



ASSESSMENT AND EVALUATION FOR CATHOLIC ELEMENTARY SCHOOLS

(Revised - February, 2007)

Mission Statement

“To serve the Catholic student of London District in a community that nurtures a living faith and provides a quality Catholic education that enables the individual to become a contributing member of the Church and Society.”

To Principals and Teachers:

One of the purposes of assessment is to inform educational decisions made by teachers, students, parents and principals. Assessment systems accomplish this purpose by aligning curriculum standards, performance levels and assessment methods.

This December 2006 revision of *Assessment and Evaluation for Catholic Elementary Schools* represents the work of a very dedicated committee chaired by Jim McTavish, the board's Consultant in Measurement and Evaluation. The document is designed to support teachers in the planning and implementation of appropriate assessment, evaluation and reporting principles. As such, it will be valuable reference for teachers in their professional endeavours to improve student learning. The use of *Assessment and Evaluation for Catholic Elementary Schools* throughout the system has been approved by the trustees.

On behalf of the board, I would like to offer a sincere thank you to the members of the Committee who identified current issues surrounding assessment evaluation and reporting, selected the components in this document and provided valuable insight as the updated content was developed. The successful completion of this endeavour was only realized as a result of the hard work and commitment of this committee whose members were:

Ken Borris	Siobhan Hutcherson
Helene Diesbourg	Joan Lewis
Kathleen Fraumeni	Andre Lisowyk
Patricia Friedrich	Dorothy Palmer
Sharon Gillies	Angela Paolo
Linda Groen	Chris Quinn
Judith Harrigan	Gerarda Smith-Hillier
Mary Holmes	Mary Stapleford

I would also like to thank Tamara Nugent, Senior Administrator in Program Services for her contributions to Section 8 on reporting for exceptional students.

Catherine Sexton
Superintendent of Education, Program

December, 2006

TABLE OF

Message from Superintendent and Acknowledgments

1. Introduction.....	3
2. Beliefs	4
2.1 Ontario Catholic School Graduation Expectations	
3. Principles of Quality Classroom Assessment and Evaluation	5
4. The Achievement Charts.....	6
4.1 Achievement Chart Levels	
5. Assessment	7
5.1 The Process of Assessing	
5.2 When to Assess	
5.3 Planning for Assessment	
5.4 Sample Assessment Tools	
5.5 The Processes of Assessment	
5.6 Assessing Learning Skills	
5.7 Exemplars	
5.8 Record Keeping of Assessment Information	
6. Evaluation.....	14
6.1 Linking Assessment and Evaluation	
6.2 Evaluation of Student Achievement of Expectations	
6.3 Sample Evaluation Tools	
6.4 Tracking of Student Achievement	
6.5 Evaluation of Learning Skills	
7. Grading	18
7.1 Letter and Percentage Grade Conversion Chart	
7.2 Use of “R”/Below 50	
7.3 Student Success Plan	
8. Reporting Student Achievement.....	22
8.1 Guidelines for Reporting	
8.2 Reporting Achievement for Students Who Have Been Formally Identified as Exceptional	
8.3 Reporting for Non-Identified Students	
8.4 Dates for Reporting to Parents	
8.5 Components of an Effective Report Card	
8.6 The Role of the Principal in Report Card Writing	

The primary purpose of assessment and evaluation is to improve student learning

This revision has been produced by a committee of teachers and principals from elementary schools in the system as well as staff of the Program Department. It reflects changes that have been incorporated in the resource document Education for All and recent updates to The Ontario Curriculum and the latest Ministry initiatives. It has three purposes:

- to describe the practices endorsed by the London District Catholic School Board on assessment, evaluation and reporting of student achievement in the context of Ministry of Education policies
- to identify practices to be used in all elementary schools to promote consistency across the system
- to provide a resource for teachers and administrators on issues related to assessment, evaluation, reporting and communicating with students and their parents.

2. BELIEFS

Assessment, evaluation and reporting practices in the schools of the London District Catholic School Board are conducted in the faith-centred environment of Catholic education. Accordingly, administrators and teachers

- honour the dignity and uniqueness of students and enhance their formation as disciples of Jesus Christ
- encourage a standard of excellence for each student's learning
- communicate the joy and hope of our Catholic faith throughout the learning process, through prayer, reflection, fellowship and the celebration of the giftedness of the children and staff in our schools.

2.1 ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

“Distinctive expectations for graduates of Catholic schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition.... Catholic education views human life as an integration of body, mind, and spirit.... The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.”
(Ontario Catholic School Graduate Expectations. Institute for Catholic Education.)

These expectations can be seen as a description of “life roles” **for our students and are applicable to all learners in our Catholic schools from the JK level to our high school graduates.** The document should be the foundation of all our daily classroom instruction.

The graduate should be

- a discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living
- an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- a reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- a self-directed, responsible, life-long learner who develops and demonstrates their God-given potential
- a collaborative contributor, who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
- a caring family member who attends to the family, school, parish, and the wider community
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

3. PRINCIPLES OF QUALITY CLASSROOM ASSESSMENT AND EVALUATION

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that

- address both what students learn and how well they learn
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the Ontario curriculum policy document for each discipline
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction, and the needs, experiences and learning styles of the students
- are fair to all students
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP)
- accommodate the needs of students who are learning the language of instruction (English or French)
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- include the use of samples of students' work that provide evidence of their achievement
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.

(Effective Elementary Assessment and Evaluation Classroom Practices – A Resource Document. p.36)

4. THE ACHIEVEMENT

The achievement chart is a standard province-wide guide to be used by teachers in a variety of ways.

