



*Peterborough Victoria
Northumberland and Clarington
Catholic District School Board*

ASSESSMENT, EVALUATION, GRADING and REPORTING

Handbook for Elementary K - 8



Revised June 2008

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KEY POINTS FROM ASSESSMENT, EVALUATION, GRADING AND REPORTING

The following is a summary of the Policy and Procedural Requirements detailed in this handbook:

When planning, teachers will follow the “Design Down Model”: Appendix A

1. a common system template for all Program Overviews/course outline sheets will be developed and available to students at the beginning of the year; 1.3, 7.5, Appendix D
2. as part of daily instruction, expectations to be addressed and assessment criteria and strategies will be clearly communicated to students; 3.3, 7.2-7.4

When planning and assessing:

3. teachers will be consistent with the requirements of the Guide to the Provincial Report Card and be aware of the resource documents Learning for Assessment for Elementary; 2.3, 6.9, 6.10, 7.1, 7.2
4. subject specific achievement charts, within the Curriculum Guidelines, will be used as the reference point for the development of assessment practice; 1.1, Appendix B
5. a variety of assessment methods and strategies will be selected to assess and evaluate achievement of overall and specific expectations related to Knowledge and Understanding, Thinking, Communication and Application; 1.2, Appendices B, C
6. teachers will assess, track and provide information regarding learning skills on an informal report and formal provincial report cards; 2.2, 2.4, 6.2, 7.9, Appendix F
7. achievement of curriculum expectations and learning skills will be evaluated and reported separately; 1.4
8. teachers will ensure that appropriate accommodations and modifications are provided (as outlined in a student’s IEP), and that the report card is based on curriculum expectations outlined in the IEP; 6.12-6.21, Appendix J
9. teachers will ensure that appropriate program adaptations are afforded to students in ESL/ELD programs; 6.22-6.24, Appendix J
10. summative assessment data will be used in determining grades at reporting times; however, many forms of diagnostic and formative assessment data will be tracked and used to support teacher professional judgement as required at reporting times; 1.5, Appendices B, E

When evaluating and reporting:

11. determine the report card grade based on achievement of provincial curriculum expectations; 6.6
12. the level designations (1-4) with + or -, or R will be used in evaluating and recording achievement on summative assessment activities and when evaluating tasks teachers will focus upon the most consistent level, with favour towards the most recent work; 5.2, 5.7, 5.9, Appendices E,G,H,I
13. there will be no limit to the number of students who may be assigned a particular level of achievement, including level 4; 5.2, 6.7
14. in cases of missed or incomplete summative assessments, teachers will apply professional judgement in determining the student’s grade at reporting times; 4.6, 4.7, 4.8, 5.9-5.12, 5.14

15. summative assessment activities may be sub-tasks that take place part way through a unit or be culminating tasks at the end of a unit or grading period; 1.6
16. comments on strengths, areas of improvement and next steps require the use the descriptors from the Achievement Chart; 6.7, Appendix I
17. appropriately designated comments will be used when grades below 50 have been assigned and when curriculum expectations are alternative or modified expectations; 5.10, 5.13, 6.11, Appendix I
18. schools will determine an appropriate strategy to engage students in the reporting process (i.e. completion of the student statement); 6.5

OVERVIEW

This handbook should be used as a starting point for personal reflection, discussion and decision-making within schools. Teachers and administrators are encouraged to read, reflect and respond individually and collectively as a professional learning community to the information presented within. Schools should select and combine approaches to make decisions that will meet the needs of its students, parents/guardians and teachers, while recognizing and expressing the shared vision of how learning is assessed and communicated within the Peterborough Victoria Northumberland Clarington Catholic District School Board.

PURPOSE

To ensure that assessment, evaluation, grading and reporting practices in all Peterborough Victoria Northumberland Clarington Catholic District School Board (PVNCCDSB) schools are consistent with the Ministry of Education policy and the system philosophy.

MISSION STATEMENT

To provide all students with a Catholic education that includes the knowledge, skills, and values required to live a meaningful and faith filled life.

CATHOLIC GRADUATE EXPECTATIONS (CGEs)

The CGEs provide a Catholic perspective on values education. They recognize that all learning impacts on seven areas of community life and describe what graduates from Catholic schools should aim to be like as they continue their life journey as compassionate beings, as contributing members of society, and as followers of Jesus Christ.

The CGEs are the starting point for the design of a provincial curriculum framework beginning with the curriculum expectations which define what all students are expected to know, to do, and to value when they graduate from secondary school.

- The CGEs were developed by the Catholic Education community to support the uniquely Catholic dimensions of schooling that are central to this mandate.
- The CGEs are based on research that identifies current and future educational goals and priorities across the province. They enhance the expectations of the Ontario Ministry of Education as outlined in provincial curriculum documents.
- The knowledge, skills, and values described by the CGEs create a common reference point from which Catholic curricula can be developed.
- The CGE's are addressed but not assessed or evaluated.

GUIDING PRINCIPLES FOR ASSESSING THE CATHOLIC LEARNER

In a Catholic school, both the spiritual and intellectual growth is considered when evaluating progress and setting goals for continued learning. This formation process requires a gospel understanding of the Catholic Graduate Expectations. In assessing students, Catholic educators integrate assessment principles which best reflect our gospel values and respect the uniqueness of each individual within the community.

In an effort to promote system consistency in assessment, evaluation, grading and reporting practices, the following guidelines have been developed in collaboration with elementary and secondary representatives of the system Assessment, Evaluation, Grading and Reporting Committee, teachers, school administrators, and secondary school Curriculum Chairs. These guidelines for Assessment, Evaluation, Grading and Reporting reflect the shared vision statements as outlined in PVNCCDSB's Core Beliefs. These statements create a powerful picture of what, where and how we are called to be in light of who we are as followers of Christ.

In assessment, we are called to ensure that our practices follows these principles:

a) **Assessment and Life-Long Learning**

Assessment fosters life-long learning by relating learning skills, and recognizing the natural and God-given capacity of each person to learn and grow throughout their lives. Students are provided with expanded opportunities to demonstrate what they know, understand, and are able to do. Through activities associated with Choices Into Action, students are encouraged through self-assessment, to develop the necessary competencies to take responsibility for their education, make informed decisions and plan for success in the future. These competencies, knowledge, skills, values and attitudes are supported through our assessment practices and featured in our Catholic School Graduate Expectations. Students have the chance to acknowledge the next steps to be followed to improve their personal learning and effectiveness.

b) **Collaborative Assessment**

Assessment is a collaborative process in which students, teachers, and parents/guardians work together in true partnership toward the achievement of the learner. When students are informed of the expectations, they can assume a more active role in assessing their own learning and how their effort can affect their learner growth. Collaboration promotes authentic and relevant assessment which is valued by all stakeholders.

c) **Holistic Assessment**

Assessment is holistic recognizing the growth of the whole person and reflects the integrated nature of learning and faith development. No single assessment strategy can provide a full picture of what a student knows and can do. Assessment incorporates a number of different types of practices, tools and opportunities. Collecting information from a variety of practices enables the teacher to obtain a learning profile which demonstrates how well a student is doing. Evidence of achieving the learner expectations outlined in the Ontario Catholic School Graduate Expectations and The Ontario Curriculum are the primary goal and desire of the interested individuals in the partnership of home, school, parish and community.

d) **Equitable and Fair Assessment**

Assessment is equitable and fair when it encourages learners to develop confidence and motivation to succeed. It must align with Gospel values in honouring the gifts and needs of each learner. It takes into account the full range of social, cultural, economic and linguistic factors while administering, interpreting, reporting, and using the results of standardized testing and provincial reviews. Fair assessment must support diversity in learning styles and in rates of learning. Information about the learner reflects valid and reliable results gathered over time. Assessment demonstrates growth of the individual and the community of learners according to a continuum of learning in various programs and personal development areas.

e) **Excellence in Assessment**

Assessment is committed to excellence by promoting high expectations and standards of performance. It determines growth and achievement which can be measured, observed, and inferred while honouring that which is immeasurable in the sacred mystery of each person. Ongoing feedback and reflection leads students and teachers to continuous improvement.

f) **Accountable Assessment**

Assessment is accountable, communicating in advance and in a comprehensive manner, its purpose, criteria and methods to student, parents/guardians, and the community. Teachers plan and adapt instructional techniques and strategies to meet the needs of all learners. They become guided educators in determining instruction and programming. Teachers decide about including a variety of appropriate and on-going assessment methods and strategies. After the lesson the professional checks the effectiveness of the strategies, programs, and practices against the policy. To be accountable means that feedback is, always available to students and parents/guardians regarding student progress and achievement and not simply a mark.

