



# St. Albert Catholic School

1125 Midland Avenue  
Toronto, Ontario M1K 4H2  
416-393-5335



Dear Parent(s)/Guardian(s),

As you are aware, the fall Progress Report Card places a strong emphasis on the development of students' learning skills and work habits. Students' achievement of six learning skills and habits are shown on the front page of the Progress Report Card. These are: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative, and (6) Self-Regulation. The development of these skills and habits will be reported as "Excellent", "Good", "Satisfactory" or "Needs Improvement" and a large space is provided for teacher comments about students' strengths and areas for improvement. It is abundantly evident that a student's ability to master these "skills" and develop these "habits" form the foundation for not only continued academic success in elementary/secondary school, but they are also important for success in post-secondary school and outside school (i.e., in the work force and life in general).

Ministry of Education policy places an emphasis on teachers using the Ontario Progress Report Card as a stepping stone to conduct rich discussions and proactive interviews or conferences with parents and students at this time. This is an opportunity to help establish or further strengthen a positive tone for the remainder of the year. Communication and collaboration is critically important.

The following are some points to consider when reading the Ontario Provincial Report.

### **When reporting on Strengths/Next Steps for Improvement:**

The teacher will mark "Progressing with Difficulty", "Progressing Well", or "Progressing with Difficulty" in each Subject area to highlight your child's general progress towards the achievement of curriculum expectations in all subject areas. The Progress Report is a starting point and provides an opportunity for parents-student- teacher dialogue to occur all for the purpose of ensuring the best possible conditions for academic success to happen.

### **Learning Skills and Work Habits**

The development of learning skills and work habits is an integral part of student learning. Students develop and consolidate these skills with the support of their parents and teachers. By separating learning skills and work habits from the achievement of the curriculum expectations, the teacher is able to provide information to the parent that is specific to each of the two areas.

Learning skills are determined through ongoing assessment of student behaviours. The Progress Report reflects the time period in which the skills are being developed, strengthened, and recorded. Based on daily interactions with students, teachers describe the skills which have been demonstrated most consistently and most recently.

Both the Progress Report and the Report Card reflect the student's development of learning skills and work habits. Space is provided for classroom teachers to comment on the development of the six learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

### **Responsibility Skills**

The child shows that his/her personal learning is important by:

- participating (sharing)
- listening to the teacher and others
- following directions on his/her own
- finishing his/her work on time and with care
- following the class/school rules

### **Organization Skills**

The child shows he/she is ready for learning by:

- sharing and returning his/her agenda daily
- completing and returning homework on time and with care
- keeping her/his desk and coat area neat and tidy
- knowing where to find her/his supplies to do a required task

### **Independent Work Skills**

The child shows he/she can work on his/her own by:

- following class rules without reminders
- beginning her/his work right away and completing it during class time
- working independently or asking others for help before asking the teacher

### **Collaboration Skills**

The child shows he/she can work with others by:

- working with different classmates at different times
- taking turns to speak and listening to others in the group/class
- saying positive words of encouragement/support
- solving problems with helping words and actions
- helping and sharing tasks

### **Initiative Skills**

The child shows that he/she cares about his/her learning and knows what needs to be done by:

- approaching new tasks with a positive attitude
- showing enthusiasm and interest in new topics/subjects

### **Self-regulation Skills**

The child shows that he/she is in charge of his/her own learning by:

- focussing on a task without distracting him/herself or others in the group/class
- not giving up if the work is too hard
- putting an extra effort into getting his/her work done to the best of his/her ability

**For more information and details about the Learning Skills and Work Habits, please visit:**

<https://www.tcdsb.org/schools/stalbert/parents/Pages/Reports-and-Interviews.aspx>

You can read and/or download the [Progress Report Family Guide](#)

Parents ask, *“What’s the difference between the Progress Report and the Report Card?”*

**The Progress Report Card** ----> captures **general progress in working towards** achievement of curriculum expectations and your child’s development of learning skills and work habits during the fall of the school year. It’s a snapshot and an early opportunity to provide timely feedback early enough in the year so as to set the path for achievement during the rest of the year. The work habits and learning skills will continue to be explicitly taught, modelled, and assessed throughout the year.

**The Provincial Report Card** ----> captures **achievement of expectations** at two points in the school year and your child’s development of learning skills and work habits during two periods of the school year (February and June). It further provides check-in points to collaboration and discussion between parents-teacher-student.

Regards,

J. Masciarelli