The purpose of the **Achievement Charts**, found in each curriculum document, is to:

- provide a framework that encompasses all curriculum expectations for all courses in all grades and subjects;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

Each chart is organized into four broad categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. These categories are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

NOTE: A task-specific rubric contains criteria and descriptions of achievement that relates to a specific task. It uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task.

4.1 ACHIEVEMENT CHART LEVELS

Level 4	Level 4 identifies a high degree or thorough level of achievement. It is above the provincial standard. It does NOT mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that he or she demonstrates thorough knowledge and understanding of content and the ability to use skills with a high degree of effectiveness. Achievement may be described as being very high to outstanding
Level 3	<i>Level 3 is the provincial standard.</i> It identifies a considerable level of achievement. Parents of students achieving at Level 3 can be confident that their children will be prepared for work in the next grade.
Level 2	Level 2 identifies some level of achievement. It is below but approaching the provincial standard.
Level 1	Level 1 identifies a limited level of achievement. It is below the provincial standard.

R/Below <u>Level 1</u>	Identifies insufficient achievement of the curriculum expectations. It indicates the need for remediation and parent involvement.
-------------------------------	---

NOTE: A good strategy for teachers would be to post an enlarged version of the achievement chart. Students need to generally understand the key components. Discussions should take place around the descriptors. There is a lot of information so it would be helpful to break down the components during instruction. A simpler, student version or summary could be prepared as a reference for students.

5. ASSESSMENT

Assessment is the process of gathering information from a variety of sources to provide students with descriptive feedback that guides their efforts towards improvement.

5.1 PREPARING FOR ASSESSMENT

For any type of assessment,

1. Always know the purpose for assessment.
2. Decide what type of information is needed.
3. Decide which assessment tool will best give the information required
4. Ensure that parents or guardians are informed about assessment practices.

5.2 WHEN TO ASSESS?

Assessment activities are done prior to, during, and at the end of instruction.

5.2.1 ASSESSMENT PRIOR TO LEARNING

Assessment that is done prior to learning is called diagnostic assessment.

It is done *before a skill or concept is taught*

It is an example of assessment *for* learning.

It is done informally and *is never used to evaluate a student.*

It enables teachers to determine

- starting points for teaching and learning
- the extent of student prior knowledge or skill level
- student interests, attitudes or learning styles
- the breadth and depth of learning activities needed
- the strengths and weaknesses of students prior to beginning a unit

- the status of the student, or groups of students, in relation to the expectations that will be encountered during the unit or course.
- the culture of a class

5.2.2 ASSESSMENT DURING THE LEARNING PROCESS

Assessment that occurs during the learning process is called formative assessment.

It is done *while a skill or concept is being taught*.

This is also assessment *for learning – opportunities for practice*.

It is also used to provide feedback to students and to guide instruction, *rather than to evaluate*.

It enables teachers to

- monitor, support and motivate students' continuous progress toward achievement of expectations
- set and share criteria for assessments with students
- provide opportunities for peer and student self assessment
- determine when additional activities are needed to further student learning.
- incorporate, as appropriate, accommodations into the design of assessment activities to support individual learning needs.
- record data and refer to it to support professional judgment in cases where the summative evidence provided by the student has been affected by such things as illness, missed assignments etc.

5.2.3 ASSESSMENT AT THE END OF THE LEARNING PROCESS

Assessment done at the end of the learning process is called summative assessment (or simply evaluation).

It is done *after sufficient assessment for learning opportunities have been provided*.

It is assessment *of learning*.

It is used to *assign a value to represent the quality of a student's work*.

It enables teachers to:

- evaluate student achievement by applying the performance indicators for all four categories of the achievement charts
- make formal judgments about a student's progress and achievement of expectations and determine a report card grade.
- provide students with the opportunity to synthesize knowledge and skills and demonstrate their achievement.
- provide feedback to students that will help them improve their achievement in the future.

5.3 PLANNING FOR ASSESSMENT

To ensure student success:

1. Clearly identify what students are expected to know, understand and be able to do.

- Communicate this information to students.
- Ensure that parents or guardians are actively involved or consulted, when appropriate.

2. Determine how students will demonstrate the required knowledge, understanding and skills.

- Make clear to students the criteria on which the tasks will be assessed
- Design a marking scheme or rubric prior to the assessment
- Provide the marking scheme or rubric to students prior to an assessment
- Consider accommodations and modifications that may need to be made for some students.

3. Decide on the appropriate instructional strategies, resources and materials to be used to enable student learning.

- Choose activities that will best develop the students’ abilities to achieve the expectations.

5.4 SAMPLE ASSESSMENT TOOLS

FOR LEARNING

Diagnostic	Formative	Self and Peer Assessment
<p>Surveys, e.g.,</p> <ul style="list-style-type: none"> • Attitudes • Interests <p>Focussed Observations based on student responses, e.g.,</p> <ul style="list-style-type: none"> • Shared Reading • Guided Reading <p>Student Profile (based on <u>Education For All</u>)</p> <ul style="list-style-type: none"> • Educational History • Academic Information • Socio-Affective Information <p>Checklists, e.g.,</p> <ul style="list-style-type: none"> • Prior Knowledge • Reading Strategies <p>Informal Observations, e.g.,</p> <ul style="list-style-type: none"> • Group Work • Use of Materials • Class Discussions 	<p>Focussed Observations based on student responses, e.g.,</p> <ul style="list-style-type: none"> • Cooperative Math Problem Solving using manipulatives • Literature Circles • planning and performing oral presentations <p>Teacher/student Conferences e.g.,</p> <ul style="list-style-type: none"> • Book Talks • Writing Process • Science Experiments <p>Checklists e.g.,</p> <ul style="list-style-type: none"> • Journal entry • Designing an investigation • Homework Check <p>Rating Scales e.g.,</p> <ul style="list-style-type: none"> • Learning Skills • Listening and Speaking • Peer/Self Assessments 	<p>Rubrics</p> <p>Checklists</p> <p>Conferencing</p> <p>Observation</p> <p>Think, pair, share</p> <p>Four corners</p> <p>Discussion web</p> <p>Jigsaw</p> <p>Discussion partners</p> <p>Proof reading without partners</p> <p>Work in pairs to reach consensus on practice homework</p> <p>Checking solutions against a solutions manual</p>

