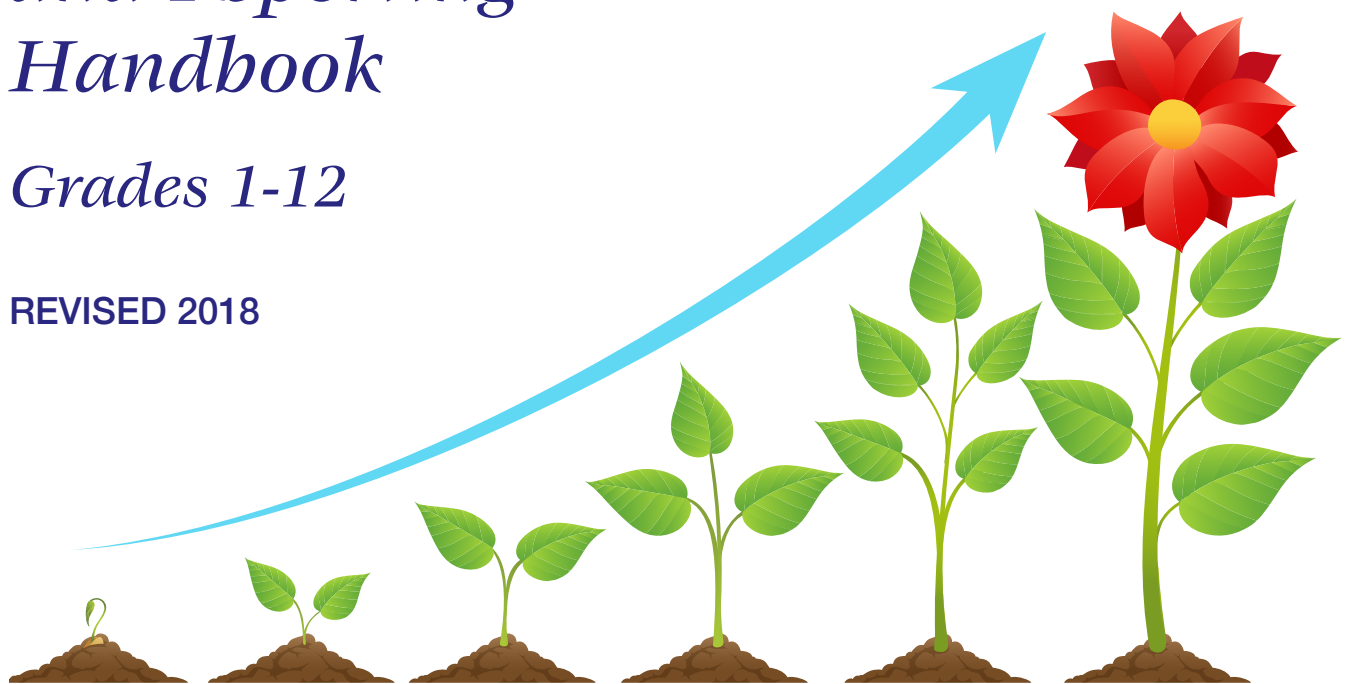




Assessment, Evaluation, and Reporting Handbook

Grades 1-12

REVISED 2018



Vision

Achieving Excellence in Catholic Education

LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

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The Seven Fundamental Principles

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

The following Seven Fundamental Principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- ◆ are fair, transparent, and equitable for all students;
- ◆ support all students, including those with Special Education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- ◆ are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- ◆ are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year;
- ◆ are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- ◆ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- ◆ develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(Growing Success, p. 6)

Teachers have a leading role to play in the implementation of the Seven Fundamental Principles. On a daily and hourly basis, teachers make professional judgements that ensure effective implementation of these principles, making decisions with respect to individual students and groups of students that have profound implications for them. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve. Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives. Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement.

(Growing Success, p. 8)





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To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

Strategic Priorities 2017-2020

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

Ontario Catholic School Graduate Expectations

The Ontario Catholic School Graduate Expectations 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 Ontario Catholic School Graduate Expectations 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 Ontario Catholic Graduate Expectations 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 Ontario Catholic Graduate Expectations create a common reference point from which Catholic curricula can be developed.

The Ontario Catholic School Graduate Expectations should inform the teaching and learning in all of our classrooms from Kindergarten to Grade 12. Our instructional practices need to reflect the knowledge, skills and mindsets embodied in these expectations.

The Ontario Catholic School Graduate is expected to be:

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





Shaping a Better Future Through Our Catholic Graduate Expectations



DISCERNING BELIEVER

Because I am a believer, I will live my life like Jesus.



EFFECTIVE COMMUNICATOR

Because I have a voice, I will use it lovingly, and I will live my life like Jesus.



COLLABORATIVE CONTRIBUTOR

Because I am a team player, I know that "Together is Better", and we live our lives like Jesus.



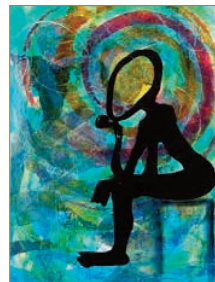
LIFELONG LEARNER

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.



RESPONSIBLE CITIZEN

Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.



