

Ministry of Education

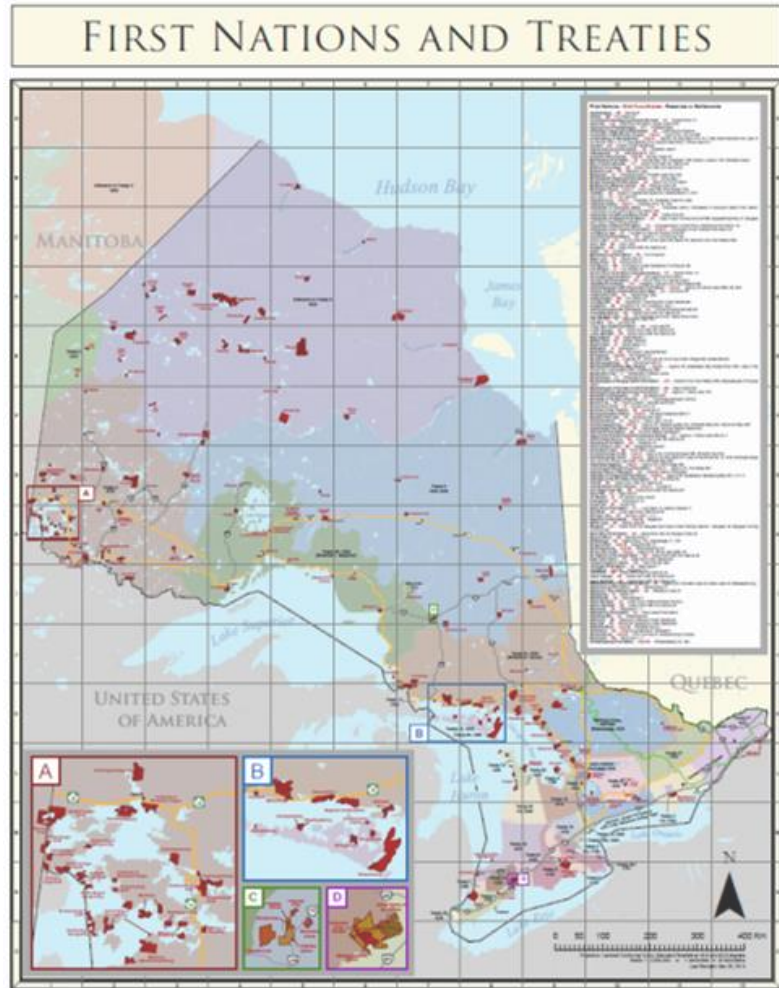
Ontario Provincial Report Cards and Assessment Policy

Professional Development Program for
Teacher Candidates 2023-24

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Acknowledging Traditional Territories



Some of our team...



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Today's Learning Goals

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

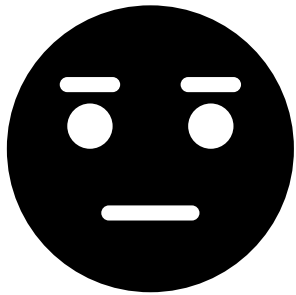
- understanding each of the elements of the assessment process, including developing learning goals, success criteria and descriptive feedback;
- determining at a letter grade/percentage mark that is valid and reliable; and
- developing anecdotal comments for reporting that reflects the learning and growth in learning of the student over a reporting period.

Success Criteria

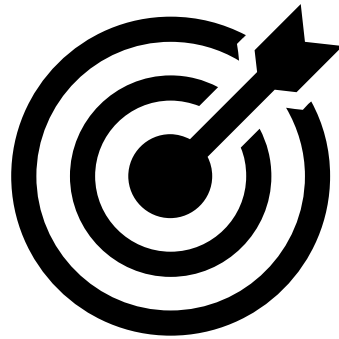
We will know we are reaching our goals when we:

- understand how reporting fits in the assessment process
- recognize the importance of using triangulation to gather evidence of learning 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