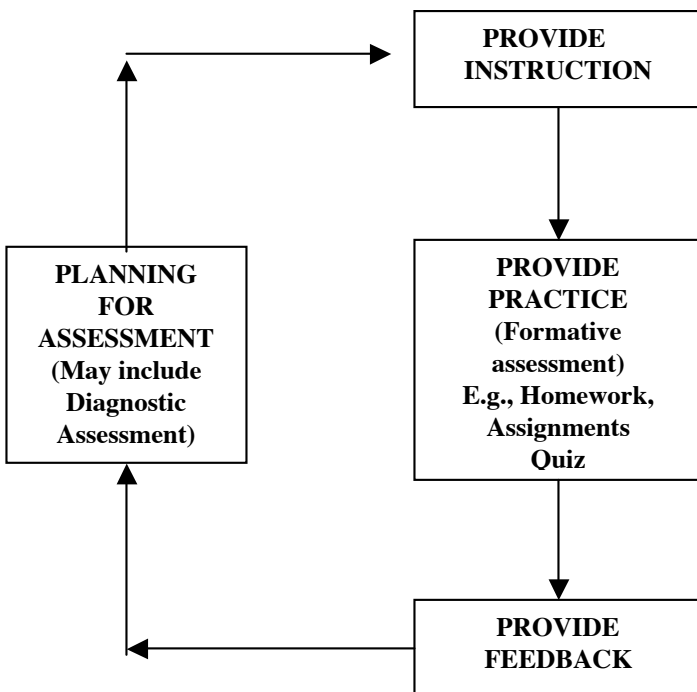
Teacher/Student Conferences, e.g., <ul style="list-style-type: none"> • Reading • Writing • Math Pencil and Paper Tasks, e.g., <ul style="list-style-type: none"> • Unit Pre-Tests • KWL Charts • Journal Entries 	Pencil/Paper Tasks e.g., <ul style="list-style-type: none"> • Math Journal/Logs • Practice/mastery quizzes • Response journals 	
---	---	--

Teachers will select appropriate tasks that will best demonstrate progress toward achievement of the **overall curriculum expectations**.

When assigning tasks to students, teachers should make clear to students the criteria on which the tasks will be assessed (e.g., provision of a rubric, marking scheme, etc.).

The use of peer and self-assessment is encouraged in all courses; however, peers need to know what they are looking for in order to give good, valid feedback. Self-assessment is a tool to help students understand more about their learning

5.5 THE PROCESSES OF ASSESSMENT



5.6 ASSESSING LEARNING SKILLS

- Learning Skills must be purposefully taught
- Develop appropriate rubrics and tracking tools
- Share criteria with students
- Teach, model and provide practice
- Provide feedback

METHODS OF GATHERING DATA

- Observation
- Direct assessment
- Anecdotal reports
- Conferencing
- Checklists
- Rating scales
- Rubrics

5.7 EXEMPLARS

Exemplars are samples of student work. Sample exemplars are available for each Ministry of Education curriculum document and each grade. Copies should be available in each school. They can also be found on-line at <http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

EXEMPLARS CONNECTED TO ONTARIO CURRICULUM:

- **The Ontario Curriculum - Exemplars, Grades 3, 6 and 8: The Arts - Drama and Dance**
- **The Ontario Curriculum - Exemplars, Grades 2, 4, 6 and 8: Health and Physical Education**
- **The Ontario Curriculum - Exemplars, Grades 7 and 8: History and Geography**
- **The Ontario Curriculum - Exemplars, Grade 1-8: Mathematics**
- **The Ontario Curriculum - Exemplars, Grades 1-8: Science and Technology**
- **The Ontario Curriculum - Exemplars, Grades 1-8: Year-end Writing Task**
- **The Ontario Curriculum – Exemplars, Grades 1-8: Reading [hard copy only]**
- **EQAO Anchor books**
- **Impact Math, Grades 7 and 8**
- **CCC Mid-Year Assessment, Grades 1-6 and 8**

Purpose

1. To show the characteristics of student work at each of the four levels of achievement for each grade.
2. To demonstrate the use of clear criteria applied to student work in response to clearly defined assessment tasks.
3. To show the connections between what students are expected to learn and how their work can be assessed using the levels of achievement.
4. To promote consistency in the evaluation of student work and in students' understanding of achievement levels

Uses

Student samples and criteria for assessment from the exemplar tasks will enable teachers to assist students in improving their achievement.

Samples of work can be reviewed with students and the criteria and standards for high-quality performance can be discussed.

Exemplars can be used in diagnostic or formative assessment. At the beginning of the school year, teachers may elect to use exemplars from the previous grade as a diagnostic tool.

Information/data from exemplars can be shared with parents at parent-teacher interviews, conferences and student-led conferences to provide them with a means to monitor their children's progress.

NOTE:

- Exemplars for students requiring modifications should match those expectations outlined in their IEPs.
- Exemplars provide authentic snapshots of levels of student achievement, even though category descriptors may change with curriculum revisions.
- Teachers are encouraged to use the exemplars as a template for developing their own bank of leveled work.

