



PROCEDURE

Title: **Reporting Student Achievement**

Procedure No.: **5015a**
Effective Date: 2011 Sept. 1

Department: Learning Support Services

- Reference(s):
- Assessment, Evaluation and Reporting Student Achievement Policy 5015
 - Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010
 - Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, The Kindergarten Addendum, 2016
 - Reporting Student Learning, Guidelines for Effective Parent-Teacher-Student Communication, 2010
 - Thames Valley District School Board, Equity and Inclusive Education Policy #2022
 - The Ontario Student Record (OSR) Guideline, 2000

Kindergarten Communication of Learning: Initial Observation, Kindergarten Communication of Learning, Progress Reports, Mid-Terms and Provincial Report Cards are completed in accordance with Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010, Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, The Kindergarten Addendum, 2016, Reporting Student Learning, Guidelines for Effective Parent-Teacher-Student Communication, 2010.

1.0 **COMPLETION OF KINDERGARTEN COMMUNICATION OF LEARNING**

1.1. **Roles and Responsibilities**

1.1.2 **School Boards will:**

Provide reporting dates to school administrators in June (including dates for submission to administrators and dates for distribution to parents).

Provide training for completion of the reporting templates, as required.

Provide professional learning for Principals and Kindergarten educator teams to ensure consistent common practice throughout the board.

Maintain ongoing communication with Principals, and parent(s)/guardians.

1.1.3 **Principals will:**

Provide reporting dates to Kindergarten educator teams in June and September.

Administered By: **Learning Support Services**

Amendment Date(s): 2017 June 27 (Previously Assessment and Evaluation Procedure)

Ensure that the Thames Valley Assessment, Evaluation and Reporting Student Achievement Policy, Reporting Student Achievement Procedure and any accompanying Independent Procedures are communicated and followed by all Kindergarten educator teams, students and parent(s)/guardians.

Work collaboratively with Kindergarten educator teams to address and resolve any reporting concerns that may arise.

1.1.4 Teachers will:

Maintain ongoing communication with students, parent(s)/guardians, early childhood educator colleagues, teacher colleagues and principals, which include, but are not limited to Parent Educator Interviews.

Use appropriate strategies, based on their professional judgement, to help students provide the required evidence of their learning.

Ensure that the needs of exceptional students are met, consistent with the strategies outlined in their Individual Education Plan (IEP) and reflected appropriately on the Kindergarten Communication of Learning: Initial Observation and Kindergarten Communication of Learning.

Ensure that the needs of English Language Learners (ELLs) are consistent with the strategies outlined to support their acquisition of the English Language and reflected appropriately on the Kindergarten Communication of Learning: Initial Observation and Kindergarten Communication of Learning.

Collaborate with early childhood educators in observing, monitoring, and assessing the development of the student.

Ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.

Non-homeroom teachers will provide Kindergarten homeroom teachers with their anecdotal comments, about the student's learning and growth in learning in relation to the overall expectations, and the following statement will be included in the appropriate 'frame(s)'

- *[Teacher X] contributed to the evaluation of this frame.*

1.1.5 Early Childhood Educators will:

Maintain ongoing communication with students, parents, teacher colleagues and principals, which includes, but is not limited to Parent Educator Interviews.

Use appropriate strategies, based on their professional judgement, to help students provide the required evidence of their learning.

Collaborate with teachers and contribute to the observation, monitoring, and assessment of student learning, to be reflected in the Kindergarten Communication on Learning.

1.1.6 Parent(s)/guardians should:

Maintain ongoing communication with their child's Kindergarten educator team and the principal.

Collaborate with school staff to support their child's success in school.

Complete the tear-off sections on the Communication of Learning and return them to their child's educators.

1.2 Reporting Periods and Responsibilities

A completed Kindergarten Communication of Learning: Initial Observation and Kindergarten Communication of Learning or an exact copy of it will be filed in the OSR folder for each student who has been enrolled in the school for more than six weeks (42 days) from the commencement of the reporting period:

- at the time of their transfer to another school; or
- at the time of their retirement from school; or
- at the end of each of three reporting periods.

Ontario Student Record Guidelines (2000), p. 8

As stated on p. 16 of *Growing Success, The Kindergarten Addendum*, both the Kindergarten Communication of Learning: Initial Observation and Kindergarten Communication of Learning reports are placed in the student's OSR folder following each reporting period.

There are three formal **reporting periods** for elementary schools. (*Growing Success, The Kindergarten Addendum*, p. 12)

The **reporting periods** for the Kindergarten Communication of Learning: Initial Observation and the first Kindergarten Communication of Learning shall end on the dates when the reports are due to be submitted to the school administrator, as determined by the Thames Valley District School Board. The **reporting period** for the second Kindergarten Communication of Learning shall end on the date when the Kindergarten Communication of Learning reports are sent home in June.

Reporting Period 1	September – end of October	Kindergarten Communication of Learning: Initial Observation	Term 1
Reporting Period 2	September – end of January	Kindergarten Communication of Learning	Term 1
Reporting Period 3	February – June	Kindergarten Communication of Learning	Term 2

If a student is enrolled at a school for six weeks (42 days) or more and then moves to

another school during the first reporting period, the 'sending school' shall complete a Kindergarten Communication of Learning: Initial Observation. As well, they shall complete a Kindergarten Communication of Learning with comments about the student's learning and growth in relation to the overall expectations that have been observed up to that point.

If a student is enrolled in a school for six weeks (42 days) or more from the beginning of the second reporting period, and then moves to another school between the Kindergarten Communication of Learning: Initial Observation and the first Kindergarten Communication of Learning, the 'sending school' shall complete a Kindergarten Communication of Learning.