REFLECTIVE, CREATIVE AND HOLISTIC THINKER

Because I have ideas, I have a purpose, and I will live my life like Jesus.



CARING FAMILY MEMBER

Because I care, I pray for all my families, and I will live my life like Jesus.



Assessment and Evaluation at PVNCCDSB

The root word of assessment means ‘to sit beside’ – to guide and to coach. Within the Catholic context the mindset of assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student. We are called to position our students for success in the context of the Ontario Catholic Graduate Expectations. Our students must be provided the opportunity that allows them to demonstrate what they know of their learning to the depth of their own abilities. Therefore, our classrooms, as places of learning, are to be places where students are:

- ◆ engaged in their learning;
- ◆ provided with creative ways to demonstrate their learning;
- ◆ encouraged to excel with inquiring minds and heart;
- ◆ supported through hope while building community; empowered to be self-motivated; and
- ◆ challenged to live justly by respecting the dignity of the human person.



Teacher Guidelines for Professional Practice

Teachers in grades 1-12 and discipline areas will use the subject specific Achievement Charts found in The Ontario Curriculum documents as a framework for assessing, evaluating and reporting student achievement of the learning expectations. The Achievement Charts provide a reference point for assessing and evaluating student performance.

RESOURCES

The Ministry of Education has facilitated the production of resource material for elementary panels. *Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. There are many additional support materials in the AER GAINS link and in the Learning for All resource document:

<http://www.edugains.ca/resourcesAER/GrowSuccess.pdf>

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

The use of pedagogical documentation as an assessment for and as learning strategy in the classroom involves the ongoing gathering of a wide range of forms of evidence-observational notes, videos, photos – documenting how a student thinks and learns. For more information go to:

www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_Pedagogical.pdf

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 related to the four categories of the Achievement Chart:

Knowledge and Understanding	Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
Thinking	The use of critical and creative thinking skills and/or processes
Communication	The conveying of meaning through various forms
Application	The use of knowledge and skills to make connections within and between various contexts

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses.



Teacher Guidelines for Professional Practice

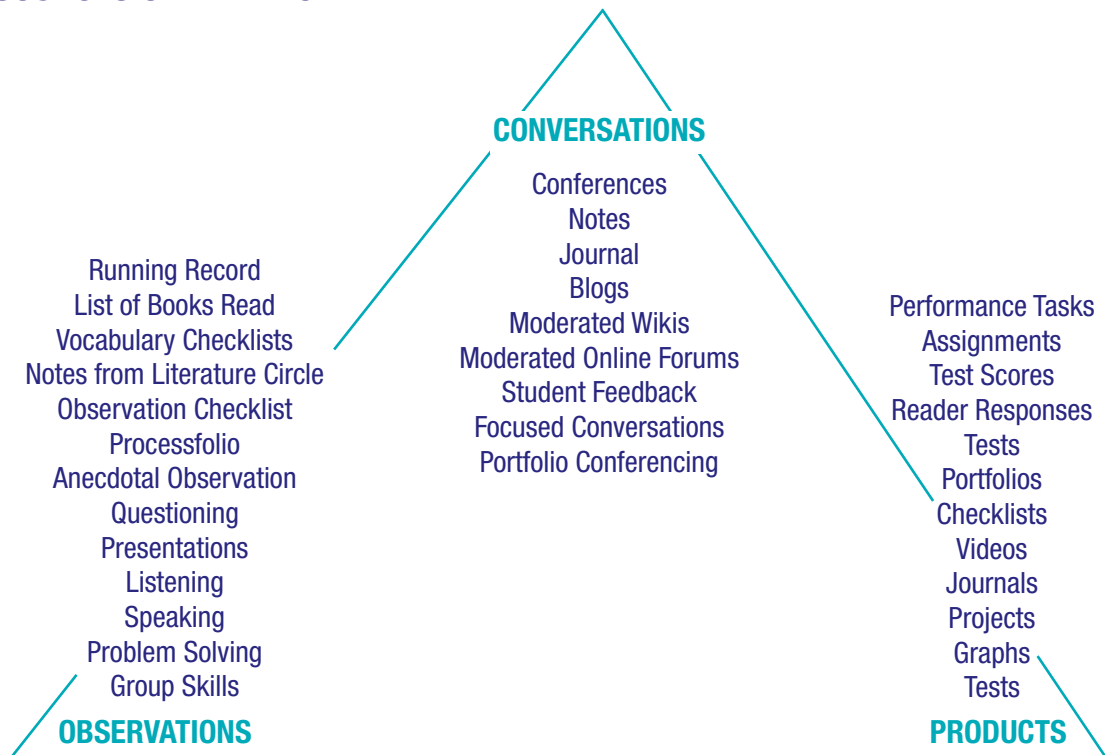
Teachers will use ongoing Assessment for Learning to monitor student performance and provide descriptive feedback on their performance in each of the four Achievement Chart categories in an effort to enhance and improve the assessment process.

Teachers will use their professional judgement to choose appropriate Board Approved Diagnostic Assessments (as outlined in the Assessment, Evaluation, and Reporting Administrative Procedure) to determine students' strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. Students should be given opportunities to self/peer assess and to provide evidence of their learning.