5.8 RECORD KEEPING OF ASSESSMENT INFORMATION

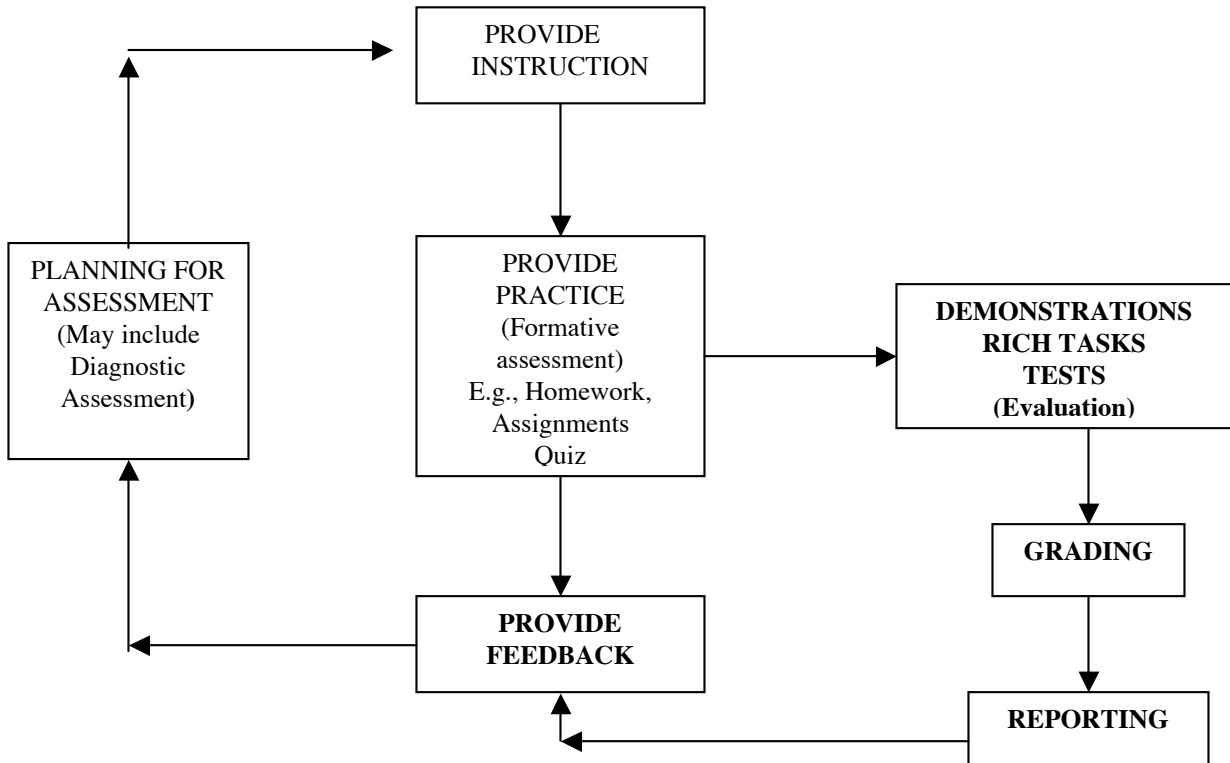
Each teacher's personal style of record keeping allows for creativity and flexibility of methods of collecting information. A few such methods are

- anecdotal records
- annotated student work
- checklists for individual students
- checklists for the class
- commercial electronic formats
- files of formal assessment records
- student portfolios/profile
- student Success Plan, Transition Plan,
- Academic, Educational History, Socio-Affective Information:(OSR e.g. IEP)
- student self-assessment records.
- Class profile cited in Education for All
- Student Profile as cited in Education for All

6 EVALUATION

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

6.1 LINKING ASSESSMENT AND EVALUATION



6.2 EVALUATION OF STUDENT ACHIEVEMENT OF EXPECTATIONS

All specific expectations must be addressed during instruction; however, evaluation is to be based on student achievement of the overall expectations.

Tasks to be evaluated are to be completed in class time.

In all their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the overall curriculum expectations, across all four categories of knowledge and skills. All four categories do not need to be addressed in each activity. However, each summative task should enable students to achieve at a level 4.

Teachers will use the Achievement Chart descriptors in the four levels as the basis for evaluating student work. These descriptors encourage teachers and students to focus on what the student has learned and provide specific information to students about what they can do to improve.

Teachers will use the descriptions to identify the level at which a student has achieved a particular expectation or a group of expectations, in the appropriate area of achievement.

With the exception of a few strategies for evaluating content (e.g., multiple-choice, matching), where the answers are only right or wrong, evidence of student achievement should be recorded in levels for each of the categories assessed.

When determining the student's overall level of achievement and assigning a letter grade or a percentage grade, teachers will consider only the student's demonstrated achievement of the curriculum expectations. Although learning skills have a significant impact on achievement, learning skills should **not** be included in the determination of the student's letter or percentage grade for the report card subjects. Such things as work habits, participation, effort, punctuality and reward marks for handing in assignments on time should not be used in determining the report card achievement mark.

6.3 SAMPLE EVALUATION TOOLS

Performance Tasks

- EQAO Sample Tasks
- Ministry Exemplars
- OCUP Units
- Catholic Curriculum Cooperative Units
- Catholic Curriculum Cooperative Mid Year Assessment Units
- LDCSB Social Studies Grades 1 to 6 Resource
- LDCSB On-Line Rich Performance Tasks
- LDCSB Integrated Junior Language Units
- EQAO Short Performance Tasks

Unit tests

Portfolios

Presentations

Anecdotal records

Formal reports

Culminating activities from units of study

6.4 TRACKING OF STUDENT ACHIEVEMENT

Tracking is a planned and systematic process of organizing recorded information about student achievement and learning skills.