If a student is enrolled in a school for six weeks (42 days) or more and then moves to another school during the term, the 'sending school' shall complete a Kindergarten Communication of Learning with comments about the student's learning and growth in relation to the overall expectations that have been observed and evaluated since the commencement of the reporting period or their enrolment at the school.

The first Kindergarten Communication of Learning shall reflect the student's learning and growth from September to the end of the first reporting period.

1.3 Kindergarten Communication of Learning: Initial Observation

For the Initial Observation report, educators will provide an overview of the student's key learning and growth in learning during the fall of the school year, along with information about next steps in learning. This overview will serve as the basis for discussion with parents and as a support for parents' ongoing participation in their child's learning. (p. 15)

1.4 Criteria for Effective Kindergarten Communication of Learning: Initial Observation and Kindergarten Communication of Learning Comments

Comments about student learning should provide parents with personalized descriptions, written in a narrative in plain language about their child's strengths and growth in relation to the overall expectations within each frame of *The Kindergarten Program*.

Comments should discuss next steps in the student's learning with the parents to inform them of their plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

Comments focus on student learning in three categories: *Key Learning*, *Growth in Learning*, and *Next Steps in Learning*, and are written in a narrative format.

- **Key Learning** refers to the most important or significant skill and/or understanding (knowledge) that the student has demonstrated during the reporting period, in relations to the overall expectations. It is appropriate for educators to include their perceptions about the student's interest and learning preferences in their descriptions.

- **Growth in Learning** refers to positive developments in learning that the student has demonstrated over the reporting period, in relations to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing *growth in learning*.
- **Next Steps in Learning** refers to ways in which the student can move forward in developing knowledge and skills, in relations to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or individual processes of learning should be taken into account when determining *next steps in learning*.

For each Kindergarten Communication of Learning report, both literacy and mathematics need to be reflected, however they do not need to be commented on in the same frame.

“Educators will use their professional judgement, supported by information provided in The Kindergarten Program, to determine which specific expectations will be used to evaluate growth and learning in relation to the overall expectations within each frame, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.”

(Growing Success – The Kindergarten Addendum, 2016 p. 10 and
The Kindergarten Program, 2016, p. 116)

Please see **Appendix A** for examples of narratives written for specific frames

1.5 Additional Considerations

1.5.1 English Language Learners

When a student's learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support English language learning needs, educators will check the “ESL”(English as a Second Language) box for the frame.

Educators will not check the “ESL” box to indicate only:

- that the student is an English language learner; or
- that accommodations have been provided to support learning.

1.5.2 Individual Education Plan (IEP)

An accommodation is a change in the way a program or course is delivered to a student, so that he/she can gain better access to the program. Accommodations may include changing the length of time needed to complete an assignment/test, using assistive technology, altering the instruction to match a student's style of learning, or photocopying notes.

A modification refers to change in the curriculum because the grade level curriculum course is inappropriate to the level of the student's abilities: for

example, a student whose language program (reading, writing) is significantly lower than that expected for the grade level will have modifications made to his/her program.

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum.

IEP with Accommodations Only

If the student's IEP requires only accommodations to support learning, educators will not check the "IEP" box. Key learning, growth in learning, and next steps in learning are based on the expectations in The Kindergarten Program (2016).

IEP with Modified Expectations

If the expectations in the IEP are based on but vary from the expectations of the regular program, educators must check the "IEP" box for the frame and include the following statement:

- *"Program expectations have been modified to meet the needs of the child."*

IEP with Alternative Learning Expectations

Where a student's IEP identifies alternative learning expectations, the educator must check the "IEP" box for the frame and must include the following statement:

- "Key learning, growth in learning, and next steps in learning are based on alternative learning expectations in the IEP."

2.0 **COMPLETION OF GRADE 1-8 PROGRESS REPORTS AND PROVINCIAL REPORT CARDS**

2.1 **Roles and Responsibilities**

2.1.1 **School Boards will:**

Provide Reporting dates to Principals in June (including dates for submission to administrators and dates for distribution to parent(s)/guardians).

Provide training for completion of the reporting templates, as required.

Provide professional learning for Principals and Teachers to ensure consistent common practice throughout the board.

Maintain ongoing communication with Principals, and parent(s)/guardians.

2.1.2 **Principals will:**

Provide reporting dates to Teachers in June and September.

Ensure that the Thames Valley Assessment, Evaluation and Reporting Student Achievement Policy, Reporting Student Achievement Procedure and any

accompanying Procedures are communicated and followed by all Teachers, students and parent(s)/guardians.

Work collaboratively with Teachers to address and resolve any reporting concerns that may arise.

Assume final responsibility for making decisions regarding any reporting concerns that may arise.

For Late/Missed assignments, Principals will support the process as outlined in the Interventions Strategies Form (Appendix B).

To avoid incidences of Cheating and Plagiarism, Principals will clearly communicate expectations and consequences to students, parents/guardians and Teachers and provide professional learning about plagiarism and cheating to staff, and encourage the use of a range of prevention and detection strategies. For additional resources see Appendix C.

When students receive a letter grade/mark below the Provincial Expectations, Principals will review the marks and support improvement plans.

2.1.3 Teachers Will:

Maintain ongoing communication with students, parent(s)/guardian, teacher colleagues and their principal, which includes, but is not limited to Parent Teacher Interviews.

Use appropriate strategies, based on their professional judgement, to help students provide the required evidence of achievement.

Ensure that the needs of exceptional students are met, consistent with the strategies outlined in their Individual Education Plan (IEP) and reflected appropriately on the report card.

Ensure that the needs of English Language Learners (ELLs) are met, consistent with the strategies outlined to support their acquisition of the English Language and reflected appropriately on the report card.

