

Ministry of Education

Ontario Provincial Report Cards

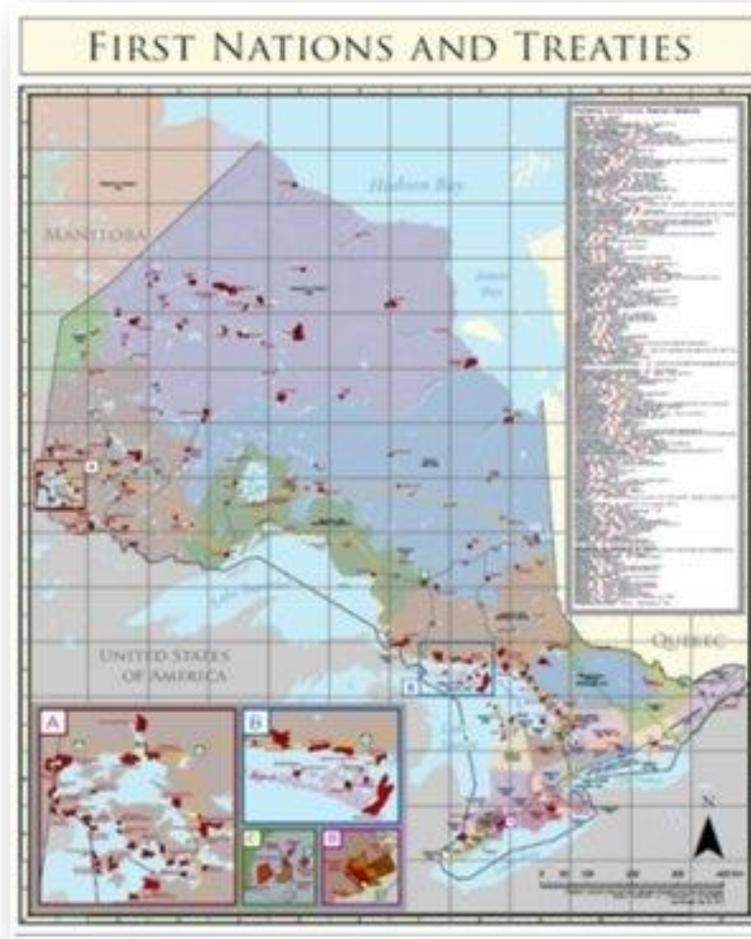
Professional Development Program for
Teacher Candidates 2020-21

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Recognizing Traditional Territories



Today's Facilitators



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Today's Learning Goals

We are learning to increase our knowledge about the process of assessment, evaluation and reporting including:

- arriving at a letter grade/percentage mark that is valid and reliable; and
- writing effective report card comments



Success Criteria

We will know we are reaching our goals when we:

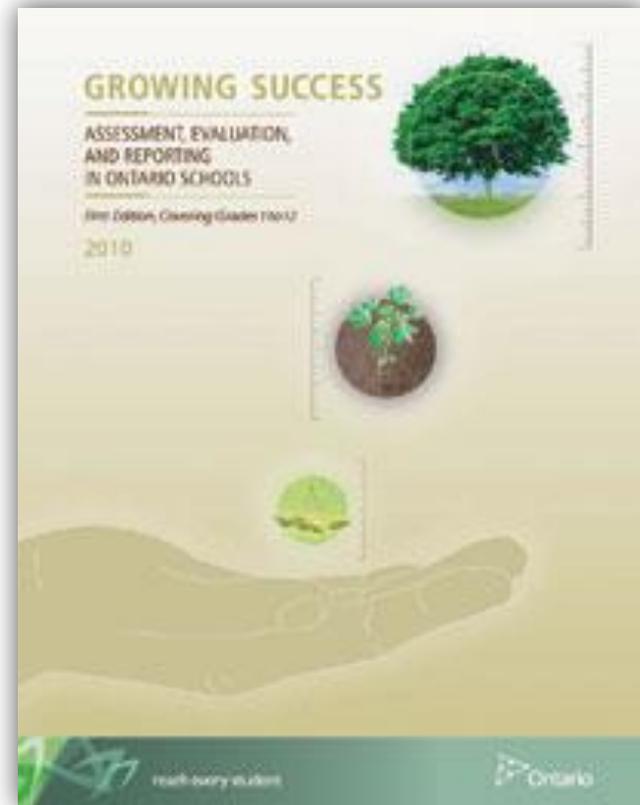
- understand how reporting fits in the assessment process
- recognize the importance of using triangulation to gather evidence of learning in order to evaluate student learning
- understand how to determine grades or marks based on both the content and performance standards in the curriculum
- recognize and know how to apply the criteria for effective report card comments

Introduction

How does reporting fit in the assessment process?



