

The intent of the Provincial Report Card for Catholic Schools is to report student achievement in relation to the grade expectations described in Ministry of Education and Training curriculum documents.

### Assessment, Evaluation and Reporting

Throughout the year, during a variety of learning activities, teachers assess children as they complete tasks, work with each other and take tests. In this way, teachers form a complete picture of each student's achievement and determine appropriate learning activities to help the student continue to learn.

**The achievement rating that a student is given on the report card is based on all these assessments rather than on one or two assignments or tests.**

Each report describes the current term's achievement, which is not cumulative from term to term.

In addition to the Provincial Report Card, teachers report to parents about their child's progress throughout the year through parent-teacher conferences, interviews, phone calls, informal reports and comments on student work.

Within each school year the report card will be issued 3 times at the end of each of the 3 terms.

### Levels of Achievement

Four levels of achievement describe how well students in a particular grade may achieve the expectations, with level 3 being the standard level of achievement for the province, i.e., the level of achievement at which parents and teachers can be confident that students are well-prepared for work at the next grade.

Level 2 achievement indicates that students are approaching the provincial standard, but as yet do not have these expectations solidly in place on a consistent basis. For some students, Levels 1 and 2 are acceptable levels of achievement. Level 4 is assigned to those students who exceed the provincial standard.

## Grades 1 to 6

Level	Achievement	Grade
4	Achievement exceeds the provincial standard	A
3	Achievement meets the provincial standard.	B
2	Achievement approaches the provincial standard.	C
1	Achievement falls much below the provincial standard.	D

## Grades 7 and 8

Level	Achievement	%
4	Achievement exceeds the provincial standard.	80-100
3	Achievement meets the provincial standard.	70-79
2	Achievement approaches the provincial standard.	60-69
1	Achievement falls much below the provincial standard.	50-59

The Grade 7 & 8 report card also includes a grade average which is based on marks for all students in the school working at that grade level (not class average).

**Achievement is dependent on a student's ability to demonstrate competence as well as the ability to apply this knowledge/skill to other subject areas. For example, spelling expectations should also be met in science assignments.**

Parents should not attempt to compare the achievement scale on the new Provincial Report Card to former report cards. The achievement scale on the Provincial Report Card is related to the Ontario Curriculum and the provincial levels of achievement.

### Religious and Family Life Education

The General Directory for Catechesis emphasizes that religious instruction in schools should "appear as a scholastic discipline with the same systematic demands and the same rigour as other disciplines". This supports the decision by the H.W.C.D.S.B. to initiate a process that will assist teachers in reporting student achievement in Religious Education. The Provincial Report Card includes a boxed space on page 2 for this kind of reporting. A letter (A, B, C or D) and a comment will appear for Primary and Junior students and a percentage mark and anecdotal comment will be included for Grades 7 and 8 students. Although only knowledge and skills will be referenced and assessed on the Report Card it is understood that Catholic values, attitudes and principles will continue to be taught and will remain part of all curriculum areas.

### Computers in Education

In each grade, students are engaged in computer skills and computer applications. On Page 2 of the Provincial Report Card a student's progress is addressed **only** with an anecdotal remark.

### Special Education

Students who have special learning needs receive ongoing support with modified and individualized programming and services. They will have a written plan of action called an Individual Education Plan (IEP), which will have been shared with parents. Student achievement may be reported in relation to these personalized expectations or in relation to the expectations for a particular grade as stated in the Ontario Curriculum.