Teachers will use Assessment of Learning to evaluate student performance and achievement of the Overall Expectations. Assessment tasks should reflect a variety of approaches (eg. not three tests), be representative of a sample of expectations, and represent all categories. 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 descriptive feedback to improve their performance. Students need multiple assessments on Overall Expectations in order to achieve in a meaningful way. Teachers are encouraged to gather and develop exemplars with their students to use as models.

A variety of assessments should be used for each unit and must include a balance of: observations, conversations and student products.

SOURCES OF EVIDENCE



Teacher Guidelines for Professional Practice

THE PURPOSES OF ASSESSMENT, THE NATURE OF ASSESSMENT FOR DIFFERENT PURPOSES, AND THE USES OF ASSESSMENT INFORMATION

PURPOSE OF CLASSROOM ASSESSMENT	NATURE OF ASSESSMENT	USE OF INFORMATION
<p>Assessment for Learning</p> <p>“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” <i>(Assessment Reform Group, 2002, p. 2)</i></p>	<p>Diagnostic Assessment:</p> <p>Occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered: is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p>Formative Assessment:</p> <p>Occurs frequently in an ongoing manner during instruction while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered: is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p>Assessment as Learning</p> <p>“Assessment as Learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” <i>(Western and Northern Canadian Protocol, p. 42)</i></p>	<p>Formative Assessment:</p> <p>Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teachers.</p>	<p>The information gathered: is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p>Assessment of Learning</p> <p>“Assessment of Learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” <i>(Western and Northern Canadian Protocol, p. 55)</i></p>	<p>Summative Assessment:</p> <p>Occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered: is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents and others.</p>



Learning Skills and Work Habits

The development of Learning Skills and Work Habits is an integral part of a student's learning. To the extent possible, however, the evaluation of Learning Skills and Work Habits, apart from any that may be included as part of a curriculum expectation in a subject, should not be considered in the determination of a student's grade. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of Learning Skills and Work Habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

An example of when it is not possible to separate the evaluation of the Learning Skills and Work Habits from the evaluation of a student's achievement of a curriculum expectation may be found in the Health and Physical Education curriculum. That curriculum includes Living Skills expectations, which students are expected to achieve in the context of their learning in the Active Living, Movement Competence, and Healthy Living strands of the curriculum. The Living Skills expectations require students to demonstrate certain aspects of the learning skills and work habits outlined in the table and a student's demonstration of those skills and habits is to be evaluated as part of the evaluation of the overall expectations in the three strands of the curriculum.

Pedagogical Documentation is an important way for teachers to record and reflect on their observations of students' learning skills and can be made on sticky notes, index cards, templates, checklist, using technology such as Google Docs, or in a teacher's journal.

It is expected that teachers will work with students to help them develop the Learning Skills and Work Habits identified in the table on page 11. For each of the Learning Skills and Work Habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist but not restrict teachers in their efforts to help students become effective learners, and will look different at the various grade levels. Additional support materials available at:

www.edugains.ca/newsite/assessment/illustrations.htm

The student's demonstrated Learning Skills and Work Habits will be evaluated using the four-point scale:

- E – Excellent**
- G – Good**
- S – Satisfactory**
- N – Needs Improvement**

Note: For elementary reporting purposes, the term 'Self-Regulation' refers to a student's work habits, not her/his ability to regulate emotions.



Learning Skills and Work Habits

LEARNING	SAMPLE BEHAVIOURS
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> ◆ fulfils responsibilities and commitments within the learning environment; ◆ completes and submits class work, homework, and assignments according to agreed-upon timelines; ◆ takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> ◆ devises and follows a plan and process for completing work and tasks; ◆ establishes priorities and manages time to complete tasks and achieve goals; ◆ identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> ◆ independently monitors, assesses, and revises plans to complete tasks and meet goals; ◆ uses class time appropriately to complete tasks; ◆ follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> ◆ accepts various roles and an equitable share of work in a group; ◆ responds positively to the ideas, opinions, values, and traditions of others; ◆ builds healthy peer-to-peer relationships through personal and media-assisted interactions; ◆ works with others to resolve conflicts and build consensus to achieve group goals; ◆ shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> ◆ looks for and acts on new ideas and opportunities for learning; ◆ demonstrates the capacity for innovation and a willingness to take risks; ◆ demonstrates curiosity and interest in learning; ◆ approaches new tasks with a positive attitude; ◆ recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> ◆ sets own individual goals and monitors progress towards achieving them; ◆ seeks clarification or assistance when needed; ◆ assesses and reflects critically on own strengths, needs, and interests; ◆ identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; ◆ perseveres and makes an effort when responding to challenges.

The Ontario Catholic School Graduate Expectations are another way to explore the Learning Skills and Work Habits. Students can use the Student-Friendly Learning Progression Rubrics found in (Appendix D) to reflect on and monitor their growth in learning.



Evaluation

Assessment of Learning – Responsibility of the Teacher

Evidence of student achievement for evaluation is collected over time from a variety of different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. Student products may be in the form of assignments, projects, tests, and/or exams for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays.