Assessment Policy in Ontario



Important reminder...

**The primary purpose of
assessment ... is to improve
student learning**

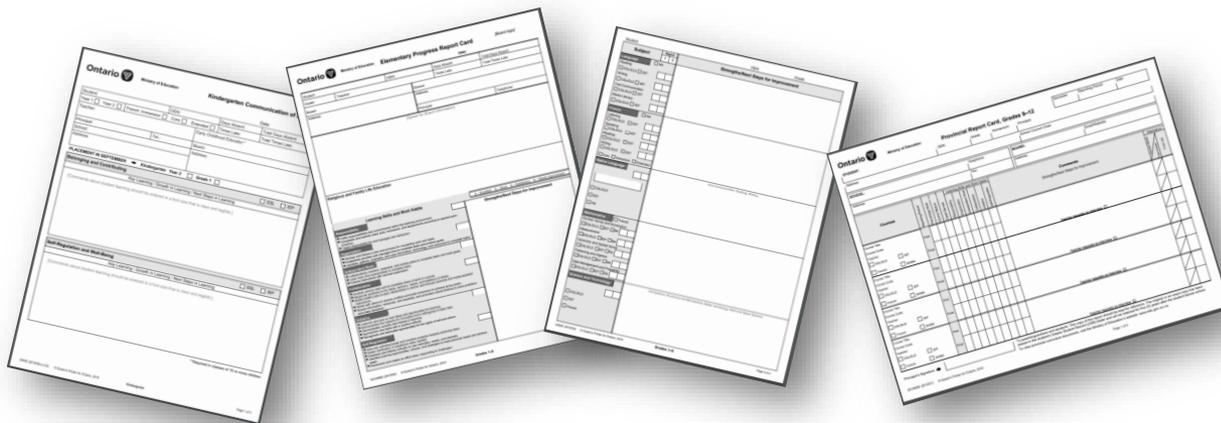
Provincial report cards - types

Kindergarten Communication of Learning: Initial Observation

Issued in the Fall, the Initial Observation provides an overview of the child's key learning and growth in learning along with information about next steps in learning.

Elementary Progress Report Card: Grades 1 to 8

Issued in the Fall, to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand.



Provincial report cards - types

Kindergarten Communication of Learning

Issued at the end of the second and third reporting periods, the Communication of Learning provides clear descriptions, including anecdotal comments about the child's learning and growth in each of the four frames of the Kindergarten program.

Provincial Report Card: Grades 1 to 6

Achievement of the curriculum expectations in each subject/strand is reported on the Elementary Provincial Report Card as a letter grade, with a plus or minus sign as appropriate. An *R* or an *I* is reported when achievement falls below 50% or insufficient evidence prevents the determination of a grade, respectively.

Provincial Report Card: Grades 7 to 12

Achievement of the curriculum expectations for each subject (or strand) or course is reported on the provincial report cards as percentage marks. An *R* or an *I* is reported when achievement falls below 50% or insufficient evidence prevents the determination of a grade, respectively.

Report card cycle*

Report card issued in:	Type of report:	Grades:
October/November	Progress	K-8
	First	9-12 semestered courses 9-12 non-semestered courses
January/February	First	K-8
	Final	9-12 semestered courses
March/April	First	9-12 semestered courses
	Second	9-12 non-semestered courses
June	Final	K-8
	Final	9-12 semestered courses 9-12 non-semestered courses

* This cycle is currently modified for most secondary schools due to the Covid-19 pandemic

The Journey from Planning Instruction to Writing Report Cards



Some other ways to communicate with families



Grades/marks

What is triangulation and how is it used to gather evidence of learning to evaluate student learning?

How are content and performance standards in the curriculum both used to determine grades or marks?

Determining a grade or mark

Your turn...



What assessment tools might you use to arrive at a grade or mark?

According to the provincial policy...