### "IEP" (Individual Education Plan)

Individual Education Plans (IEP's) will be used for:  
(A) Students who have been formally identified as exceptional by an Identification, Placement, and Review Committee. Parents should have a clear understanding of the modified/alternative expectations that make up the students Individual Education Plan. These students will have their progress reported in the following manner:

- The letter/mark grade the child receives relative to the strand or subject identified within the IEP will be contained in the anecdotal box (Strengths/Weaknesses /Next Steps) along with the anecdotal comment.
- If the expectations in the IEP are different from the respective grade level expectations of The Ontario Curriculum, Grades 1-8, the following statement will appear in the anecdotal box for each subject/strand where the IEP applies:

*The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which may vary from the Grade expectations*

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(B) Students who are following all the expectations of their grade level program according to the Ontario Curriculum but require accommodations (e.g. use of a Braille computer). Those students will have:

- The small IEP box checked in whatever subject area **accommodations** are being made.
- The mark/letter grade will appear in the appropriate report column and not in the anecdotal box.

Note: Short term referrals for grade one students to reading recovery, or grade one or two referrals to intervention programming, does not constitute a change from the grade level program. Accordingly, there is no requirement for any specialized comment or repositioning of grade letters/marks.

In very few instances where learning is related to skill development in areas not represented in The Ontario Curriculum, an alternative format may be used to record achievements.

#### Overall Grade Promotion Status

##### The Meaning of “R”/Below 50

“R”/Below 50 does not correspond to one of the four achievement levels. “R”/Below 50 is used for reporting purposes to flag the need for remediation and parent involvement. “R” signals that additional learning is required before the student will begin to achieve success with this grade’s expectations. “R”/ Below 50 indicates the need for the development of a plan to address the student’s specific learning needs and to ensure success for learning. A student with an Individual Education Plan (IEP) would rarely receive an “R”.

##### Achievement of an “R” May Be Due To:

- a failure to attend school on a consistent, daily basis;
- a failure to complete assigned tasks in the classroom;
- a failure to complete homework assignments; poor performances on in-class tests or examinations;
- an undetected learning difficulty;
- an undiagnosed physical problem;
- a social-emotional problem.

“**Promotion at Risk**” will be checked on Report 1 and/or 2 when a student has achieved an “R” or less than 50% in the majority of strands for both English and Mathematics (i.e. English and Mathematics together, not separately). “**Progressing with some difficulty towards promotion**” will be checked on Report 1 and/or 2 when a student has achieved a “D” or 50-59% in the majority of strands for both English and Mathematics.

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Students who receive a “Promotion At Risk” on the Provincial Report Card will be referred to the School Resource Team for input which may include an Educational Assessment as well as a referral to Instructional Services. Conferences involving the parent/guardian will also be part of the procedures.

#### Role of the Parent/Guardian

Studies show that students perform better in school if their parents/guardians are involved in their education.

In order to support their child’s learning, parents/guardians can:

- discuss the report card and write a response on page 3 with the child;
- ensure that children complete homework assignments;
- become familiar with the child’s program by
- attend school curriculum nights;
- discuss school activities with the child;
- participate in parent-teacher conferences; and
- serve on the Catholic School Council and/or participate in school meetings for parents.

#### Parent/Guardian/Student Response to the Report Card

The Provincial Report Card includes a Response Form which is to be completed, signed and returned to the school. This form will be placed in the student’s Ontario Student Record along with the copy of the Report Card. All students will sign their Report Cards before they go home. In grades 3-8 the students will also have written reflections on their Report and set goals for the coming instructional period. Parents are encouraged to make additional comments related to student achievement, student goal setting and home support.

For further information, please contact either your school principal or Instructional Services Personnel:

Mrs. M. Curto, Principal of Programs  
(905) 525-2930, ext. 2167

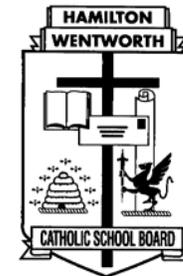
Mr. T. Brennan, Principal of Programs  
(905) 525-2930, ext. 2241

Mr. Laszlo Galambos, Principal of Programs  
(905) 525-2930, ext. 2191

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# The PROVINCIAL REPORT CARD

## A Guide for Parents/Guardians



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Hamilton, Ontario  
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**Patrick Daly**  
Chair of the Board

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