To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student's peers.

The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation).

The teacher will consider the evidence for all assessments for evaluation that the student has completed or submitted, the number of assessments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall Expectation to determine a final grade for a subject in a particular grade or course.

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and must reflect the student's most consistent level of achievement, with special consideration given to more recent and relevant evidence.

Criterion-referenced Assessment and Evaluation

There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement. Teachers will use *criterion-referenced* assessment and evaluation. This means that teachers assess and evaluate student work with reference to established success criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools are based on the application of the same set of well-defined success criteria (not a checklist/should include all categories in the Achievement Chart). The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

Evidence of student achievement for evaluation is collected over time from different sources – *observations, conversations, and student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.



Evaluation

LEVEL 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Student must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

LEVEL 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

LEVEL 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

LEVEL 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean the student has achieved expectations beyond those specified for the grade/course.

All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Before starting a unit, teachers should plan with the end in mind. Teachers must determine what students are expected to learn (learning goals based on curriculum expectations) and how they will demonstrate their learning.

In designing Assessment *of* Learning opportunities within a unit, teachers will consider the Learning Goals that will be addressed in the unit and will design rich performance tasks that demonstrate the full range of student learning.

Group work/cooperative learning opportunities are excellent teaching strategies and can be used for Assessment *of* Learning only when a teacher can individually assess each student's role. Marks/grades will be assigned based on **individual student achievement of overall expectations. A group mark is not assigned to individual students.**

Student self and peer assessment is a tool that must not be used for evaluative purposes to determine a student's grade. Student self and peer assessment is to be used as an Assessment *as* and *for* Learning strategy, so that students can take the feedback to improve their work before submitting it for evaluation.

To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluations must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

Teachers will use the criteria from The Achievement Chart for the subject to evaluate student achievement on evaluation tasks throughout the year.

Additional support materials available at:

www.edugains.ca/newsite/assessment/illustrations.htm



Evaluation

Grades 1-8: Use of Code “I” and “R”

When Insufficient Evidence is Available to Determine a Final Grade

- ◆ Code “I”, which stands for “Insufficient Evidence”, may be used on a student’s report card to indicate that insufficient evidence is available to determine a letter grade (grades 1-6) or percentage mark (grades 7-10);
- ◆ Code “I” is only to be given after consultation with the school administration;
- ◆ Code “I” may not be used in Grades 11 and 12.

Use of “I” would apply in the following circumstances:

- ◆ the student has enrolled in the school very recently;
- ◆ there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall Expectations.

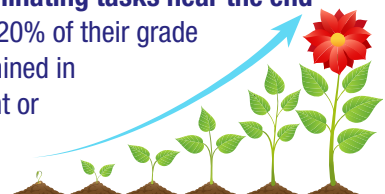
Use of Code “R”

- ◆ represents achievement that falls below level 1; which means extensive remediation is required. This is recorded on the provincial report card as a “R”;
- ◆ signals that additional learning is required before the student begins to achieve success in meeting the program, subject or grade expectations;
- ◆ determines that communication and consultation have occurred and will occur with students and with parents (where appropriate); and;
- ◆ indicates the need for the development of additional strategies by the teacher to address the student’s specific learning needs in order to support his or her success in learning.

A Percentage Mark Below 50 Percent for Grades 9-12

- ◆ recorded on the Provincial Report Card as a percentage that has been determined by using the most effective, evidence-based instructional and assessment practices;
- ◆ signals that additional learning is required before the student begins to achieve success in meeting the course, subject or grade expectations;
- ◆ determines that communication and consultation have occurred and will occur with students and with parents (where appropriate); and;
- ◆ indicates the need for the development of additional strategies by the school/system to address the student’s specific learning needs in order to support his or her success in learning.

Thirty percent of the grade will be based on evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance task, a culminating activity, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. Seventy percent of the grade will be based on evaluation conducted throughout the course; however, **it is strongly encouraged to not have students complete larger tasks in addition to their culminating tasks near the end of a course.** For example, if a student is given an assignment worth 20% of their grade near the end of the semester, 50% of their final mark is being determined in the last few weeks of the course. This example is not ideal for student or teacher well-being, nor is it ideal for attendance reasons (possible snow days in the time period).



Evaluation

Senior Courses (Grade 11 & 12) Determining Marks Below 50%

Determining a report card grade/mark using professional judgement and interpretation of assessment evidence should be reflective of a student's most consistent level of achievement, with special consideration given to the most relevant evidence. The criteria on the following page must be considered before a final grade is determined:

PERCENTAGE MARK	
40%-49%	<p>Student has been consistently achieving at Level 1 (59%- 50%) or Level 2 (69%-60%) throughout the semester and is missing, and/or could not achieve Level 1 or did not participate in a final evaluation of Overall Expectations (i.e. culminating task).</p> <p>– OR –</p> <p>Student has been consistently achieving just below Level 1 (40%-49%) throughout the semester.</p>
30%-39%	<p>Student has been consistently achieving at Level 1 (59%- 50%) throughout the semester and does not participate in the components of the final evaluation.</p> <p>– OR –</p> <p>Student has been consistently achieving just below Level 1 (40%-49%) throughout the semester and is missing a component of the final evaluation of the Overall Expectations.</p>
0%-30%	<p>Student is missing most, if not all, major assessments, AND/OR is achieving well below Level 1 (0%-30%) on most, if not all, of the Overall Expectations of the course</p> <p>– OR –</p> <p>Student has been consistently achieving just below Level 1 (40%-49%) or below Level 1 (30%-39%) and does not participate in both components of the final evaluation.</p>

Academic Integrity Grades 1-12

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, and 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 Assessment of Learning 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, the consequences will reflect a continuum of behavioural and academic responses, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student. Consequences could include: repeating the assignment, mark reduction, mark of zero, and/or suspension.