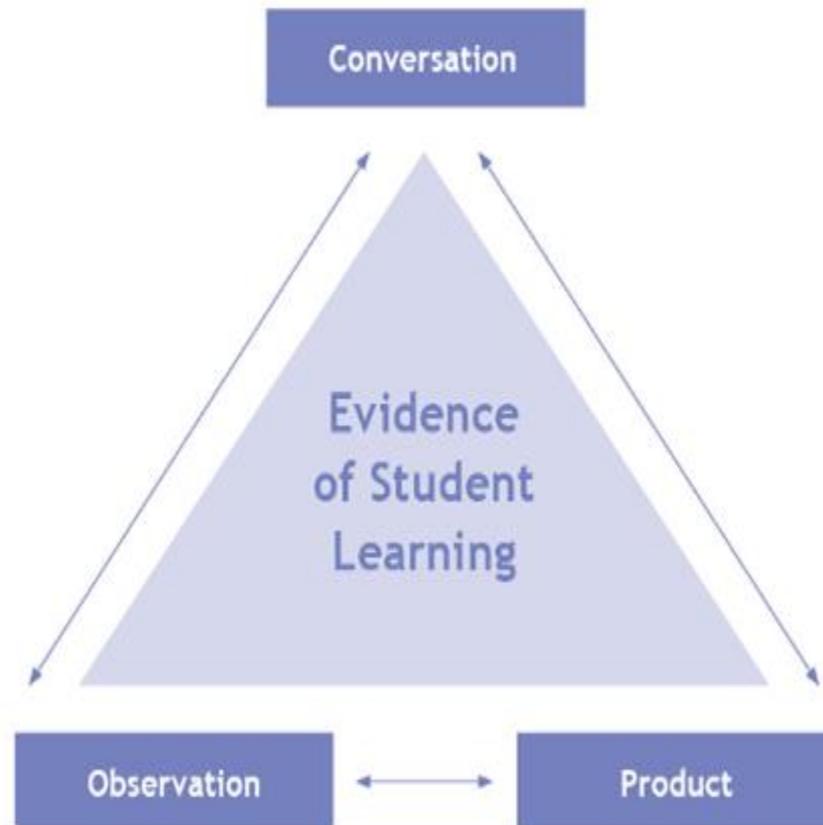
“Teachers will obtain assessment information through a **variety** of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.”

Growing Success (2010), page 28

Ensuring Reliability and Validity

“These strategies should be triangulated to include observation, student conversations, and products.”

Growing Success (2010), p



Diving in deeper...

How might students demonstrate learning in each of these categories:



observations



conversations



products

Here are some ideas from us...

Observations...

- pedagogical documentation
- running record
- list of books read
- vocabulary checklists
- notes from literature circle
- observation checklists
- portfolio
- questioning
- presentations
- listening
- speaking
- problem solving
- group skills
- learning skills and work habits



Conversations...

- conferences
- notes
- journals
- blogs
- moderated Wikis
- moderated online forums
- portfolio conferencing
- student feedback
- focused conversations
- contributions to whole and small groups

Products...

- performance tasks
- quizzes
- assignments
- test scores
- reader responses
- tests
- portfolios
- checklists
- videos
- journals
- projects
- graphs
- presentations (including via the arts: visual arts, dance, drama, music)



The Achievement chart

Performance standards

ACHIEVEMENT CHART – LANGUAGE, GRADES 1–8				
Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
The student:				
Knowledge of content (e.g. forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g. concepts, ideas; causes; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g. generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g. making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g. reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
The student:				
Expression and organization of ideas and information (e.g. clear expression, logical organization) in oral, visual, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g. use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g. grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
The student:				
Application of knowledge and skills (e.g. concepts, strategies, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g. concepts, strategies, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g. between the text and personal knowledge or experience, other texts, and the world outside the school, between disciplines)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness



Considering both content and performance standards

An Example from Grade 4 Social Studies...

Strand A. Heritage and Identity:

Early Societies, to 1500 CE



Overall Expectation (OE) 1 (Application)

Compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.

An example...

Learning goals:

We are learning...

- To compare what life was like in 2 different early societies
- To describe how life in those societies compares to our lives



Success Criteria:

I will know I have achieved the learning goal when I...

- ✓ Make comparisons between the quality of life and social status (use words like *both*, *whereas*, *neither*, etc.)
- ✓ Say or write some of the ways in which my daily life differs from the lives of young people from different backgrounds in early societies
- ✓ Include a variety of examples
- ✓ Other...

The task...

Grade 4 Social Studies Assignment - Heritage & Identity: Early Societies

Learning Goal

We are learning to compare what life was like in 2 different early societies, and to describe how life in those societies compares to our lives

Success Criteria

We'll know we are meeting the goal(s) when we:

- Make comparisons between the quality of life and social status (use words like both, whereas, neither, etc.)
- Say or write some of the ways in which my daily life differs from the lives of young people from different backgrounds in early societies
- Include a variety of examples

Assignment

Choose two or more early societies (3000 BCE–1500 CE) we have been learning about in class. Think about what it would have been like to be a 10-year old in those societies. Tell us about some similarities and differences between a 10-year-old in those societies and your life in Canada today.

