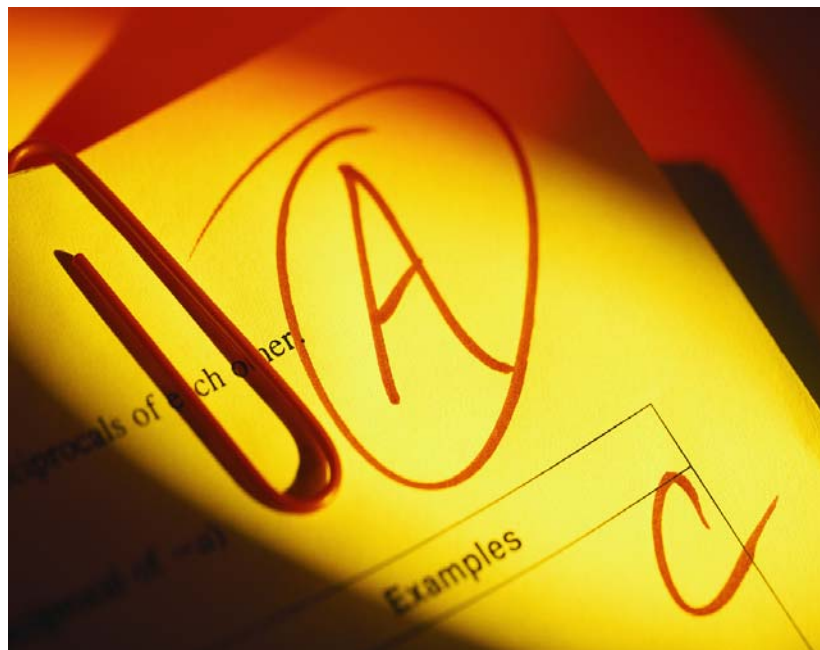


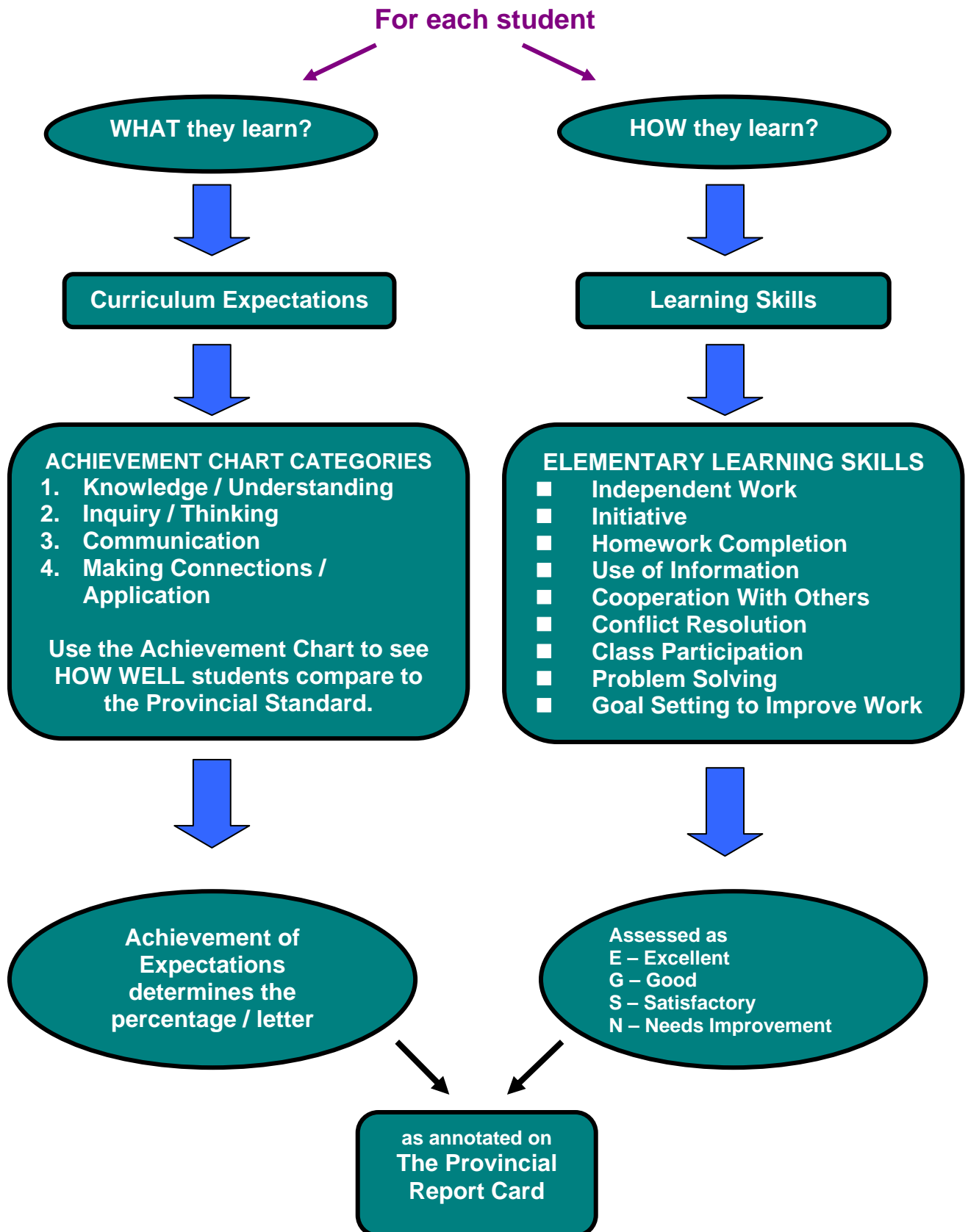


Lambton Kent  
District School Board  
*Student Achievement* ✓ *Community Success*

# Elementary Report Card Guidelines



# CONNECTING THE “HOW” AND “WHAT” FOR STUDENTS IN GRADES 1 TO 8



The information in this document reflects current expected practice in all elementary schools in the Lambton Kent District School Board.

## General Instructions

**Kindergarten Years:** Refer to the Assessment and Evaluation section of the LKDSB Junior and Senior Kindergarten Support Document 2007 for specific details regarding reporting practices. All elementary schools will use an electronic report card format in the reporting periods.

**Grades 1 to 8:** The purpose of the Ontario Provincial Report Card is to communicate with parents about the student’s learning skills and academic achievement according to the achievement levels in the Ontario Curriculum. Credible reporting is backed by solid evidence of student achievement of the Ontario expectations.

All elementary schools will use an electronic report card format in the reporting periods required by the Ministry of Education. TWebEA (Trillium Web-based Elementary Achievement) is the program that is to be used by all elementary teachers for reporting.

The overall and specific expectations are measured using the standards set out in four categories of knowledge and skills and four levels of achievement. Ministry Exemplars provide examples for teachers.

The Ontario Provincial Report Card must be used in all schools once in each of the three terms in the school year. Schools are required to report to parents within the range of required dates that are set annually. Level 3 describes the standard for the grade. In determining a student’s mark or grade, focus on the most consistent achievement on summative assessments, with consideration given to recent evidence, making sure all four categories are considered.

A variety of assessment and evaluation devices must allow for the demonstration of all achievement levels in a term. Regular opportunities must be provided for students to demonstrate their potential achievement in all four levels.

The goal is to have students apply the knowledge and skills learned to real life situations. It is clear that when students can understand, appreciate and apply the knowledge and skills they have learned, they will have consolidated their learning.