In order to avoid late/missed assignments, Teachers will:

Establish deadlines for submission of assignments, in collaboration with students, for evaluation and clearly communicate those deadlines to students, and, where appropriate, to parent(s)/guardians.

Communicate an expected time of return for assessed work, ~ at the determined date of submission, and for purposes of timely feedback on student performance.

Use the Interventions Strategies Form (Appendix B), in collaboration with the student, if appropriate.

In an effort to prevent cheating and plagiarism, Teachers will:

Clearly communicate expectations and consequences related to cheating and plagiarism to students and parents.

Communicate information to parent(s)/guardian(s) about the infraction and the consequences for all cases of plagiarism and cheating.

Ensure students understand the definition of plagiarism and cheating and the consequences to their learning.

Explicitly teach strategies for citing sources properly and for avoiding plagiarisms.

Design and structure assignments aligned with the curriculum expectations that guide students through the research and completion process.

Have students complete assignments for evaluation and tests/exams under the supervision of the teacher, whenever possible.

Provide meaningful class time for the completion of assignments.

Consider the use of anti-plagiarism software, if appropriate.

If a student receives a letter grade/mark below the Provincial Expectation, Teachers will:

Communicate with parent(s)/guardians in a timely manner when the student is progressing with difficulty (prior to the Progress report going home) or the letter grade/mark will be below the provincial standard (prior to the Provincial Report Card going home).

Use professional judgement to ensure that the reported grade/mark reflects the student's most consistent level of achievement of curriculum expectations, with emphasis on more recent achievement of curriculum expectations.

Develop next steps and a plan for improvement in collaboration with the student, which may include collaboration with other staff.

2.1.4 Parent(s)/Guardian(s) should:

Maintain ongoing communication with their child's teacher and the principal.

Collaborate with school staff to support their child's success in school.

2.1.5 Students should:

Complete the Goal setting sections on both the Progress Report and Report Cards and submit them to their Teacher.

2.2 Reporting Periods and Responsibilities

A completed Provincial report Card or an exact copy of it will be filed in the OSR folder for each student who has been enrolled in the school for more than six weeks (42 days) from the commencement of the reporting period:

- at the time of their transfer to another school; or
- at the time of their retirement from school; or
- at the end of each of three reporting periods.

Ontario Student Record Guidelines (2000), p.8

As stated on p. 49 of *Growing Success*, both the elementary Progress Report Card and the elementary Provincial Report Cards are placed in the student's OSR.

There are three formal reporting periods for elementary schools. (*Growing Success*, p.53)

The reporting periods for the Progress Report Card and the first Provincial Report Card shall end on the dates when the report cards are due to be submitted to the school administrator, as determined by the Thames Valley District School Board. The reporting period for the second Provincial Report Card shall end on the date when the report cards are sent home in June.

Reporting Period 1	September – end of October	Progress Report	Term 1
Reporting Period 2	September – end of January	Report 1	Term 1
Reporting Period 3	February – June	Report 2	Term 2

If a student is enrolled at a school for six weeks (42 days) or more and then moves to another school during the first reporting period, the 'sending school' shall complete a Progress Report Card. As well, they shall complete a Provincial Report Card with the letter grades/percentage marks and comments for any subjects/strands that have been evaluated up to that point e.g., Number Sense and Numeration, Drama, etc.

If a student is enrolled in a school for six weeks (42 days) or more from the beginning of the second reporting period, and then moves to another school between the elementary Progress Report Card and the first Provincial Report Card, the 'sending school' shall complete a Provincial Report Card.

If a student is enrolled in a school for six weeks (42 days) or more and then moves to another school during the term, the 'sending school' shall complete a Provincial Report Card for work evaluated since the commencement of the reporting period or their enrolment at the school. This will include all subjects/strands for the time period in which the student was enrolled at the 'sending' school.

The first Provincial Report Card shall reflect the student's achievement from September to the end of the first reporting period.

2.3 Progress Reports

In the fall, teachers will use the Elementary Progress Report Card to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand. Teachers will check one of the following to indicate progress:

- ✓ Progressing With Difficulty
- ✓ Progressing Well
- ✓ Progressing Very Well

2.4 Criteria for Effective Progress Report and Report Card Comments (p 6. Reporting Student Learning ~ Ministry of Education)

Report card comments should provide students and parents with personalized, clear, precise, and meaningful feedback.

Effective comments focus on and refer to:

- specific aspects of knowledge, skills, and other criteria identified in the curriculum, or on the learning skills and work habits, that are most relevant to the student's achievement or development in the reporting period;
- significant strengths that the student has demonstrated and should try to continue to demonstrate;
- key next steps for improvement that:
 - address the student's most significant learning needs;
 - provide concrete next steps for the student;
 - provide specific suggestions for how parents can support the student's learning or the development of learning skills and work habits.

Effective comments are personalized – that is tailored to the individual student – and refer, where possible and appropriate, to:

- specific evidence of learning, or of learning-skill development, gathered from conversations, observations, and student products;
- the student's interests, learning preferences, and readiness to learn.

Effective comments are written in clear and simple language, using:

- vocabulary that is easily understood by both students and parents, rather than educational terminology taken directly from the curriculum documents;
- a positive tone.

2.5 Reporting on Learning Skills/Work Habits and Curriculum Expectations

Comments include all three components (Overall learning expectations, student's strengths and next steps) and teachers will provide comments for each subject on both Report Cards.

Non Homeroom teachers will include their initials (S.B.) following the comments that they include on a student's Progress Report and/or Report Card(s).