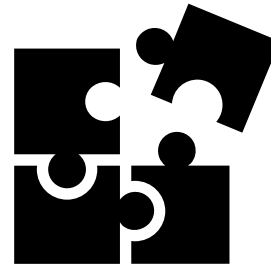
Checking In



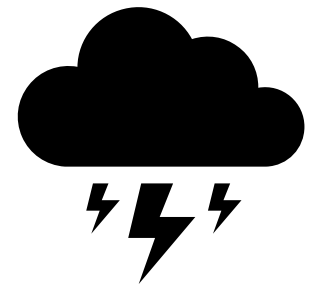
A



B



C

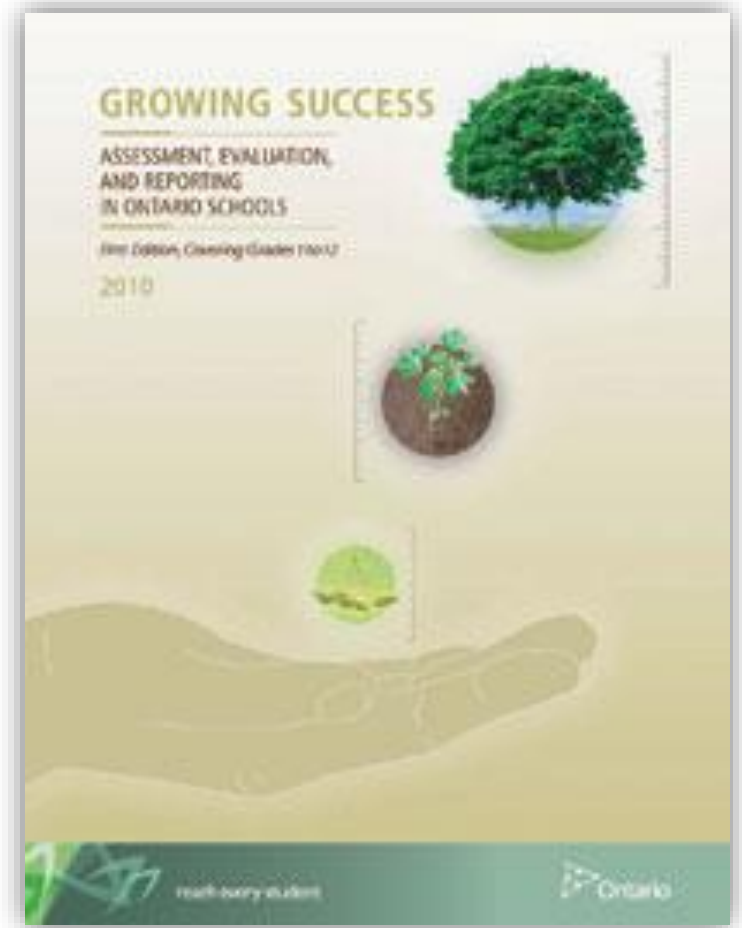


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Introduction

What are the report
card foundations?

Assessment Policy in Ontario



The **primary**
purpose of
assessment and
evaluation is...

... to improve
student learning.

The Seven Fundamental Principles

Practices and procedures:

- ❖ Are fair, transparent, and equitable for all students
- ❖ Support all students
- ❖ Relate to the learning goals in the curriculum and to students' interests, experiences, and needs
- ❖ Are clearly communicated to students and parents
- ❖ Are ongoing, varied, and occur over time with multiple opportunities to demonstrate learning
- ❖ Provide ongoing descriptive feedback
- ❖ Develop students' self-assessment skills so that they become independent and autonomous learners

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 8

Achievement of the curriculum expectations in each subject/strand from grade 1 to 6 is reported using a letter grade, with a plus or minus sign as appropriate. For grades 7 & 8, percentage marks are used rather than letter grades.

Provincial Report Card: Grades 9 to 12

Achievement of the curriculum expectations for each course is reported on the provincial report card as a percentage mark.