FRAMEWORK of the GUIDELINES

This guideline uses four stages to view a student’s learning. Each stage is valuable and a teacher must guide the students through the process. This guideline aims to provide a framework for the teacher and student throughout the program or course and helps guide decisions regarding grading, student placement and certification.

All elementary programming is based upon Ministry documentation. All curriculum documents contain two types of standards:

- **Curriculum or Content Standards** – these are the **Overall and Specific Expectations** which designate the knowledge and skills students are expected to learn and demonstrate in each subject area, at a particular grade level. The Curriculum Expectations indicate what is to be taught and learned.

All **Overall Expectations** must be **evaluated**. Specific expectations must be assessed but not necessarily evaluated.

- **Performance Standards** - these are found in the Achievement Charts that are provided for each subject discipline. The achievement charts provide a reference point for describing what it “looks like” when making judgements of overall performance.

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. "Differentiated Instruction" is an embedded concept because individual students demonstrate their learning in different ways. A range of assessment methods (paper-pencil assessments, performance assessments, personal communication assessments) and evaluation tools (e.g., rubrics, marking schemes, anecdotal comments) are necessary to gather evidence of learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved performance. Before a final evaluation of student achievement is made, teachers provide opportunities to allow students to practise demonstrating their knowledge and skills across all four categories, stay on track and provide feedback to guide student efforts toward improved achievement.

Evaluation refers to the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time. Evaluation involves "marking" individual samples of a student's summative tasks and assigning a level of achievement to represent the degree to which the student has demonstrated the overall expectation.

Gradings is assigning a value or symbol (e.g., percentage mark) to represent the level of student achievement over a period of time. The purpose of grading is to report and document student achievement at designated times throughout the learning process. The grade must reflect the "most consistent and most recent" work of the student. The main purpose of the grade on a report card is to communicate achievement to parents, students, and other educators. To be an effective method of communication, the components and meaning of the grade must be consistent and clear to all who will interpret it. To be a valid indicator of performance a grade must be based solely on the achievement of provincial curriculum expectations, and must be referenced to clear and established standards of quality (i.e., achievement levels). A grade must be based on sufficient evidence to permit confident judgements about achievement, so that teachers of the same grades can ensure consistency of performance criteria and standards.

Reporting is the process of communicating student achievement of the identified curriculum expectations. The reporting process begins with a clear identification of the curriculum expectations, the expected standards of performance and the assessment methods and strategies. As part of the reporting process, the teacher identifies modified or alternative expectations in individual student programs, accommodations to assessment strategies and plans to improve student learning and instruction as identified in the IEP. The report card must always indicate the student's progress and achievement in relation to the learning expectations and the learning skills.

ASSESSMENT, EVALUATION, GRADING & REPORTING

Elementary School Guidelines

1. CURRICULUM EXPECTATIONS

- 1.1 Principals will ensure that teachers in all grades and discipline areas will use the subject specific Achievement Charts found in The Ontario Curriculum documents as a framework for assessing, evaluating, grading and reporting student achievement of the learning expectations. The achievement charts will provide a reference point for all assessment practices and grading student performance at designated reporting times, including the assignment of percentage grades when required for Grades 7 and 8.

Resources: The Ministry of Education has facilitated the production of resource material for elementary panels. Ontario Provincial Elementary Assessment and Evaluation - A Resource Document to Support the Implementation of Effective Elementary Assessment and Evaluation Classroom Practices is available on CD from the Board office. Elementary teachers have Learning from Assessment available within their schools. The Ontario Curriculum Exemplars will assist teachers in the understanding of the achievement charts. Teachers are encouraged to gather and develop exemplars.

Note: As part of the ongoing cycle of curriculum review, the achievement charts are accessed in a draft document and can be found at <http://www.edu.gov.on.ca/eng/document/policy/achievement/index.html>. The changes to the achievement charts have been developed in response to requests from the field that there be greater consistency across the elementary panels and across subject areas and disciplines. In the draft achievement charts in this document, the categories of knowledge and skills, as well as most of the criteria within these categories, are the same for all grades and all subject areas and disciplines. When the curriculum policy documents that are under review are published, these achievement charts will be included.

- 1.2 Teachers will align assessment practices with curriculum expectations by incorporating into their teaching practice a variety of appropriate assessment methods, strategies and instruments. As part of the assessment guideline process, students will be given a variety of opportunities appropriate to their learning needs to demonstrate what they know and can do. Teachers will select appropriate assessment methods and strategies which will allow them to directly assess, evaluate and track student achievement of the **Overall and Specific Expectations** of the program/course related to the four categories of the Achievement Charts:

- i Knowledge and Understanding
- ii Thinking
- iii Communication
- iv Application

Revised

All four categories must be reflected in the report card grade, this is ministry policy. Each category **must be a significant factor** in evaluating student achievement. Appendix B

Teachers are encouraged to use Student Portfolios as a method of tracking evidence of student learning.

- 1.3 At the beginning of each year teachers will create and distribute a **Program Overview** in paper format to their students and parents. The Program Overview will summarize the curriculum expectations for each of the four categories of knowledge and skills and will outline the assessment and evaluation methods and strategies for the program. In addition, teachers will communicate learning expectations, assessment criteria and strategies to students as part of daily instruction. Copies will be provided to the Principal. Appendix D
- 1.4 Principals will oversee that teachers use ongoing **Formative Assessment** activities to monitor student performance and provide feedback on their performance in each of the four Achievement Chart categories in an effort to enhance and improve learning and instruction. Appropriate **Diagnostic Assessment** activities will be used, as required, to determine students' strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. Although diagnostic and formative

assessment data will not be used in the determination of grades for report cards, teachers will track this data, using appropriate strategies. Students should be encouraged to self-evaluate and be responsible for their learning. Appendices B, C, E

1.5 Teachers will refer to the student's formative data to support professional judgement in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. Teachers will also reference this data when discussing student progress and achievement at parent-teacher-student conferences. Formative assessment information supports a teacher in the determination of a student's **most consistent, most recent** level of achievement. Appendices B, C, E

1.6 Teachers will use **Summative Assessment** activities to evaluate student performance and achievement of overall expectations reflecting **Enduring Understandings** (Overall Expectations). Summative assessment activities may be sub-tasks completed part way through a unit or culminating tasks at the end of a unit, grading period or block of learning. Summative assessment activities will be valid and appropriate activities. These assessments will take place after students have had an opportunity to develop and demonstrate the knowledge and skills within the four categories. Students must have received feedback to improve their performance. Students need multiple assessments on Overall Expectations in order to achieve in a meaningful way.

A variety of forms of assessment should be used for each unit and could include: written tests, performance tasks, essays, take-home assignments, presentations and project reports. Appendices B, C, E.

At least three rich summative assessments should be scheduled during a grading period. These activities must reflect a variety of approaches (i.e. not three tests), be representative of a sample of expectations, and represent all categories.

	DIAGNOSTIC Assessment	FORMATIVE Assessment	SUMMATIVE Assessment
Purpose?	Provides baseline data	To guide learning and instruction	To prove students' progress and achievement
When does it occur?	Occurs before teaching	Occurs during teaching	Occurs after teaching
What is the teacher doing?	Allows teachers to tailor their instruction to individual students' needs	Coaching, monitoring, providing feedback, ...	Judging, measuring student learning, determine the effectiveness of the teaching program, marking, ...
What is the student doing?	Self-assessment, informs the students of the next steps in the program	Exploring, questioning, clarifying, practising, providing and receiving peer feedback, ...	Demonstrating what they know and can do through a specific task based on curriculum expectations
What do we use the data for?	Identifies student's strengths and needs prior to instruction	Reporting the context of learning to the parents and students, assessing learning skills, identifying next steps for the student's learning, making plans for remediation or enrichment, ...	Informing our judgment of the student's grade based on the achievement of curriculum expectations
Timeline (e.g. 2 week unit)	beginning of unit (e.g. 1st lesson)	throughout unit (e.g. 7 lessons)	final lessons (e.g. 2 lessons: 1 presentations, 1 test)

2. LEARNING SKILLS

- 2.1 The expectations set out in the Kindergarten Program are designed to prepare children for the Ontario Curriculum Grades 1-8. Well-rounded programs prepare children's achievement by focusing on the learning expectations through activities that emphasize integrated learning and highlight the connection between what is learned at school and their own experiences. Students demonstrate a considerable range of achievement and their progress should be monitored closely. Principals will be aware of how programs have been modified and the learning expectations adjusted reflecting the child's particular requirements.
- 2.2 When determining the student's level of achievement and assigning a letter or percentage grade, teachers will consider the student's achievement of the identified curriculum expectations. In cases where course expectations have been modified for students on IEPs or for ESL/ELD students, the student's level of achievement will be determined in light of the modified expectations.

