

Questions and Answers for Parents

When are Parent-Teacher Interviews this year? Interviews will be held after-school / evening of Thursday, November 24 and the morning of Friday, November 25. Please contact your teacher at any time throughout the year to discuss your child's progress.

How do teachers determine my child's grades? All work is reviewed with special attention given to the quality of work at the end of a unit of study. Teachers do not simply calculate averages. As well as looking at tests or assignments, they also talk to and observe your child in the classroom to gather as much information as possible before making a decision on the final grade.

My child has an IEP, however, the IEP box has not been checked on the Report Card. Why is this? The IEP box is checked only when the program expectations are different from the regular grade level expectations. If the student requires only accommodations to support learning in a subject, the IEP box will not be checked because the grade will be based on regular grade expectations.

What is homework used for? Ongoing homework is used to develop study and organizational skills, consolidate knowledge and prepare for the next class. It also helps develop strong learning skills and work habits, which are reflected in the report card.

How can parents support their children?

We know that parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents and guardians are involved in their education.

(Growing Success-Assessment, Evaluation, and Reporting in Ontario Schools First Edition, Covering Grades 1-12 2010)

- ✓ Talk with teachers and ask questions about your child's progress.
- ✓ Talk to your child about what he/she is learning. Offer encouragement as he/she develops knowledge and skills.
- ✓ Be familiar with the Ontario curriculum. Documents can be found at www.edu.gov.on.ca
- ✓ Review the report card with your child to set goals for improvement. This is completed on the second page of the Progress Report Card and on the third and fourth page of the Report Card.
- ✓ Attend school information events.
- ✓ Become involved in school activities.

The following are some examples of questions you might want to ask your child's teacher to help you understand how your child is developing in the school setting.

Tell me about _____'s work habits.

What are _____'s strengths?

What strategies are you using to support these areas?

How can we help at home?

When I read the report card, I didn't understand what you meant when you said...

The Reporting Process in Elementary Schools

2011-2012

A Partnership with Parents



Communication about student achievement is designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.



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The Provincial Reporting Process

Starting in September, 2010 Ontario schools began following a new Assessment, Evaluation and Reporting process, as set out in *Growing Success- Assessment, Evaluation, and Reporting in Ontario Schools First Edition, Covering Grades 1-12 2010*.

Students now receive a fall progress report card and two evaluative term report cards. The report card ensures that all students attending publicly funded schools in Ontario receive a standard report card based on the Ontario curriculum. The purpose of the report card is to communicate individual student learning to both students and parents. Report Card comments provide information on what students are doing well, and what specific steps they can take to improve.

Student evaluation continues to be based on the Ontario Curriculum expectations for Kindergarten to Grade 8. The Ontario Curriculum clearly lists the grade-by-grade expectations for all subjects. A further expectation of *The Ontario Curriculum, Grades 1-8* is that parents support their child's learning at home.

Reporting in Kindergarten

Reporting in Kindergarten is divided into two terms: September - January and January - June. By the end of the first term, parents are invited to observe their child in the school setting and an anecdotal form is completed in consultation with the parents to describe their child's strengths and future goals. In June, a formal report card will be sent home. Ongoing, varied assessment and communication between the school and parents will occur throughout the year.

Grades 1-8

Progress Report Card

Progress Report Cards are sent home the week of November 14, 2011.

The Progress Report Card is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

Progress Report Cards differ from Report Cards because they reflect progress **toward** the curriculum expectations.

The following letter symbols are used to report on students' development of the six learning skills and work habits:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

The following indicators are used on the Progress Report Card to report on students' progress in the subjects taught up to this point:

√ **Progressing Very Well**

The student's work most consistently demonstrates progress towards the achievement of curriculum expectations that surpasses the provincial standard (or the expectations outlined in a modified program on the I.E.P.)

√ **Progressing Well**

The student's work most consistently demonstrates progress towards achievement of curriculum expectations at the provincial standard (or the expectations outlined in a modified program on the I.E.P.)

√ **Progressing With Difficulty**

The student work is NOT progressing well towards achievement of curriculum expectations at the provincial standard (or the expectations outlined in a modified program on the I.E.P.)

Grades 1-8

Provincial Report Cards

Term 1 (Sept-Jan.) sent home February 6, 2012

Term 2 (Jan.-June) sent home June 25, 2012

In Grades 1-6, achievement is reported by letter grades and anecdotal comments about the student's achievement of the curriculum expectations in each subject area. In Grades 7 and 8, achievement is reported by percentages and anecdotal comments.

The letter grades/percentages used are:

A– to A+ (80%+) identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade.* This corresponds to Level 4 Achievement of the *Ontario Curriculum*, Grades 1-8.

B– to B+ (70%-79%) represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades. This corresponds to Level 3 Achievement of the *Ontario Curriculum*, Grades 1-8.

C– to C+ (60%-69%) represents achievement that approaches the provincial standard. The student demonstrate the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success. This corresponds to Level 2 Achievement of the *Ontario Curriculum*, Grades 1-8.

D– to D+ (50%-59%) represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade. This corresponds to Level 1 Achievement of the *Ontario Curriculum*, Grades 1-8.

The code "**R**" indicates achievement below 50 per cent. It signals that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations.

The code "**I**" indicates that insufficient evidence is available to determine a letter grade or percentage mark.