	Progress Report	Report Cards
<p>Learning Skills and Work Habits (Appendix C for sample comments)</p> <p>To the extent possible, learning skills and work habits should not be considered in determining a student's level of achievement of curriculum expectations.</p> <p>Sample behaviours are provided on the report card to <i>assist</i>, but not restrict teachers when reporting on student progress in Learning Skills and Work Habits.</p>	<p>✓ The homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning and work habits may comment in this this space as well. (pg. 55 Growing Success)</p>	<p>✓ The homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning and work habits may comment in this this space as well. (pg. 55 Growing Success)</p>
Language	<p>✓ Report on overall Language Achievement and provide comments</p>	<p>✓ Provide a letter grade/percentage for each strand ~ Reading, Writing, Oral, Media Literacy in Report 1 and Report 2 and provide comments</p>
French as a Second Language	<p>✓ Grade Four ~ based on Listening and Speaking only</p> <p>✓ Grade Five – Eight ~Report on overall French Achievement</p>	<p>Core</p> <p>✓ Grade Four ~ Provide a letter grade for Listening and Speaking only for Report 1 and comments</p>

	<ul style="list-style-type: none"> ✓ Comment optional, required if progressing with difficulty ✓ French Immersion schools ✓ Comments on overall French Achievement required. 	<ul style="list-style-type: none"> ✓ Provide a letter grade for all four strands for Report 2 and comments ✓ Grade Five – Eight ~ Provide a letter grade/percentage for Speaking, Reading, Writing and Listening for Report 1 and Report 2 and comments <p>French Immersion</p> <ul style="list-style-type: none"> ✓ Provide a letter grade/percentage for each strand for Report 1 and Report 2 and comments
Native Language (if applicable)	<ul style="list-style-type: none"> ✓ Report on Native Language Achievement ✓ Comment optional, required if progressing with difficulty 	<ul style="list-style-type: none"> ✓ Provide a letter grade/percentage for Report 1 and Report 2 and comments
Math	<ul style="list-style-type: none"> ✓ Report on overall math achievement and provide comments 	<ul style="list-style-type: none"> ✓ Provide a letter grade/percentage mark for at least four of the five strands for mathematics in the columns headed Report 1 and Report 2 and comments. Achievement in each of the five strands must be reported at least once in the school year for Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the “NA” box for that strand should be checked.
Science	<ul style="list-style-type: none"> ✓ Report on Science Achievement ✓ Comment optional, required if progressing with difficulty 	<ul style="list-style-type: none"> ✓ Provide a letter grade/percentage mark for science and technology on Report 1 and Report 2 and comments. In the space provided for comments, indicate which strands were reported for the appropriate period.

Social Studies	<ul style="list-style-type: none"> ✓ Report on Social Studies Achievement ✓ Comment optional, required if progressing with difficulty 	<p>Grades 1 – 6:</p> <ul style="list-style-type: none"> ✓ Provide a letter grade for social studies in the columns headed Report 1 and Report 2 and comments. In the space provided for comments, indicate which strands were reported for the appropriate period
History/Geography	<ul style="list-style-type: none"> ✓ Report on either History or Geography achievement. Use an N/A for the subject not reported on. ✓ Comment optional, required if progressing with difficulty 	<p>Grades 7 – 8</p> <ul style="list-style-type: none"> ✓ Provide a percentage mark for history and/or geography on Report 1 and Report 2 and comments. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period. If either history or geography is not part of the student's program for Report 1 or Report 2, this should be noted in the comments, and the appropriate "NA" box should be checked. Achievement in both history and geography must be reported at least once in the school year, for either Report 1 or Report 2.
Physical Education/Health	<ul style="list-style-type: none"> ✓ Report on both Physical Education and Health Achievement ✓ Comment optional, required if progressing with difficulty 	<ul style="list-style-type: none"> ✓ Provide a letter grade/percentage for Physical Education and Health for Report 1 and Report 2 and comments.
The Arts	<ul style="list-style-type: none"> ✓ Report on achievement in a minimum of 3 of the 4 strands. ✓ Comment optional, required if progressing with difficulty 	<ul style="list-style-type: none"> ✓ Provide a letter grade/percentage mark for three of the four strands in the columns headed Report 1 and Report 2 and comments. Achievement in each of the four strands must be reported at least once in the school year for Report 1 or Report 2. When

		achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the “NA” box for that strand should be checked.
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See **Appendix D** for Sample Comments.

2.6 Additional Considerations

2.6.1 Use of N/A

In the event that a student has not received instruction in a subject/strand, the teacher will check the N/A box and include a comment.

2.6.2 Use of Code ‘I’

Code ‘I’ may be used on rare occasions on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the students. Teachers will include a comment as to the reason that an “I” was selected.

For example:

- the student has enrolled in the school very recently (less than six weeks).
- there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.
- the student is taking part in a specialized program (such as Empower) wherein they do not receive instruction or evaluation in subject areas.

When a student arrives within 6 weeks of the completion of the report card, the expectation is that an ‘I’ would only be used for one reporting period (including the Progress Report Card and the Provincial Report Card).

Code ‘I’ is to be given after consultation with the Principal.

2.6.3 Use of Code ‘R’

The code ‘R’ represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. Both ‘R’ and marks below 50 per cent signal that additional learning is required before the

student begins to achieve success in meeting the subject/grade curriculum expectations. 'R' and percentage marks below 50 per cent indicate the need for the development of strategies to address the student's specific learning needs in order to support their success in learning (*Growing Success*, p. 41).

When assigning an 'R', parent(s)/guardians should be informed before the report card is issued.

In Grades 1 to 8, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an 'R' (*Growing Success*, p. 41).

2.6.4 Use of Code 'AL'

The code 'AL' is used on the rare occasions for students in Grades 1 to 8, who are having a subject reported using an alternative format.

