

Report Cards in Mathematics

Here's what. So what? Now what?

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The Basics

Report cards at the elementary school level are broken down into the following three reporting periods:

1. progress report card (progressing very well, progressing well, progressing with difficulty) between October 20 and November 20;
2. provincial report card between January 20 and February 20; and
3. second provincial report card end of June.

Report cards should be viewed as an interactive tool. There is space for students and parents to respond to what they see in the report card and an opportunity for interviews. Student's own self-assessment should play a part in their final mark, and new personal learning goals should grow from the report card.

Don't forget: marks are organized in a computer program so it's easiest to track assessment data electronically, and you will need to keep track of your students' information (i.e. phone numbers, addresses, etc).

Tracking Student Performance

The achievement chart is your best friend when it comes to report card writing. It indicates what each level looks like in different areas of learning. When compiling the final mark,. It's important to use a variety of assessment strategies from the four categories of the achievement chart before finalizing marks. In addition, teachers need to keep a student portfolio as evidence of the mark assigned that includes both qualitative and quantitative assessment data.

Performance Indicators

Word choice when writing report cards can be the most challenging step. For starters, choose language that directly, and specifically, reflects what they learned in that subject area. Choose specific tasks they were successful at, or struggled with, directly from the curriculum expectations, but change slightly so the language is parent-friendly.

In general, never comment on the student as a person, but rather their behaviours and skills, and discuss strengths and next steps in a positive and affirming way. Even if a child is performing well in a subject area, there is always opportunity to improve, and similarly if a child is having difficulty in a subject area there are still always strengths to highlight.

When discussing specific levels of performance there are specific words to use to describe that skill and are taken directly from the achievement chart in each curriculum (math pages 22-23). Avoid using declarative statements like 'always' and 'never.'

Level 1	Level 2	Level 3	Level 4
Limited, limited effectiveness	Some, some effectiveness	Considerable, considerable effectiveness	Thorough, high degree of effectiveness

Take-Aways

1. Always identify strengths and next steps, and be specific to the curriculum.
2. Always use positive language and personalize the comment to the student.
3. Use performance indicators and descriptors from the achievement chart to help guide your comments.
4. Be prepared to back up the mark you assigned using a combination of qualitative and quantitative data and a variety of assessment strategies.

Resources

The following resources can help guide you when it comes to report card writing.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p08/di_08_link_rubric/#content

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf> (pages 22-23)

Here's a link to our presentation this evening which has some examples that incorporate the information above.

<https://goo.gl/mogG4G>