The tracking of the evaluation of student achievement and learning skills is an integral component of evaluating and reporting a student's highest and most consistent level of performance in any given subject area.

A system of tracking needs to

- include levels of achievement and the categories of the achievement chart (All methods of record keeping are utilized within this framework.)
- provide a range of information within the achievement chart categories of the curriculum documents (Coupled with a teacher's professional judgment, this will allow accurate evaluations to be made about the students' level of achievement and their learning needs.)

ASSESSING AND EVALUATING IN A BALANCED MANNER: Student work is assessed and/or evaluated with respect to the four categories of the Achievement Charts and that achievement of particular expectations is considered within the appropriate categories. The four categories are to be considered as interrelated, reflecting the wholeness and interconnectedness of learning. Students should have varied opportunities to demonstrate learning within each category by saying, writing and/or doing. Quality assessment tasks include all categories of the Achievement Chart.

- be developed in the leadership of the school and the Conference sites.
- be consistent across a division and/or the school (This is necessary to ensure continuity and accuracy in conferencing with students and parents to improve student learning, and for end of term reporting.)
- be shared with students and parents during
 - a curriculum information session at the beginning of each year
 - parent/teacher conferences
 - student/teacher conferences.

6.5 EVALUATION OF LEARNING SKILLS

The Learning Skills box on the report card is an opportunity to describe the attributes of the child.

6.5.1 BACKGROUND

The position of the Ministry is that the separate evaluation of the achievement of the curriculum expectations and the development of learning skills provides students and parents with better information and more clearly identifies a student's strengths and weaknesses. Percentage/letter grades should provide accurate information about what students know and can do and should not be influenced by behavioural characteristics or work habits. The evaluation of learning skills allows the reporting of student achievement toward the building of a culture of responsibility.

The learning skills in elementary school are

- Independent work
- Initiative
- Homework completion
- Use of information
- Cooperation with others
- Conflict resolution
- Class participation
- Problem solving
- Goal setting to improve work

Learning skills will be evaluated according to the criteria outlined in the Provincial Report Card Guide, Grades 1-8 in the nine categories indicated. Appendix D (p. 29) of that guide lists some examples of behaviour that would constitute evidence of each of these nine learning skills. The checklist should not limit or confine teachers but rather support them in making professional judgments and give examples of comments to use on this section of the report card.

The student's demonstrated learning skills will be evaluated using the four point scale (E – excellent, G – good, S – satisfactory, N – needs improvement) and reported in the separate section at the bottom of page 2 of the report card.

6.5.2 KEY REMINDERS

1. Teachers must document data for each learning skill to support their professional judgment.
2. Teachers must provide multiple and varied opportunities for students to demonstrate learning skills.
3. All learning skills must be evaluated each reporting period.
4. The Learning Skills section is where missed/late assignments should be reported rather than in the reporting of subject letter/numerical grades.

7. GRADING

Grading is the process of assigning a number or letter to be placed on the report card as a summary statement of student achievement in a reporting period.

In Ontario elementary schools, the value assigned is in the form of a letter for

*Grades 1-6 and a percentage for
Grades 7-8.*

When grading student achievement for a term, the teacher will determine the student's **most consistent level** of achievement by evaluating the evidence collected on individual assessment activities throughout the term, giving special consideration to more recent evidence of achievement.

MOST CONSISTENT LEVEL: Review a student's learning as observed and tracked over time. The grade should reflect, more often than not, the trend of the student's learning at that point in time. Anomalies should be reviewed carefully to determine the reason for the occurrence and whether they should impact on the student's achievement. The evaluation that results reflects the teacher's professional judgement about the student's most consistent achievement.
(Next sentence deleted)

SUFFICIENT EVIDENCE: The body of evidence will vary depending on the student's age, grade, and curriculum. It must be gathered using a variety of strategies so that students can demonstrate their learning. Evidence must include each of the four categories of the achievement chart. There must be enough evidence to determine "justifiable" grades, i.e., demonstrates to parents, and to the student the level of achievement of the curriculum expectations at the time of reporting.

MORE RECENT EVIDENCE: More recent evidence should be used where you are looking for growth over time. It may not be applicable to the acquisition of discrete facts and information.

Having used the categories of the achievement chart as a framework for assessment and evaluation, the teacher should, when assigning a level to each student, ensure that the achievement is clearly represented by the corresponding descriptors in the achievement chart.

***THE ACHIEVEMENT CHART DESCRIBES THE
CHARACTERISTICS OF PERFORMANCE THAT CAN BE USED
TO VALIDATE THE GRADE GIVEN AT REPORTING TIME.***

7.1 LETTER AND PERCENTAGE GRADE CONVERSION CHART

For grading, (i.e., reporting purposes only), the teacher will determine the student's position within the range of performance for the level of achievement and assign for use on the report card, the corresponding letter or percentage grade as follows.

Level	Range	Letter Grade (Grades 1-6)	Percentage (Grades 7 & 8)
4	4+	A+	96-100
	4	A	90
	4-	A-	84
3	3+	B+	78
	3	B	75
	3-	B-	72
2	2+	C+	68
	2	C	65
	2-	C-	62
1	1+	D+	58
	1	D	55
	1-	D-	52
“R”/Below 50		R	40

7.2 THE USE OF “R”/BELOW 50

“R”/Below 50 does not correspond to one of the four achievement levels. It is not a designation that is used on student work. The descriptor “insufficient data to assign a level” should be used along with comments as to the reason. Parent involvement should be sought as early as possible in such circumstances. Students should be given a variety of opportunities to achieve success.