This is used in two identifiable situations:

- 1) where a student is in Reach Ahead program
- 2) where a student has it established in an IEP that they will be receiving an Alternate Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher must provide an explanatory comment in the subject comment field to explain how that subject will be reported.
- Students who are receiving a letter grade/percentage mark based on alternative learning expectations as established in an IEP would not have the letter grade/percentage mark substituted with AL for that subject. They would receive the letter grade/percentage mark with the explanatory comments.

2.6.5 English Language Learners

Teachers will check the ESL/ELD box on the Progress Report Cards and the Provincial Report Cards to indicate that modifications have been made to curriculum expectations to address the language learning needs of English language learners. An IEP is not required to make modifications to curriculum expectations for the language learning needs of ELLs.

The ESL/ELD box should not be checked to indicate:

- that the student is participating in ESL or ELD programs or courses; or

- that accommodations have been provided to enable the student to demonstrate their learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

For more information refer to the [Assessment and Evaluation Guidelines for Elementary English Language Learners](#)

2.6.6 Individual Education Plan (IEP)

IEP with Accommodations Only:

If the student's IEP requires only accommodations to support learning in a subject and/or strand, teachers will *not* check the 'IEP' box. The letter grade or percentage mark is based on the regular grade expectations.

IEP with Modified Curriculum Expectations:

If the student has an IEP that applies to a particular strand/subject, check the IEP box for that subject only if the student's program is modified.

If the expectations in the IEP are based on the Ontario Curriculum, Grades 1-8 but vary from the expectations of the regular program for the grade, the following statement must appear in the 'Strengths/Next Steps for Improvement' section on the Provincial Report Card.

"This (letter grade/percentage mark) for (strand/subject) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations"

The statement is not needed on the Progress Report as it does not reflect letter grades/percentage marks.

IEP with Alternative Learning Expectations:

In most cases where the expectations in a student's IEP include alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the alternative expectations.

For a student who is placed in a regular class, and when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the Elementary Provincial Report Card. When using the Provincial Report Card, teachers must check the 'IEP' box for the subject and/or strand and must include the following statement in the section 'Strengths/Next Steps for Improvement' section:

“This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.”

In Developmental Education Class placements, where the student’s program is not based on expectations from the Ontario curriculum, an alternative format is used to report the student’s progress. In the Thames Valley District School Board, the Developmental Report Card is used to report achievement. When using this alternative format, teachers should indicate the student’s progress/achievement relative to the expectations identified in the IEP, and should comment on the student’s strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

2.7 Late and Missed Assignments

2.7.1 Grades 1-6

Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits (*Growing Success*, p. 44).

2.7.2 Grades 7-8

Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

Teachers of students in grades 7 and 8 need to ensure that the progression of consequences which may lead to the deduction of marks and/or a mark of zero are followed.

Consequences for late or missed assignments will be reflected in the student’s learning skills and, when appropriate, after other steps have been taken, in the deduction of marks, up to and including the full value of the assignment.

Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement.

2.8 Additional Resources

Reporting Student Learning ~ Ministry of Education

3.0 COMPLETION OF GRADE 9-12 PROVINCIAL REPORT CARDS

The following procedures align with Ministry of Education requirements provided in Growing Success (2010), its fundamental principles and expectations and Board policy, Assessment and Evaluation in schools K-12.

For Grades 9-12, a student's achievement of the overall expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks (Growing Success, Pg. 40)

While all curriculum expectations must be accounted for in instruction and assessment, evaluation focuses on students' achievement of the overall expectations. (Growing Success, Pg. 38)

3.1 Roles and Responsibilities

3.1.1 School Boards will:

Provide Reporting dates to Principals in June (including dates for submission to administrators and dates for distribution to parent(s)/guardians).

Provide training for completion of the reporting templates, as required.

Provide professional learning for Principals and Teachers to ensure consistent common practice throughout the board.

Maintain ongoing communication with Principals, and parent(s)/guardians.

3.1.2 Principals will:

Provide reporting dates to Teachers in June and September.

Ensure that the Thames Valley Assessment, Evaluation and Reporting Student Achievement Policy, Reporting Student Achievement Procedure and any accompanying Procedures are communicated and followed by all Teachers, students and parent(s)/guardians.

Work collaboratively with Teachers to address and resolve any reporting concerns that may arise.

Assume final responsibility for making decisions regarding any reporting concerns that may arise.

3.2 When a Report Card Mark is Below 50%

The lowest mark to be reported on the provincial report card below 50% can be as low as 0%

3.2.1 Teachers will:

Communicate with parent(s)/guardian(s) in a timely manner when the mark on the report card is less than 50%.

Use professional judgement to ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, *with emphasis on more recent achievement of curriculum expectations*. Where the situation warrants, the teacher will review the individual student's calculated grade using their professional judgement.

Communicate early and frequently with students, parents and/or guardians, school administration and key school staff (which may include members of the Student Success Team and/or Program Development Team, Department Head, Guidance Staff, Learning Support Teacher and/or Student Success Teacher).

Develop next steps and a plan for improvement in collaboration with the student; Dept. Head and school administration.

Complete Credit Recovery Profile and Course Placement Forms, and submit a mark breakdown for any student with a mark below 50% to the Department.

Make recommendations for students who may benefit from Credit Recovery, Summer School, or repeating the course.

Assist in the implementation of intervention strategies.

3.2.2 Students should:

Communicate with their teacher to develop next steps and a plan for improvement.

Commit to follow through on intervention strategies and/or a plan for improvement such as seeking extra help, completing missed/alternative assignments.

Act on the recommendations provided by the school with respect to IEP recommendations, Credit Recovery, Summer School or course repetition.

3.2.3 Parent(s)/Guardian(s) should:

Communicate with the teacher and student to determine reasons for the unsuccessful grade and collaboratively develop next steps and a plan for improvement.

Support their child(ren) to follow through with plan and/or strategies for improvement.