Your examples must include different regions and eras, and represent different cultures.

Choose ONE of the following ways to present your findings and ideas:

- 3-5 minute presentation
- short animated video posted in our class website
- 2-3 pages written in paragraph form. (You may use headings to organize your assignment)
- 11 x 17 poster
- Other idea? (check with your teacher first)

Use the table on the next page to organize your research and plan your work.

Early Societies Organizer

Use the planner below to organize your notes and plan your presentation. You do not need to use ALL your notes in your final presentation.

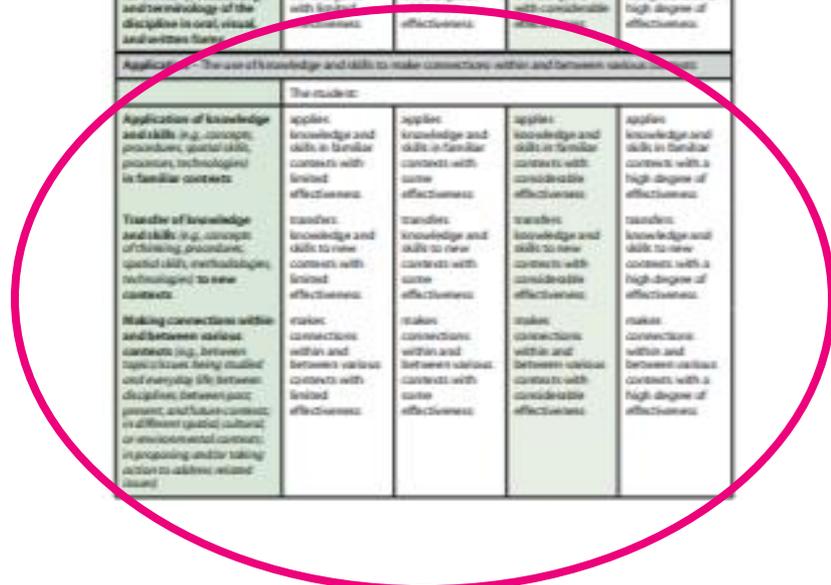
	Me	Society 1 (First Nation)	Society 2 (Inuit)	Society 3
Region (where?)	Ontario, Canada			
Era (when)	2020			
Social Status				
Education				
Games & Sports				
Family Life				
Food				
Dress				
Housing				
Other?				

(add more columns if needed/wanted)

Using the achievement chart

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, social technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g., identifying an inquiry, formulating questions, gathering and organizing data, evidence and information, setting goals, focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analyzing, synthesizing, and evaluating data, evidence and information; analyzing logic, detecting point of view, and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
The student:				
Expression and organization of ideas and information (e.g., oral expression, logical organization in oral, visual, and written forms)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., mapping and graphing conventions, communication conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, social skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, social skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between topics/units being studied; out of everyday life; between disciplines; between past, present, and future contexts; or environmental contexts; or proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness



Determining the performance standard...

Categories	Level 1	Level 2	Level 3	Level 4
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Some additional considerations

When determining a grade or mark, ensure it is...

- always criterion-referenced
- a fair representation of what a student has learned over a period of time
- reflective of the most consistent and more recent demonstrations of learning by the student



Involve students in the ways they are evaluated, but remember that the teacher's professional judgement is relied upon to arrive at a summary grade of achievement.

Writing comments

What is the criteria for
effective comments?



Criteria for effective comments

Comments...

- are personalized, clear, precise and meaningful
- describe significant strengths demonstrated by the student
- refer to specific evidence of learning gathered from multiple sources and reflecting student's interests and affinities
- focus on knowledge, skills and criteria identified in curriculum without repeating curriculum expectations verbatim; make references to particular strands, when appropriate
- help parents understand how they can support their children at home

Sample report card comments

(Grade 8 Music)