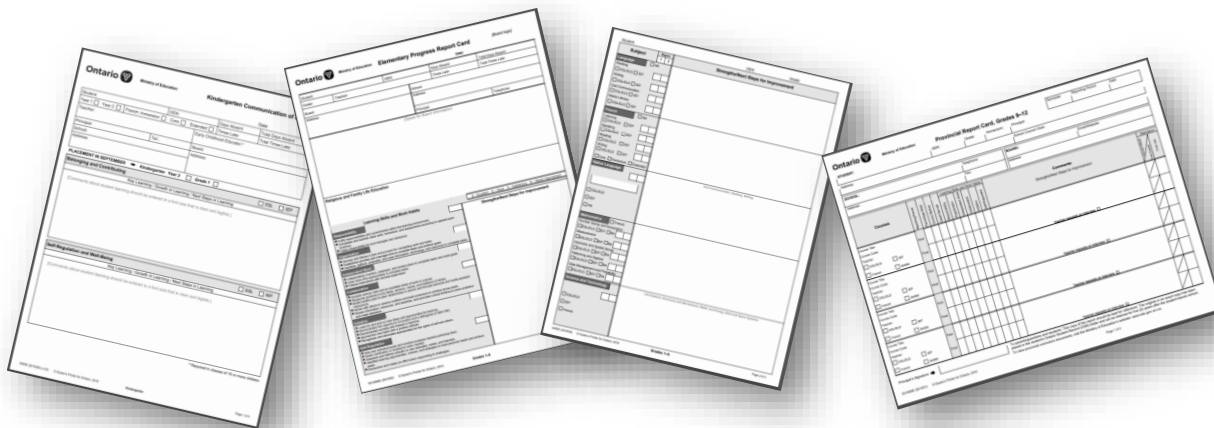
Provincial report cards - types

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.



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



How does reporting fit
in the assessment
process?

After the “why” comes the “how”

Introducing the new Curriculum and Resources site

[Learn more →](#)



Which curriculum are you looking for?

Elementary (K-8)

Secondary (9-12)



American Sign Language as a Second Language

[Read online →](#)



Canadian and World Studies

[Read online →](#)



Computer Studies

NEW

[Read online →](#)



English

NEW

[Read online →](#)



First Nations, Métis, and Inuit Studies

[Read online →](#)



Guidance and Career Education

[Read online →](#)



Mathematics

[Read online →](#)



Science

[Read online →](#)



[All secondary curriculum →](#)

Building important skills, knowledge, and awareness

Transferable skills

Cross-curricular and integrated learning



Critical Thinking and Problem Solving

The ability to address complex, real-world problems by acquiring and analysing information in order to take informed action.

[Learn more →](#)



Innovation, Creativity, and Entrepreneurship

The ability to explore, enhance, and scale ideas in creative ways and bring them into action to meet the needs of a community.

[Learn more →](#)



Self-Directed Learning

The ability to develop attitudes, strategies, and skills to support one's motivation and confidence in order to become a lifelong learner.

[Learn more →](#)



Collaboration

The ability to work in teams effectively by building knowledge together in physical and virtual environments.

[Learn more →](#)



Communication

The ability to express meaning in multiple ways, in a variety of contexts, including virtual spaces, and with different audiences.

[Learn more →](#)



Global Citizenship and Sustainability

The ability to understand local and global perspectives and appreciate the diversity of people in order to address political, environmental, social, and economic issues through an ethos of engaged citizenship.

[Learn more →](#)



Digital Literacy

The ability to responsibly use and apply digital technologies to collaborate, communicate, create, innovate, and solve problems.

[Learn more →](#)

[All transferable skills →](#)



Thinking about... Learning Goals

Where do learning
goals come from?



Thinking about... Success Criteria

Teachers and students need to have a clear idea of what a learning goal looks like in order to achieve it!

Develop or co-develop success criteria for each learning goal.

