

FREE PLANNER · GRADES 1-8 · 2026-27

Report-Card Week Planner

Ontario & Manitoba

An evidence checklist and a comment-writing timeline that work backwards from your school's due date, so the last week is for checking, not scrambling.

ONTARIO

Three formal reports

- **Elementary Progress Report Card:** between October 20 and November 20
- **First Elementary Provincial Report Card:** between January 20 and February 20
- **Second Provincial Report Card:** towards the end of June

Source: *Growing Success* (2010), p. 53. Ontario's "Student assessment, evaluations and report cards" page (updated August 13, 2026) gives the same windows and notes that boards set exact dates.

Since June 2026, boards must send paper copies of Kindergarten to Grade 8 end-of-term report cards home (ontario.ca *Growing Success* updates page).

MANITOBA

Three reporting periods

- **Term 1** report
- **Term 2** report
- **Final June** report

Source: *Manitoba Provincial Report Card Policy* (Revised 2026), §2.3, Grades 1 to 8. The policy does not set calendar dates; your school or division does. Manitoba Education posts 2026-2027 report card templates for Grades 1 to 6 and Grades 7 and 8.

What's inside

- **Page 2** Comment-writing timeline: 15 school days back from the due date
- **Page 3** Evidence checklist, before you grade
- **Page 4** Class evidence tracker (observations, conversations, products)
- **Page 5** Comment planner: a frame to fill in, not a comment bank
- **Page 6** My report-card week
- **Page 7** Ontario and Manitoba side by side, with sources

Fill these in first

Report type / term _____

Marks and comments due to admin _____

Admin returns edits by _____

Report cards go home _____

Interviews / conferences _____

Honest limits. This is a planning tool. It contains no ready-made report card comments. Your board's or division's procedures, software and deadlines come first; where they differ from this planner, follow them. The policy points here are summaries of the named documents, checked on 16 October 2026.

COMMENT-WRITING TIMELINE

Work backwards from *the due date*

Numbers are school days before marks are due to admin. Stretch or squeeze to fit your calendar. Policy notes are summaries; see page 7 for sources.

DAYS	STEP	ONTARIO	MANITOBA	DATE · DONE
15	Set the dates Write the admin due date, the send-home date and any interview dates on page 1. Count back in school days and fill in the date column.	Your report's window: see page 1 (fall, winter or June). Boards set exact dates.	Term dates are set locally. Check your division calendar.	☐
14	Run the evidence checklist Use page 3 for the whole class. Mark students whose evidence is thin in any subject or category.	Evidence comes from observations, conversations and student products (GS p. 39).	Grades rest on evidence of learning against curricular outcomes (§2.5).	☐
12	Close evidence gaps Plan short conferences, observations or a task for each flagged student. Log them on page 4.	Use the most consistent level, with special consideration to more recent evidence (GS p. 39).	Families are told the most recent and consistent evidence is used (MB Q&A, Gr 1–8).	☐
10	Rate learning skills Rate them apart from achievement. Jot one observed example per student to use later in comments.	Six skills: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-regulation. Scale E, G, S, N.	Three categories: Personal management, Active participation in learning, Social responsibility. Scale C, U, S, R (§5.1).	☐
8	Decide grades Make a professional judgment for each student and subject; record the evidence you relied on.	Progress report: Progressing With Difficulty, Well or Very Well. Provincial: letter grades Gr 1–6, percentages Gr 7–8.	Ordinal 1–4 (or ND) for each subject category; Gr 7–8 add an overall percentage (§4).	☐
6	Draft comments Use page 5. Lead with a specific strength, add one clear next step, and use language a family will understand.	Focus on what was learned, significant strengths and next steps; avoid repeating curriculum wording; suggest home support (GS p. 64).	Personalized; strengths, key challenges and next steps; required for each subject, each period (§6.1).	☐
4	Check alignment Read each comment beside its grade: do they tell the same story? Check names, pronouns and character limits.	For an R (Gr 1–8), describe the remedial measures or strategies planned (GS p. 65).	Comments are required for a level 1 or ND (§6.1); comment language should align with the reported grade (§6).	☐
3	Proofread Read aloud or swap with a colleague. Fix spelling, repeated openers and jargon.			☐
2	Submit Enter everything in your board or division system and submit to admin.			☐
0	Send home and follow up Note families to contact first and prepare for interviews or conferences.	End-of-term report cards only: K–8 paper copies go home (since June 2026). Fall progress report: paper is a board choice.	Delivery and return methods are a local decision (§2.2).	☐

EVIDENCE CHECKLIST

Is the evidence *ready*?

Run this 14 school days before marks are due. Anything unticked goes on the gap list below.

Before you grade

- ☐ I have a list of the outcomes or expectations taught this term, by subject.
- ☐ Each student has evidence from more than one source: observations, conversations and products.
- ☐ Evidence is dated, so I can see what is most recent.
- ☐ Group work is evaluated for each student individually.
- ☐ Missing or incomplete work is noted, with what I did to follow up.
- ☐ Accommodations, modifications or EAL/ELL programming are noted where they affect what I report.