Although learning skills have a significant impact (positive or negative) on achievement, the evaluation of the learning skills will not be included in the determination of the student's level or percentage grade. In rare cases, some particular course expectations explicitly identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations will be considered in the determination of marks on individual evaluations and in the determination of the course grade.

A clear distinction needs to be made between academic marks and learning skills. Teachers must observe and track student progress on the learning skills. Learning skills must be formally taught, with feedback on progress, and support for continuous growth and improvement.

- 2.3 Learning skills will be assessed according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. Teachers will refer to the Guide to the Provincial Report Card Grades 1-8 for sample learning skills indicators. Each learning skill will have three clear opportunities per term for assessment.
- 2.4 Anecdotal records are a useful way for teachers to record their observations of students' learning skills.

Revised

This form of record is particularly helpful, for example, for recording direct observations in a variety of settings and observations made during a class activity. Anecdotal records are used, for example, to document students' attitudes towards reading and the strategies (e.g., group work) they use, overuse, or neglect. They can also be used to record students' progress towards achieving curriculum expectations.

Anecdotal records can be made on sticky notes, index cards, templates, checklist, on audiotapes, running records, in a binder or teacher's journal.

- 2.5 The student's demonstrated learning skills in each course will be evaluated using the four-point scale: (E-excellent, G-good, S-satisfactory, N-needs improvement).
- 2.6 The Ministry of Education requires teachers to separate the reporting of learning skills, including homework completion, from the reporting of achievement of curriculum expectations. Homework completion is tracked, acknowledged, and assessed as a learning skill and must not be included in evaluation of the expectations. Assignments that are sent home to be completed may be evaluated based on the curriculum expectations but no mark shall be assigned for merely completing the work.

3. EVALUATION

Summative Activities throughout the Course/Subject

- 3.1 Principals are confident that evaluation activities throughout the course/subject will be comprised of a variety of methods and strategies (assignments, projects, tests, performances, conferences, etc.) which will provide opportunities for students to demonstrate the extent to which they are achieving the overall curriculum expectations. As appropriate, accommodations and modifications to support individual student

learning needs will be incorporated into the design of evaluation activities and documented on students' IEP. Appendices B, C

- 3.2 In designing summative activities within a unit, teachers will consider the expectations they have addressed in the unit and will assign appropriate weight to the categories of knowledge and skills they have emphasized in their instruction, (e.g., If 50% of instruction focused on expectations related to Thinking, 50% of the evaluation activity should focus on evaluating Thinking skills). Appendix B
- 3.3 Teachers will use the framework of the achievement chart along with the course expectations to clarify the criteria for evaluation within the categories of knowledge and skills and to specify the expected performance on evaluation activities. Whenever appropriate, teachers will develop, in collaboration with colleagues and/or students, assessment and evaluation methods and strategies (e.g., checklists, task specific rubrics etc.) to guide the preparation for and the evaluation of summative assessment activities. In all cases, the criteria for summative assessment will be planned in conjunction with students, at the onset of instruction, and will be shared with students and parents. Appendix B

New

Academic Dishonesty

- 3.4 **Plagiarism** is the act of taking the ideas or words of another and presenting them as your own.

Examples of plagiarism can include but are not limited to the following: copying of assignments, graphs, tables, graphics, work of peers, homework, published work (text, periodicals, pamphlets, recordings), material from Internet websites, the use of language translation programs, and misrepresenting the ideas of others as your own.

Cheating is the act of using unauthorized materials and/or resources during tests, exams or other summative tasks.

Examples of cheating can include but are not limited to the following: giving your own work to others, using the work of others, using unauthorized study aids, and copying the work of others on tests or exams.

Depending on the severity of the incident consequences could include: repeat of the assignment, mark reduction, mark of zero, and/or suspension.

Academic and behavioural consequences for academic dishonesty shall be consistent across the board and clearly outlined in student agendas.

Responsibilities of the Teacher:

- Provide students with information about what constitutes plagiarism and cheating.
- Send home a copy of the plagiarism/cheating policy as part of the course outline for parents to sign. This should be verified by the teacher.
- Teachers must design evaluations which minimize the opportunities for students to plagiarize.
- Endeavour to incorporate formative assessment where applicable.
- Monitor the steps in the assignment process to ensure work is being done.

Responsibilities of the Student:

- Ensure the plagiarism/cheating policy is signed by a parent or guardian - assignments will not be accepted without this signature.
- Complete all assignments on time, with care, and without copying the work of another.
- Complete the steps of the assignment process and submit all rough work.
- Students will not distribute their own work to others for the purpose of academic dishonesty.
- The onus of proof will be on the student to verify that his or her assignment is the result of his or her efforts alone.

3.5 **New** Group work/ co-operative learning opportunities are excellent teaching strategies and can be used for summative assessment where a teacher can individually assess each student's role. Marks will be assigned based on individual student achievement of overall expectations. **A group mark will not be assigned to individual students.**

3.6 **New** Student peer assessment is a formative tool that must not be used for evaluative purposes to determine a student's grade.

Final Evaluation Activity

3.7 The final evaluation for the course/program will require students to demonstrate, through appropriate evaluation strategies, achievement of the overall course expectations related to the four categories of knowledge and skills. Appendix B

4. ABSENCE, LATES AND MISSED ASSIGNMENTS

SETTING DEADLINES FOR SUMMATIVE ASSESSMENTS		
PHASE 1 - Due Date	PHASE 2 - Incomplete Zone	PHASE 3 - Closure Date
Assignment Submission	Not submitted on time	Consequences
Could be a window of a few days.	<p>To reinforce the importance of time management skills, the teacher may give to the student a consequence based on the school code of conduct. Teachers may also consider an SRT for a habitual student to address ways to support punctuality.</p> <p>A "Request for an Extension" form may be initiated. This form would be discussed with the teacher and student, and signed by parent(s) (form found in the Appendix L). This will state a period of time between the primary due date and the closure date during which assignments can still be handed in.</p>	<p>After this date, the assignment is missed or incomplete*</p> <p>Students who did not meet the criteria for an extension (i.e. denied the "Request for an Extension" form) forfeit the chance for the assignment to be included in summative marking.</p> <p>The report card comment may indicate "The current grade reflects missed assignments/evaluations" and remediation opportunities which exist.</p>
<p>Note*: students are strongly encouraged to hand in such assignments when they are completed so that at the end of the course if the assignment is the key factor to the student not passing the subject/course, the teacher may review the completed work handed in past the deadline, to see if the student has demonstrated achievement of the missing expectations adequately enough to receive a pass.</p>		

4.1 Clear policies regarding late work should be explained to the students at the beginning of the school year or semester and communicated to parents (i.e., featured within the agenda). A flow of communication with parents/guardians helps teachers generate a partnership to ensure students understand when reports, assignments and projects are due and the importance of studying for tests. At the school a consistency within divisions or departments limits students opportunities to make excuses for not submitting work on time.

While absences and lates may significantly impact on student achievement, attendance and punctuality will not be used in the determination of the student's mark. If a student is absent at the time of an assessment or summative assessment activity, the activity may be considered as incomplete and will be treated as a missed assessment or evaluation activity. **Multiple opportunities** must be offered to demonstrate the achievement of the expectations. Teachers are not required to offer the same assessment multiple times should a student choose not to complete an assessment. There must be a clear indication that if a student fails to meet deadlines, he/she may forfeit the opportunity to demonstrate achievement of curriculum expectations that a particular assignment is designed to assess. Therefore, her/his grade may be affected, possibly resulting in a failing grade. Appendix L

- 4.2 Principals will ensure that teachers communicate due dates for all assignments in advance (i.e. included with the assignment). Students will submit assignments on or before the due date, unless arrangements for exceptional circumstances are made prior to that date. The class will be given a clear explanation of the process students will follow if they cannot meet a deadline for a legitimate reason (family emergency, etc.).

When recording marks for a missed assignment, **enter an “Incomplete”**. **Do not enter a zero**.

Assignments that are consistently late and incomplete are a demonstration of poor learning skills and should be addressed in the learning skills area of the report card. Habitual neglect of deadlines is a behaviour issue that should result in disciplinary action. Late assignments are not necessarily correlated to poor achievement. Therefore, a student should not fail a course or grade based on late penalties.

