

# Completing the Elementary Progress Report

## Part A Quick Tips

- The first report is a progress report card only with no grades assigned. It is a checklist style report to decrease your workload early in the year.
- The main focus of the progress report is on learning skills and student progress, therefore there are no marks assigned to any subject areas.
- The six learning skills are checked off using one of the following: E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement
- In subject areas, teachers are to check one of three progressions: Progressing with Difficulty, Progressing Well, Progressing Very Well
- Teachers use their professional judgement to indicate how a student is progressing. A teacher's professional judgement determines which subject areas to comment on in the "Strengths/Next Steps for Improvement" comments boxes. Appropriate comments should be included when "Progressing with Difficulty" is selected for a student.

"In the case of the Elementary Progress Report Cards, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments." *Growing Success*, Page 64. (See *Growing Success*, pages 98-99 for Progress Report Templates).

- Teachers are also not required to fill in the entire section of the comments areas in both the learning skills section and the subject/strand section. This is referenced on the [www.edugains.ca](http://www.edugains.ca) site under Elementary and Secondary Report Card Q and A's. (See Part B on Comments)
- The comment area on the progress report card is not subject specific. Teachers are to share this space and, if possible, the electronic versions should facilitate the sharing. The Ministry's position is that students benefit when teachers collaborate in assessing students' work. In addition, it is acceptable for one teacher to provide more comments than another. The comments do not need to line up with the subjects and teachers do not need to enter comments for all subjects/strands.

## Part A

- All teachers who instruct a student/share a classroom, have the opportunity to enter comments on the elementary progress report and provincial report card. They can also collaborate to determine and enter the evaluation for learning skills and work habits. A school-based strategy should be established for shared comments by teachers who share students and classrooms. Completing the progress report should not be the sole responsibility of the homeroom teacher.
- The term “personalized comments” does not mean that there must be a different comment for every student. Teachers may use a comment bank if they find it beneficial and if the comments represent how the student is progressing in language that both the parent and the student understand.
- Comments may be in sentences or point form and should be general in nature and describe what the student knows and is able to do. (See page 64 of *Growing Success*).
- Space designated for board information is to be completed by the school board, not the classroom teacher.
- IEPs need to be created and in place within 30 school days of the start of the student’s program. The IEP is to be reviewed and updated if changes are needed, for the fall progress report. It is unlikely that within a few weeks of completion of the initial IEP there would be many changes. If upon review of the IEP there are no changes, then the start-of-school will be used for the fall progress report.

## **Part B** General Information on Comments Section of the Progress Report

The sample comments are just that – samples and in no way intended to indicate to teachers the depth or length of the comments that should be in the progress report. You may choose to only comment on one learning skill and one subject/strand area. A student that is progressing well in language and math and excellent in many learning skills may only require the teacher to make brief point from comments. That is up to the teacher’s professional judgment.

The intent for the Elementary Progress report is that it is to use assessment for and assessment as learning and not equated to marks or grading levels which would be evaluation. The Progress report is to provide an “early indication” of student abilities and needs to parents. The teacher, in November, will not have delivered the majority of the curriculum. Nor may there be enough evidence demonstrated by the student to allow the teacher to make a definitive judgment on the overall expectations for the first term. It is, however, possible to use accumulated data and teacher professional judgment to indicate to parents any “learning” issues where the student is struggling that may have come up in this eight-week time line.

Teachers should not equate the 3 indicators of progressing, progressing well and progressing with difficulty to any marks such as levels, grades or percentages. This was not the intent of the progress report.

The Progress Report is to be “assessment for learning” and it reports the interpreting of demonstrated student evidence and teacher professional judgment that can be used by the learner (and parents) to decide where the students are in their learning, where they need to go, and how best to get there (discussions at the parent/teacher conference)

## Part B **Sample Comments**

The sample comments are just that – samples and in no way intended to indicate to teachers the depth or length of the comments that should be in the progress report. You may choose to only comment on one learning skill and one subject/strand area. A student that is progressing well in language and math and excellent in many learning skills may only require the teacher to make brief point from comments. That is up to the teacher’s professional judgment.

### **Subject**

Teachers may choose to comment on one or more of the Subjects.

#### **Primary**

Jennifer has demonstrated her effective skills in reading, writing and listening in a variety of subject areas. During our recent unit on community helpers she collected information from many sources and applied her knowledge by creating a song and dance that was creative and communicated her thinking on this topic. In the classroom and at home we can continue to support Jennifer’s love of learning with the use of journals and problem-solving activities.

#### **Junior**

Jason’s interest in math and science and his ability to use these skills in problem solving activities was demonstrated in our recent unit on Climate Change. He was able to research this topic from a variety of sources and with assistance organize the information in order to prepare his oral presentation. A suggestion for home would be a math or science journal to record his observations and findings while completing a project that he is interested in.

#### **Intermediate**

Meagan demonstrates her ability to set her own learning goals and identify if she has achieved success by using criteria where she self-assesses whether she has attained the learning in a variety of subject areas. Her love of history and the arts was seen in her recent performance of the play she produced with her group during our Native Studies unit. In Physical Education and health Meagan could use her interest in the arts by accessing her abilities in music and dance to promote increased fitness and large motor skills both at home and at school.

## Part B Learning Skills

Teachers may choose to comment on one or more of the Learning Skills.

### **Self-Regulation**

Josh is learning to regulate his emotional response to new experiences. We have provided him with a daily agenda and other tools that outline the routines and expectations for the day. Josh needs to attend more closely to the requirements as outlined in his daily agenda.

### **Initiative**

Susan is an enthusiastic learner, demonstrating curiosity and creativity in her written stories and dramatic representations. Susan is encouraged to continue writing stories to further develop her skills.

### **Independent Work**

Kathleen uses class time appropriately and is able to complete tasks with a minimal amount of supervision. At home, Kathleen is encouraged to continue completing her homework on a regular basis.

David is able to complete tasks with supervision. More attention to assignment requirements will help David to regulate his time and keep him on track.

### **Collaboration**

Chris conducts himself respectfully when working with others during group activities. He also contributes eagerly providing valuable information. Chris should continue to demonstrate good leadership skills with his peers.

Clara enjoys working with other students but has difficulty resolving conflict in a respectful manner. Focusing on using the active listening skills that have been taught in class will help Clara to adjust her behaviour.

### **Organization**

Sarah manages class time effectively to complete assignments. Her most recent research revealed a high level understanding of the causes and effects of post-Confederation immigration. Sarah should continue to demonstrate strong work habits.

## Part B

Jeremy will benefit from more attention to some of the organizational strategies we have been working on this term. He will find it easier to ensure assignments are completed on time once those strategies are in place.

### **Responsibility**

Zachary is a reliable student in the classroom. His written assignments have been handed in on time, with attention to detail and he is responsive to constructive feedback.

Colin needs to become more responsible for completing assignments in a timely manner. Several assignments are still outstanding such as the report on \_\_\_\_\_. Breaking larger tasks into smaller segments will make it easier for Colin to manage his work load.

For further sample comments please visit **[www.edugains.ca](http://www.edugains.ca)**

In the “Hot off the Press” section, click on “Reporting Student Learning” scroll down to the “Resource” section and click on “Reporting Student learning.”