FOR ONTARIO TEACHERS · GRADES 1 TO 8

Progress Report Readiness Kit

From your notes to a strength and a next step, one student at a time.

Your notes
What you've seen and heard

→

A strength
What the student can do

→

A next step
Where the learning goes next

WHAT'S INSIDE

The fall progress report at a glance 2
Workback checklist 3
Evidence → comment preparation: Grades 1–6 4
Evidence → comment preparation: Grades 7–8 5–6
Learning skills & work habits preparation 7
A worked example: subjects 8
A worked example: learning skills 9
This kit & The Modern Teacher 10

On paper: *for each student, print page 4 (or 5–6) and page 7.*
As a PDF: *for each student, save a copy of the fillable PDF named with their initials, then type in it.*
In Google Docs: *for each student, make a copy with a button below.*

Google Doc: Grades 1–6

Google Doc: Grades 7–8

Visit mrspcreations.ca

Thank you for the care you put into each student's report.

From my classroom to yours,

Mrs. P *Creations*

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START HERE

The Fall Progress Report at a Glance

What the progress report asks of you, from Ontario's *Growing Success* policy.

October 20 – November 20

Your school sets its own due date inside this window.

Learning skills & work habits

Reported first, ahead of subjects.

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

E Excellent
G Good
S Satisfactory
N Needs Improvement

- One comment space for all six skills
- It names strengths and next steps
- The homeroom teacher usually completes it
- Kept separate from subject achievement

Subjects

Check one per subject or strand.

- ☐ Progressing With Difficulty
- ☐ Progressing Well
- ☐ Progressing Very Well

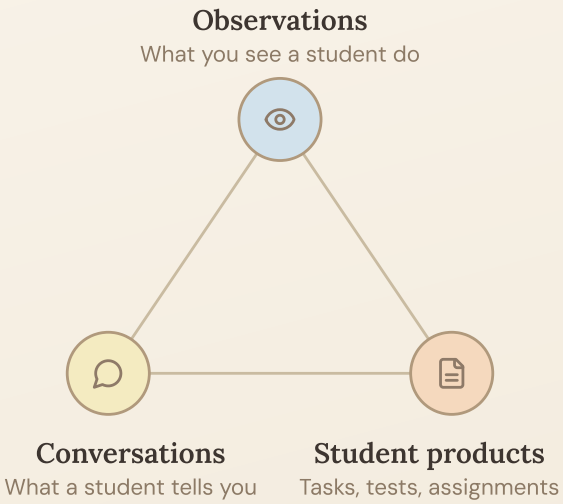
- Check NA if it hasn't been taught yet
- No letter grades or percentage marks

What a strong comment does

- Focuses on what the student has learned
- Describes significant strengths
- Names next steps for improvement
- Uses language a parent will understand
- Avoids repeating curriculum or chart wording
- Helps parents support learning at home

Where evidence comes from

Gather it over time, from three sources.



Source: Ontario Ministry of Education, *Growing Success* (2010), pp. 34, 39, 53, 55–56, 61, 63, 64.

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PLAN THE WEEKS

Workback Checklist

Write your due date, then date each week backward from it.

OUR DUE DATE _____

Four weeks out

Week of _____

- [ ] Write your due date at the top.
- [ ] Ask who writes what for shared students.
- [ ] List what you've taught. Not taught yet gets NA.

Three weeks out

Week of _____

- [ ] Gather observations, conversations and products.
- [ ] Flag thin evidence. Plan a quick check-in.
- [ ] Note which subjects need the IEP or ELL box.

Two weeks out

Week of _____

- [ ] Fill in page 4, or 5–6, for each student.
- [ ] Fill in page 7 for each student.
- [ ] Choose a progress check for each subject.

One week out

Week of _____

- [ ] Draft comments from your strengths and next steps.
- [ ] Read each one aloud. Would a parent follow it?
- [ ] Add one way to help at home.

Due week

Week of _____

- [ ] Check names and pronouns.
- [ ] Submit through your school's process.
- [ ] Put the kit away. Take one evening for yourself.

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GRADES 1–6 · ONE STUDENT PER PAGE

STUDENT _____ GRADE _____

Evidence → Comment Preparation

Work left to right: what you've seen, one strength, one next step. Short notes.

SUBJECT	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Language ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
French ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Mathematics ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Science and Technology ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Social Studies ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Health and Physical Education ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
The Arts ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
_____ ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			

D = Progressing With Difficulty · W = Progressing Well · VW = Progressing Very Well · NA = not taught yet

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GRADES 7–8 · PAGE 1 OF 2

STUDENT _____ GRADE _____

Evidence → Comment Preparation

Work left to right: what you've seen, one strength, one next step. Short notes.

SUBJECT	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Language ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
French ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Mathematics ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Science and Technology ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
History ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			

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GRADES 7–8 · PAGE 2 OF 2

STUDENT _____ GRADE _____

Evidence → Comment Preparation

Work left to right: what you've seen, one strength, one next step. Short notes.

SUBJECT	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Geography ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
Health and Physical Education ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
The Arts ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
_____ ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			
_____ ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☐ VW			

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ONE STUDENT PER PAGE

STUDENT _____ GRADE _____

Learning Skills & Work Habits Preparation

Same flow as the subject pages. Rate each skill, then pick three to write about.