Assist students with strategies to manage their time by providing them with help to avoid future lates. For example, some students may need help in setting up a time line to manage their workload. Include sufficient class time to adequately observe individual work or group contributions. Monitor student’s work intermittently to ensure that it will be submitted on time. Be sure all the accommodations and modifications stipulated on the IEP are considered in the evaluation phase of the course/subject. At the discretion of the teacher, if extenuating circumstances exist, the student should be given extra time to complete the task. Model the importance of deadlines for students when marking and returning work. Appendix J

- 4.3 All evaluation activities are due on the date or within the time frame specified by the teacher. If extenuating circumstances warrant an extension or assignment of an alternative evaluation activity, the student and teacher may decide on an extended deadline date and use the “Request for Extension” form, as a contract which includes signatures from the student, teacher, and parents. Appendix L

- 4.4 Parents and students will be advised that failure to complete evaluation activities reduces the body of evidence upon which the teacher can evaluate student achievement of the curriculum expectations and could jeopardize the granting of a passing mark for the subject.

- 4.5 If a student has missed or failed to complete summative assessment activities (e.g., an INCOMPLETE has been recorded in the teacher’s tracking record) the teacher will review student data and determine whether there is sufficient evidence to make a valid and reliable judgement about student achievement. The teacher will consider the following:

- Has the student demonstrated the expectations of the missed evaluation(s) through other subsequent assignments or in another content deemed appropriate by the teacher?
- What is the student’s most consistent level of achievement on the completed evaluations with particular emphasis on the more recent achievements?
- What is the student’s motive or reason for the missed evaluations?

The teacher will determine the student’s overall level of achievement based on the weight of this evidence or increase the value of the other assignments and remove the missing evaluation.

- 4.6 If, in the teacher’s professional judgement, after reviewing the collection of evidence, the student has demonstrated achievement of the expectations of the missed evaluations through subsequent summative assessments or looking over the assignment which was completed, but handed in after the closure date or in another context (e.g., class work, assessment activities) the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student’s overall level of achievement based on the weight of this evidence or increase the value of the other assignments and remove the missing evaluation.

- 4.7 If, in the teacher’s professional judgement, however, the student has not demonstrated achievement of expectations of the missed evaluations in subsequent evaluations or in another context and/or the student does not have a valid motive or reason for the missed evaluation(s), the teacher may determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. The teacher will consider the student’s most consistent overall level of achievement on completed evaluations but will use professional judgement to adjust the range within the level or to lower the level itself, if warranted. The teacher will then assign the corresponding grade to proportionately reflect the evidence of achievement demonstrated by the student.

- 4.8 Elementary - **Grade 1-6** - When completing the report card and assigning a level, if a student has missed a sufficient number of evaluations such that in the teacher’s professional judgement, there is insufficient evidence to validate even level 1 achievement, that teacher should assign an R and include as part of the comments the appropriate statement from the chart on 5.10 and 5.14 and further explained in Appendices K, L . (i.e., “_____ has provided (little, minimal, insufficient) evidence of achievement”.) The teacher must then comment on steps to promote evidence of achievement. If the student is not on an IEP, an IEP must be developed to support the student’s learning. A student already on an IEP must have the IEP re-evaluated for appropriateness.
- 4.9 Elementary - **Grade 7-8** - When completing any report card and assigning a percentage mark, if a student has missed a sufficient number of evaluations such that in the teacher’s professional judgement, there is insufficient evidence to validate even level 1 achievement, that teacher should assign a mark below 50 and include as part of the comments, and further explained in Appendices K, L. (i.e., “_____ has provided (little, minimal, insufficient) evidence of achievement”.) The teacher must then comment on steps the student should take to provide necessary evidence of achievement.

5. GRADING

Using Levels to Evaluate and Record Student Achievement

- 5.1 Teachers will use the criteria of the achievement chart for the course to evaluate student achievement on evaluation activities throughout the course and on the final evaluation activity. The Ontario Curriculum Exemplars for the course will assist teachers in understanding the criteria and level descriptors of the achievement chart and how course expectations and the level descriptors may be used to develop assessment tools. Appendix I
- 5.2 Teachers will work towards consistent use of the level designations when assessing and evaluating and recording student achievement throughout the term. The level designations (1-4) with a + or - will be used to indicate the range of performance within the levels. The R designation will be used to indicate that, based on evidence provided, the student is not yet successful in achieving the expectations for the designated grade level. Appendix I

Note: Levels 1-4 are all considered to be levels of achievement of course expectations.

Level 1 designates a level of achievement that is passable but below the provincial standard.

Level 2 designates a moderate level of achievement of course expectations. Achievement is approaching the provincial standard.

Level 3 is considered a high level of achievement and is designated as the provincial standard. It is a level for which all students are encouraged to strive. Students achieving at this level are well prepared for work in the next grade or course.

Level 4 designates a greater degree of achievement than that described by the provincial standard. Students achieving at level 4 demonstrate that course knowledge and skills are comprehensive and well developed (“level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving” level 3). (*The Ontario Curriculum Grades 9 to 12 Program Planning and Assessment*). There is no limit to the number of students in a course or grade who may achieve at level 4. There is no time limit, a student may achieve a Level 4 when evaluated on expectations at the beginning of the

- 5.3 To record the student’s achievement on individual evaluation activities throughout the course and on the final evaluation activity, teachers will use the level designations (e.g. 3+, 3, 3-). The mid level designation (e.g., 3) will be used to indicate solid, consistent demonstration of most of the indicators for the level; the lower designation (e.g., 3-) will indicate that there is some demonstration of the indicators for the level and possibly some signs of performance at the level below; the higher designation e.g., (3+) will be used to indicate solid consistent demonstration of all of the indicators for the level and possibility some signs of performance at the level above. Appendix H

- 5.4 Where a student has missed or failed to submit an evaluation activity and therefore has provided no evidence of achievement, the teacher will record an (I) to indicate **incomplete**. These Incompletes (I) will be taken into consideration when determining the information for the report card.
- 5.5 Under the Principal's guidance, when completing report cards, teachers will review evaluation data recorded and will apply professional judgement in determining whether or not the student has provided sufficient evidence to make a valid judgement about the student's achievement of the expectations addressed throughout the reporting period. Based on the extent of the evidence provided by the student on evaluation activities and the teacher's judgement as to the degree to which the student has demonstrated achievement of the course expectations, teachers will assign a level or percentage grade to represent the student's most consistent overall level of achievement. This mark is simply a symbol to represent the level of achievement demonstrated by the student. It is not an accounting of right and wrong answers.

Revised

The letter/percentage grade for each student's term work should reflect the student's "most consistent" level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement, when a developing skill is being assessed. When discrete knowledge (such as factual information) is being assessed it is understood that "most recent" may not apply (e.g., a biology unit in science may have an evaluation early in the term and biology will not be covered again; a mathematics strand is completed early in the term). "Most consistent" is understood as the student's typical demonstrated level of achievement. (Appendix G)

Using Computer Grading Managers

- 5.6 a) Teachers may record student grades as levels or directly as percentage grades.
- b) To determine a student's overall level of achievement computer grade managers such as Markbook will provide several methods of calculating central tendency for each student (weighted average, median, mode, blended mode). Use the "Compare" feature in the Class Report section of Markbook to compare the grades that each of these methods calculates.

Revised

Each of these calculation methods has value, however it is up to the teacher to decide which, if any, best expresses each student's achievement. In particular, when significant discrepancies are evident, the teacher shall investigate the individual student's achievement data further. In the end, the grade that best represents a student's overall achievement is not strictly a calculation but a professional judgement based on data.

- c) All marks reported to parents and students should reflect the most consistent level of achievement with more attention paid to the more recent level of achievement wherever appropriate.

