



PROGRAM SERVICES MEMORANDUM

TO: All Elementary Principals & Vice-Principals

FROM: Reg Lavergne, Superintendent, Program Services
Kate Stoudt, Acting Superintendent, Learning Support Services
James Proulx, Executive Officer, Information Technology and Digital Transformation
Sandy Owens, Manager, Business & Learning Technologies
Laurie Kavanagh, System Principal, Program Services
Deb Lyon, System Principal, Learning Support Services
Melissa Collins, System Principal, Program Services
Juliet Robinson, System Principal, Equity, Inclusion and Anti-Oppression
Kat Magner, General Manager, Program Services

DATE: 1 October 2024

RE: **Assessment, Evaluation and Reporting K-8 Update #1 Elementary**

Action: Please share with elementary educators

To serve every student, the OCDSB is intentional about acknowledging diverse ways of knowing, different styles of learning, and valuing, respecting and leveraging the strength of each student's individual and intersecting identities.

As such, it is essential that all assessment and evaluation practices are focused and reflected on through the lens of equity and the culturally relevant and responsive pedagogy, universal design for learning and differentiated instruction.

Our ongoing commitment is to provide the structures and support the individual student needs to foster their growth, while encouraging integration and full participation, and building independence as defined for each student based on their strengths and needs. Therefore, it is expected that **all students** would receive a provincial report card. Students with an Individual Education Plan (IEP) with alternative goals would have an alternative report card in addition to the provincial report card.

A) Reporting Timelines and Six Week Rule

Key Info: We are resharing the reporting timelines for the 24/25 school year shared in June 2023 and the dates for the 6 week rule. Please ensure you have shared key dates with your teaching staff.

- Click [here](#) for the Reporting Timelines and Six Week Rule for the 2024-2025 school year

B) Reporting of Social Emotional Learning/Health and Physical Education and Mathematics

- The Ministry has shared that there is emerging research on evaluation and reporting of social-emotional learning skills. According to emerging research, educator bias can negatively affect the evaluation of social-emotional learning skills in relation to particular groups of students (e.g., Black, Indigenous, racialized students, male students, students with disabilities and students experiencing other socio-demographic disadvantages). At the same time, social-emotional learning skills can be a critical component of student learning.
- While there is an expectation that instruction of the social-emotional learning skills continue during the 2024-2025 school year while educators engage in ongoing professional learning, teachers will not be reporting on the overall expectations A1 related to social-emotional learning skills in The Ontario Curriculum, Grades 1-8, Mathematics (2020) and The Ontario Curriculum, Grades 1-8, Health and Physical Education (2019) for the 2024-2025 school year. **No rider statement is required on the Report Card.**

C) Reporting Requirements

Please click [here](#) for details on reporting requirements for T1/T2 Report cards.

New September 2023: Growing Success Language addendum, grades 1 to 8

To foster a cohesive approach to both instruction and assessment across the elementary language curriculum, achievement in language will be reported as **one overall grade or mark**, with supporting comments.

Educators fill in the letter grade/percentage mark that best reflects the overall learning of the student in language. When assigning a grade or mark, consider the student's integrated learning across the strands in each reporting period.

Comments should:

- describe significant strengths that the student demonstrates
- identify next steps for improvement
- include comments on the foundations of language, including reading and writing

Comments can:

- describe growth in learning
- make reference to particular strands

D) Guidelines for Progress Reports

We are providing the following links for reference:

- OCDSB [Style Guide](#) for your assistance. Note that point form or full sentences are both acceptable options for teachers
- Educators are encouraged to review the resources created by B<:
 - [Elementary Achievement - Teacher Mark Entry - Gr 1-8 Slide Deck](#)
 - [Elementary Achievement - Teacher Mark Entry - Kindergarten Slide Deck](#)

- **Do not use special characters, bullet points or tabs. They will not show on the printed report card but will still count toward the character limit when entering the comment.**
- **When clicking the ‘Save and move to next student’ button in the comment entry window, wait for the comment to load before clicking this button again. Failure to do so will result in loss of comments.**

Important Reminders

- Both the Progress Report and the two report cards (reporting of student achievement) are to be based on grade level expectations from the Ontario Curriculum.
- A reminder that all 6 learning skills/work habits and curricular areas are reported on (have “ratings/levels” in the Progress Report (for example, Health and Physical Education are required to have a level/rating etc., history or geography at the $\frac{7}{8}$ level, etc.)
- The progress report is to provide feedback on the student's progress towards meeting expectations in the curriculum by the end of term 1.
- The Progress Report is not an evaluation of the student's achievement. The intended purpose is to provide families and students with early and specific feedback regarding the progress the student has made within the first two months of school.
- The Progress Report should highlight areas of strength and areas that need to be improved upon.
- Evaluation “of” learning, or marks, are only included on the Term 1 and 2 Report Cards.