“R”/Below 50 is used for reporting purposes to flag the need for remediation and parent involvement. **“R” is used in Grades 1 to 6: Below 50 (with a designated grade of 40) is used in Grades 7 and 8.**

- **“R” and Below 50 with a designated percentage grade of 40** is used in **Grades 7 and 8** to signal that additional learning is required before the student will begin to achieve success with the grade level expectations. When an **“R” (or 40)** is used a Student Success Plan (Appendix) must be developed to address the student’s specific learning needs and to ensure success for learning. These designations mean that the teacher, together with the student, parents and school team, are **searching for and trying strategies**, utilizing the Student Success Plan to assist the student to access the Ontario Curriculum expectations at his/her age appropriate grade level and is evaluating progress against grade level expectations.
- “R” on a report card indicates that a student’s performance is being measured against grade level expectations and that at some point during the year, it may be appropriate to measure performance against the student’s instructional level which then requires an IEP to be developed.
- “R” may remain the designated grade until such time that the school team deems it appropriate, but no longer than one year, for the student to be placed on an IEP in order for performance to be measured against the

student's actual performance level. If the student's program continues to be modified, within that year an IPRC must be held to determine whether the student is an exceptional learner. All the while, the school team would have been gathering information to make a sound decision in the student's best interest.

- **An “R” is not appropriate on a student’s report card who has an IEP for modifications** because we expect teachers to plan well to ensure student success. However, it could be that the student’s areas of need have completely changed – e.g., the teacher may have been programming for LD-related areas of need but now the student’s prevailing areas of need are likely social/emotional/behavioural.
- Should a student **NOT** demonstrate the required performance tasks over time during the formative assessment stage, the academic performance tasks on the IEP need to be revised before reporting time and (1) they either need to be revisited as to their appropriateness for the student’s development, (2) the given performance tasks need to be ‘broken down’ further into smaller steps; and/or (3) the IEP program requires additional Program Page(s) performance tasks/expectations more related to Behavioural/Emotional needs preventing the student from experiencing success.
- On **rare occasions**, should report card time arrive and the IEP has not been revised, the following comment, **“Insufficient demonstration of the performance tasks of the IEP in order to be able to report a mark/letter grade: this student’s program is presently under review”** needs to appear on the report card as well as a written, anecdotal explanation on school letterhead outlining the reasons for the absence of a letter grade: e.g., chronic absenteeism, severe non-compliance due to a disorder, medical reasons, mental health reasons (*only with appropriate practitioner documentation – e.g., medical doctor, psychiatrist, speech pathologist*). **This is to be done on school letterhead and attached to the provincial report card.**
- An “R” on the report card for a student’s Individual Education Plan is not appropriate because *the performance tasks on the IEP must be achievable in order for the student to be successful*. This takes careful planning and attention **during** the term to ensure that the tasks are indeed appropriately achievable. If the IEP is for accommodations only, then the student’s achievement is assessed as per any other student working at grade level expectations and the “R” designation may be an appropriate measure of the student’s achievement level.

7.3 Student Success Plan

- The Student Success Plan is not an IEP. It is a plan to improve student achievement. (See Appendix) The plan may or may not lead to an IPRC meeting.
- The plan should be a collaborative effort between the school team, parent/guardian(s) and the student.

- The plan will probably include significant adjustments to the regular program by way of differentiating instruction, assessment and perhaps the environment.
- *While development of the plan may involve the SPST staff, this does not necessarily mean resource time will be allocated to the student.*

8. REPORTING STUDENT ACHIEVEMENT

These guidelines for Reporting Student Achievement are designed to provide consistency across the system in reporting to parents.

8.1 GUIDELINES FOR REPORTING

- The primary purpose of all reporting is to give parents information about the student's achievement of expectations and learning skills in a constructive, meaningful and helpful manner.
- Reporting to parents is an ongoing, yearlong process, which includes not only written reporting on the report card but also informal reporting through discussions, phone calls, notes and parent/teacher conferences.
- Students are invited to be active participants in the reporting process, and to reflect on and describe their own learning. This is done through the student's reflection page (p.3) on the report card, and may also involve student-led conferences.
- Any problems and concerns about a student's achievement should be discussed with parents long before the first "formal" reporting period. The subsequent written report will refer to information discussed with the parent and student in previous conferences or meetings.
- The written report includes:
 - letter grades/levels (for Grades 1-6) and percentage grades (Grades 7 and 8) to describe achievement of the curriculum expectations
 - letter symbols to describe the achievement of learning skills
 - comments to describe learning strengths, weaknesses and next steps.
- All letter and percentage grades and comments sections are to be completed. In subjects for which curriculum strands are indicated the mark or letter grade for each strand will be shown.
 - In English, the letter or percentage grade for each strand will be shown.

- In Mathematics, during the first, second and third reporting periods, fill in the student's grade for each strand that is part of the student's instructional program. If a particular strand is not part of the student's program during the reporting period, indicate this in the comments and leave the grade column blank. A grade must be filled in for each strand for at least two reporting periods, and each reporting period must show a grade for at least two strands.

- In French as a Second Language what is reported on varies with the grade level. In Grades 1 and 2, a letter grade will be assigned for Oral Communication only. The comments should indicate that the other strands have been left blank because the expectations in these strands are not part of the student's program. In Grade 3, a letter grade will be assigned for Oral Communication for each reporting period. A mark will be assigned for Reading and Writing during at least two of the three reporting periods. Comments should indicate that where a strand is left blank, the expectations for that strand were not part of the student's program in that particular term. In Grades 4 to 8, a letter/percentage grade will be assigned for all three strands (Oral Communication, Reading and Writing) for each reporting period.