In general, all mark reporting should reflect the professional judgement of the teacher. Most recent evidence of achievement should be used when looking at growth over time. Teachers should never use only the number calculated by a computer program to assign a grade for a report card. The teacher should reflect on the software calculation and use professional judgement to determine whether or not the calculated grade best fits the student's achievement of the expectations in the subject. Appendix G

Recording and Tracking Student Achievement throughout the Term

- 5.7 Teachers will work towards consistent use of the level designations when assessing and evaluating and recording student achievement throughout the term. The level designations (1-4) with a + or - will be used to indicate the range of performance within the levels. The R designation will be used to indicate that, based on evidence provided, the student is not yet successful in achieving the expectations for the designated grade level. Appendices G, H
- 5.8 Teachers will use the symbol "I" (incomplete) to record that insufficient evidence was provided by the student (i.e. assignment not completed, not handed in, etc.). The "I" designation is for tracking purposes only throughout the term. This designation will assist the teacher in assigning a letter grade/percentage mark at reporting time. Appendices H, L

Using Percentage Grades to Report Student Achievement

- 5.9 **Grades 7-8** - Teachers may record a percentage grade for an assignment and then convert to the consistent use of the level designations recording student achievement throughout the term. The level designations (1-4) with a + or - will be used to indicate the range of performance within the levels. The R designation will be used to indicate that, based on evidence provided, the student is not yet successful in achieving the expectations for the designated grade level. Appendix H
- 5.10 **Grades 7-8** - If a teacher needs to record an incomplete for a student due to lack of evidence for an assignment, the teacher will use the symbol "I" (incomplete). The "I" designation is for tracking purposes only throughout the term. This designation will assist the teacher in assigning a letter grade/percentage mark at reporting time. Appendix H

Determining Report Card entry for Elementary Term 1, 2

- 5.11 **Revised** The first report card reflects student performance at that particular point. The teacher will determine the student's most consistent overall level of achievement in each of the four categories of knowledge and skills with appropriate consideration for the student's more recent, where applicable, performance. When completing a report card for each term, teachers must have 3 - 5 summative assessments per term for each strand/subject. Appendices H, I
- 5.12 Percentage grades will be assigned as a symbol to reflect mid, lower and higher range of performance as follows:

MOST CONSISTENT LEVEL	GR 1- 6 REPORT CARD	GR 7-12 REPORT CARD	NOTES
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ACHIEVEMENT

Level 4	A +	90 - 100%	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.
	A	85 - 89%	
	A -	80 - 84%	
Level 3	B +	77 - 79%	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.
	B	73 - 76%	
	B -	70 - 72%	
Level 2	C +	67 - 69%	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
	C	63 - 66%	
	C -	60 - 62%	
Level 1	D +	57 - 59%	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
	D	53 - 56%	
	D -	50 - 52%	

INSUFFICIENT ACHIEVEMENT

Revised	R	R	40 - 46%	Promotion is in jeopardy.	The student has not demonstrated the required knowledge and skills. If an IEP is not in place, one must be developed to support the student.
		R	35 - 40%		
		R	< 35%	Promotion is in serious jeopardy.	

5.13 If a student has not demonstrated achievement that meets the criteria for level 1, an R or a percentage grade of between 0-46% will be assigned as an indication that the student is not meeting course expectations.

LEVEL	MARK %	STATUS	COMMENT FOR THE REPORT CARD
R	40 - 46%	Insufficient Achievement	Student is able to achieve some course expectations in limited ways, however achievement is insufficient to be considered passable achievement.
R	35 - 40%	Insufficient Achievement	Student has difficulty achieving most of the course expectations.
R	< 35%	Insufficient Evidence of Achievement	Student has difficulty achieving any course expectations

5.14 If a student has missed or failed to submit summative assessment activities (e.g., an (I) has been recorded to indicate that evaluations are incomplete) the teacher will review student data and determine whether there is sufficient evidence to make a valid and reliable judgement about student achievement. The teacher will consider the following:

- Has the student demonstrated the expectations on the missed evaluation(s) through other subsequent assignments or in another context deemed appropriate by the teacher?
- What is the student’s most consistent level of achievement on the completed evaluations with particular emphasis on the more recent achievements?
- Are there extenuating circumstances that relate to missed evaluations?

5.15 If, in the teacher’s professional judgement, after reviewing the collection of evidence, the student has demonstrated achievement of the missed expectations through subsequent summative assessments or in another context, (e.g., class work, assessment activities) the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student’s most consistent level of achievement in each category based on the weight of this evidence, and their professional judgement to apply a mark or level for the report card.

5.16 If, in the teacher’s professional judgement, after reviewing the collection of evidence, the student has not demonstrated achievement of the missed expectations in subsequent summative assessments or in another context (e.g., class work, assessment activities) and there are no extenuating circumstances, the teacher may determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. The teacher will consider the student’s most consistent overall level of achievement on completed evaluations but will use professional judgement to adjust the range within the level or to lower the level itself if warranted. The teacher will then assign the corresponding level or percentage grade to proportionately reflect the demonstrable evidence of achievement of the expectations in each of the four categories.

5.17 **Grade 7-8** - If the student has missed a sufficient number of evaluations such that, in the teacher’s professional judgement, there is insufficient evidence to make a valid and reliable evaluation of student achievement.

Revised

The teacher may leave the mark blank on the report card for the first reporting period as a symbol to indicate that little or no evidence of achievement has been provided by the student and that a valid evaluation of student achievement is not possible. In most cases, this would apply to non-attending students.

5.18 When the marks and percentage grades have been adjusted to indicate that the student has provided insufficient evidence of achievement, then a designated comment will be included on the student’s report card: “_____ has provided (little, minimal, insufficient) evidence of achievement”. The teacher must then comment on steps the student should take to provide necessary evidence of achievement.

LEVEL	MARK %	COMMENT FOR THE REPORT CARD	
R	< 35	indicates that the student has failed to complete or has missed assignments/evaluations and that the evidence provided by the student is insufficient to make a valid and reliable evaluation of student achievement.	INSUFFICIENT EVIDENCE OF ACHIEVEMENT
	"Leave this blank"	indicates that little or no evidence of achievement has been provided by the student	
Note: this occurrence is only for Term 1 Report Card. This information provides the data for SRT/parental involvement and the foundation for remediation.			

Determining Final Grade for the Provincial Report Card

- 5.19 **Revised** **Grade 7-8** - If the mathematical calculation falls between 47-49%, the teacher will use professional judgement in consultation with the principal to adjust the grade to 46% or 50%. If the final percentage grade is below 50%, the student has not been successful. The student has failed the specific subject area/strand, and for a student that is currently in grade 8, information about receiving <50% in a subject or strand should be presented to the high school for appropriate course placement for grade 9. Summer school remediation programs should be recommended to the student.

6. REPORTING

- 6.1 Teachers will use a variety of reporting methods including interviews /conferencing, use of the agenda book, phone calls, letters to parents and the informal and formal report cards to report student achievement. Any problems and concerns about a student's achievement must be discussed with parents prior to the first reporting period (e.g., phone contact, case conference). The subsequent written report card will refer to information discussed with the parent and student in previous conferences or meetings.
- 6.2 A Learning Skills progress report will be given to parents approximately 6 weeks after the start of the year, as required by Board. Progress reports provide information on student achievement on the nine Learning Skills identified by the Ministry of Education. There is a strong link between the mastery of the Learning Skills and improving student achievement. Appendix F
- 6.3 Formal, written reports for Grades 1-8 will be issued three times a year, as required by Ministry of Education policy.

Report Cards shall be issued to parents according to the schedule provided by the Board office annually. School Principals may choose internal submission dates to allow adequate time for them to review the reports before signing.

Where concerns arise, teachers should have a school-based SRT before report cards are distributed to parents. Completion of the report card should promote a review of the student's progress with the teachers involved with that student. Information could be shared to discuss strengths, weaknesses and next steps for the student.

- 6.4 Parent conference should focus on the student's achievement and learning skills, supported by representative samples of the student's work.

Schools will host a formal parent – student – teacher authentic reporting session following the progress report or first term and opportunities for conferences following term two and three, and throughout the year.

- 6.5 Teachers should work with students to develop the skills necessary for involvement in the reporting process. Students are encouraged to complete the Response Form with their parent(s). The Response Form, completed by the student and the parent, and returned to school, must be filed in the student's OSR.

Teachers should engage students in the reporting process, whether in three way conferencing, student-led conferencing, and/or student portfolios. The style of the Parent-Teacher (Student) interview may be determined by the school.

6.6 PVNCCDSB schools will report achievement of grade 1 to 8 students using the Provincial Report Card. When reporting, teachers communicate student achievement of provincial curriculum expectations by recording the percentage mark/letter grade. This symbol of performance will be supported by teacher comments reflecting the criteria descriptors for the level of achievement. For grades 7- 8 percentage grades assigned on the report card will be referenced to the levels of achievement. Schools should distribute a parent guide describing the performance and their alignment to the level of achievement and the corresponding percentage grade. JK/SK teachers will complete report cards for students/parents as required by the Board. Appendix K

6.7 Report card comments describe the student's performance in the four categories of the Achievement Chart found in each of the curriculum documents...**regardless of the student's mark/level.**

The comment for each subject describes an area of strength, an area of weakness, and suggested next steps to be taken. The comments are consistent with the student's stated level of achievement, using the language of the Achievement Charts (e.g., appropriate qualifiers from the achievement chart level 3 are used in comments where the student received a B/70-79 grade: independently, usually, most of, most appropriate, clearly, etc). Sentences must be used, and can be personalized by the inclusion of the student's name. Appendix I

Non-technical, understandable language is used. Accuracy, clarity and sensitivity should characterize each comment. Educational jargon should be avoided. The entire space allocated for a comment does not need to be filled.

