



PROGRAM SERVICES MEMORANDUM

TO: Elementary Principals and Vice-Principals

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

DATE: 2 December 2024

RE: **Elementary Report Card Guidelines 2024-2025**

Action Principals: Please share and forward to all teaching staff.

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 from a foundation of equity and culturally relevant and responsive pedagogy, universal design for learning, and differentiated instruction.

Assessment should be differentiated and personalized for students by shifting the balance of observations, conversations, and products to value and honour each student. More than ever, a greater focus on conversations and observations is key. Students should be provided with opportunities to share their learning in a variety of ways that allow them to access their strengths.

The information in this memo reflects content from [Growing Success 2010](#), [Growing Success: The Kindergarten Addendum 2016](#) and [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#).

Section A: Key Messages

- Effective comments are written in clear and simple language, using:
 - a) Vocabulary that is easily understood by both parents and students.
 - b) A positive tone.
- Effective comments focus on, and refer to:
 - c) The student's achievement in relation to the curriculum.
 - d) Strengths that the student has demonstrated and should try to continue to demonstrate.
 - e) Concrete next steps that address the student's most significant learning needs.
- Determining a letter grade/percentage will involve a teacher's professional judgment and interpretation of a variety of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
- Teachers will use their informed professional judgment to determine which aspects of learning, which student strengths, and which next steps are most important to comment on for any given reporting period.

Section B: Reporting in Language

- The following section addresses the reporting requirements for Language and key FAQs. Click [here](#) to access.
- **Acadience for K-2 Students**
 - K-2 Educators will enter the results of the mandatory ERS along with the date of the screening in Aspen. Educators are encouraged to review [Early Reading Screening Assessment document](#) and [Early Reading Screening video](#) resources created by B<.
 - The "NO" box will automatically be checked on the Provincial Report Card for students in grades 3, 4, 5, 6, or year 1 of Kindergarten.
 - K-2 Educators will select the "NA" box in Aspen for a student who was exempted.

Section C: Reporting in Mathematics

- The following section addresses the reporting requirements for mathematics and key FAQs. Click [here](#) to access.

Section D: Reporting Requirements

- This includes Sample Report Card Comments, Reporting Requirements (subjects /strands are to be reported on in each term), Administrator Check-list, and Style Guide. Click [here](#) to access.

Section E: Aspen Technical Requirements

- Please click [here](#) for the Number of Characters in Each Subject Comment Box.

- Educators are encouraged to review [Aspen Elementary Teacher - Mark Entry](#) and [Aspen Elementary Kindergarten Teacher Report Card Entry](#) resources created by B<. The [Gr 1-8 Teacher Mark Entry Slide Deck](#) and the [Kindergarten Teacher Mark Entry Slide Deck](#) can also be shared with staff as a resource. **IMPORTANT NOTE: The character count will be reduced by the number of carriage returns, and type of characters used**

Section F: Meaning of “I” and “R” and use of I and R

- The following section identified both the meaning of an I and an R in elementary reporting and sample report card comments. Click [here](#) to access.

Section G: Kindergarten: Communication of Learning

- The following section identifies key information to support the writing of comments in the Kindergarten Communication of Learning including the number of frames to report on and sample comments. Click [here](#) to access.

Section H: Reporting for Students with Special Education Needs

- The following section identifies reporting requirements for students with accommodations, modifications and alternate learning expectations. Click [here](#) to access.

Section I: 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).

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 Counselors 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 or Sara Savoia.

Section I: Reporting for Multilingual Learners (MLs)

- The following section identifies how to report on MLs with modifications and/or accommodations to their program, as well as a Reporting Guidelines FAQ. Click [here](#) to access.

Section J: Six Week Rule

- The following section identifies the six-week rule to assist you in determining which school is responsible for generating the report cards for newly admitted students. Click [here](#) to access.

Section K: Prior Assessment and Evaluation Memoranda

- Assessment, Evaluation and Reporting K-8 Update #1 Elementary - Memo, October 1, 2024 Click [here](#)

Section L: Reporting Timelines for Submission of Report Cards etc.

- The following provides a reminder of the key dates required for the submission of report cards by staff, the completion by schools and the access by parents/guardians. Click [here](#) to access.

Should you have any questions, please contact Laurie Kavanagh, System Principal, Program Services.

cc: SOC
Labour Relations
Corporate Records
Stephen Skoutajan, President OCETFO
Jamieson Dyer, President OCEOTA
Chris Walsh, President SSP-OSSTF District 25