SKILL	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Responsibility ☐ E ☐ G ☐ S ☐ N			
Organization ☐ E ☐ G ☐ S ☐ N			
Independent Work ☐ E ☐ G ☐ S ☐ N			
Collaboration ☐ E ☐ G ☐ S ☐ N			
Initiative ☐ E ☐ G ☐ S ☐ N			
Self-Regulation ☐ E ☐ G ☐ S ☐ N			

MY COMMENT WILL FOCUS ON

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WHAT A FILLED PAGE CAN LOOK LIKE

STUDENT *Jordan (fictional)* GRADE *4*

A Worked Example: Subjects

Page 4 for an invented Grade 4 student. Notice how short each note is.

SUBJECT	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Language ☐ IEP ☐ ELL ☐ NA ☐ D ☑ W ☐ VW	*Reads chapter books on own. Retells in detail at conferences. Journal entries short, few changes.*	*Retells the main events of a story in order, with detail.*	*Add one detail or example to each paragraph when revising.*
French ☐ IEP ☐ ELL ☐ NA ☐ D ☑ W ☐ VW	*Joins songs and daily routines. Answers greeting questions out loud.*	*Uses familiar greetings with confidence.*	*Answer questions with a short full sentence.*
Mathematics ☐ IEP ☐ ELL ☐ NA ☐ D ☑ W ☐ VW	*Exit tickets: multiplication strong. Explains with arrays. Mixes up which fraction is larger.*	*Explains multiplication strategies using arrays.*	*Use a drawing to check which of two fractions is larger.*
Science and Technology ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☑ VW	*Outdoor investigation log: careful, labelled notes. Asks lots of questions.*	*Records careful, detailed observations.*	*Use observations to explain a conclusion.*
Social Studies ☐ IEP ☐ ELL ☐ NA ☐ D ☑ W ☐ VW	*Strong ideas in group talk. Research notes copied word for word.*	*Shares ideas that move a group discussion forward.*	*Put research notes into own words.*
Health and Physical Education ☐ IEP ☐ ELL ☐ NA ☐ D ☐ W ☑ VW	*Full effort in gym. Cheers on teammates, including the other team.*	*Shows fair play and encourages others.*	*Explain how a strategy helped the team.*
The Arts ☐ IEP ☐ ELL ☐ NA ☐ D ☑ W ☐ VW	*Sketchbook shows planning. Quiet during drama; won't share yet.*	*Plans artwork with small thumbnail sketches first.*	*Share one idea during drama warm-ups.*

FROM THE MATHEMATICS ROW TO A COMMENT

Jordan uses arrays to explain multiplication strategies and can show how rows and columns make a product. A next step is to use a drawing to check which of two fractions is larger. At home, Jordan could fold paper strips into halves, thirds and quarters and compare the pieces.

WHY IT WORKS

- ✓ Names something Jordan has learned
- ✓ One clear next step
- ✓ Plain words a parent understands
- ✓ One way to help at home

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WHAT A FILLED PAGE CAN LOOK LIKE

STUDENT *Jordan (fictional)* GRADE *4*

A Worked Example: Learning Skills

Page 7 for Jordan. Six skills rated, one comment focused on three.

SKILL	1 WHAT I'VE SEEN	2 ONE STRENGTH	3 ONE NEXT STEP
Responsibility ☐ E ☑ G ☐ S ☐ N	*Hands in most work on time. Forgets library book most weeks.*	*Completes and hands in work on time.*	*Check the planner before leaving each day.*
Organization ☐ E ☐ G ☑ S ☐ N	*Binder messy. Loses handouts. Math notebook tidy.*	*Keeps the math notebook in order.*	*File handouts in the binder the same day.*
Independent Work ☐ E ☑ G ☐ S ☐ N	*Starts tasks right away. Tries before asking for help.*	*Tries a problem before asking for help.*	*Check work against the success criteria.*
Collaboration ☑ E ☐ G ☐ S ☐ N	*Leads science group. Makes sure everyone gets a turn.*	*Includes every group member.*	*Share the leader role with others.*
Initiative ☐ E ☑ G ☐ S ☐ N	*Lots of questions in science. Won't volunteer in drama.*	*Asks questions that go past the task.*	*Try a new role, like sharing in drama.*
Self-Regulation ☐ E ☐ G ☑ S ☐ N	*Frustrated when math gets hard. Walks away.*	*Calms down after a short break.*	*Name one strategy to use when stuck.*

MY COMMENT WILL FOCUS ON

Strengths: Collaboration and Initiative, from the science group. Next step: Organization.

FROM THE PAGE TO A COMMENT

Jordan is a thoughtful group member. During science investigations, Jordan makes sure each person gets a turn to share and asks questions that go past the task. A next step is to keep handouts organized by filing them in the binder the same day. At home, Jordan could pack the binder with a family member each evening.

WHY IT WORKS

- ✓ Collaboration as a strength
- ✓ Initiative as a strength
- ✓ Organization as the next step
- ✓ One way to help at home

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AFTER THE KIT

This Kit & The Modern Teacher

The kit works one student at a time. The Modern Teacher holds your whole class list.

The Kit

Your notes

↓

A strength

↓

A next step

- One student, on paper or in a fillable PDF
- Free, with no email or sign-up

The Modern Teacher

Class list

↓

Custom student tracker

↓

Report Card Comment Builder

- 63,272 comments and next steps
- Grades 1–8
- Assessment Tracker

The Modern Teacher is designed to keep student information limited. We recommend using first names or initials and reviewing any guidance your school or board provides for classroom digital tools.

After the reports go home

Five minutes while it's fresh, for next time.

WHAT WORKED

START EARLIER NEXT TIME

ONE THING TO DROP

You make the calls on this report. The kit holds your notes while you do.

Learn more at mrspcreations.ca

Visit mrspcreations.ca

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