**General Timeline for Reporting:** specific calendar dates are determined each September by the central office and shared with elementary school principals.

| Grades 1 to 8                                    |   |  |
|--|---|--|
| FIRST REPORT<br>Conferencing <b>is</b> required. | SECOND REPORT<br>Conferencing <b>as</b> required. | FINAL REPORT<br>Conferencing <b>as</b> required. |

| Kindergarten Years                          |   |   |
|---|---|---|
| Oral conference only<br><b>is</b> required. | FIRST REPORT<br>Conferencing <b>as</b> required | FINAL REPORT<br>Conferencing <b>as</b> required |

## ELEMENTARY REPORT CARD POLICY FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

An Individual Education Plan (IEP) must be developed for students identified exceptional by the Identification Placement Review Committee (IPRC) process.

An IEP may be developed for students needing significant program accommodations / modifications who are moving towards identification.

Parents must have seen the IEP prior to the issuing of the report card.

The purpose of the report card is to communicate the student's progress in achieving the regular grade-level curriculum expectations. Accommodations do not affect the grade level expectations and therefore do not affect the level of achievement.

**If the student has an Individual Education Plan that applies to a particular strand / subject, it is not necessary, nor is it advisable, to check the IEP box on the student's report card when a student has received only accommodations for that subject / strand.**  
(Deputy Minister Memo dated November 19, 2004)

**Do not check the IEP box for subjects that are accommodated only.**

If the expectations in the IEP are based on the Ontario curriculum but vary from the expectations of the regular program for the grade, a check mark must be placed in the IEP box on the report card for each subject that has modified expectations. The following statement must appear in the "Strengths / Weaknesses / Next Step section:

**"The grades / marks in (subjects indicated) are based on the achievement of the expectations in the IEP which vary from the Grade \_\_\_ expectations."**

For students in alternative programs (e.g., Classes for Student with Developmental Disabilities, GOAL, Social Skills, Section 23) use of the **Special Needs Report Card** is appropriate.

## ELEMENTARY REPORT CARD POLICY FOR ENGLISH LANGUAGE LEARNERS

The ESL box that appears in the subject field on the report card should be checked for any students receiving ESL support in any subject area, whether from a classroom teacher, or other school staff.

**Checking the ESL box indicates that accommodations and/or modification of curriculum expectations are in place for that student.**

A student in Stage One or Two, of English Language Development should be receiving a modified curriculum with an emphasis on developing language skills.

If the curriculum expectations for the ELL student have been modified, then the student's mark or grade reflects the student's level of achievement in the modified program. In such cases, the following statement must be included in the "comments" section:

**{“The grades/marks in (subjects indicated) are based on the achievement of the expectations in the ESL program, which vary from the Grade \_\_\_\_ expectations.”}**

When an ELL also has an Individual Education Plan (IEP), the following statement should be used instead of the ELL statement:

**{“The grades/marks in (subjects indicated) are based on the achievement of the expectations in the IEP, which vary from the Grade \_\_\_\_ expectations.”}**

The mark assigned is based on the expectations outlined in the IEP. ESL needs should be considered when the expectations in the IEP are being determined. An ELL who has an IEP and whose program has been aligned with his/her stage of development in ESL student should therefore rarely receive "R" (indicating that remediation is required).

English Language Learners should be given time to develop their skills in English before their achievement is assessed. In some cases, it may be appropriate to avoid giving a mark in a particular subject. In such a case, teachers should use the space on the report card to state that sufficient evidence of achievement is not available at this time.

## REPORTING ACHIEVEMENT

| Achievement in Levels 1 Through 4 indicates a passing grade. | Level   | Definition   | Letter Grade (Gr. 1 - 6) | % Mark (Gr. 7 & 8) | *  |
|--|---|--|--------------------------|--------------------|----|
|  | Level 4   | The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.       | A+                       | 90 - 100           | 95 |
|  |   |  | A                        | 85 - 89            | 87 |
|  |   |  | A-                       | 80 - 84            | 82 |
|  | Level 3   | The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. | B+                       | 77 - 79            | 78 |
|  |   |  | B                        | 73 - 76            | 75 |
| B-   |   |  | 70 - 72                  | 71                 |    |
| Level 2  | The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.                       | C+   | 67 - 69                  | 68                 |    |
|  |   | C  | 63 - 66                  | 65                 |    |
|  |   | C-   | 60 - 62                  | 61                 |    |
| Level 1  | The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. | D+   | 57 - 59                  | 58                 |    |
|  |   | D  | 53 - 56                  | 55                 |    |
|  |   | D-   | 50 - 52                  | 51                 |    |
| R or below 50  | The student has not demonstrated the required knowledge and skills. Extensive remediation is required. See instruction page 10.               | R  | Below 50                 | 45                 |    |
|  |   | Has not demonstrated the required knowledge and skills. Clearly state the steps taken to remediate the problem     |                          |                    |    |