Learning skills

- ☐ I have at least one specific, observed example for each skill or category I will comment on.
- ☐ Learning skills ratings are kept separate from achievement grades.
- ☐ Attendance, behaviour and effort are not part of the achievement grade (Manitoba states this in §5; Ontario reports learning skills separately).

Ready to write

- ☐ Students with thin evidence have had a conference, observation or task to fill the gap.
- ☐ I know which students will need a comment explaining a low grade (ON: R; MB: level 1 or ND).
- ☐ I have checked the character limits and comment fields in our reporting software.
- ☐ My admin due date and send-home date are on page 1.

Gap list

STUDENT	SUBJECT / CATEGORY	WHAT IS MISSING	PLAN (CONFERENCE, OBSERVATION, TASK)	DONE
				☐
				☐
				☐
				☐
				☐
				☐

Observations, conversations, *products*

STUDENT																		
	O	C	P	O	C	P	O	C	P	O	C	P	O	C	P	O	C	P
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐															

© Milestone Teachers | Created by an Ontario Certified Teacher · Free to print for your own classroom

COMMENT PLANNER

Plan the comment *before* you write it

1

Strength, with evidence
What can this student do now that they could not do before? Name the skill and the piece of work, conversation or observation that shows it.

2

One next step
The most useful thing to work on next. Make it specific and doable this term. Manitoba also asks you to name key challenges.

3

Support or follow-up
Ontario: how the family can support learning at home. For an R, describe the remedial plan. Manitoba: a level 1 or ND always needs a comment. Both: what you will do in class.

STUDENT · SUBJECT	1 STRENGTH + EVIDENCE	2 NEXT STEP	3 SUPPORT / PLAN

Before you submit: read each comment against this list

☐ Only this student could have received it.

☐ It describes learning, not a list of topics covered.

☐ It is about this reporting period only.

☐ It matches the grade or level reported.

☐ A family member would understand every word.

☐ It is respectful and avoids absolute words like "always" or "never".

These checks summarize Growing Success, p. 64, and §6 of Manitoba’s policy (6.1 Requirements and “Meaningful Comment Writing Practices”).

MY REPORT-CARD WEEK

The last five days, *one at a time*

Use it for the week marks are due. Keep each day's list short: three must-dos is plenty.

Monday MUST DO STUDENTS TO FINISH DONE	Tuesday MUST DO STUDENTS TO FINISH DONE	Wednesday MUST DO STUDENTS TO FINISH DONE	Thursday MUST DO STUDENTS TO FINISH DONE	Friday MUST DO STUDENTS TO FINISH DONE
---	--	--	---	---

Protect your time Blocks I am booking for comments What I am saying no to this week Colleague for a proofreading swap	Families to contact before reports go home
---	---

QUICK REFERENCE

Ontario and Manitoba, *side by side*

	ONTARIO	MANITOBA
Reporting periods, Gr 1–8	Fall progress report (Oct 20 to Nov 20), provincial report card (Jan 20 to Feb 20), provincial report card (end of June). GS p. 53	Term 1, Term 2, final June report. Dates set locally. §2.3
Achievement	Progress report: Progressing With Difficulty / Well / Very Well. Provincial: letter grades Gr 1–6; percentage marks Gr 7–8. GS ch. 6	Ordinal 1–4 or ND in every subject category; Gr 7–8 also an overall percentage. §4
Evidence	Observations, conversations and student products; most consistent level, with special consideration to more recent evidence. GS p. 39	Based on evidence of learning against curricular outcomes; most recent and consistent evidence (parent Q&A). §2.5
Learning skills	Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-regulation; E, G, S, N. GS pp. 11, 55	Personal management, Active participation in learning, Social responsibility; C, U, S, R. Gr 1–6 once per report; Gr 7–8 per subject. §5
Comments	What was learned, significant strengths, next steps; plain language; how to support at home. Personalized comments over prepared standard ones. GS p. 64	Personalized; strengths, key challenges, next steps; each subject, each period; current term only; no content summaries. §6.1
Low results	For an R (Gr 1–8), describe remedial measures or strategies. GS p. 65	Comment required for level 1 or ND (Gr 1–8). §6.1
Paper copies	K–8 end-of-term report cards go home on paper, from June 2026 (ontario.ca updates)	Delivery and return methods are a local decision. §2.2

Sources (all checked 16 October 2026)

- Ontario Ministry of Education, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (First Edition, Grades 1 to 12, 2010)*. Ontario notes that updates made since 2010 are listed on its web page rather than in the PDF: [ontario.ca Growing Success page](https://ontario.ca/Growing-Success-page) (updated October 14, 2026).
- Ontario, [Student assessment, evaluations and report cards](#) (updated August 13, 2026).
- Manitoba Education and Early Childhood Learning, *Manitoba Provincial Report Card Policy: Partners for Learning, Grades 1 to 12 (Revised 2026)*, and Provincial Report Card Q&A for Parents/Caregivers, Grades 1 to 8: edu.gov.mb.ca/k12/assess/report_cards/

GS = Growing Success (page numbers are the printed page numbers). § = section of the Manitoba policy. This page summarizes; the documents themselves are the authority.

More free planning tools

New free planners for Canadian teachers are added at milestoneteachers.com.