

Completing the Elementary Progress Report

Quick Tips

- The first report is a progress report card only with no grades assigned. It is a checklist style report to decrease your workload early in the year.
- The main focus of the progress report is on learning skills and student progress, therefore there are no marks assigned to any subject areas.
- The six learning skills are checked off using one of the following: E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement
- In subject areas, teachers are to check one of three progressions: Progressing with Difficulty, Progressing Well, Progressing Very Well
- Teachers use their professional judgement to indicate how a student is progressing. A teacher's professional judgement determines which subject areas to comment on in the "Strengths/Next Steps for Improvement" comments boxes. Appropriate comments should be included when "Progressing with Difficulty" is selected for a student.

"In the case of the Elementary Progress Report Cards, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments." *Growing Success*, Page 64. (See *Growing Success*, pages 98-99 for Progress Report Templates).

- Teachers are also not required to fill in the entire section of the comments areas in both the learning skills section and the subject/strand section. This is referenced on the www.edugains.ca site under Elementary and Secondary Report Card Q and A's.
- The comment area on the progress report card is not subject specific. Teachers are to share this space and, if possible, the electronic versions should facilitate the sharing. The Ministry's position is that students benefit when teachers collaborate in assessing students' work. In addition, it is acceptable for one teacher to provide more comments than another. The comments do not need to line up with the subjects and teachers do not need to enter comments for all subjects/strands.
- All teachers who instruct a student/share a classroom, have the opportunity to enter comments on the elementary progress report and provincial report card. They can also collaborate to determine and enter

the evaluation for learning skills and work habits. A school-based strategy should be established for shared comments by teachers who share students and classrooms. Completing the progress report should not be the sole responsibility of the homeroom teacher.

- The term “personalized comments” does not mean that there must be a different comment for every student. Teachers may use a comment bank if they find it beneficial and if the comments represent how the student is progressing in language that both the parent and the student understand.
- Comments may be in sentences or point form and should be general in nature and describe what the student knows and is able to do. (See page 64 of *Growing Success*).
- Space designated for board information is to be completed by the school board, not the classroom teacher.
- IEPs need to be created and in place within 30 school days of the start of the student’s program. The IEP is to be reviewed and updated if changes are needed, for the fall progress report. It is unlikely that within a few weeks of completion of the initial IEP there would be many changes. If upon review of the IEP there are no changes, then the start-of-school will be used for the fall progress report.