Evaluation

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 subject outline for parents to sign.
- ◆ Teachers must design evaluations which minimize the opportunities for students to plagiarize.
- ◆ Endeavour to incorporate Assessment for Learning 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.
- ◆ Do not distribute 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.

Catholic Graduate Expectation: Collaboration/ A Collaborative Contributor

Self-Reflection: *I was the recorder and I wrote at least one idea from each*

Observations from Peer: *You asked people to slow down so you could hear all of their ideas.* ^{person.}

Assessment:

Dimension				
Works as a team member	I let others make all of the decisions. -or- I make all of the decisions without respecting the ideas of my group members.	I involve some group members in making important decisions about the task.	I respectfully accept contributions from all members of the group.	I understand that all team members are able to contribute to our solutions and I value other's ideas.

Learning Goal resulting from Student/Teacher Conference:
We had a conference and decided that you could, next time, also record how each idea helped move the project forward.



Late and Missed Assignments

Teachers are responsible for:

- ◆ communicating to the students and, where appropriate, to parents/guardians that students are responsible for their own behaviour in the classroom and school;
- ◆ communicating to the students and, where appropriate, to parents/guardians that students are responsible for providing evidence of their achievement within a specified time frame and failure to complete evaluations/assessments reduces the body of evidence upon which the teacher can evaluate student achievement of the the curriculum expectations;
- ◆ clearly communicating to the students and, where appropriate, to parents/guardians due dates and timelines of all assignments and tests to ensure that students are successful in completing subject or course requirements;
- ◆ reporting late and missed assignments should be reflected as part of the Learning Skills and Work Habits on report cards;
- ◆ communicating and collaborating with students in cases of illness, or other extenuating circumstances, to determine alternate deadlines or time lines;
- ◆ taking proactive measures, as described below, to ensure that students submit their assignments for evaluation and meet timelines. Where, in the teachers' professional judgement, it is appropriate to do so, and in the best interest of the students, a number of strategies will be used to help prevent and/or address late and missed assignments. They include:
 - asking the student to clarify the reason for not completing the assignment;
 - helping students develop better time-management skills;
 - collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
 - planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
 - maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
 - in secondary schools, referring the student to the Student Success team or teacher;
 - taking into consideration legitimate reasons for missed deadlines;
 - setting up a student contract;
 - using counselling or peer tutoring to try to deal positively with problems;
 - holding teacher-student conferences;
 - reviewing the need for extra support for English language learners;
 - reviewing the student's Individual Education Plan (IEP), if applicable;
 - reviewing whether students require special education services;
 - requiring the student to work with a school team to complete the assignment;
 - involving members of the extended family;
 - understanding and taking into account the cultures, histories, and contexts of all students and parents and their previous experiences with the school system;
 - providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
 - deducting marks for late assignments, up to and including the full value of the assignment;
 - consulting with the school Principal or Vice-Principal to determine next steps when a student consistently fails to submit evaluations/assessments on time.



Late and Missed Assignments

Students are responsible for:

- ◆ demonstrating understanding of curriculum expectations through assigned work and completion of all assignments to the best of their abilities;
- ◆ managing their time to complete assignments;
- ◆ communicating with the teacher at least the day before an assignment is due when circumstances indicate that they may miss a deadline, and submit evidence of having tried to complete the assignment on time;
- ◆ completing assignments (e.g. at home, lunchtime, after school).

Deducting marks for late assignments, up to and including the full value of the assignment **is to be used only after other options have been exhausted. Teachers must ensure that mark deductions will not result in a final grade that misrepresents the student's actual level of achievement.**

Assignments that are consistently late and incomplete are a demonstration of poor Learning Skills and Work Habits and should be addressed in the Learning Skills and Work Habits area of the report card. **Late assignments are not necessarily correlated to poor achievement.**



Reporting

Please see Chapter 6 (pages 48–67) in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* for all PVNCCDSB reporting requirements.

Reporting Student Achievement for Students with an Individual Education Plan (IEP)

For students with special education needs, assessment and evaluation are key components of programming, as the Education Act makes clear: Special Education program means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil. (Education Act, S.1 (1)). A student's Individual Education Plan (IEP) describes his or her educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- ◆ accommodations only; or
- ◆ modified learning expectations, with the possibility of accommodations; or
- ◆ an alternative program not derived from the Ontario curriculum expectations for a subject.