Teachers of grades 7 and 8 will use the pegged marks to report achievement on all reports throughout the school year.

## IMPORTANT FACTS

- Students should have their most consistent level of achievement reported with consideration given to recent evidence because this more accurately reflects their level of success, while allowing for minor inconsistencies. This levelling system defies mathematical calculation and bears no resemblance to averaging.
- Of key importance, when assigning a particular grade or pegged mark, is the ability to show a student/parent how the work completed measures up against the grade expectations and the appropriate achievement levels.
- For each student the type and amount of accommodation or assistance needs to be carefully considered before the achievement level is assigned. See Accommodations and Modifications section(s).
- This system of levelling makes it impossible to provide awards for students who receive the highest mark or average. Instead, schools may wish to consider award systems that set a premium on a set of stated criteria that use the language of the achievement scales.
- All report card comments must be based on procedures outlined in the achievement chart section of this document.
- Overall promotion status must be indicated for each term. Early in the school year, teachers can determine if a child is working toward promotion. Many factors may influence the issue of promotion. Where a concern is justified, and after consultation with the school-based team, it may be decided that the promotion is at risk. In the end, the decision is at the discretion of the principal after consulting with teachers and parents. Refer to section on Retention Policy.
- The grade average column must be used on the grade 7 and 8 reports. **This mark will be an average of all student marks in one grade in one class, in the same language of instruction.** All students and parents wish to see class averages displayed. Students with IEP's should have class averages on their report cards.
- Each report reflects achievement of the expectations for that term's activities.

### Core French:

In grade 1 and 2 only the oral strand is reported in all three terms. Instruction of reading and writing begins in grade 3. In grade 3 the following reporting model is most appropriate:

Term 1 – Oral only

Term 2 – Oral & Reading

Term 3 – Oral & Reading & Writing

In grades 4 to 8 all three strands are reported each term.

### French Immersion:

In grade 1 and 2 classes, the English subject box on the report card will be left blank and the following comment should be noted, “*Formal English instruction begins in Grade 3.*”

**NEW: In Grade 3 English will be reported as anecdotal only in first term. For Terms 2 and 3 a grade will be assigned.**

### Mathematics:

The intent of the Ontario Curriculum in Mathematics is that all five strands be part of the program on an on-going basis. However, if a particular strand is not part of the student’s program or insufficient data is gathered, leave the grade/mark column blank.

A grade/ mark must be filled in for each strand for at least two reporting periods, and each reporting period must show a grade/mark for at least three strands.

### Language:

Reading, writing and oral communication must be reported on each term using the specific expectations that have been the focus of instruction and assessment. Media is reported in an integrated manner where media skills have been incorporated into summative tasks across the curriculum. Specific information about the development of language comments can be found in the Achievement Chart section of this document.

### Social Studies, History, Geography and Science & Technology:

Each of these subjects must be reported in every term.

### Arts:

Each strand of the Arts must be reported at least once during the year. When Arts’ subjects are taught by a rotary teacher, they will be commented on each term. If a homeroom teacher is not assessing a particular arts strand; a comment is needed in the subject box. For example; “while all areas of the arts are addressed each term, the focus this term has been on \_\_\_\_\_”.

### Native Language:

When a Native Language is taught in addition to *French As A Second Language*, the subject will appear in the optional subject box on the second page of the Provincial Report Card. One overall mark will be reported for Native Language in each term.

