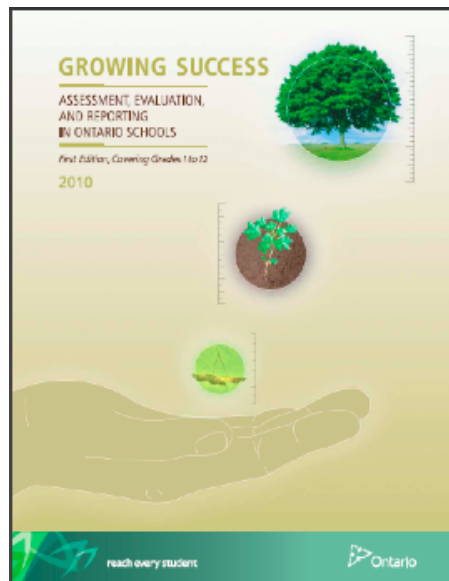


# Growing Success Progress Report Cards and Comments Using the New Guidelines



**ONTARIO**  
Report Cards  
FOR ALL YOUR ONTARIO REPORT CARD NEEDS



Adapted from the Growing Success Guide from Kenora Catholic District School  
Board



## Anecdotal Comments

Both the progress report card and the provincial report cards include space for teachers to make anecdotal comments. When composing personalized comments, teachers:

- 📖 Focus on what students have learned
- 📖 Describe significant strengths
- 📖 Identify next steps for improvement
- 📖 Strive to use language that parents will understand
- 📖 Avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
- 📖 Describe in overall terms what students know and can do
- 📖 Provide parents with personalized, clear, precise and meaningful feedback
- 📖 Strive to help parents understand how they can

## Communication

Parents have an important role to play in supporting student learning. They should be aware of the expectations for their child in the various grades and be kept fully informed about progress. Communication includes ongoing dialogue about student progress and achievement in relation to learning expectations as well as the student's social, emotional and physical well-being.

Teachers provide opportunities for:

- Parent-teacher conferences
- Parent-student-teacher conferences
- Portfolios of student work
- Student-led conferences
- Interviews
- Phone calls
- Checklists
- Informal reports



***“Communication about student achievement should be 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.”***

*Growing Success, p. 54*





# Responsibility Skills

## SAMPLE BEHAVIOURS

### The student:

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

### Strengths

- \_\_\_\_\_ strives to carefully complete all assignments and homework on time.
- \_\_\_\_\_ begins to work promptly without disturbing others.
- \_\_\_\_\_ takes responsibility when working with a small group to ensure she completes her part of the assigned task.
- \_\_\_\_\_ completes class work in the time given and uses an agenda to record what needs to be done next.

### Concrete Samples

- \_\_\_\_\_ showed great attention to detail when he completed the (*name of task, project or presentation*).
- \_\_\_\_\_ speaks and listens in turn during group discussions.
- \_\_\_\_\_ takes responsibility for reviewing her work using charts/checklists posted in the classroom.

### Next Steps

- \_\_\_\_\_ is working to become a self-directed learner who accepts responsibility for her behaviour.
- \_\_\_\_\_ is encouraged to ask questions to clarify meaning/ensure understanding before beginning an assignment or project.
- \_\_\_\_\_ is encouraged to make use of the agenda to ensure assignments are completed on time.

Responsibility

Organization

Independent  
Work

Collaboration

Initiative

Self Regulation



# Organization Skills

## SAMPLE BEHAVIOURS

The student:

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

### Strengths

- \_\_\_\_\_ carefully reads all instructions before starting to work.
- \_\_\_\_\_ observes, questions and explores options before making choices
- \_\_\_\_\_ takes the time to revisit and revise an assignment before it is handed in.
- \_\_\_\_\_ has well developed organizational skills.

### Concrete Samples

- While working on (name of task, project or presentation), \_\_\_\_\_ gathered information from classmates, library books and online.
- When completing (name of task, project or presentation), \_\_\_\_\_ regularly reviewed well maintained notes.
- \_\_\_\_\_ uses his visual schedule to prepare for learning.

### Next Steps

- Consistent use of the agenda will help \_\_\_\_\_ be better organized.
- \_\_\_\_\_ is encouraged to use a timeline or a checklist when organizing a long term project.
- Before beginning an assignment, \_\_\_\_\_ is encouraged to have all materials and needed resources at hand.

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# Independent Work Skills

## SAMPLE BEHAVIOURS

The student:

- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision

### Strengths

- \_\_\_\_\_ begins to work promptly and makes good use of class time.
- \_\_\_\_\_ follows daily routines and instructions with little or no supervision.
- \_\_\_\_\_ completes all tasks and assignments on time and with care.

### Concrete Samples

- During the completion of (name of task, project or presentation), \_\_\_\_\_ revised the plan to finish the assignment on time.
- \_\_\_\_\_ selected appropriate resources and materials, when completing (name of task, project or presentation).
- \_\_\_\_\_ set goals and persevered when working on (name of task, project or presentation).