IEP's are developed by the classroom teacher (classroom, special ed., itinerant, etc.) and where appropriate, professional and/or paraprofessional staff in consultation with parents. An IEP is a working document that is stored in the student's O.S.R. and is sent home within the first 30 days of a student's placement in a special education program (Regulation 181/98) and will accompany the Provincial Report Card.

The learning expectations in the IEP must be reviewed and updated, as necessary, at the beginning of each reporting period, or at least once in each reporting period. (*The Individual Education Plan (IEP): A Resource Guide, 2004, pg. 48*).

An accommodated or modified IEP would rarely receive an "R" since remedial measures would already be in place to address the student's needs. Appropriate expectations and/or accommodations would already have been identified and implemented through the IEP.

An "I" is to be used where a student has provided insufficient evidence of achievement to validate a level 1 achievement in modified/accommodated areas.

IEP with Accommodations Only

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations are presented in the IEP in the areas of Instruction, Environment and Assessment and could include; individualized teaching, human supports and/or technological equipment, and individualized assessment. Assessment accommodations are changes that enable the student to demonstrate his or her learning.

These may include:

- ◆ visual supports to clarify verbal instructions, assistive devices (i.e., laptop with speech to text software), or some form of human support (i.e., sign language interpreter, brailist);
- ◆ alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment;
- ◆ alternative settings that may be more suitable for the student to demonstrate his or her learning.

If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student's IEP.



Reporting

In a subject identified in the student's IEP as "Accommodated Only", the provincial curriculum **expectations are not altered**. Teachers **will not check the "IEP" box** and no comment about the accommodation is required. The letter grade or percentage mark is based on the regular grade expectations.

IEP with Modified Curriculum Expectations

Modifications are changes made to the grade-level expectations for a subject in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or a significant increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. Refer to *The Individual Education Plan (IEP): A Resource Guide, 2004* for details about modified expectations in different subjects/disciplines at the elementary and secondary levels.

Teachers must check the IEP box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card. In cases where a student has modifications that extend into other subjects, (E.g. Science and Technology), the report must reflect this extension by checking the box on the report card for each area affected. On the provincial report card, teachers must also include the following statement in the sections Strengths/Next Steps for Improvement":

"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

Samples:

- ◆ This (letter grade/percentage mark) is based on the achievement of expectations in the IEP that vary from the Grade X expectations.
- ◆ This (letter grade/percentage mark) is based on the achievement of expectations in the IEP that vary from the Grade X expectations and is an increase/decrease in the number of curriculum expectations.
- ◆ This (letter grade/percentage mark) is based on the achievement of expectations in the IEP that is an increase/decrease in the number of curriculum expectations.
- ◆ This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and is an increase/decrease in the complexity of curriculum expectations."
- ◆ This (letter grade/percentage mark) is based on the achievement of expectations in the IEP that is an increase/decreased in the complexity or curriculum expectations.

IEP With Alternative Learning Expectations

Alternative learning expectations should be measureable and should specify the knowledge and/or skills that the student should be able to demonstrate independently, given the provision of appropriate accommodations. The student's achievement of the alternative learning expectations outlined in the IEP should be assessed and evaluated using a variety of methods.

In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks or grades to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment measure, a percentage mark may be assigned and recorded on the secondary report card. In those cases, teacher must check the "IEP" box for that course and must include the following statement:

"This percentage mark is based on achievement of alternative learning expectations specified in the IEP, which are not based in the Ontario curriculum."

An Alternative Report Card must be sent home at all elementary reporting times.

Reporting

For Students on an Alternate Program

The Alternate Progress Report, found in SEOS (Special Education Online System), should be used to report progress toward the alternate goals indicated in the IEP. As indicated in *Growing Success, 2010*, teachers should indicate the student's progress relative to the expectations identified in the IEP using the progress indicators. The Alternative Report Card should accompany the Elementary Progress Report Card, Term 1 and Term 2 report cards. An Alternative Report Card should accompany the Mid-Term and Final reports of both semesters at Secondary.

Reporting Achievement for ESL/ELD Students

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of students in Ontario's English-language schools is a language other than English. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English are spoken. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

It is essential for all educators to use appropriate accommodations and/or modifications related to instructional strategies, learning resources and assessment strategies to support English language learners as they develop English language proficiency. When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

The ESL/ELD box will be checked on the Elementary Progress/Provincial Report Cards to indicate that modifications that have been made to subject specific curriculum expectations to address the language learning needs of English language learners. For example, students may require modifications in Health Education or Social Studies but not in Physical Education and Visual Arts.

The ESL/ELD box should not be checked to indicate:

- ◆ that the student is participating in ESL or ELD programs; or
- ◆ that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time, bilingual dictionaries, and opportunities to work in the student's first language).

For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" and "IEP" box.

Reporting Evaluating Content Areas in a French Immersion Context

Teachers in French Immersion classrooms are responsible assessing and evaluating the curriculum in content areas as well as helping students to develop their abilities to understand and communicate in French. Teachers must consider a student's ability to demonstrate that they have learned the overall expectations of a given course, therefore a student's final grade should be reflective of what the student has demonstrated in relation to the overall expectations. Teachers should look for student learning in many ways when assessing and evaluating, particularly through conversation, observation and student product. As per the achievement charts in each curriculum document, when assigning and reporting a final grade, teachers should consider **student knowledge** of subject-specific terminology and definitions in French and teachers should consider how a student **communicates** their learning in oral and written French. Both of these can inform a final grade, however they should not be the reason a student receives a level 1 or an "R" if the student can demonstrate their learning in other ways.