## Use of “R” (in grades 1-6) or a Mark of 45 (in grades 7-8)

Use of the letter “R” (in grades 1 to 6) or a mark of 45 (in grade 7 or 8) on the report card should be determined only after consultation with the principal. This is not a level of achievement. It is an indication that the required knowledge and skills have not been acquired and that extensive remediation should occur. Avoid using “R” or 45 for more than one term, since it may be interpreted that the school has not put a plan in place to support the student.

“R” can be used when students are:

- struggling academically but not identified;
- displaying an attitudinal change and work is not completed;
- beginning a pattern of irregular attendance.

### Steps Before Considering “R”

- 1) Consult principal
- 2) Develop a plan to address student needs
- 3) Communicate plan /remediation with the parents
- 4) Select appropriate strategies such as:
  - *academic concerns* - individual assistance, peer assisted learning etc.;
  - *beginning attitudinal concerns* - homework board, master binders, monitor use of daily planner, appropriate consequences;
  - *beginning attendance concerns* - see Administrative Procedures A-AD-125-99

### Reporting “R” on the Report Card

A comment must be made on the report card...

{ \_\_\_\_\_ has not demonstrated the required knowledge  
or skills at the Grade \_\_\_\_ level. }

(Clearly state steps taken to remediate problem.)

*“R” is a summative assessment / evaluation and must not be used on individual pieces of work.*

## TRANSLATING LEVELS OF ACHIEVEMENT TO REPORT GRADES / MARKS

Here are some **examples** to assist with the concept of determining the most consistent level of achievement when levels are assigned to student work.

### Student # 1 – Language (B-)

| Class         | Level of Achievement (see pg 20-21 <u>Ontario Curriculum: Language</u> ) |   |  |  |          |   |   |  |               |   |  |  |             |   |  |  |
|---------------|--|---|--|--|----------|---|---|--|---------------|---|--|--|-------------|---|--|--|
| Student Names | Knowledge & Understanding  |   |  |  | Thinking |   |   |  | Communication |   |  |  | Application |   |  |  |
| Student       | 3  | 3 |  |  | 3        | 3 | 2 |  | 2             | 3 |  |  | 2           | 2 |  |  |
|               |  |   |  |  |          |   |   |  |               |   |  |  |             |   |  |  |
|               |  |   |  |  |          |   |   |  |               |   |  |  |             |   |  |  |
|               |  |   |  |  |          |   |   |  |               |   |  |  |             |   |  |  |

### Student # 2 – Math (C+)

| Class         | Level of Achievement (see pg 22-23 <u>Ontario Curriculum: Mathematics</u> ) |   |  |  |          |   |  |  |               |   |  |  |             |   |   |  |
|---------------|---|---|--|--|----------|---|--|--|---------------|---|--|--|-------------|---|---|--|
| Student Names | Knowledge and Understanding   |   |  |  | Thinking |   |  |  | Communication |   |  |  | Application |   |   |  |
| Student       | 2   | 3 |  |  | 3        | 4 |  |  | 1             | 2 |  |  | 3           | 2 | 2 |  |
|               |   |   |  |  |          |   |  |  |               |   |  |  |             |   |   |  |
|               |   |   |  |  |          |   |  |  |               |   |  |  |             |   |   |  |
|               |   |   |  |  |          |   |  |  |               |   |  |  |             |   |   |  |

### Student # 3 – Science and Technology (D+)

| Class         | Level of Achievement (see pg 13 <u>Ontario Curriculum: Science &amp; Technology</u> ) |   |  |  |                           |   |   |  |                                     |   |  |  |                                  |   |  |  |
|---------------|---|---|--|--|---------------------------|---|---|--|-------------------------------------|---|--|--|----------------------------------|---|--|--|
| Student Names | Understanding of Basic Concepts   |   |  |  | Inquiry and Design Skills |   |   |  | Communication of Required Knowledge |   |  |  | Relating of Science & Technology |   |  |  |
| Student       | 1   | 1 |  |  | 2                         | 2 | 1 |  | 1                                   | 2 |  |  | 1                                | 3 |  |  |
|               |   |   |  |  |                           |   |   |  |                                     |   |  |  |                                  |   |  |  |
|               |   |   |  |  |                           |   |   |  |                                     |   |  |  |                                  |   |  |  |
|               |   |   |  |  |                           |   |   |  |                                     |   |  |  |                                  |   |  |  |