### Next Steps

- \_\_\_\_\_ is encouraged to follow project timelines more closely so that the workload is better distributed.
- \_\_\_\_\_ is encouraged to refer to charts/checklists posted in the classroom when completing tasks and projects independently.
- When work is completed, \_\_\_\_\_ is encouraged to move on to the next task independently.

Responsibility

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# Collaboration Skills

## SAMPLE BEHAVIOURS

### The student:

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

### Strengths

- During group discussions, \_\_\_\_\_ listens to and acknowledges the opinions of others.
- \_\_\_\_\_ cooperates with others when working in a group.
- \_\_\_\_\_ listens to others without interrupting.
- \_\_\_\_\_ shares ideas, information and resources when working in a group.

### Concrete Samples

- \_\_\_\_\_ contributed information and ideas when working on (name of task, project or presentation).
- While working on (name of task, project or assignment), \_\_\_\_\_ helped the group make decisions.
- While working on (name of task, project or assignment), \_\_\_\_\_ was respectful of the ideas and opinions of others.

### Next Steps

- \_\_\_\_\_ is encouraged to use a variety of strategies to resolve conflicts appropriately.
- \_\_\_\_\_ needs to listen when others speak in order to help establish a positive relationship within the group.
- \_\_\_\_\_ is encouraged to take on a leadership role when working in a group.
- When work is completed, \_\_\_\_\_ is encouraged to move on to the next task independently.

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# Initiative Skills

## SAMPLE BEHAVIOURS

The student:

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrate curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

### Strengths

- \_\_\_\_\_ often asks questions to clarify meaning and instructions.
- \_\_\_\_\_ responds to challenges with a positive attitude.
- \_\_\_\_\_ tries to solve problems independently.
- In a small group setting, \_\_\_\_\_ observes, questions, and explores different possibilities and strategies to come up with solutions.

### Concrete Samples

- \_\_\_\_\_ applied creative ideas to solve problems when working on (name of task project, or presentation).
- \_\_\_\_\_ demonstrated many leadership qualities while working on (name of task project, or presentation).
- \_\_\_\_\_ persevered when (name of task, project or presentation) became challenging.

### Next Steps

- \_\_\_\_\_ is encouraged to accept leadership roles in the class or in small groups.
- When \_\_\_\_\_ has finished her seatwork, she is encouraged to find other activities to enhance and enrich learning.
- \_\_\_\_\_ is encouraged to solve problems independently as they arise before asking for help.

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# Self-regulation Skills

## SAMPLE BEHAVIOURS

The student:

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs and interests;
- identifies learning opportunities, choices and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

### Strengths

- \_\_\_\_\_ is learning to use the provided rubric to assess and improve her work.
- \_\_\_\_\_ asks for help from the teacher and classmates when needed.
- \_\_\_\_\_ perseveres when responding to a challenge.
- \_\_\_\_\_ asks questions to clarify understanding.

### Concrete Samples

- When \_\_\_\_\_ completed (name of task, project or presentation), he asked questions and sought feedback.
- When \_\_\_\_\_ completed (name of task, project or presentation), she identified strengths and areas that needed improvement.
- While working on (name of task, project or presentation), \_\_\_\_\_ checked in to make sure that he was on track to meet his goals.

### Next Steps

- When obstacles present themselves, \_\_\_\_\_ is encouraged to ask for assistance in order to overcome challenges.
- \_\_\_\_\_ is encouraged to apply established routines when working in a group.
- As a next step, \_\_\_\_\_ is encouraged to set goals for herself based on feedback given by peers and the teacher.

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# Writing Subject - Specific Comments

The purpose of this section of the document is to provide support for writing subject-specific comments in both the Progress Report Card and the Provincial Report Card. Samples of comments are provided and are meant to be used as guidelines only.

## Anecdotal Comments

When writing subject-specific anecdotal comments, the teacher's goal is to provide parents with personalized, clear, precise, and meaningful feedback.

### Points to consider:

- use language parents will understand
- comments should be personalized to the individual student by using the student's name and appropriate pronouns
- describe student achievement as it relates to the overall expectation
- reflect all four categories of the achievement chart
- avoid repeating the language of the curriculum expectations and/or the achievement chart
- describe what the student has learned, significant strengths, and identify next steps for improvement
- ensure that letter grades/percentage marks align with the comments

## Steps to Writing

- begin with a positive comment of what the student has learned
- relate this to a concrete example as observed in a task, project, or presentation
- describe the next step for learning and/or for improvement

Additional points to consider when writing comments:

Instead of ...	Substitute/or ...
using exact wording of the curriculum expectation with a qualifier	a specific example of what the student has actually demonstrated and learned, and address any concerns through the next steps
using language that seems to be jargon	be clear as to what was actually used/done
using brackets to explain •	jargon-free language in the main text
using passive verb forms e.g., The ball was thrown by Lauren ...	active verb forms e.g., Lauren threw the ball ...
trying to fit everything into one sentence with or without conjunctions or punctuation	create two sentences or eliminate any unnecessary information
using the same word repeatedly	vary the words to describe what is being