- In Visual Arts, Drama/Dance and Music, the letter or percentage grade for each subject will be shown each term.

- In Religious and Family Life Education, the letter or percentage grade for each term should reflect achievement in both Religion and Family Life Education. Comments related to health belong in the Health and Physical Education section of the report card.

- There are three formal reporting periods in each school year. Report card conferences are essential elements of reporting. The report card is the catalyst for the discussion at parent/teacher and student-led conferences.
 - **There has to be a strong correlation between the expectations on the IEP and the comments on the report card.**
 - If the student has an Individual Education Plan that applies only to a particular strand/subject, check the IEP box for that subject only.
 - The program pages of the IEP must be attached to the report card each term
 - The IEP, including program pages for all three terms must be filed in the OSR with the June report card
- Conferences should be scheduled to permit adequate consultation time. Opportunities for conferencing include scheduled meetings, class visits and telephone conferences.
- Parent/teacher conferences should focus on the student's achievement and learning skills, supported by representative samples of the student's work.

8.2 REPORTING ACHIEVEMENT FOR STUDENTS WHO HAVE BEEN FORMALLY IDENTIFIED AS EXCEPTIONAL

The Guide to the Provincial Report Card, Grades 1-8 outlines the process for reporting on exceptional student on pages 7 and 8. Based on this information the following will apply when reporting achievement:

- Individual Education Plans (IEPs) must be developed for students who have been formally identified as exceptional by an Identification, Placement and Review Committee.
- Letter or percentage grades must be used except when the curriculum being utilized is Alternative Curriculum. (Please consult with your Affiliate Liaison Teacher in these situations.)

8.2.1 REPORTING MODIFIED EXPECTATIONS FOR EXCEPTIONAL STUDENTS

Modified Expectations refer to the changes made in the age-appropriate grade level expectations for a subject in order to meet the learning needs of the student. These changes may involve developing expectations that reflect knowledge and skills for a different grade level and /or increasing or decreasing the number and /or complexity of the regular grade level curriculum expectations.

- If a student's program includes modified expectations, the report card **must** indicate that the student has an IEP and the IEP box on the report card for the particular subject **must** be checked. (The Individual Education Plan (IEP) A Resource Guide 2004 p.25)
- The following comment **must** appear on the report card, “**The letter or percentage grade for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade ___ expectations**”.
- On the Provincial Report Card the current level of achievement of the student who is working on modified curriculum expectations must be indicated by a letter or percentage grade. This should be determined on the basis of the achievement levels described in the appropriate curriculum documents. It is important that the teacher’s comments include relevant information about the student’s demonstrated learning of the modified expectations, as well as next steps for the student with respect to the particular learning.

8.2.2. REPORTING ACCOMMODATIONS FOR EXCEPTIONAL STUDENTS

Accommodations refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable the student to access the curriculum and to demonstrate learning. Accommodations DO NOT alter the provincial curriculum expectations for the grade level.

- If a student has accommodations, there is no reference to the accommodation on the report card nor is the IEP box checked.

8.2.3 REPORTING ALTERNATIVE EXPECTATIONS FOR EXCEPTIONAL STUDENTS

Alternative expectations refer to learning related to skill development in areas not represented in the Ontario curriculum policy documents. Expectations should represent a specific program designed and delivered to the student. (Examples of possible skill areas include Orientation and Mobility Training, Social Skills, and Behaviour Skills.)

- Indicate the student’s achievement relative to the expectations set out in the IEP, and comment on strengths, areas for improvement, and next steps. It is not required, nor is it advisable, for grades or marks to be assigned for the achievement of alternative expectations. Student progress should be reported to parents by means of anecdotal comments on the provincial report card and/or on school letterhead (The Individual Education Plan (IEP) A Resource Guide 2004 p.47)

8.3 REPORTING FOR NON-IDENTIFIED STUDENTS

8.3.1 IEP Protocol for Non-Identified Intermediate Students

This Protocol for schools applies only to:

Any grade 7 or 8 student who is achieving at a level one or, a designated 40% and this student’s Success Plan (as per this Board’s Student Assessment/Evaluation document) has not resulted in improvement within one term or adequate time, and, the student will not be identified as an exceptional learner. **The decision of the school team, in consultation with the Affiliate Liaison Teacher, to develop an IEP for a non-identified student, given all of the prerequisite support strategies, should be only on rare occasions.**

Prior to consideration for the development of an IEP for a non-identified grade 7 or 8 student:

1. A designated percentage of 40 needs to be a teacher’s evaluation of a student who is struggling academically and is achieving below level 1 as per guidelines in the A&E document. *Evaluation of achievement must reflect actual student performance based upon the grade level expectations at all times.*
2. As per the Board’s Student Assessment/Evaluation document, a “Student Success Plan” must have been developed and all effort was made to use differentiated teaching strategies as per the “Education for All” document to attempt to meet the student’s needs. The teacher needs to ensure that *sound remediation strategies have occurred. Accommodations are in keeping with*

remediation practices in order for any student to access the curriculum. They DO NOT ALTER the curriculum expectations for the grade. (see page 28-29 of the IEP Resource Guideline 2004)