3.2.4 Program Development Team/Student Success Team/Department Head will:

Communicate with, and support students and teachers, throughout the development and implementation of a plan for improvement.

Review whether students require Special Education services, additional classroom teacher support and/or support from the Student Success Team.

3.2.5 Principals will:

Review all marks where a mark is below 50%, and where appropriate, review the mark breakdown.

Be prepared to communicate with students, parents and school staff.

Collaborate with the teacher to respond to concerns to resolve outstanding issues.

Support improvement plans.

3.3 Academic Dishonesty - Cheating and Plagiarism

In our schools, we strive to help students develop integrity, a strong work ethic, responsibility and the knowledge and skills needed for success beyond school. Academic dishonesty hinders students from developing these attributes and cannot be condoned in our schools.

As a school board, we aim to work collectively with stakeholders to “develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others” (*Growing Success*, p. 42).

It is essential that students and parents are aware of board policies as they relate to academic dishonesty. Academic dishonesty policies will be communicated through various means such as student planners, the board and school websites, newsletters, course overviews and the school code of conduct.

Academic dishonesty is often indicative of other concerns for a student, such as a student’s understanding of the assignment, academic inability to complete the work, time management or personal issues outside of school. Teachers are encouraged to discuss student issues with staff at the school including School Administration, Guidance, Student Success Team, social workers and counsellors.

Education of students and parents is the most effective manner in which to prevent plagiarism and cheating. “Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned” (*Growing Success*, p. 42).

For definitions of Cheating and Plagiarism (see **Appendix C**).

3.3.1 Teachers will:

Clearly communicate expectations and consequences related to cheating and plagiarism to students and parents.

Communicate information to parent(s)/guardian(s) about the infraction and the consequences for all cases of plagiarism and cheating.

Ensure students understand the definition of plagiarism and cheating and the consequences to their learning.

Explicitly teach strategies for citing sources properly and for avoiding plagiarism in all courses.

Design and structure assignments aligned with the curriculum expectations that guide students through the research and completion process.

Have students complete assignments for evaluation and tests/exams under the supervision of the teacher, whenever possible.

Provide meaningful class time for the completion of assignments.

Consider the use of anti-plagiarism software, if appropriate.

3.3.2 Students should:

Be aware of assignment and test expectations.

Organize time effectively.

Seek assistance when necessary.

Recognize the inappropriateness of academic dishonesty and accept the related consequences.

Review work before submission, to ensure that plagiarism has not occurred.

Provide proof of, when requested, of their work and research (e.g., process work).

3.3.3 Parent(s)/Guardian(s) should:

Be informed as to how plagiarism and cheating are defined and addressed and the potential consequences.

Help children set reasonable goals in keeping with the requirements of each course.

Monitor homework and assignment completion.

3.3.4 Principals will:

Clearly communicate expectations and consequences to students, parents/guardians and teachers relating to cheating and plagiarism.

Provide professional development about plagiarism and cheating to staff, and encourage the use of a range of prevention and detection strategies in classes.

Work collaboratively with the teacher to address and resolve any concerns that arise.

Assume final responsibility for making decisions in cases of unresolved issues regarding cheating and plagiarism.

3.3.5 Consequences

Growing Success outlines that consequences for academic dishonesty may escalate based on the following mitigating factors:

- the grade level of the student and course type;
- the maturity of the student;
- the number or frequency of incidents;
- the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgement. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

For all cases of plagiarism and cheating, teachers will communicate information to the parents/guardians about the infraction and the consequences.

Specific actions which will be taken as follows:

- teachers will discuss the individual situation with the student;
- the principal will be informed;
- with repeated incidents, the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s).

Consequences will be based on the factors outlined above and may include the following:

- redoing part/all of the assignment;
- completing an alternate assignment;
- loss of marks;
- a mark of zero;
- suspension.

3.4 Late and Missed Assignments

Consequences for late or missed assignments will be reflected in the student's learning skills and, when appropriate, after other steps have been taken, in the deduction of marks, up to and including the full value of the assignment.

Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Following attempts to support the student (strategies outlined below), a zero may be assigned when there is no evidence of learning.

Teachers must ensure that multiple strategies are used. To support their professional judgement, careful consideration will be given to the following mitigating factors:

- the grade level of the student;
- the maturity level of the student;
- the number and frequency of incidents;
- the individual circumstances of the situation

See **Appendix B** for The Intervention Strategies Form.

3.5 Deduction of Marks

The deduction of marks and the assignment of zero on a major assignment will occur rarely and only after other interventions have been used and documented (Appendix A: Intervention Strategies Form).

Only for major assignments (assignments that address multiple learning expectations over an extended period of instructional time) in a specific course, teachers **may**, after considering mitigating factors, and implementing appropriate strategies from the list above, impose mark deductions as outlined below. When, in the professional judgement of the teacher, a student is at risk of not successfully meeting the deadlines of the major assignment, the teacher will maintain a record of interventions, using the board form (Appendix B: Intervention Strategies Form). This will be available to be presented to the principal upon request.

The process for the deduction of marks will be as follows:

10% of the final mark earned by the student on the major assignment for the first school day that the assignment was deemed as late.

A further 5% per school day on the final mark earned by the student, to a maximum of 4 subsequent school days following the due date of the major assignment.

The total number of days for which deduction of marks will apply is 5 days.

After providing multiple opportunities for the completion of the major assignment, a deduction of a maximum of 30% of the final mark earned by the student may be

imposed when a major assignment is late.

For example, if a student earns 80% on the major assignment, and if it is one day late, the mark on that assignment is 72%.

If two days late, the mark becomes 68% (15% of 80% is a 12 mark reduction).

If three days late, the mark becomes 64% (20% of 80% is a 16 mark reduction).