Teachers may use a bank of subject and grade specific report card comments to report, in most cases, strengths, areas for improvement and next steps in all subject areas.

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.

Note: 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).

Note: formative data may not be used to determine a report card grade, but can be used in describing achievement (i.e., comments section) or in describing learning skills.

COMPONENTS	
Include three statements related to the student's strengths, areas for improvement and next steps.	
1. Strengths	<p>MAKE A POSITIVE STATEMENT that:</p> <ul style="list-style-type: none"> Tells the student what he/she does well Reflects upon the student's commitment Aids the student in continued growth and learning in the course/class <p>• RECOMMENDED PROCESS and EXAMPLE</p> <ul style="list-style-type: none"> examine the evidence of student learning identify the area of strength related to the achievement chart (e.g., communication) connect the strength to the Overall curriculum expectations indicate the evidence used to arrive at the comment connect the student's level of achievement to the appropriate achievement chart level. use the related language of the achievement chart level. <p>ENGLISH: Level 2 - "_____ uses the writing process with moderate effectiveness to plan, draft and polish her creative writing assignments."</p>
2. Areas for Improvement	<p>MAKE A STATEMENT that:</p> <ul style="list-style-type: none"> relates to the student's capacity to improve <p>• RECOMMENDED PROCESS and EXAMPLE</p> <ul style="list-style-type: none"> examine the evidence of student learning. identify the area for improvement related to the achievement chart (e.g., application). connect the area for improvement to the Overall curriculum expectations. indicate the evidence used to arrive at the comment. connect the students level of achievement to the appropriate achievement chart level. use the related language of the achievement chart level. <p>MUSIC: Level 3 - "Analysis of music played in class indicates _____'s limited understanding of the elements of music."</p>
3. Next Steps	<p>Provide clear, concrete next steps for students. These may include comments linked with knowledge or skills specific to that subject/discipline, which would lead to improvement.</p> <p>MAKE A STATEMENT that:</p> <ul style="list-style-type: none"> motivates or encourages the student provides specific instructions for future progress (e.g., join the homework club) provide instructions for measurable progress <p>RECOMMENDED PROCESS and EXAMPLE</p> <ul style="list-style-type: none"> indicate what the student needs to do to improve. be specific. <p>FRENCH: "_____ should use resources (e.g., dictionary) to aid reading comprehension."</p>
CONTENT	
1. Curriculum	Refer specifically to curriculum expectations and, where appropriate, achievement chart categories. Comments should not be repeated statements of the curriculum expectations. Appendix B
2. Learning Skills	Learning skills comments are not included in achievement comments unless clearly linked to the achievement of curriculum expectations.
3. Evidence	Refer to evidence that represents the processes as well as the products/performances of student achievement.
4. Achievement	Comments reflect, where appropriate, the demonstrated attainment of the achievement chart categories being evaluated for that course. Comments must match the achievement marks.
STYLE	
1. Concise Language	Written in clear, concise language without educational jargon for maximum information.
2. Conventions & Spelling	Grammatically correct and free of spelling errors.
3. Individualized Comments	Reflect individual student progress, indicate specific individual evidence, use names and appropriate pronouns, vary from student to student.
4. Positive Tone	Phrased positively, especially when describing level one performance and Next Steps.

- 6.8 Learning skills comments are stated in the Learning Skills section on page 2 of the report card. Learning skills are not included in subject comment areas.
- 6.9 Principals will ensure that teachers will reference the *Guide to the Provincial Report Card, Grades 1-8* to assist them with the completion of the report card.

All report cards are to be signed by the Principal as verification of the correctness of the report and its professional standard.

- 6.10 Reporting on Subject and Strands - *The Guide to the Provincial Report Card, Grades 1-8, 1998* outlines ministry reporting policy. The following guidelines highlight ministry policy and provide PVNCCDSB teachers with direction in managing the reporting process.

Note: all letter and percentage grades and comments sections are to be completed. Where more than one teacher is responsible for a student's program, the Principal will designate who signs the report.

SUBJECT	REPORTING GUIDELINES
<p>(PVNC) - For strands not addressed include comment “ _____ was not part of the Arts program this term.” (Ministry) - For subjects for which strands are indicated, fill in the student’s letter grade/percentage mark for each strand, for the appropriate reporting period. No composite grade for the subject as a whole is required. For all other subjects, fill in the student’s letter grade or percentage mark for the subject. A single letter grade or percentage mark is the only information that should be placed in each grade column. Columns should not be subdivided by a slash to indicate two grades in any subject area (e.g., science and technology should have a single grade).</p>	
Religious/Family Life Education	<p>Grade 1-3 Report on student achievement by using an anecdotal comment only. Grade 4-8 Report on student achievement by using a grade/mark and anecdotal comment. (PVNC)</p>
English	<p>Report on achievement of expectations in all 3 strands each term (Reading, Writing, Oral and Visual Communication). The Media Strand expectations are to be reported in the Oral and Visual Communication section. Assign a separate grade/mark for each of the 3 strands. (Ministry)</p>
	<p>French Immersion Grade 2 - In Term 1 a letter grade will be assigned for Oral and Visual Communication only. All strands will be assigned a mark during terms two and three. (PVNC) Fill in the letter grade for each strand that is part of the student’s instructional program. When a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the mark column blank. (Ministry)</p>
French as a Second Language (Core)	<p>Grade 4 - In Term 1 a letter grade will be assigned for Oral Communication only. All strands will be assigned a mark during terms two and three. (PVNC) Fill in the letter grade for each strand that is part of the student’s instructional program. When a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the mark column blank. (Ministry)</p>
	<p>Grades 5-8 - Report on achievement of expectations in all 3 strands each term (Oral Communication, Reading and Writing). Assign a separate mark/grade for each strand. (Ministry)</p>
French as a Second Language (French Immersion)	<p>Report on achievement of expectations in all 3 strands each term (Oral Communication, Reading, Writing). Assign a separate grade/mark for each of the 3 strands. (Ministry)</p>
Mathematics	<p>For each reporting period fill in the student’s letter grade/percentage mark 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 a reporting period, indicate this in the comments and leave the grade/mark column blank. In the comment section include the note “_____ strand was not formally evaluated this term” A grade/mark must be filled in for each strand for at least two reporting periods and each reporting period must show a grade/mark for at least two strands. (Ministry)</p>
Social Studies Grades 1-6	<p>Report on achievement of expectations addressed each term. (Ministry)</p>

History/Geography Grades 7-8	Report on achievement of expectations addressed in both History and Geography each term. Assign separate marks for History and Geography. (Ministry)
Science & Technology	Fill in the student's letter grade/percentage mark for the subject. In the space for anecdotal comments, indicate which strands were taught for the appropriate reporting period. Report on achievement of expectations for the strands addressed each term. Assign a single mark/grade. (Ministry)
Health & Physical Education	Report on achievement of expectations from at least 2 strands each term (Fundamental Movement Skills, Active Participation, Healthy Living) (PVNC) (Note: some expectations from the Healthy Living strand may be addressed through the Family Life program but achievement of the expectations should be reported on as part of Health and Physical Education.) (PVNC) Assign a single mark/grade. (Ministry)
The Arts	Report on achievement of expectations in 2 strands each term (Visual Arts, Music, Drama/Dance). Report on each strand at least twice over the course of the school year. (PVNC) Assign a separate mark for each strand. (Ministry) Fill in the letter grade/percentage mark 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, include the comment "_____ strand was not formally evaluated this term " - (PVNCCDSB). and leave the grade/mark column blank.
Integrated Literacy Program	Grades 1-3 - Report on achievement of expectations in Oral Communication, Reading and The Arts in all three terms and assign a letter grade. (PVNC)
Kindergarten Program	Reporting procedures for the Kindergarten Program are outlined in the Kindergarten Resource Binder.
*Accommodations to the Ministry Reporting Guidelines may be required in some schools to address the needs of combined grade classes and/or small schools, accommodations would be made in consultation with the teachers, and principal and communicated to parents by means such as through a newsletter, classroom course outline, phone contact, etc.	

Using Designated Report Card Comments FOR SPECIFIC SITUATIONS

- 6.11 Teachers will use designated report card comments to support these assessment, grading and reporting guidelines:

Revised

If a student has not demonstrated achievement that meets the criteria for level 1, an R or a percentage grade of between 0-46% will be assigned as an indication that the student is not meeting course expectations.

