

PROGRAM SERVICES MEMORANDUM

TO: All Elementary Principals & Vice-Principals

FROM: Reg Lavergne, Superintendent, Program Services
Kat Magner, General Manager, Program Services
Kate Stoudt, Superintendent, Learning Support Services
Sandy Owens, Interim Executive Officer of Technological Service
Derek Rhodenizer, System Principal, Program Services
Lakesha Young, System Principal, Program Services
Deb Lyon, System Principal, Learning Support Services
Juliet Robinson, System Principal, Equity, Inclusion and Anti-Oppression

DATE: 1 October 2025

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

Action: Please share with elementary educators.

A) Reporting Timelines and Six-Week Rule
<p>We are resharing the reporting timelines for the 25/26 school year, shared in June 2024, and the dates for the 6-week rule. Please ensure you have shared key dates with your teaching staff.</p> <ul style="list-style-type: none">Click here for the Reporting Timelines for the 2025-2026 school year
B) Reporting Requirements
<p>Please click here for details on reporting requirements for T1/T2 Report cards.</p>
C) Guidelines for Progress Reports
<p>We are providing the following links for reference:</p> <ul style="list-style-type: none">OCDSB Style Guide for your assistance. Note that point form or full sentences are both acceptable options for teachersEducators are encouraged to review the resources created by B&LT:<ul style="list-style-type: none">Elementary Achievement - Teacher Mark Entry - Gr 1-8 Slide DeckElementary Achievement - Teacher Mark Entry - Kindergarten Slide DeckDo 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.

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

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

However, assessment must 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. By doing this, the distribution of assessment through observations, conversations, and products will be tailored to each student.

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

E) 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.

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

F) 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.

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. Staff needs 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). Beyond affirming the identity and social transition of our trans & gender diverse students, OCDSB staff have obligations under PR 696 SCO and the Ontario Human Rights Code to make sure that students' pronouns and names are respected and utilized, while also ensuring 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 prefer to be used on the report card being sent home to their guardians. As a best practice, staff should confirm with all students at the beginning of the year which name/pronouns they would like to be used on any type of document, in school or school-to-home communication.

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

1. [Gender Identity and Gender Expression Guide](#) (OCDSB's best practices and guidance related to protecting students' gender identity & gender expression)
2. [Socially Transitioning at School](#) (includes an expanded summary of policy obligations and guidance)
3. [PR 696 SCO](#) (OCDSB's procedural policy on "Fostering Gender Identity, Gender Expression, and Sexual Orientation Inclusive Schools")

Teachers can also reach out to Gabbie Cruz (gabbie.cruz@ocdsb.ca), the Equity Team's Trans & Gender Diverse Student Support Coordinator, for further coaching and guidance.

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

Students in grades 3 and 6 learning in person will participate in the primary and junior assessment of reading, writing and mathematics in the 2025-2026 school year.

Administration: **May 5 - June 9, 2026**

Should you have any outstanding questions or concerns, please contact Derek Rhodenizer, System Principal (derek.rhodenizer@ocdsb.ca).

cc: Director's Executive Council
Labour Relations
Stephen Skoutajan, President OCETF
Corporate Records