort when responding to challenges

The development of learning skills and work habits are reported using the following four letter grades:

E = Excellent
consistently demonstrates

G = Good
usually demonstrates

S = Satisfactory
sometimes demonstrates

N = Needs Improvement
rarely demonstrates

Learning skills and work habits greatly contribute to success in school life. As students move through the grades, they further strengthen these skills and habits in various areas of learning.



How does Assessment, Evaluation and Reporting fit with the OCDSB's Community of Character and Exit Outcomes?

Learning Skills and Work Habits

Learning skills and work habits help students to learn more effectively, develop their potential as independent learners and take ownership over their own learning. While they contribute to a student's ability to be successful at school, they are evaluated separately from student achievement of curriculum expectations and are not used in determining the final grade. These skills and habits will be relevant to students long after graduation in helping them to transform into critical thinkers, and responsible productive global citizens. There are six Learning Skills and Work Habits on Grade 1–8 report cards.

Learning Skills and Work Habits Contribute to Community of Character

The OCDSB incorporates ten character traits to support all students in becoming contributing members of society:

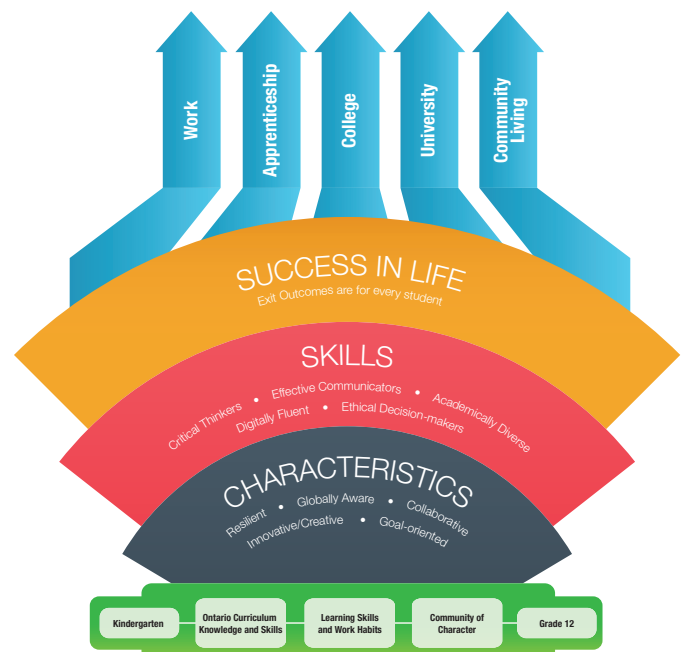
- ◆ Acceptance
- ◆ Appreciation
- ◆ Cooperation
- ◆ Empathy
- ◆ Fairness
- ◆ Integrity
- ◆ Optimism
- ◆ Perseverance
- ◆ Respect
- ◆ Responsibility

The development of learning skills and work habits will help students recognize the link between character education and their classrooms.

Assessment and Evaluation Practices Enhance Exit Outcomes

Our goal is to have every secondary student leave our school district with the required characteristics and skills to be a 21st-century success story. We have a vast array of programs and services to help meet the needs of each and every student.

Our school district has invested significantly in the professionals who work with and support students on a daily basis. We believe that our focus on teaching and learning can assist every student in moving on to post-secondary opportunities of their choice.



Learn more at: www.ocdsb.ca

Learning Skills / Work Habits and Achievement Grades 1-8

What does this mean for my child? How are they learning?
What are they learning?

Learning Skills/Work Habits and Achievement

For each student, for each subject area

HOW
the student learns

Learning Skills/Work Habits

Six Learning Skills/Work Habits:

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

Assessed and Reported as:

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

The
Provincial
Report Card

WHAT
the student learns

Curriculum Expectations

Four Achievement Chart Categories:

1. Knowledge and Understanding
2. Thinking
3. Communication
4. Application

Evaluated to determine the
STUDENT'S LEVEL OF ACHIEVEMENT
with respect to the Provincial
Standard

Letter grade (grade 1-6) or
percentage grade (grade 7-8)
based on achievement of
overall expectations.