LEVEL	MARK%	COMMENT FOR THE REPORT CARD
R	40 - 46%	Student is able to achieve some course expectations in limited ways, however achievement is insufficient to be considered passable achievement.
R	35 - 40%	Student has difficulty achieving most of the course expectations.
R	< 35%	Student has difficulty achieving any course expectations

Term 1 and 2 report cards:

If the student has missed a sufficient number of evaluations such that, in the teacher's professional judgement, there is insufficient evidence to make a valid and reliable evaluation of student achievement, an R will be given.

In Grade 7-8, the teacher may leave the mark blank on the report card for the first and second reporting periods as a symbol to indicate that little or no evidence of achievement has been provided by the student and that a valid evaluation of student achievement is not possible. In most cases, this would apply to non-attending students.

When the marks and percentage grades have been adjusted to indicate that the student has provided insufficient evidence of achievement, the designated comment which will be included on the student's report card should read: "_____ has provided (little, minimal, insufficient) evidence of achievement". The teacher must then comment on steps the student should take to provide necessary evidence of achievement.

Reporting Student Achievement for Students on IEP's

- 6.12 When a student has an IEP, the parents/guardians and the student should have a clear understanding of the expectations in the student's program and they should also have opportunities for input. The IEP will clearly indicate the expectations for the student's program. A copy of the most recent IEP will be housed in the Documentation File of the student's OSR. The report card will provide grading information based on the expectations from the Ministry Guidelines, through the assessment requirements documented on the student's IEP. The student's IEP may be attached to the Ministry report cards sent home.
- 6.13 Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlined in an IEP and will be communicated to parents.
- 6.14 In grading student achievement for students on an IEP, teachers will assign a level or a percentage mark to reflect the student's level of achievement of the learning expectations as identified in the IEP. If a student has an IEP, the report card box must be checked. Appendix J
- 6.15 If the student has an IEP that applies to a particular subject or strand within a subject, the teacher will check the IEP box for that subject. A grade/mark must be assigned. The grade/mark will reflect achievement of the expectations as outlined in the IEP. Appendix J
- 6.16 If the expectations in the IEP are based on *The Ontario Curriculum, Grades 1-8* but vary from the expectations of the regular grade, this statement must appear in the comment section of the report card: "The (grade/mark) for (subject/strand) is based on the expectations in the IEP, which vary from the Grade expectations."
- 6.17 No statement is required when accommodations only are in place and the expectations are those of the grade level program. PVNC Special Education Guidelines require that the IEP box be checked.
- 6.18 In cases where a student has an IEP in language areas, the expectations of the IEP may extend into other subjects (e.g., Science and Technology). Separate IEPs need not be developed, however, the report must reflect IEP information for those subjects by checking the box on the report card.
- 6.19 A student with an IEP would rarely receive an "R" since remedial measures would already be in place to address the students' needs. Appropriate expectations, which vary from those of the grade level, would already have been identified for the student.
- An "R", however, would be an appropriate designation in cases where the student has provided insufficient evidence of achievement to validate even level 1 achievement of the modified expectations.
- 6.20 In cases where an IEP is not in place and student achievement is reported as "R/Below 50" specific remedial measures that are planned and parent support that will be required must be described in the comment section of the report card.
- 6.21 If some of the student's learning expectations for a subject are modified from the curriculum expectations but the student is working towards promotion, the teacher will check the IEP box and will enter the comment "*expectations for this subject have been modified.*"

- 6.22 If the student’s learning expectations are modified to such an extent that they are not addressing subject expectations or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the Comments section of the report card. *“This grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the subject/grade.” “see anecdotal report.”*

Reporting Achievement for ESL/ELD Students

As the linguistic diversity of Ontario’s student population continues to increase, many students in our schools require supports in learning English to enable them to achieve the curriculum expectations in **all subjects** and at all grade levels. Programs must be flexible in order to accommodate the needs of students who require instruction in English as a Second Language (ESL) or English Literacy Development (ELD), and teachers of all subjects are responsible for helping students develop their ability to use English.

Appropriate adaptations (accommodations and/or modifications) to teaching, learning, and evaluation strategies must be made to help students gain proficiency in English. Teachers should bear in mind that many students become proficient users of English for most day-to-day purposes within two years; however, it may take up to seven years for a student to acquire a level of proficiency in reading, writing, and abstract thinking in a second language that is on par with the level mastered by speakers of a first language.

- 6.23 Whenever appropriate accommodations or modifications have been made to the student’s program in any course other than the ESL/ELD course, teachers will check the ESL or ELD box on the report card. The ESL or ELD box need not be checked for ESL/ELD courses or any other subject areas in which no accommodations or modifications are required.
- 6.24 If the ESL or ELD box is checked because some of the student’s learning expectations have been modified from the curriculum expectations for a credit-bearing course, the teacher will select the following report card comment: “Expectations modified for ESL proficiency.”
- 6.25 If the ESL/ELD box is checked because accommodations are being made to instructional and/or assessment strategies, the teacher will select the following report card comment: “Accommodations in place for ESL learning.”

7. COMMUNICATION

MINISTRY INFORMATION FOR REPORT CARD

Promotion Status: The purpose of this section is to flag early concerns about student promotion, in order to involve parents immediately in efforts to ensure successful achievement.

“Progressing Well Towards Promotion”: For use in the first and second reporting periods only. Check this box if the student’s overall achievement is such that there is no doubt that he or she will be promoted to the next grade at the end of the year.

“Progressing With Some Difficulty Towards Promotion”: For use in the first and second reporting periods only. Check this box if the student’s overall achievement is such that there is some doubt that he or she will be promoted to the next grade at the end of the year. With such a student, you should involve the parents in identifying and assisting with effective intervention measures.

“Promotion at Risk”: For use in the first and second reporting periods only. Check this box if the student’s overall achievement appears to be insufficient to ensure promotion at the end of the year. With such a student, you should contact the parents as soon as the risk of non-promotion is apparent and well before reporting time, in order to involve the parents in identifying and assisting with effective intervention measures.

7.1 The Provincial Report Card is only one of several means by which teachers report student achievement to parents and students. Communication about student achievement should be continual throughout the year and should include, in addition to the report card, such things as parent-teacher or parent-student teacher conferences, interviews, phone calls, informal reports, and portfolios of student work.

Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home. *Guide to the Provincial Report Card, Gr 1-8, 1998, 1999.*

7.2 **Effective communication must consider the:** purpose, audience, medium, content. It should be **continuous** to serve the evolving needs of the learning community. It must support strategies to encourage all stakeholders to actively participate. Effective communication supports the goal of providing timely information regarding all of the activities that take place in a school and encouraging ongoing dialogue among those who share in the responsibility for creating a learning community. **The most important communication is the daily, informal, two-way dialogue that takes place between teacher and student in the ongoing learning process.** The information on student achievement, gathered through assessment and evaluation, should be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents must be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement, and of policies concerning students' promotion from one course to the next.

WHY?	WHO?	HOW?	WHAT?
Reasons for Communication	Members of the Community	Methods of Communication	Things Communicated
<ul style="list-style-type: none"> improve student learning student achievement student progress teacher planning accountability changes from former grades/courses/procedures recognition of student skills school profile student destination teacher appraisals inform parents of student progress and school activities inform the wider community of school issues and activities 	<ul style="list-style-type: none"> students parents administration community guidance staff post secondary institutions potential employers school councils teachers home and school associations outside agencies (i.e. CAS, Kinark) PVNC Education Centre 	<ul style="list-style-type: none"> action/growth/annual learning plans anecdotal feedback assessment tools community newspapers conferencing course calendar course handouts curriculum nights/parent nights exemplars IEP/IPRC letters/newsletters open houses OSR other media (tv, radio) parent interviews phone calls progress reports report cards school profiles student handbooks student planners/agendas transition plans verbal feedback web pages/email 	<ul style="list-style-type: none"> attendance problems behaviour/lates learning skills marks/levels/achievement chart missed assignments opportunities policy - ministry, board, school program expectations requests for feedback requests for involvement student achievement successes summer school information night school information community events recreation opportunities public health issues excursions media memos reminders

7.3 **Cyclical Communication** - Effective communication about assessment will follow a predictable pattern throughout the school year. **The Yearly Communication Cycle** outlines yearly opportunities and issues for communication. Possible frameworks are provided. A plan for improving communication should consider this pattern and take advantage of existing structures and procedures. Whenever possible, information about learning, assessment, evaluation, and reporting should be incorporated into other communication sent home such as permission forms and school/class newsletters.