E) Criteria to Assist Teachers with “Progressing Well/Very Well/With Difficulty

The Ministry has established criteria to assist teachers in determining the PW, PVW, PWD indicators. They are listed on the EDUGAINS website and can be found [here](#).

However, it is essential that assessment be differentiated and personalized for students by shifting the balance of observations, conversations and products to meet the needs of each student. Students should be provided with opportunities to share their learning in a variety of ways that allow them to access their strengths. In doing this, the distribution of assessment through observations, conversations, and products will be unique for each student.

- Please [click here](#) for the differentiating triangulation graphic.

F) Use of Staff Initials to Support Parent/Family Communication in Progress Reports

As per past practice, we are recommending that each teacher who adds a comment in the subject box begin with a title reflecting the curricular area(s) represented in the comment. (For example: “mathematics” or “Language/Social Studies/Science and Technology”). In addition, we are encouraging teachers to end their comment with their name or initials (M. Ali) as this will greatly assist our parents/families as the name of the homeroom teacher is the only name that can be included in the progress report card template.

G) Kindergarten Initial Observation Reports

Given the intent of the Initial Observations is to provide an overview of early evidence of growth, homeroom kindergarten teachers are responsible for writing the Initial Observations for the children in their own homeroom, with the input of their teaching partner(s), including those providing coverage, and early childhood educator(s) through shared documentation of student learning and assessment data.

The Initial Observations template provides 40 lines of text within a single text box. There is no requirement to report on all four frames of the Kindergarten Program 2016 in the Initial Observation, nor to fill the text box. Teachers will use the documentation of student learning compiled by the educator team, and their professional judgment to report on the key learning, growth in learning and next steps for learning for each child. For all children, commenting on key learning, growth in learning and next steps could be connected to any of the four frames, with a focus on one or more of the most significant for each child. It is important to report on the most significant learning for each child, no matter the frame(s). For children in Year One, it may be appropriate to focus on Self-Regulation and Well-being and/or Belonging and Contributing, but any of the frames may hold significant learning for a child in Year One.

The Growing Success Language addendum, grades 1 to 8, 2023 notes that reporting on achievement in language “should include comments on the foundations of language, including reading and writing”. Although there has been no specific kindergarten addendum to Growing Success related to the new Language curriculum, the Language Curriculum (2023) itself identifies the K/1 Language Foundations Overall Expectation B2 (see [Appendix B Language Foundations Continuum for Reading and Writing](#)) that kindergarten educators should consider when reporting.

Click [here](#) for Resources to Support Early Learning.

H) Reporting Requirements for Students with Special Education Needs

Students with special education needs should receive a provincial report card reflective of their goals in the Individual Education Plan (IEP). If the student has alternative goals listed in the IEP, an Alternative Report Card should also be provided.

Please click [here](#) for the Reporting Requirement for students with Special Education needs.

Progress Report Note: As per Growing Success, where a student is working on modified expectations outlined on an IEP, the “IEP” box on the Progress Report must be checked. The rider statement does not need to be included on the Progress Report. It must only be included on the Term 1 and Term 2 Report Card.

New September 2023 - IEPs in Language and New Strand Structure

Please note that IEP expectations for Language should reflect the new strand structure of the revised Language 2023 curriculum. Please see this [correlation chart](#) to support.

I) Reporting Guidelines for Multilingual Learners (ESL/ELD)

Click [here](#) to access the reporting requirements for MLs.

J) Trans and Gender Diverse Students

Teachers writing report cards need to check in with trans and gender diverse students to confirm the name and pronouns to be used on the report card. It is important for staff to make sure that students' pronouns and names are respected but also that they do not unintentionally out a student who might be out at school but not at home (for potential safety concerns). Staff are encouraged to confirm with the student which name and pronouns they want used on the report card being sent home to guardians. As a best practice, staff should confirm with students at the beginning of the year, or with new students which name/pronouns they would like to be used on any type of document, in school or school to home communication.

For reference and support in navigating conversations, please find attached:

1. [Gender Identity and Gender Expression Guide](#)
2. [Socially Transitioning at School - A Guide for Guidance Counsellors or Trusted Staff Facilitating Conversations with Students Who are Socially Transitioning at School and are not Out at Home](#)

Questions can be directed to Juliet Robinson (juliet.robinson@ocdsb.ca)

K) Update re EQAO Grade 3 & 6 Assessment of Reading, Writing and Mathematics

Key Info: Students in grades 3 and 6 learning in person will participate in the primary and junior assessment of reading, writing and mathematics in the 2024/2025 school year.

Administration: **May 7 - June 11 2025**

L) Special Rider for OCV

Physical Education:

In the modified learning environment of virtual learning at OCV, the present focus for health and physical education is on the health unit of () and quality daily physical activity (DPA). Comments will be limited to these areas.

Should you have any questions re: special situations, please contact Laurie Kavanagh, System Principal.

cc: Director's Executive Council
Labour Relations
Rebecca Zuckerbrodt, President OCETF
Corporate Records