

## Keeping You Informed About Changes to the Elementary Reporting Process

In May 2010, the Ontario Ministry of Education released *Growing Success*, a new policy document which addresses assessment, evaluation, and reporting of student achievement. This document outlines changes to the elementary reporting process which includes a new *Elementary Progress Report Card* to replace the previous first term report card. Report cards will now be sent home, as follows:

- one Elementary Progress Report Card to be issued between October 20<sup>th</sup> and November 20<sup>th</sup>;
- two Elementary Provincial Report Cards (revised), one to be issued between January and February and one to be issued towards the end of the June.

In Dufferin-Peel, the new *Elementary Progress Report Card* will be going home on **November 2, 2010** for students in Grades 1-8 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” (*Growing Success*, p. 50). Some of the changes are outlined below:

	Previous First Term Report Card	New Elementary Progress Report Card
<b>Source</b>	Ministry of Education	Ministry of Education
<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>• <b>Nine</b> Learning Skills They were: Independent Work, Initiative, Homework Completion, Use of Information, Cooperation with Others, Conflict Resolution, Class Participation, Problem Solving, and Goal Setting to Improve Work. Teachers indicated student development of the learning skills by using E, G, S, N to indicate Excellent, Good, Satisfactory, and Needs Improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Six</b> Learning Skills and Work Habits They are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. Teachers will indicate student development of the learning skills and work habits by using E, G, S, N to indicate Excellent, Good, Satisfactory, and Needs Improvement.</li> </ul>
<b>Subject Areas</b>	Teachers provided a letter grade or percentage mark for all subject areas.	Teachers will indicate if student is <i>Progressing Well</i> , <i>Progressing Very Well</i> or <i>Progressing With Difficulty</i> in the subject areas. <b>*Note: No marks will appear on the Elementary Progress Report Card.</b>
<b>Teacher Comments</b>	Teachers described student achievement of the overall expectations in every subject area.	Teachers will comment on student strengths/next steps for improvement for some learning skills and work habits. Comments will also be provided for some subject areas.
<b>Parent/Guardian and Student Comments</b>	Parents/guardians and students had space to comment on the Report Card.	Parents/guardians and students will have space to comment on the Elementary Progress Report Card.
<b>Sent Home</b>	December	November 2, 2010
<b>Interview</b>	Requested for all students	May be requested for some students

To view the new *Elementary Progress Report Card* templates, please see the Ministry of Education website:

<http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html>

## The New Learning Skills and Work Habits

The expectations of Catholic Graduates are measured not only in knowledge and skills, but also in attitude, values, and actions. At the core of the Catholic school system is the unique framework for learners called the Ontario Catholic School Graduate Expectations. These distinctive expectations are integrated into the full Catholic school curriculum to help form graduates who are: discerning believers formed in the Catholic faith community - effective communicators - reflective, creative, and holistic thinkers - self-directed, responsible, lifelong learners - collaborative contributors - caring family members - responsible citizens.

The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. (*Growing Success*, p. 12)

<b>New Learning Skills and Work Habits</b>	<b>Ministry Description – Sample Behaviours The student:</b>	<b>Examples of What a Student Might Say or Do to Demonstrate Learning Skills and Work Habits</b>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Fulfils responsibilities and commitments within the learning environment</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>• Takes responsibility for and manages own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• I participate in classroom and group discussions by speaking and listening in turn.</li> <li>• I know that my actions and decisions affect those around me.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals</li> <li>• Identifies, gathers, evaluates, and uses information , technology, and resources to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• I have my tools and materials ready to start my work.</li> <li>• I read all of the instructions before beginning my task.</li> </ul>
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals</li> <li>• Uses class time appropriately to complete tasks</li> <li>• Follows instructions with minimal supervision</li> </ul>	<ul style="list-style-type: none"> <li>• I stay on task until I am finished my work.</li> <li>• I know what to do when I am finished my work in class.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals</li> <li>• Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• I show respect for others through my actions and words.</li> <li>• I include others in my groups and activities, both inside and outside of the classroom, without judging.</li> <li>• I say “please” and “thank you” and use other language that is appropriate in my Catholic school.</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks</li> <li>• Demonstrates curiosity and interest in learning</li> <li>• Approaches new tasks with a positive attitude</li> <li>• Recognizes and advocates appropriately for the rights of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• I try new activities.</li> <li>• I’m not afraid to be wrong. I learn from my mistakes.</li> <li>• I stand up for what is right.</li> <li>• I choose to do the right thing, even when it is hard.</li> </ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them</li> <li>• Seeks clarification or assistance when needed</li> <li>• Assesses and reflects critically on own strengths, needs, and interests</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</li> <li>• Perseveres and makes an effort when responding to challenges</li> </ul>	<ul style="list-style-type: none"> <li>• I know what I do well and what I need to learn to do better.</li> <li>• I check in to make sure that I am on track to meet my goals.</li> </ul>