- **Student-friendly language**
- **Co-created**
- **Emerging**
- **Descriptive**
- **Inclusive**



Descriptive Feedback



Provide ongoing descriptive feedback that is **clear, specific, meaningful**, and **timely** to support improved learning and achievement.

(The Seven Fundamental Principles, p.6 *Growing Success*)

“Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.” (Brookhart, 2017)

The Journey from Planning Instruction to Writing Report Cards



Breakout Room – Primary/Junior

Quick Discussion Task

Imagine you have been tasked with rebranding Ontario's provincial assessment policy, currently titled Growing Success.

Based on your experiences and knowledge of assessment, evaluation and reporting, what would you call the rebranded and refreshed policy document?

Determining a grade or mark

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



According to the provincial policy...

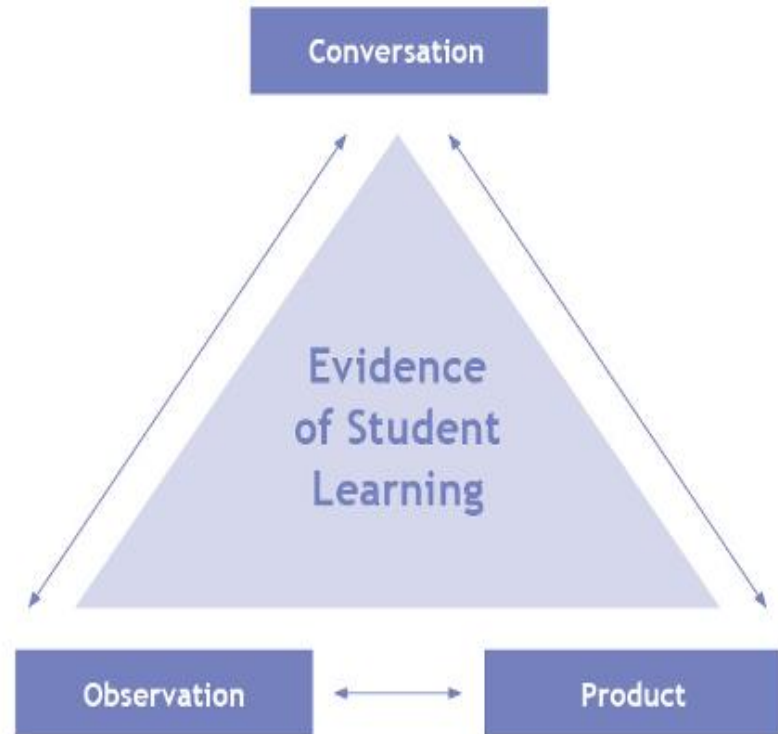
“Teachers will obtain assessment information through a **variety** of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer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

Growing Success (2010), page 34



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

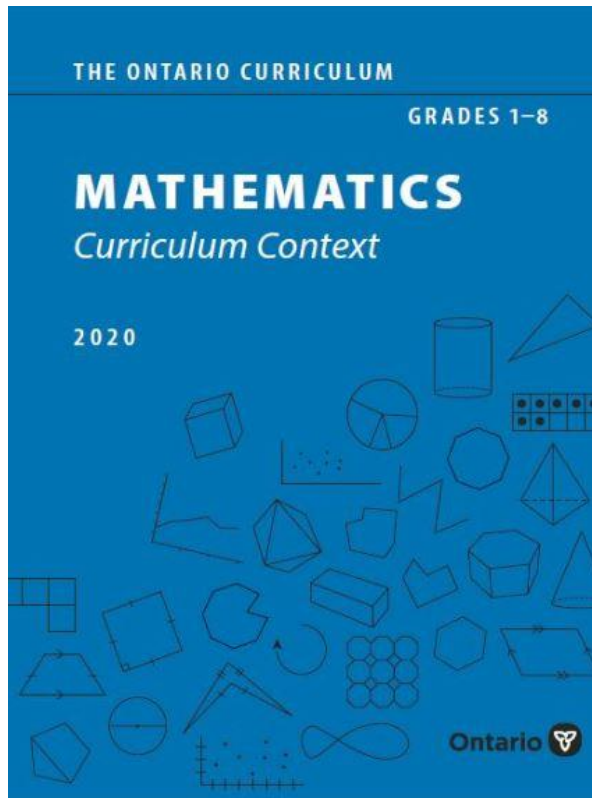
Products...

