



The Elementary Progress Report Card


Elementary Progress Report Card


Date: _____

Student: _____	OEN: _____	Days Absent: _____	Total Days Absent: _____
Grade: _____	Teacher: _____	Times Late: _____	Total Times Late: _____

Board: _____ School: _____
 Address: _____ Address: _____
 Principal: _____

OUR VISION
 Engaged Learners, Engaged Communities

OUR MISSION
 We strive to deliver an exemplary public education through diverse and inclusive environments that engage all students by:

- Developing their potential and pursuing their aspirations
- Being participating community members

OUR GOAL
 Optimizing Learning and Achievement for all students

The development of learning skills and work habits is a key component of the student's development of the learning skills and work habits. This progress report is designed to show a student's progress in working towards the achievement of curriculum expectations, as well as a student's general progress in working towards the achievement of curriculum expectations.

If your child's program includes alternative curriculum, this progress report is designed to show a student's progress in working towards the achievement of curriculum expectations, as well as a student's general progress in working towards the achievement of curriculum expectations.

The development of the six learning skills/work habits is indicated here as E, G, S or N.

Learning Skills and Work Habits	Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 				
Organization <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 				
Independent Work <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 				
Collaboration <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 				
Initiative <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 				
Self-Regulation <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Persists and makes an effort when responding to challenges. 				

Strengths/Next Steps for Improvement

This section contains demographic information about the Board, school and student.

This section contains board-specific information common to all students.

This section provides parents with clear, specific, meaningful, and timely descriptive feedback on the student's development of the six learning skills and work habits.

This section contains board-specific information common to all students.

This section also gives more information about *Progressing with Difficulty, Well* and *Very Well*.

83-0465E (2010/02) © Queen's Printer for Ontario, 2010 Grades 1-6 Page 1 of 2

Student: _____

ES/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strength
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
French <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
Native Language <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Social Studies <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Health and Physical Education Health Education <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
The Arts Dance <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Drama <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Music <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA Visual Arts <input type="checkbox"/> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

This section provides parents with clear, specific, meaningful, and timely descriptive feedback on the student's academic progress.

The student's general progress in all subject areas is indicated as *Progressing with Difficulty, Well* or *Very Well*.

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature | X | Principal's Signature | X |

Progressing Very Well student is meeting learning goals
 Progressing Well student is working towards meeting learning goals
 Experiencing Challenges student is experiencing challenges in meeting learning goals
 Needs Improvement student needs to know what a student should know and be able to do by the end of the year

This section contains board-specific information common to all students.

This section also gives more information about *Progressing with Difficulty, Well* and *Very Well*.

There will be an opportunity to discuss the contents of this Progress Report at the teacher-parent conference. You may also contact your child's teacher at the school.

83-0465E (2010/02) © Queen's Printer for Ontario, 2010 Grades 1-6 Page 2 of 2



Waterloo Region
District School Board

Students whose program includes alternative expectations will receive an Alternative Program Report Card attached to the Elementary Progress Report Card.

The Elementary Progress Report Card does not contain a parent/guardian response form, and no parent/guardian signature is required. Parents/guardians will be given the opportunity to discuss the contents of the Elementary Progress Report Card with their child's teacher(s).

The Elementary Progress Report Card provides descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement, and is one means by which schools communicate with parents/guardians. As always, we encourage parents and guardians to contact the school, in order to discuss concerns and questions with their child's teacher at any time.

Elementary Reporting Timelines

Report Card:	Date Report Card Goes Home:
Elementary Progress Report Card	November 3, 2014
Elementary Provincial Report Card (Term 1)	February 20, 2015
Elementary Provincial Report Card (Term 2)	June 22, 2015

Additional information for parents/guardians in several languages can be found at the web site below:

<http://www.edu.gov.on.ca/eng/parents/reportCard.html>

The Elementary Progress Report Card Grades 1 – 8

2014-2015 PARENT/GUARDIAN GUIDE

In May 2010, the Ministry of Education published a policy document titled *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools*. Beginning in September 2010, assessment, evaluation, and reporting in Ontario schools are based on the policies and practices described in this document.

All students in Grades 1-8 in Ontario receive:

- i) one Elementary Progress Report Card in November, and
- ii) two Elementary Provincial Report Cards – one in February and another in June.

The Elementary Progress Report Card provides students, teachers and parents/guardians with an opportunity to reflect upon progress early in the fall of the school year, and to discuss plans to promote future success.

The Elementary Progress Report Card is designed to show:

- a student's development of six learning skills and work habits during the fall of the school year, as well as
- a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

The check marks under "Progressing Very Well," "Progressing Well," and "Progressing With Difficulty" are used to indicate a student's general academic progress during the first part of the fall term.

The Elementary Progress Report Card does not contain letter grades or numeric marks. At the end of the first term (in February) parents/guardians will receive a Provincial Report Card, which will report on achievement of the curriculum expectations and which will contain letter grades or numeric marks.