A

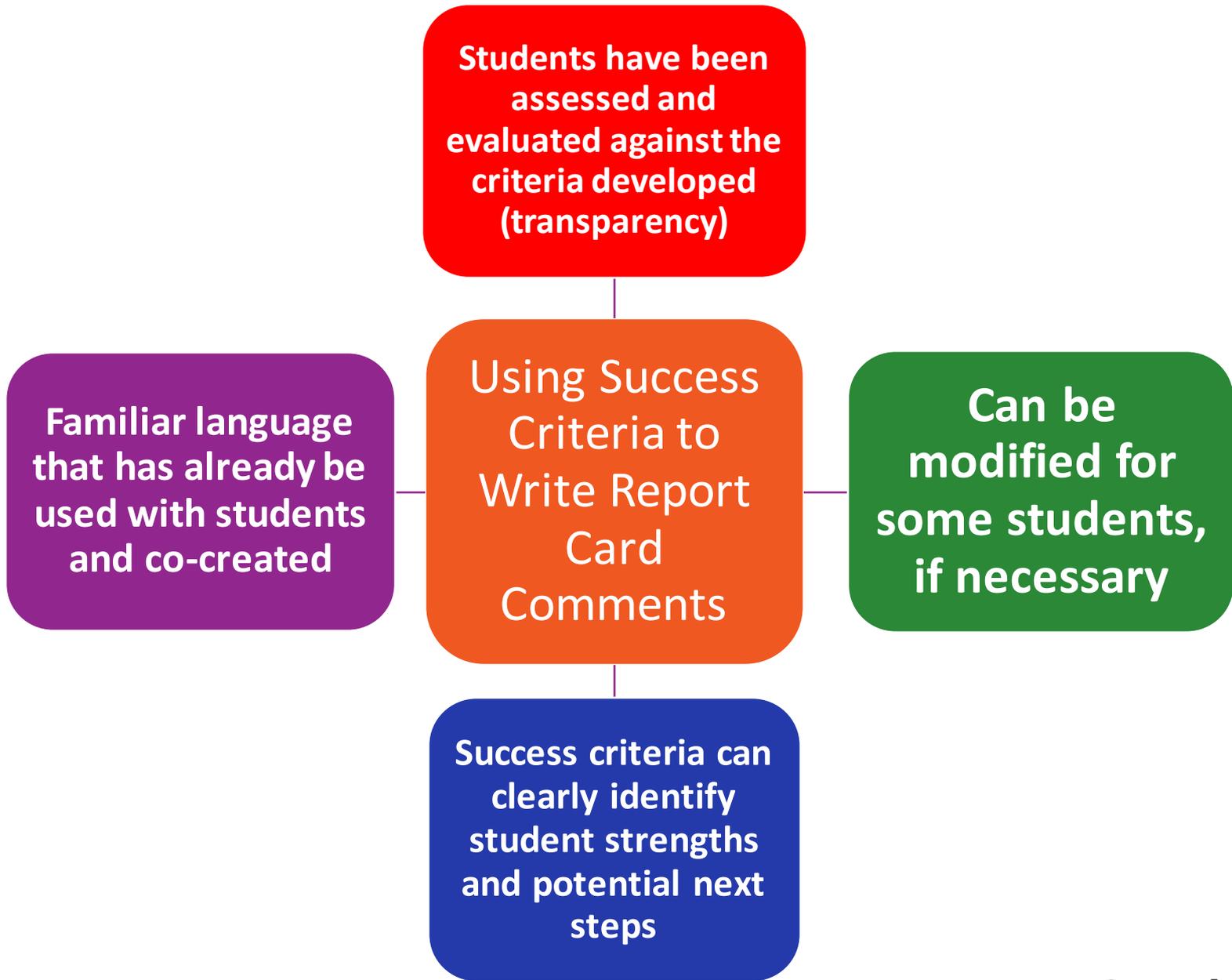
Samnang has been a pleasure to have in my class this term. He always remembers to bring his trumpet and music folder. He sets his music stand up quickly and without reminders at the beginning of class. He gets along well with other members of the “Brass” family during group practice sessions. I look forward to working with Samnang next term as he continues to improve his skills.

B

Samnang has shown that he can apply the steps needed to learn to play and to appreciate music. He uses proper technique and shows creativity and feeling when he plays the trumpet. In our presentation on Remembrance Day, he played his solo with thoughtful expression. Next term, Samnang will have opportunities to practise sustaining a straight and related posture as he plays increasingly challenging pieces of music.

C

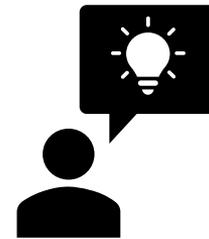
Samnang can sing and/or play, in tune, music in unison and in two or more parts from a variety of cultures, styles, and historical periods with some proficiency (e.g., trumpet solo). He competently applies the elements of music through performing, composing, and arranging music for a specific effect or clear purpose (e.g., improv music piece).



Final thoughts ...

“Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.”

Growing Success, page 54



ANY
QUESTIONS?



Feel free to reach out if you have further questions...and don't forget to give us some feedback!

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