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



Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Knowledge of content (e.g., math facts, computational strategies, terminology, mathematical models, money values)	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, theories, procedures,	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content

Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills (e.g., representations and computational strategies) 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., representations and computational strategies) 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

Using the achievement chart

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

An Example

Grade 2 – Measurement Strand from Mathematics (2020)

E2.1 **Choose** and **use non-standard units** appropriately to **measure lengths**, and **describe** the **inverse relationship** between the **size of a unit** and the **number of units** needed

Sample Learning Goal:

We are learning to measure the length of things in the world around us.

Sample Success criterion:

- I can explain why the unit I have chosen is appropriate.

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.

Return to main room



Breakout Room – Intermediate/Senior

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?

Grading: A Systematic Process

Before	Visualizing and planning ;
During	Organizing, gathering and monitoring evidence of learning ; Selecting relevant data that accurately reflects students' learning;
Near the end	Analyzing trends and patterns in that data; and Interpreting the trends and applying professional judgment to determine a grade for the report card.

Determining a grade or mark

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



According to the provincial policy...

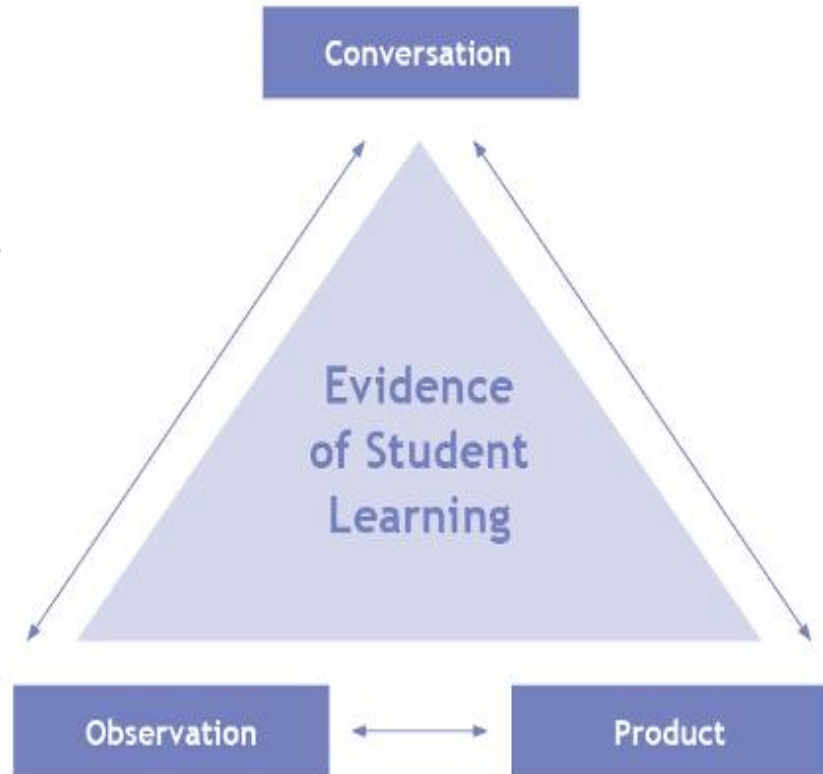
“Teachers will obtain assessment information through a **variety** of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer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

Growing Success (2010), page 34



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
vocabulary checklists
notes from literature circle
observation checklists
portfolio
questioning
presentations
listening
speaking
problem solving
Interactions in group work
peer feedback
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
exit tickets
reader responses
tests
portfolios
checklists
videos
Journals
labs
projects
graphs
presentations
debates



The Achievement chart

Performance standards

The Achievement Chart for Grade 9 English

The achievement chart identifies four [categories of knowledge and skills](#) and four [levels of achievement](#) in mathematics. (For important background, see "[Content Standards and Performance Standards](#)" in the general "[Assessment and Evaluation](#)" section that applies to all curricula.)

Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
The student:				
Knowledge of content (e.g., morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts)	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; opinions; facts; perspectives; 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				
Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
The student:				
Use of planning skills (e.g., identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas)	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, analyzing, identifying 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., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning)	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				
Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
The student:				
Expression and organization of ideas and information (e.g., clarity, logic, coherence) in oral, graphic, 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 style, voice, images, gestures, prosody) in oral, graphic, 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), vocabulary, and terminology of the discipline in oral, graphic, 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				
Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
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 their own knowledge and lived experiences, other texts, the world around them, and First Nations, Métis, and Inuit perspectives and ways of knowing; 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 9 Science

Strand B. Biology:

Overall Expectation

B1. Relating Science to Our Changing World

assess impacts of climate change on ecosystem sustainability and on various communities, and **describe** ways to mitigate these impacts

and

A1. STEM Investigation Skills

apply scientific processes and an engineering design process in their investigations to **develop** a conceptual understanding of the science they are learning, and **apply** coding skills to model scientific concepts and relationships

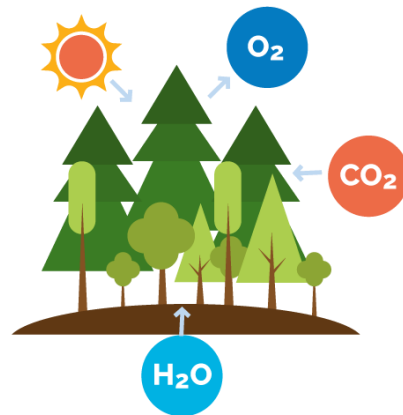


An example...

Learning goals:

We are learning...

- about the dynamic relationship between biodiversity, invasive species, and climate change
- how native species help restore a dynamic equilibrium of ecosystems.



Success Criteria:

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

- ✓ Can identify how climate change has impacted biodiversity in various ecosystems
- ✓ Say, write, or show some of the ways in which native plants contribute to the dynamic equilibrium of Ontario ecosystems
- ✓ Know how and when to apply scientific experimentation skills such as estimating plant populations
- ✓ Other...

Using the Achievement chart

Performance standards

The Achievement Chart for Science and Technology

The achievement chart identifies four [categories of knowledge and skills](#) and four levels of achievement in science and technology. (For important background, see ["Content Standards and Performance Standards"](#) in the main Assessment and Evaluation section.)

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Knowledge of content (e.g., facts, terminology, 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, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording; gathering evidence and data; examining different points of view; selecting tools, equipment, materials, and technology; observing; manipulating materials; proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence, developing solutions, considering diverse perspectives)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., diagrams, models, articles, project journals, reports)	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., to inform, to persuade) in oral, visual, and/or 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, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (e.g., symbols, formulae, International System of Units)	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				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Application of knowledge and skills (e.g., concepts and processes; procedures related to the safe use of tools, equipment, materials, and technology; investigation skills) 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 and processes, safe use of equipment and technology, investigation skills) 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., connections between sciences; connections to everyday and real-life situations; connections among concepts within science and technology; connections involving use of prior knowledge and experience; connections among science and technology and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects)	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
Proposing courses of practical action to deal with problems relating to our changing world	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Opportunities to demonstrate learning...

