

STUDENT PROGRESS REPORT ORDER

Authority: *School Act*, sections 79 (3), 85 (2) (j) and 168 (2)

{ Ministerial Order 191/94 (M191/94).....	Effective September 1, 1994
{ Repeals M17/90	
Amended by M397/94.....	Effective November 28, 1994
Amended by M207/95.....	Effective September 1, 1995
Amended by M639/95.....	Effective December 19, 1995
Amended by M318/96.....	Effective August 21, 1996
Amended by M19/00.....	Effective January 26, 2000
Amended by M32/04.....	Effective February 18, 2004
Amended by M149/04.....	Effective April 26, 2004
Amended by M321/04.....	Effective September 1, 2004
Amended by M101/05.....	Effective April 14, 2005
Amended by M206/07.....	Effective September 2, 2007
Amended by M165/08.....	Effective July 3, 2008
Amended by M269/08.....	Effective November 4, 2008
Amended by M197/11.....	Effective July 21, 2011
Amended by M307/16.....	Effective July 1, 2016
Orders of the Minister of Education	

Interpretation

1 In this order

“board” includes a francophone education authority;

“curriculum” means

- (a) the applicable educational program guide set out in Ministerial Order 333/99, the Educational Program Guide Order, and the subjects set out in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, or
- (b) the local program developed and offered by a board under section 85(2)(i) of the *School Act*, or a francophone education authority under section 166.4 of the *School Act*, or
- (c) a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

“DPA Program Guide” means the Daily Physical Activity Program Guide Kindergarten to Grade 12, referred to in Ministerial Order 333/99, the Educational Program Guide Order;

"Graduation Transitions" means a collection of student documentation that demonstrates that the student has met the standards set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order;

“Graduation Transitions Program Guide” means the Graduation Transitions Program Guide, referred to in Ministerial Order 333/99, Educational Program Guide Order;

“learning outcomes” includes learning outcomes and learning standards as set out in the applicable educational program guide,

“performance scale” means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,

- (a) for students in Kindergarten, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations, or
 - (iii) Approaching Expectations;

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- (b) for students in grade 1 through 3, as one of the following:
 - (i) Exceeding Expectations,
 - (ii) Meeting Expectations,
 - (iii) Approaching Expectations, or
 - (iv) Not Yet Meeting Expectations;

“reporting comments” means comments describing

- (a) what the student is able to do,
- (b) the areas in which the student requires further attention or development, and
- (c) ways of supporting the student in his or her learning;

“second language” means, for a student

- (a) enrolled in an educational program in the English language, a language other than English,
- (b) enrolled in a francophone educational program, a language other than French, and
- (c) who is in French immersion, English Language Arts,

“student” includes a francophone student,

“student progress report” includes documents approved by the board accompanying a student progress report.

“subject” means the areas identified as required areas of study in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order,

“written student progress reports” means those reports required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the School Regulation.

[am. M152/05, am. 226/07, am 165/08; am M307/16]

Student progress reports

2 For the purposes of section 4 (1) (j) of the School Regulation, a teacher must prepare written student progress reports in accordance with the instructions set out in

- (a) Schedule 1 or
- (b) Schedule 2

as directed by the teacher’s board of education.

General requirements for student progress reports

3 Written student progress reports for students in kindergarten through grade 12 must contain

- (a) the school’s name, address and telephone number,
- (b) the student’s name,
- (c) a definition of all letter grades used in the student progress report,
- (d) the number of days that the student was absent during the reporting period,
- (e) the number of days that the student was late during the reporting period,
- (f) a description of the student’s progress as required in the Schedule,
- (g) a description of the student’s behaviour, including information on attitudes, work habits, effort and social responsibility,
- (h) the name of the teacher involved in preparing the report, and the signature of the principal, vice principal or director of instruction, and

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- (i) a statement that the report is on a form ordered by the minister or on a form approved by the board.

Acknowledgement of receipt

4 Written student progress reports for students in kindergarten through grade 7 must contain a place for the signature of the parent to acknowledge receipt of the report.

[am. M129/08; en M307/16]

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

- 1** Written student progress reports for students in kindergarten to grade 3 must include
- (a) a performance scale and reporting comments in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education, and
 - (vi) Arts Education, and
 - (b) in relation to the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
 - (ii) a student self-assessment on core competencies.

Student progress reports for grades 4 and 5

- 2** Written student progress reports for students in grade 4 and 5 must include
- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education
 - (vi) Arts Education, and
 - (vii) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:

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- A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
- (ii) a student self-assessment on core competencies.

3 For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

Student progress reports for students in grades 6 to 9

- 4** Written student progress reports for students in grade 6 through 9 must include
- (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Applied Design, Skills, and Technologies
 - (vi) Career Education
 - (vii) Physical and Health Education
 - (viii) Arts Education, and
 - (ix) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year, a student self-assessment on core competencies.

[en M307/16]

Grades 10 to 12 reports

- 5** (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain
- (a) letter grades, and
 - (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

(3) *REPEALED, M197/11 effective July 11, 2011*

[am. 226/07, am M165/08; am 197/11; am. M307/16]

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Letter grades

6 For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

Reporting Comments for Daily Physical Activity

7 For the purposes of section 7(1)(b) written reporting comments must be in accordance with the DPA Program Guide.

[am. M165/08; am. M269/08; am. M307/16]

Student progress reports for ELL and IEP students

8 (1) In this section
“**IEP**” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“**ELL student**” includes

- (a) a student who is receiving services to assist him or her in becoming proficient in English, and
- (b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“**Students with special needs**” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

(2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.

(4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

(5) Student progress reports referred to in subsection (3) must contain

- (a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and
- (b) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing

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- (i) ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
- (ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

[am M165/08; am M307/16]

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

End of school year report

3 The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies, and

for students in grades 4 to 9,

- (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

[en M307/16]