

# UNDERSTANDING YOUR CHILD'S ELEMENTARY PROGRESS REPORT CARD

At the Halton Catholic District School Board, school communities exist to foster and exemplify Catholic values. Educational programs, facilitated in the context of faith, promote the intellectual, physical, social and spiritual development of students.

The Elementary Progress Report Card for students in Grades 1–8 is designed to “show a student’s development of the 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.” (*Growing Success Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1–12, 2010 p. 50*)

The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year. In this way, students and parents can gain a better understanding of students’ learning skills and work habits, and students’ learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students’ opportunities for achieving success. (*Growing Success, p. 66*)

Some of the important features of the Elementary Progress Report Card are described below:

IMPORTANT FEATURES	ELEMENTARY PROGRESS REPORT CARD
<b>Learning Skills/Work Habits</b>	<ul style="list-style-type: none"> <li>• Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation</li> <li>• For more information about each Learning Skill/Work Habit, see the chart on the back of this page</li> </ul> <p>Teachers will indicate student development of the Learning Skills/Work Habits by using E, G, S, N to indicate Excellent, Good, Satisfactory, and Needs Improvement.</p>
<b>Subject Areas</b>	<p>Teachers will indicate if student is Progressing Well, Progressing Very Well or Progressing With Difficulty in the Subject Areas.</p> <p><b>Please Note: No marks will appear on the Elementary Progress Report Card.</b></p>
<b>Teacher Comments</b>	<p>Teachers will comment on student strengths and next steps for improvement for all Learning Skills/Work Habits and some Subject Areas.</p>
<b>Parent/Guardian and Student Comments</b>	<p>Parents/guardians and students will have space to comment on the Elementary Progress Report Card.</p>
<b>Sent Home</b>	<p>November</p>
<b>Interviews</b>	<p>Parent–Teacher conferences will be scheduled at a mutually convenient time.</p>

To view the Elementary Progress Report Card templates, please see the Ministry of Education website: <http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html>

The expectations of Catholic Graduates are measured not only in knowledge and skills, but also in attitude, values, and actions. At the core of the Catholic School system is the unique framework for learners called the Ontario Catholic School Graduate Expectations. These distinctive expectations are integrated into the full Catholic school curriculum to help form graduates who are: discerning believers formed in the Catholic faith community – effective communicators – reflective, creative, and wholistic thinkers – self-directed, responsible, lifelong learners – collaborative contributors – caring family members – responsible citizens.

The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. (*Growing Success, p. 12*)



LEARNING SKILLS/WORK HABITS	MINISTRY DESCRIPTION – SAMPLE BEHAVIOURS THE STUDENT:	EXAMPLES OF WHAT A STUDENT IN A CATHOLIC CLASSROOM MIGHT SAY OR DO TO DEMONSTRATE THE LEARNING SKILL OR WORK HABIT, REFLECTED THROUGH THE ONTARIO CATHOLIC GRADUATE EXPECTATIONS:
Responsibility	<ul style="list-style-type: none"><li>• Fulfils responsibilities and commitments within the learning environment</li><li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines</li><li>• Takes responsibility for and manages own behaviour</li></ul>	<p><b>I am a Caring Family Member when:</b></p> <ul style="list-style-type: none"><li>• I participate in classroom and group discussions by speaking and listening in turn.</li><li>• I say “please” and “thank you” and use other language that is appropriate in my Catholic school.</li></ul>
Organization	<ul style="list-style-type: none"><li>• Devises and follows a plan and process for completing work and tasks</li><li>• Establishes priorities and manages time to complete tasks and achieve goals</li><li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li></ul>	<p><b>I am a Responsible Citizen when:</b></p> <ul style="list-style-type: none"><li>• I have my tools and materials ready to start my work.</li><li>• I read all of the instructions before beginning my task.</li></ul>
Independent Work	<ul style="list-style-type: none"><li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals</li><li>• Uses class time appropriately to complete tasks</li><li>• Follows instructions with minimal supervision</li></ul>	<p><b>I am a Responsible Citizen when:</b></p> <ul style="list-style-type: none"><li>• I stay on task until I am finished my work.</li><li>• I know what to do when I am finished my work in class.</li></ul>
Collaboration	<ul style="list-style-type: none"><li>• Accepts various roles and an equitable share of work in a group</li><li>• Responds positively to the ideas, opinions, values, and traditions of others</li><li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions</li><li>• Works with others to resolve conflicts and build consensus to achieve group goals</li><li>• Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li></ul>	<p><b>I am a Collaborative Contributor when:</b></p> <ul style="list-style-type: none"><li>• I show respect to others through my actions and words.</li><li>• I include others in my groups and activities both inside and outside the classroom.</li></ul>
Initiative	<ul style="list-style-type: none"><li>• Looks for and acts on new ideas and opportunities for learning</li><li>• Demonstrates the capacity for innovation and a willingness to take risks</li><li>• Demonstrates curiosity and interest in learning</li><li>• Approaches new tasks with a positive attitude</li><li>• Recognizes and advocates appropriately for the rights of self and others</li></ul>	<p><b>I am a Reflective, Creative and Holistic Thinker when:</b></p> <ul style="list-style-type: none"><li>• I try new activities.</li><li>• I'm not afraid to be wrong. I learn from my mistakes.</li></ul>
Self-regulation	<ul style="list-style-type: none"><li>• Sets own individual goals and monitors progress towards achieving them</li><li>• Seeks clarification or assistance when needed</li><li>• Assesses and reflects critically on own strengths, needs, and interests</li><li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</li><li>• Perseveres and makes an effort when responding to challenges</li></ul>	<p><b>I am a Self-Directed Life Long Learner when:</b></p> <ul style="list-style-type: none"><li>• I know what I do well and what I need to learn to do better.</li><li>• I check in to make sure that I am on track to meet my goals.</li></ul>