## REPORTING STRENGTHS, WEAKNESSES AND NEXT STEPS FOR ALL SUBJECTS

Comments on the report card should be built on the **overall** expectations for all subjects other than Language. The implementation of the revised Language document (2006) requires the use of **specific** expectations as the basis of reporting. All report comments must use the language of the achievement levels of the curriculum and the descriptors. These comments reflect academic achievement, **not** behaviour or the learning skills.

- Comments on Learning Skills will be restricted to that specific section of the report card. Begin with comments about strengths in order to reinforce confidence in the student, and to reflect their individual strengths.
- Weaknesses are best stated as next steps statements.
- Next steps should set goals for the students to work toward and explain the teacher's plan for improvement. These may include specific expectations or teaching/learning strategies. Explain how the family can support and encourage the student's learning at home.
- In June, use caution in making program suggestions without full knowledge of the new program and setting in September.

### RESPONSE FORM

Page 3 of the report card provides parents/guardians with an opportunity to comment on student achievement and home support and/or to request a meeting to discuss the report card.

Even if parents and students do not wish to comment, they must sign and return the page 3 response form to indicate that they have seen the report card. Parents should keep pages 1 and 2 for their own records. Parents may request a copy of page 3.

## RETENTION

- Because the new Provincial Report Card for elementary students has a specific place to indicate the possibility of “Promotion at Risk”, there is a need for a clearly stated Board policy on this matter.
- Research supports the position that in-grade retention is not an effective strategy for addressing a student's needs and that it should be used only after all other avenues of intervention and support have been exhausted. The matter is especially difficult to determine with identified special needs students. If used, in-grade retention has more success **early in the school career**. For many reasons having to do with physical and emotional maturity as well as with teaching and learning styles, it is unwise to retain a student more than once or to retain a student in his / her last year (grade 8) in elementary school.
- There are circumstances where all educational partners including the school, the parents and the community agencies working with the student agree that in-grade retention is the appropriate decision. The decision must be taken in the best interests of the student after all other possible strategies have been tried, and in close consultation with the parents. There must be careful collection of achievement data, remediation attempts and a plan to address the student's needs in the following school year must be completed.

### BOARD POLICY STATES:

**Policy Number: P.PR-212-99  
In-Grade Retention of Students**

The Lambton Kent District School Board believes that the best learning environment for students is with their age appropriate peers.

**It is the policy of the Lambton Kent District School Board that in-grade retention occur only after all other avenues of intervention and support have been exhausted. In-grade retention should only be used, after full consultation, where it is determined by the Principal to be in the best educational interests of the student.**

# SAMPLE REPORT CARD COMMENTS FOR LANGUAGE GRADES ONE TO EIGHT

These comments below are intended as **samples** only.