Feedback to peers on group presentations ✓

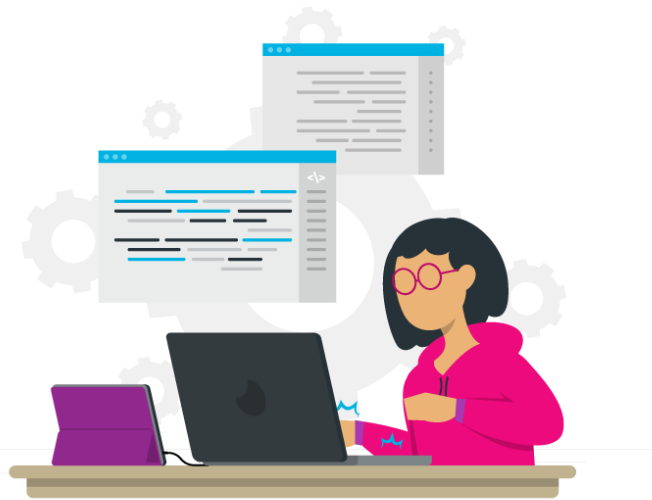
Questions related to scientific models ✓

Contributions to small group discussion about articles/videos ✓

Creation and interpretation of graphs ✓

Presentation ✗

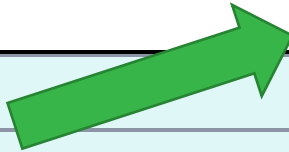
Conversation during/following science experiment ✓



Determining the performance standard..

Application – The use of knowledge and skills to make connections within and between various contexts

Categories	Level 1	Level 2	Level 3	Level 4
	Limited	Some	Considerable	High degree
	The student:			
Application of knowledge and skills (e.g., concepts and processes; procedures related to the safe use of tools, equipment, materials, and technology; investigation skills) 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
Making connections within and between various contexts (e.g., connections between sciences; connections to everyday and real-life situations; connections among concepts within science and technology; connections involving use of prior knowledge and experience; connections among science and technology and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects)	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
Proposing courses of practical action to deal with problems relating to our changing world	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action



Final Evaluations

A final evaluation is intended to provide students with an **opportunity to demonstrate their comprehensive achievement of the overall expectations** for the course.

Thirty per cent of the grade will be based on a **final evaluation** administered at or towards the end of the course.

For **some secondary courses**, a **task-based evaluation** provides a better indication of a students' learning related to the curriculum expectations than a final examination.

Final examinations are still commonplace for many secondary courses in Ontario.

All methods of final evaluation **are intended to be robust and suitable to the course content.**



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.



Return to main room



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 relaxed 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).

Students have been assessed and evaluated against the criteria developed (transparency)

Familiar language that has already be used with students and co-created

Using Success Criteria to Write Report Card Comments

Can be modified for some students, if necessary

Success criteria can clearly identify student strengths and potential next steps

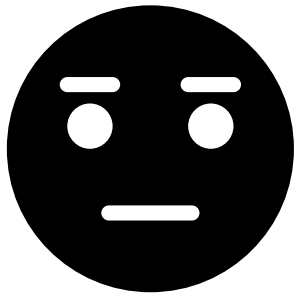
Final thoughts ...

“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.”

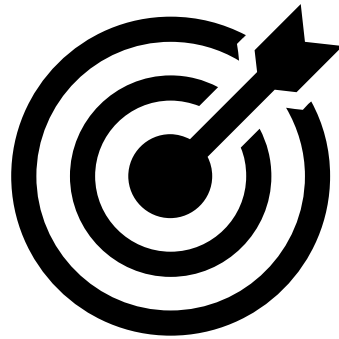
Growing Success, page 54



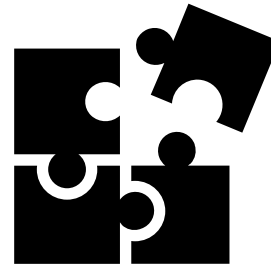
Following up



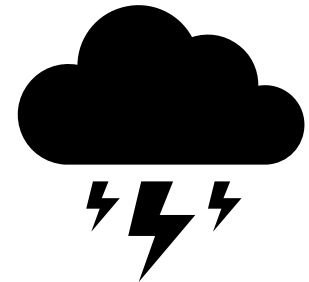
A



B



C



D

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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