3. The school team must follow the routine procedures for information gathering and collaborative decision-making regarding student programming. *On rare occasions*, should no improvements be made, an IEP for a non-identified student may be developed *in order to modify the curriculum expectations for a temporary period of time which is not to exceed the grade 8 year*. The following protocol is to be followed:
 - (a) By the end of September, the teacher will have received best practice strategies for students of concern developed by the school team of the previous school year (principal/teacher/SPST). The teacher will be provided with the SE2 (referral to school-based team) form at that time to be used when bringing a student of concern to the school team at any time during the school year.
 - (b) The SE2 must be the framework for discussion with the school team.
 - (c) The school team follows the regular procedures of gathering data for an informed decision regarding programming for the student.
 - (d) *Consultation with the Affiliate Liaison Teacher is a requirement for a student's program being developed on an IEP for non-identified students.*
 - (e) With support from the Affiliate Liaison Teacher, an IEP for a non-identified student is developed. Parent and student involvement is essential.
 - (f) The IEP is to be reviewed by the school team within each reporting period and consideration given to the following:
Is the student succeeding academically? What needs to change? Is the IEP still necessary?
 - (g) The teacher refers to the IEP during the Parent/Teacher conferences. Teachers are encouraged to include the SPST.

IEPs for non-identified students are to be filed in the OSR along with the June report card.

Grade 8 to Grade 9 Student Success Transition

- **September:** Elementary school ensures communication with the parents has highlighted the fact that the IEP for a non-identified student is an “interim” tool and does not follow the student into secondary school.
- **November - December:** Grade 8 teacher/SPST open discussions regarding appropriate course selections/accommodations. Communication with the parent all during the process is essential. The IEP for a non-identified student ends with the grade 8 year.
- **February:** The student who is not identified and on an IEP may automatically meet the criteria for the completion of a student-at-risk

Transition Planner which is to be discussed by the school team at the end of the IPRC meetings wherein the elementary teachers are available.

Checklist for an IEP for a Non-identified Student

School team determines that all effort to assist the student to successfully access grade level curriculum has been addressed by following each of the protocol guideline items. Parents have been involved in the process.

- ❑ Numerous and varied strategies and/or accommodations have been attempted in order to assist the student to access grade level curriculum expectations (e.g. differentiated assessments, time...see page 118 of the Education for All document or page 29 or the IEP Resource Guide 2004)
- ❑ Teacher has been provided with the SE2 (referral to school team) form for team discussion purposes
- ❑ The Affiliate Liaison Teacher has been consulted. A meeting with the parent and student clearly outlines the protocols.
- ❑ An IEP for a non-identified student is developed with the parent and student and “lives” through renewed development during parent/teacher/student conferences with support of the SPST.
- ❑ Parents and student understand that the IEP does not follow the student to secondary school. That the student may qualify for the criteria of student-at-risk and therefore, the school fills out the Transition Planner for students at risk to share with the secondary school in February.

Section 8.3.2 deleted

8.4 DATES FOR REPORTING TO PARENTS

- Formal, written reports for Grades 1 to 8 will be issued three times a year, as required by Ministry of Education policy. An interim report on student progress should be given to parents by October 22, as required by Board policy.
- Reports shall be issued not later than December 5, March 27 and the last day of classes in June.
- Term 2 report cards are **NOT** to be distributed prior to March break
- Individual schools may choose their reporting schedules, subject to the above, making decisions which best suit the needs of students, parents and teachers.

8.5 COMPONENTS OF AN EFFECTIVE REPORT CARD

8.5.1 REPORT CARD COMMENTS

- Report card comments describe the student's performance in the four categories of the Achievement Chart found in each of the curriculum documents.
- A specific example of class work or project may be given to personalize the report comment, but a listing of overall and specific expectations covered should not be stated.
- The comment for each subject describes an area of strength, an area of weakness, and next steps to be taken.
- The comments are consistent with the student's stated level of achievement, using the language of the Achievement Charts in the current curriculum document (e.g., appropriate qualifiers from the achievement chart level 3 are used in comments where the student received a B /70-79 grade: demonstrates considerable knowledge, understanding, ... with considerable effectiveness etc).

In creating a set of report card comments for a student, teachers may choose to:

- select and use comments directly from the Board's current bank of comments
- select comments from this bank and then edit them to apply more specifically to the particular student, course, etc.
- create their own comments based on the requirements listed above.

The comments in the Board-created bank:

- are based on the achievement chart found in the Ministry curriculum policy documents SSHG, Grades 1-8
 - address the four categories of the achievement chart
 - address the specific criteria stated for each category on the achievement chart
 - describe performance at the four levels of achievement
 - address students' strengths, areas for improvement and next steps, as required by the Ministry curriculum policy document Guide to the Provincial Report Card, Grades 1-8.
- Sentences or point form may be used, depending on the teacher's preferred method of writing report card comments, personalized by the inclusion of the student's name.
 - All levels of achievement are available at each reporting period (e.g., a student who is achieving above the provincial standard in a subject in the first or second reporting period will receive a letter grade of A or a percentage grade above 80).
 - Non-technical, understandable language is used. Educational jargon is avoided.
 - Students must fill in the appropriate part of the third page. This should be a classroom activity completed within the few days prior to sending the report cards home. Parents are encouraged to complete the remaining part of this page.

- The entire space allocated for a comment does not need to be filled.

8.6 THE ROLE OF THE PRINCIPAL IN REPORT CARD WRITING

- All report cards are to be signed by the principal as verification of the correctness of the report and its professional standard. Where more than one teacher is responsible for a student's program, the principal will designate who signs the report.
- Each principal will decide on dates for report cards to be submitted in order to allow adequate time for the principal to review them before signing.
- Each principal must ensure that the comments on the report card are consistent with the student's stated level of achievement.
- Each principal must ensure that comments on the report card of a student whose progress is modified addresses the specific learning expectations listed in the IEP.