| GRADE OR STRAND | CULMINATING / SUMMATIVE TASK   | SPECIFIC EXPECTATION  | DESCRIPTOR     | LEVEL 3 COMMENT   |
|-----------------|--|---|----------------|---|
| Grade 1 R       | <p><b>Task:</b><br/>Orally retell a text at instructional level during a guided reading session</p> <p><b>Assessment tool:</b><br/>Retelling checklist for Knowledge and Understanding (e.g., 12.34 from Guide to Effective Instruction in Reading)</p>  | 1.4<br>Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.                        | Precision      | <u>Student</u> demonstrates understanding of a text by retelling and restating information with considerable precision and detail.                                      |
| Grade 2 OL      | <p><b>Task:</b><br/>Clear expression of logical opinions during class small and whole group discussion</p> <p><b>Assessment tool:</b><br/>Anecdotal comment for communication</p>  | 2.3<br>Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but organizational patterns.                          | Logic          | <u>Student</u> expresses opinions orally with considerable logic, using simple organizational patterns.   |
| Grade 3 W       | <p><b>Task:</b><br/>Integrated science and writing. Use a graphic organizer and connector words, list the steps required to make maple syrup. Use the organizer to write a short paragraph incorporating key vocabulary.</p> <p><b>Assessment tool:</b><br/>Rubric and anchor chart: identifying and ordering main ideas and supporting details.</p> <p><b>Categories:</b><br/>Knowledge and Understanding and Communication</p> | 1.5<br>Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers. | Logic          | Using graphic organizers, <u>student</u> identifies and orders main ideas and supporting details with considerable logic, in order to develop a short simple paragraph. |
| Grade 4 R       | <p><b>Task:</b><br/>Reading response letters with emphasis on developing inference skills.</p> <p><b>Assessment tool:</b><br/>Ongoing rubric and anchor chart: level each response for communication and application.</p>  | 1.5<br>Make inferences about texts using stated and implied ideas from the texts as evidence.   | Depth: Insight | <u>Student</u> makes inferences about texts in his / her reading responses using stated and implied ideas with considerable insight.                                    |

| GRADE OR STRAND | CULMINATING / SUMMATIVE TASK   | SPECIFIC EXPECTATION   | DESCRIPTOR                 | LEVEL 3 COMMENT   |
|-----------------|--|--|----------------------------|---|
| Grade 5 W       | <p><b>Task:</b><br/>Students gather information through information technology, library resources, interviews, and other sources to develop a factual report about an early civilization.</p> <p><b>Assessment tool:</b><br/>Rubric and anchor chart to share with students.</p> <p><b>Category:</b><br/>Knowledge and Understanding, Thinking, and Communication</p>          | <p>1.3<br/>Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.</p>   | Appropriateness: relevance | <p><u>Student</u> gathers considerable relevant information to support facts and ideas as he / she writes a report about an early civilization.</p>                     |
| Grade 6 OL      | <p><b>Task:</b><br/>Students role play what would happen to their own lives if the situation in the class' read aloud text happened to them.</p> <p><b>Assessment tool:</b><br/>Checklist based on levels of sophistication and anecdotal notes linked to "Making Connections" anchor chart.</p> <p><b>Categories:</b><br/>Communication and Application</p>                   | <p>1.6<br/>Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> | Depth: sophistication      | <p><u>Student</u> extends their understanding of a class read aloud novel by connecting and comparing the events to their own experiences.</p>                          |
| Grade 7 W       | <p><b>Task:</b><br/>Write a fictional narrative based on research of the life during the War of 1812.</p> <p><b>Assessment tool:</b><br/>Rubric and anchor chart of key features of a fictional narrative.</p> <p><b>Categories:</b><br/>Knowledge and Understanding, Thinking and Communication</p>   | <p>2.1<br/>Write complex texts of different lengths using a wide range of forms (<i>various examples listed including a fictional narrative about a historical event to dramatize material studied</i>).</p>   | Accuracy                   | <p><u>Student</u> uses creative thinking processes to write a fictional narrative about life in 1812 demonstrating knowledge of content with considerable accuracy.</p> |
| Grade 8 OC      | <p><b>Task:</b><br/>Given an assigned role, use a full range of vocabulary skills to connect ideas and information in a historical debate (trial of Louis Riel, human rights of crews building the CNR).</p> <p><b>Assessment tool:</b><br/>Classroom anchor chart and rubric</p> <p><b>Categories:</b><br/>Knowledge (History), Communication and Application (Language).</p> | <p>2.3<br/>Communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience.</p>   | Fluency                    | <p>During a historical debate, <u>student</u> uses strategies to communicate orally in a manner demonstrating considerable fluency ideas.</p>                           |