

## QUESTIONS AND ANSWERS FOR PARENTS



### HOW CAN I FIND OUT HOW MY CHILD IS PROGRESSING?

Please contact your teacher at any time throughout the year to discuss your child's progress.

### HOW DO TEACHERS DETERMINE MY CHILD'S GRADES?

The teacher will consider all evidence collected through observations, conversations and student products (assignments, tests, etc.). A report card grade should reflect the student's most consistent level of achievement, with special consideration given to the most recent evidence.

### 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?

Homework is used to develop study and organization skills, consolidate knowledge or 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](http://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.
- Keep up to date on school information and 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 2020-21 A PARTNERSHIP WITH PARENTS



**Every student is unique and each must have opportunities to achieve success according to his or her own interests, abilities, and goals.**

*(Growing Success, 2010, page 1)*

Communication about student achievement is designed to provide information that will inform parents and students about what the student knows and can do. This is meant to encourage students to set goals for their learning and to assist parents in supporting learning at home.

Although there are two formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year by the way of phone calls, interviews, conferences, portfolios of student work, checklists or informal reports.



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# THE PROVINCIAL REPORTING PROCESS



Students 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

Three formal written reports will be provided during the school year for kindergarten students. The first, Kindergarten Communication of Learning Initial Observations, will be distributed between November 9 - 11, 2020. The second, Kindergarten Communication of Learning, will be issued on February 11, 2021. The third, Communication of Learning, will be issued on June 25, 2021. On-going, varied assessment and communication between the school and parents will occur throughout the year. Parent/Teacher interviews dates align with Grades 1-8 interviews.

# GRADES 1-8 PROGRESS REPORT CARD

**Progress Report Cards are to be sent home between November 9 -11, 2020.**

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 yet 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 11, 2021**  
**Term 2 (Feb.-June) sent home June 25, 2021**

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.

### **B– to B+ (70%-79%)**

Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness.

### **C– to C+ (60%-69%)**

Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

### **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.

### **THE CODE "R"**

Indicates achievement below 50 percent. It indicates that the need for the development of strategies to address the student's specific learning needs in order to support his or her success in meeting the subject/grade expectations.

### **THE CODE "I"**

Indicates that insufficient evidence is available to determine a letter grade or percentage mark.