If four days late, the mark becomes 60% (25% of 80% is a 20 mark reduction).

If five days late, the mark becomes 56% (30% of 80% is a 24 mark reduction).

Only after providing multiple opportunities for the completion of the major assignment, the teacher may assign a mark of zero on the assignment after it is five days late.

Prior to each semester/term, departments/divisions shall determine which culminating tasks and/or major assignments are going to be given, and which ones will be considered under this policy.

Teachers will communicate to students the expectations and timelines of each major assignment in each course/subject at the beginning of the semester/term.

3.5.1 Teachers will:

Maintain ongoing communication with students, parent(s)/guardians, teacher colleagues and their principal.

Use the appropriate strategies, based on their professional judgement, to help students provide the required evidence of their achievement.

Use formative assessments to determine grades, in the absence of summative evaluative data, where appropriate.

Will establish deadlines for submission of assignments for evaluation, in collaboration with students when appropriate, and clearly communicate those deadlines to students, and, where appropriate, to parents.

Communicate an expected time of return for assessed work; at the determined date of submission, and for purposes of timely feedback on student performance.

Ensure that the needs of exceptional students are met, consistent with the strategies outlined in their Individual Education Plans (IEP).

Work with the Learning Support Teacher to address any accommodations and/or modifications as outlined in the IEP.

Provide Assessment for Learning opportunities (diagnostic and formative) before the Assessment of Learning (summative), in order to demonstrate progress of achievement of the curriculum expectations.

3.5.2 **Students should:**

Discuss assignments with their teachers and parent(s)/guardian(s).

Be responsible for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form approved by the teacher.

Understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late.

Use class time productively.

Request an extension from the teacher before the due date, in extenuating circumstances.

3.5.3 **Parent(s)/Guardian(s) should:**

Maintain ongoing communication with their child's, teacher, and the principal, if required.

Support their children to submit their completed assignments on time.

3.5.4 **Principals will:**

Ensure that assessment and evaluation policies and practices are communicated and followed by all teachers, students, and parent(s)/guardian(s).

Provide support for staff, including professional development, to ensure a consistent common process throughout the school (divisions and departments).

Assume final responsibility for making decisions in cases of unresolved issues regarding late and/or incomplete assignments.

3.6 **Use of Code 'I'**

Code "I" is to be given after consultation with the school administration.

Code "I" may be used on rare occasions in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the students. For example:

- the student has enrolled in the school very recently (less than six weeks);
- there were issues or extenuating circumstances beyond the student's control, such

as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code “I” may not be used in Grade 11 and 12.

3.7 Individual Education Plan (IEP)

IEP with Accommodations Only:

If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will *not* check the ‘IEP’ box. The letter grade or percentage mark is based on the regular grade expectations.

IEP with Modified Learning Expectations:

For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for every course to which the plan applies. For secondary school courses, it is important to monitor, and to reflect clearly in the IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the “IEP” box. If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* [currently under revision]), teachers must include the following statement in the “Comments” section (along with comments about the student’s achievement):

“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”

IEP with Alternative Learning Expectations:

In most cases where the expectations in a student’s IEP include alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student’s achievement of the alternative expectations. For a student who is placed in a regular class, and when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the Elementary Provincial Report Card. When using the Provincial Report Card, teachers must check the ‘IEP’ box for the subject and/or strand and must include the following statement in the section ‘Strengths/Next Steps for Improvement’ section:

“This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.”

In Developmental Education Class placements, where the student’s program is not based on expectations from the Ontario curriculum, an alternative format is used to report the student’s progress. In the Thames Valley District School Board, the Developmental Report Card is used to report achievement. When using this alternative format, teachers should indicate the student’s progress/achievement relative to the expectations identified in the IEP, and should comment on the student’s strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

Appendix A

Kindergarten Communication of Learning Examples

Belonging and Contributing

At the beginning of the year Moira would go to the creative area where she would quietly draw and construct many works of art and watch the rest of the children. She began to interact with friends who came to the creative area and they would talk about the things they were making and share ideas. Moira interacts with friends who struggle with a creative project by showing them innovative ways of completing their project. Moira uses clearly organized and precise drawings to show how she solves mathematical challenges. She also creates elaborately illustrated books for the classroom library.

We will encourage her to share her great thinking and creations with more friends and in more places.

Belonging and Contributing

James builds in the construction areas most days. Earlier in the year, he made plans by gathering his materials, claiming his space on the carpet, and then building by himself. He would become frustrated when other children tried to involve themselves in his construction. James is learning to communicate when he needs his personal space and when others are or are not welcome to join in his project. James is now more open to the ideas of other children, and may consult with them about his plans and about adaptations to his plans. We encourage James to respond to the suggestions of others with phrases such as “Thank you for your suggestion.” or “I like your idea.” or “I hadn’t thought of that.” or “No thank you.”

Self-Regulation and Well-Being

We are celebrating Louis’ growth in his ability to manage his emotions and take responsibility for himself. As the year progresses, Louis is able to transition (e.g. to the outdoors and gym) by looking for support from other friends in the class. We will continue to support his transitions by providing visual cues and verbal reminders. He is able to plan where he wants to play, and is spending a longer time in his chosen area. As Louis continues to try new things and expand his circle of friends, we encourage Louis to name his emotions and to describe his feelings (e.g. expanding vocabulary beyond “happy” or “sad”) in the new situations.

Appendix B

Late and Missed Assignments. It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there are consequences for not completing assignments for evaluation or for submitting those assignments late.