**Communication
is Key!**



Roles and Responsibilities

Parent Role

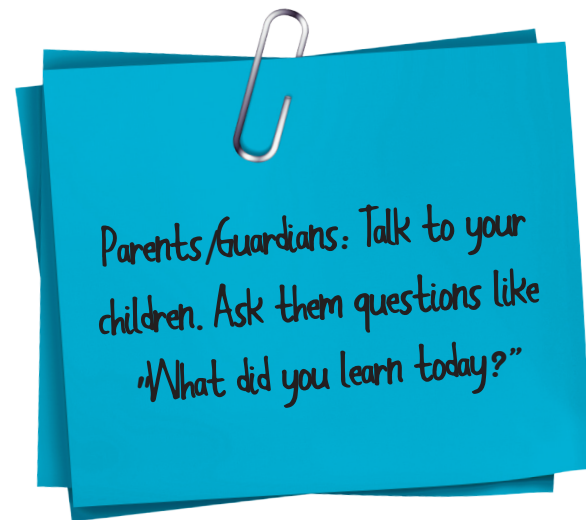
Parents can support their children's learning by:

- ◆ familiarizing themselves with course outlines, curriculum expectations, and assessment criteria;
- ◆ helping their children develop strong learning skills and a positive attitude towards learning;
- ◆ working with teachers to send their children clear, consistent messages about curriculum expectations and assessment criteria; and,
- ◆ working with teachers to identify their children's strengths, interests, learning needs and best learning strategies.

Student Role

With teacher support, students understand and work towards the curriculum expectations and achievement criteria by:

- ◆ developing their learning skills;
- ◆ engaging in the learning process — being active and attentive participants in the learning;
- ◆ understanding the learning expectations and how they will be assessed (read and discuss outlines, assignments, rubrics, etc.);
- ◆ demonstrating their learning through oral and written products and presentations;
- ◆ Using feedback to set goals and work on “next steps” for improvement;
- ◆ self-advocating for learning needs;
- ◆ meeting deadlines; and,
- ◆ academic honesty.



Teacher Role

Teachers ensure that assessment of student work is valid and reliable, and that it will lead to the improvement of learning for all students by:

- ◆ assessing student work in a transparent and equitable way;
- ◆ supporting all students, and recognizing their diverse needs;
- ◆ providing multiple opportunities for students to show their learning;
- ◆ providing a variety of meaningful tasks;
- ◆ providing descriptive feedback to guide student learning; and,
- ◆ helping students become successful learners.

Parent/Teacher Communication — Tips and Tools for Parents

The parent/teacher meeting is an important time to share ideas and information with your child's teacher. You can also discuss ways to help your child develop strengths and overcome challenges. These 10 tips will help you get the most out of your time with the teacher. Remember that time may be limited at parent/teacher meetings.

- 1. Be prepared.** Before meeting the teacher, think about what you want to know and understand about your child's school experience. Review the report card and write down key questions you want to ask.
- 2. Ask yourself questions.** Focus on what you want to get out of your parent/teacher meeting by asking yourself questions. For example, "What methods are being used to teach my child?" or "What can I do to get involved in my child's learning?"
- 3. Talk to your child beforehand.** Ask your children what they think they are good at and what needs improving. Let them tell you how they feel about school, the teacher and getting along with others.
- 4. Arrive ready.** Be sure you come to the parent/teacher meeting in a positive frame of mind and with all the materials you need. Bring the questions you prepared in advance along with your child's report card.
- 5. Relax and feel confident.** You know your child best and want what's best. Remember, the teacher also wants your child to be successful.
- 6. Be clear about what's being said.** If you need clarification or have concerns about an answer the teacher gives, ask the teacher to explain it further. Don't be satisfied until you fully understand.
- 7. Think about what was discussed.** Take some time to think about what you and the teacher talked about. If you are still unclear about something or want to ask more questions, don't be afraid to call the teacher to talk further.
- 8. Follow-up at home.** Talk with your child after you have met with the teacher. Discuss what was talked about in the meeting, focusing on the positive and how to achieve the goals that you set.
- 9. Keep a log or journal.** Write down the actions you take and any observations about your child. This is important information that can be shared with the teacher at the next meeting.
- 10. Arrange the next meeting.** Set a date when you will call the teacher for an update on your child's progress or to arrange another meeting.

Resources

Growing Success

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Pathways to Success

<http://www.pathtosuccess.ca/>

Ontario Curriculum

<http://www.edu.gov.on.ca/eng/curriculum/secondary/>

OCDSB Education and Career Pathway Choices

http://www.ocdsb.ca/programs/sec/Secondary%20Docs/OCDSB_CareerMap.pdf

OCDSB Exit Outcomes

<http://www.ocdsb.ca/med/pub/Publications%20%20Updated/OCDSB%20Exit%20Outcomes.pdf>

P21.org c21canada.org - 21st Century Framework

<http://www.p21.org/our-work/p21-framework>

<http://www.p21.org/our-work/resources/for-community>



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Our Mission:

*Educating for Success —Inspiring
Learning and Building Citizenship*



Public Education *Doing it W.E.L.L.*

Well-being Engagement Leadership Learning

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