SUGGESTED ELEMENTARY YEARLY COMMUNICATION CYCLE	
MONTH	COMMUNICATION ISSUES AND OPPORTUNITIES
August	<p>Welcome to School: welcome letter, overview of the family life program and sacrament planning for specific grades, EQAO introduced, class placement information, student handbook, code of conduct, school maps, staff directory</p> <p>Final Timetable: meeting schedules, teacher contact information</p> <p>Transition: opportunity for students/parents to get comfortable with new school/class</p>
September	<p>Welcome to School Handouts: Board Magazine, School Monthly Newsletter including introductions, communication opportunities, Assessment Plan, dates for School Masses</p> <p>Program Overviews: program and assessment and evaluation information distributed to students and submitted to office</p> <p>Volunteer Information: requests, information evening, procedures, police checks</p> <p>Contact Information: Teacher/Parent availability, Homework Club, School or Class Web page</p> <p>Student Information Cards: special needs, medical information, emergency contact</p> <p>Open House: opportunity to meet parents and establish relationships</p> <p>Website Information: Board and School updated with information</p>
October	<p>Progress Report: Learning Skills, identification of areas of concern</p> <p>Parent Interviews: extend opportunity for informal or formal interview if concerned</p> <p>Open House: discussion of school goals, available supports, areas of emphasis</p> <p>Kindergarten Registration: for students entering junior kindergarten next school year</p> <p>First Term Summative Assessments: rich performance tasks, rubrics, final dates and assessment information</p> <p>Individual Education Plans Sent Home</p> <p>Transition: Initial contact with secondary school for grade 8 students</p> <p>Website Information: Board and School updated with information</p>
November	<p>First Term Report Card: Provincial Report Card, opportunities for Parent Interviews, Response Form</p> <p>Formal Parent Interview Opportunity: discuss report card progress, learning skills, and areas for growth</p> <p>Transition: presentations to grade 8 classes, Student Success Teachers interviews, begin specialized transition program for students requiring extra assistance</p> <p>Website Information: Board and School updated with information</p> <p>Data: at-risk information sent to the Board</p>
December	<p>Christmas Celebrations: i.e., opportunities for sharing mass</p> <p>Website Information: Board and School updated with information</p> <p>Next Year's JK parents: Invited to school Christmas events</p>
January	<p>Transition: Invitational meeting for "At Risk" grade 8 students and their parents, Student Success Teachers interviews</p> <p>Website Information: Board and School updated with information</p> <p>Senior Kindergarten French Immersion Parent Information Meeting: for students entering senior kindergarten at french immersion schools next year</p>
February	<p>JK Open House: initial information regarding program for coming year</p> <p>Second Term Summative Assessments: rich performance task, final dates and assessment information</p> <p>Transition: option sheet presentations to grade 8 classes, Student Success Teachers interviews</p> <p>Website Information: Board and School updated with information</p>

MONTH	COMMUNICATION ISSUES AND OPPORTUNITIES
<p>March</p>	<p>Second Term Report Card: Provincial Report Card, opportunities for Parent Interviews, Response Form</p> <p>Formal Parent Interview Opportunity: discuss report card progress, learning skills, and areas for growth</p> <p>Annual Education Plan: grade 8 reviewed in selection of program for the coming year with Student Success Teacher</p> <p>Transition: Grade 7 introduction to transition process with Student Success Teacher</p> <p>Website Information: Board and School updated with information</p> <p>Summer School Information available</p> <p>Data: at-risk information sent to the Board</p>
<p>April</p>	<p>IPRC Process: Identification, Placement and Review Committee meetings</p> <p>Transition: Grade 8 development of individual transition plans for higher needs students into and out of school, Grade 7 and Student Success Teacher investigate Career Awareness opportunities for students and information to parents</p> <p>Website Information: Board and School updated with information</p> <p>Summer School Information available</p>
<p>May</p>	<p>Summer School Information: information regarding the programs available</p> <p>Third Term Summative Assessments: rich performance task, final dates and assessment information</p> <p>Parent Input for Student Placement in Following School Year</p> <p>Transition: Student Success Teacher activities - Grade 7 Learning Style Inventory, Grade 8 orientation at secondary school</p> <p>Website Information: Board and School updated with information</p>
<p>June</p>	<p>Third Term Report Card: Provincial Report Card, opportunities for parent interviews, Response Form</p> <p>Inform of Required School Supplies and Important Dates for Next School Year</p> <p>Summer School Registration: Identification and Registration for Grade 7/8 Students, suggestions for continuing and supporting learning over the summer.</p> <p>Website Information: Board and School updated with information</p> <p>Data: at-risk information sent to the Board</p>
<p>Ongoing opportunities include: Assemblies, Concerts, Drama Presentations, Music/Dance Presentations, Field Trips</p>	

7.4 As planning for the school year progresses toward the first day of school, teachers develop Program Overview (i.e. formatted as class newsletters) to go home during the first week. These set the communication tone for the year and should provide both the student and parent with information on what will be learned, how learning will be measured, and what opportunities will be available for discussion of progress among teacher, student, and parent. In elementary schools, teachers are expected to submit long-range plans for all subjects they will be teaching that year (i.e. monthly newsletters or long-range plans). Appendix D

SUGGESTED ELEMENTARY CLASS MONTHLY NEWSLETTER GUIDE	
Upcoming Events (Seasonal)	<ul style="list-style-type: none"> Reminders and class administration Reminders of classroom procedures and routines (ie. library, phys. ed., indoor/outdoor shoes)
Academic/Curriculum Focus	<ul style="list-style-type: none"> Enduring understandings in each subject area Demonstrations of learning that will be used as the basis for assessment <p><i>Note: this is an opportunity to provide time lines and the rubric of summative assessment assignments/ projects to be used this month</i></p>
Learning Skills	<ul style="list-style-type: none"> Connection between learning skills and curriculum and possible focus for the month Reminders for classroom expectations re: homework, absences, missed work
Teaching/Assessment Strategies	<ul style="list-style-type: none"> Statement regarding the range of learning opportunities and assessment strategies to be used to address student needs (Note: remaining aware of the IEP needs within the classroom) Use of diagnostic/formative and summative assessment Clear communication of how term marks are determined including: <ul style="list-style-type: none"> The importance of <u>multiple opportunities to learn</u> before summative assessment How more <u>recent, most consistent</u> is supported (e.g. policy on re-tests and re-submissions) Role of diagnostic, formative and summative assessments Timing and duration of summative activities
Communication Reminders	<ul style="list-style-type: none"> Important dates (ie. class presentations, test dates, project deadlines) Upcoming, formal & informal opportunities and procedures for communication Extra help opportunities
Parental and Student Signatures	<ul style="list-style-type: none"> Signing a form provides a binding contract with regards to plagiarism, late assignment policy, absence on a summative assessment task, etc. Forms are kept on file by the teachers for the duration of the course.

7.5 Explaining the Terms - Any communication about student achievement will involve some specific assessment terms that may not be familiar to the parents. Explaining these terms and providing suggestions regarding how students can be supported in their work is a key function of any communication with home.

7.6 Keeping in Touch - Short, informal communication should be used to inform both students and parents about student successes (i.e. "Good News" phone calls or notes in student agendas.)

As well, students and parents should be kept informed when learning is jeopardized by a weakness in learning skills such as missing or incomplete assignments. Providing prompt notification of these potential problems can often prevent a more serious situation from developing. If these notifications also include opportunities for a parental or student response, they validate the notion that classroom learning is a shared responsibility.

The student planner is often the method for informally communicating a teacher's concern about student progress.

- 7.7 The “Missed or Late Assignment/Assessment Contract” offers an example of the kind of notice that will inform the student and parent of missing or late work and invite both reflection and response. If it is the student’s learning skills that are of concern, a message highlighting the issue is modeled in the **Learning Skills Notice**.
- 7.8 Early Reporting - all schools produce a progress report within 6 weeks of the beginning of the program. The intent of this report is to inform the student and parents of the student’s early progress, and to identify areas of potential concern with a student’s progress in the learning skills. This is an opportunity to highlight the importance of learning skills as well as providing constructive comments about how they could be improved. Appendix F
- 7.9 Parent/Student/Teacher Conferences - Opportunities for teachers and parents to talk directly can be difficult to arrange. In order to make the most of these meetings, teachers need to prepare some specific information to inform the focus for discussion. Providing a focus for these discussions, recording what took place, and following up maximize the effectiveness of the interview process.

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- ✓ Effective Elementary Assessment and Evaluation Classroom Practices - A Resource Document
- ✓ Guide to the Provincial Report Card, Grades 1-8, 1998
- ✓ Guidelines for Grading, by Ken O'Connor featured from London Catholic DSB and Toronto DSB
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- ✓ Memo LSS-092 JK - Grade 6 Assessment for Learning Program, November 7, 2005
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