School: _____ Teacher's Name: _____ Student's Name: _____

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:	Strategies The following strategies have been implemented	Dates
<ul style="list-style-type: none"> • asking the student to clarify the reason for not completing the assignment; • helping students develop better time-management strategies; • collaborating with other staff to prepare a part-or full year calendar of major assignment dates for every class; • planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute; • maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists; • referring to the Student Success team or teacher; • taking into consideration legitimate reasons for missed deadlines; • setting up a contract; • using counselling or peer tutoring to try to deal positively with problems; • holding teacher-student conferences; • reviewing the need for extra support for English Language Learners; • reviewing whether students require special education services; • requiring the student to work with a school team to complete the assignment; • for First Nations, Metis and Inuit students, involving Aboriginal counsellors and members of extended families; • understanding and taking into account the cultures, histories and contexts of FMNI students and English Language Learners and their parents and their previous experiences with the school system; • providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so; • deducting marks for late assignments, up to and including the full value of the assignment. 		

Grade/Course: _____ Name of Assignment: _____ IEP Yes ___ No ___

Appendix C

Cheating and Plagiarism

Cheating is defined as “any effort to defraud, deceive, or elude someone else”. Examples may include: taking a test or an examination in a dishonest way through improper access to answers, or giving or obtaining assistance without acknowledgement (www.dictionary.com).

Plagiarism is defined as “an act of theft known by many names: cheating, borrowing, stealing or copying. Plagiarism is intentionally or unintentionally using another person’s works or ideas and presenting these as [one’s] own. It is a serious offence that may result in serious academic consequences”

Plagiarism usually takes one of four forms:

1. Using a quotation or sentence verbatim (word for word) without citing the source;
2. Paraphrasing another’s ideas, style or language or restating those ideas in your own words, style and language without acknowledging the original source;
3. Submitting any work by another student and claiming it as your own (where both students are contributing to the act of plagiarism)
4. Using without acknowledging the original source: diagrams, charts, internet graphics, questionnaires, etc.

Education of students and parents is the most effective manner in which to prevent plagiarism and cheating. “Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned” (*Growing Success*, p. 42)

Growing Success outlines that consequences for academic dishonesty may escalate, based on the following mitigating factors:

- the grade level of the student and course type;
- the maturity of the student;
- the number or frequency of incidents;
- the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgement. In consultation with the school Principal, teachers will determine the appropriate consequences. The final decision resides with the school Principal

Appendix D

(See pages 8-12 in [Reporting Student Learning](#) for more examples)

Learning Skill/Work Habit Sample Comment

Strengths in collaboration and responsibility (Grade 7 student)

Warren responsibly manages his behaviour in class and participates well in groups and in class discussions. He listens to his peers and contributes appropriately. In group work, he takes on different roles and completes his share of the work.

Strengths in initiative and organization (Grade 5 student)

Jelena shows initiative. She always has curiosity and interest in learning. She is starting to develop plans for her work to make sure she has enough time to complete assigned activities

Independent work (Grade 7 student)

In independent work, Warren is learning to develop plans so he is not frustrated by the demands of research and investigations. We are breaking up the learning goals into small steps, so he can complete some activities each day. At home, Warren could be encouraged to review the steps and talk about what he will complete in class the next day.

Organization (Grade 5 student)

We are working with Jelena by using agendas in class to record goals and plans. At home, you could encourage Jelena to review the agenda for the next day and remind her to complete any unfinished assignments she brings home.

Key Learning ~ Specific aspects of knowledge, skills, and other criteria identified in the curriculum, or on the learning skills and work habits, that are most relevant to the student's achievement or development during the reporting period.

Strengths ~ Specific examples that demonstrate learning. Refer to significant strengths that the student has demonstrated and should try to continue to demonstrate

Next Steps ~ Address the student's most significant learning needs. Provide concrete next steps for the student. Provide specific suggestions for how parents can support the student's learning or the development of learning skills and work habits.

Grade 8 music

Samnang has shown that he can apply the steps needed to learn to play and to appreciate music. He uses proper technique and shows creativity and feeling when he plays the trumpet. In our presentation on Remembrance Day, he played his solo with thoughtful expression. Samnang will continue to explore a variety of forms of music from the past and the present. At home, to help him connect what he is learning to his own playing, you could ask Samnang to tell you about the music he hears in movies, on television, or on the radio and how it affects him as a listener.

Grade 3 science

Todd understands that forces (ie. pushing and pulling) cause movement as well as changes in speed or direction. He explained how forces act on objects in the investigations he conducted and through diagrams, in discovery groups, and in conversations. He always shows a lot of interest in questioning and developing a hypothesis. Todd understands how plants are important to humans, but needs to be able to identify similarities and differences among various plants. At home, you could ask him to describe and compare the plants he sees in the neighbourhood or in books.

Grade 5 mathematics

Roberta is starting to think about how to solve problems, and is trying different strategies, using models and classroom materials. She is starting to use a model she developed when we worked with fractions to solve problems in measurement, geometry, and patterning. To further improve her problem-solving skills, Roberta needs to clearly identify what the problem is, what information she has, what she needs to find out, and what strategy she will try first. Roberta can practise these steps in class and with the homework club before and after school. At home, you could ask Roberta to show you how she does these steps when she is solving math problems for homework.

Grade 7 History

Liam compares and contrasts a few viewpoints from French settlers, First Nations peoples and fur traders as they relate to the fur trading industry. He designed a webpage based on his inquiry that showed some attitudes that First Nations peoples and fur traders had regarding trapping, by embedding a Venn diagram to compare and contrast. During future inquiry projects, he should formulate more precise questions to gather more information.

Grade 2 Language

When reading stories with unfamiliar words, John is currently unable to retell the main ideas from the story due to challenges with reading fluency. He is able to orally retell ideas from stories (e.g., My Favourite Pet) that use familiar words from the classroom word wall (e.g., dog, cat, fish, home). John should look at the whole sentence and read it out loud to help him understand the meaning of unfamiliar words.