In an Elementary classroom, a student's ability to communicate in French in content specific areas like math, science and social studies should be used to inform the final grade in the strands of the French Language section of the report card, along with the content taught as a part of the French Language program.



Communication

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/guardians in supporting learning at home.

Teachers should communicate achievement to students through conversations, Learning Goals, Descriptive Feedback which is based on collaboratively developed Success Criteria and Individual Learning Goals. Teachers will return marked work in a timely manner regularly throughout the year.

The Progress/Provincial Report Cards are only one of several means by which teachers report student achievement to parents. Communication about student achievement should be continuous and should include, in addition to the report card, such practices as parent-teacher or student-led teacher conferences, interviews, phone calls, informal reports, and portfolios of student work.

Effective communication must consider the purpose, audience, medium, and 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.

The most important communication is the daily, informal, two-way dialogue that takes place between teacher and student in the ongoing learning process. In addition, parents/guardians should be informed of the Policy, procedures, and criteria involved in the assessment and evaluation of student achievement.

As planning for the school year progresses toward the first day of school, teachers develop a Program Overview (i.e., formatted as class newsletters or creating a Google Classroom) that parents are made aware of during the first week. This will set the communication tone for the year and should provide both the student and parent with information on what will be learned (Learning Goals), how learning will be measured (Success Criteria), and what opportunities will be available for discussion of progress among teacher, student, and parent (Descriptive Feedback and Individual Learning Goals).

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 must be kept informed when learning is jeopardized by a weakness in Learning Skills and Work Habits. 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.

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.

Parent/Student/Teacher Conferences – Opportunities for students, teachers and parents to talk directly can be difficult to arrange. In order to make the most of these meetings, students and 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 maximizes the effectiveness of the conference process.



References

**Growing Success – Assessment, Evaluation and Reporting in Ontario Schools,
First Edition, 2010**

**PVNCCDSB Student Achievement and Well-Being Policy & Assessment,
Evaluation and Reporting Administrative Procedures**

Reporting Student Learning – Edugains

Learning for All – Ministry of Education

The Ontario Curriculum: Social Studies Grades 1-8

Ontario Catholic School Graduate Expectations

Adolescent Literacy Guide

REFERENCES





Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

ALTERNATIVE REPORT CARD

Student: _____ OEN: _____ Grade: _____

Age: _____ D.O.B. : _____

School: _____

Reporting Date: _____

ALTERNATIVE SKILL AREA	STRENGTHS/NEXT STEPS FOR IMPROVEMENT



Appendix A

Special Education Form #24

Student: _____ OEN: _____ Grade: _____

ALTERNATIVE SKILL AREA	STRENGTHS/NEXT STEPS FOR IMPROVEMENT

To Parents/Guardians and Students: This copy of the alternative report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

This form was completed by:

_____	_____
Name	Title
_____	_____
Signature	Date
_____	_____
Principal's Signature	Date

Copies To: Original - Parent/Guardian, 1 Copy - OSR
09/2010

ALTERNATIVE REPORT CARD

(Please complete, sign and detach this form and return it to your child's teacher.)

Student: _____ OEN: _____
Teacher: _____ Grade: _____

Parent's/Guardian's Comments:

- I have received this report.
- I would like to discuss this report card. Telephone (day): _____
Please contact me. Telephone (evening): _____

Parent's/Guardian's Name (please print): _____

Parent's/Guardian's Signature: _____ Date: _____





ALTERNATIVE REPORT - SECONDARY

Student: _____ OEN: _____

Grade: ____ Homeroom Teacher: _____

School: _____

ALTERNATIVE SKILL AREA	STRENGTHS/NEXT STEPS FOR IMPROVEMENT
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	



Appendix A

Special Education Form #25b

Student: _____ OEN: _____ Grade: _____

ALTERNATIVE SKILL AREA	STRENGTHS/NEXT STEPS FOR IMPROVEMENT
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	
Course Code: Course Name: Teacher:	

APPENDIX A

To Parents/Guardians and Students: This report is based on achievement of the expectations in the student's IEP, not the curriculum expectations from Ontario Secondary School (OSS) and thus do not meet the requirements of the Ontario Secondary School Diplomas and/or Certificate. This copy of the alternative report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Principal's Name

Principal's Signature

Date

Copies To: Original - Parent/Guardian, 1 Copy - OSR
09/2010

ALTERNATIVE REPORT - SECONDARY

(Please complete, sign and detach this form and return it to your child's homeroom teacher.)

Student: _____ OEN: _____
Teacher: _____ Grade: _____

Parent's/Guardian's Comments:

- I have received this report.
- I would like to discuss this report card. Telephone (day): _____
Please contact me. Telephone (evening): _____

Parent's/Guardian's Name (please print): _____

Parent's/Guardian's Signature: _____ Date: _____



Appendix B

Reporting Schedules

ELEMENTARY SCHOOLS

Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.

Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. 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.

SECONDARY SCHOOLS

Semestered schools will use the Provincial Report Card, Grades 9-12, for formal written reports to parents two times a semester.

Non-semestered schools will use the Provincial Report Card, Grades 9-12, for formal written reports to parents three times a year. The first report must be issued during the fall.

Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.

Peterborough Victoria Northumberland and Clarington Catholic District School Board's Learning Support Services Department will send memos outlining more specific reporting/IEP dates and information, as required.



ACHIEVEMENT CHART – SCIENCE AND TECHNOLOGY, GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts; terminology; definitions; safe use of tools, equipment, and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Appendix C

Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
	The student:			
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (e.g., symbols, formulae, scientific notation, SI units)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) to unfamiliar contexts	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (e.g., assessing the impact of science and technology on people, other living things, and the environment)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

FROM MINISTRY OF EDUCATION GROWING SUCCESS ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS, FIRST EDITION, COVERING GRADES 1-12 – 2010



ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content <i>(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</i>	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content <i>(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</i>	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills <i>(e.g., generating ideas, gathering information, focusing research, organizing information)</i>	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills <i>(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</i>	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes <i>(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</i>	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

FROM MINISTRY OF EDUCATION GROWING SUCCESS ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS, FIRST EDITION, COVERING GRADES 1-12 – 2010



Appendix C

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

FROM MINISTRY OF EDUCATION GROWING SUCCESS ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS, FIRST EDITION, COVERING GRADES 1-12 – 2010

Appendix D

Student-Friendly Language for the Ontario Catholic School Graduate Expectations



DISCERNING BELIEVER



EFFECTIVE COMMUNICATOR



COLLABORATIVE CONTRIBUTOR



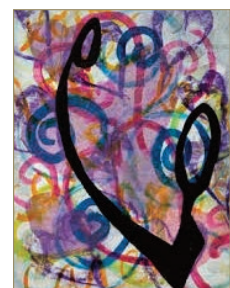
LIFELONG LEARNER



RESPONSIBLE CITIZEN



REFLECTIVE, CREATIVE AND HOLISTIC THINKER



CARING FAMILY MEMBER

Collaboration / A Collaborative Contributor

Gospel Value: Total human well being which takes into account the needs of the whole community. Individual rights must always be assessed in the light of the Common Good. Peace is the fruit of justice and is dependent upon right order among humans and among nations; seeking peaceful, life-enhancing solutions to conflict; peace is more than simply the absence of war or conflict.

Collaborative Contributor CGE: A Collaborative Contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

- CGE5a** works effectively as an interdependent team member;
- CGE5b** thinks critically about the meaning and purpose of work;
- CGE5c** develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** respects the rights, responsibilities and contributions of self and others;
- CGE5f** exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.



Appendix D

APPENDIX D – COLLABORATIVE CONTRIBUTOR

DIMENSION				
Works as a team member	I can work with others to complete a team task, but I have a hard time allowing others to contribute equally.	I fairly and respectfully share jobs so that the group achieves its best work.	I use my strengths and can explain how my group uses all our strengths in the best possible way to develop our solution.	I find ways not only to use my own and others' strengths, but also to build on our strengths and learn new skills from others.
	I let other people in the group make all the decisions. – OR – I make all the decisions without respecting the ideas of my group members.	I respectfully involve all group members in making important decisions about the task.	I know that all group members are respectfully contributing to the final product or solution and I value others' ideas.	I understand that all team members are able to contribute to our solutions and I respect others' ideas.
Interpersonal and team-related skills	I am aware of the common goal or solution that we are all working to achieve.	I work well with others, and our team effort makes the learning experience more successful.	I work well with others and can clearly explain how each member of my team works together to produce our best work.	I work with other members of my group to make sure our collaborative process is as effective as possible.
	I allow key group decisions to be made by one or two group members, rather than the whole group.	I talk with and listen to my group members and we agree upon plans and desired outcomes of our work.	I work with others to resolve conflicts and to achieve group goals. I am a very good listener, and make sure that everyone's voice is heard and appreciated in the way we work together.	I make sure that everyone's ideas, knowledge and abilities are heard and valued. I make sure that our work is the best it can be using each person's strengths effectively.
Social, emotional and intercultural skills	I tend to see things only from my own perspective.	I recognize the contributions and viewpoints of others.	I recognize the contributions of others and value viewpoints that may differ from my own.	I value contributions and gifts of all team members and I am flexible with my thinking after considering their ideas.



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Managing team dynamics and challenges	I need help forming positive relationships with my group members. I am learning to handle disagreements by listening to the perspectives of others, but the group has trouble working through our differences.	I often work well as a team member, but sometimes need help solving problems and challenges. I respectfully share my viewpoints and learn from the viewpoints of others. I am beginning to understand why people view things the way they do.	I understand my own and others' points of view and know what goes into our beliefs. I share my own views, and listen to and learn from the views of others without holding up our team's progress.	I firmly understand my own and others' points of view, clearly express my own viewpoints and consistently learn from others. I respect group members' opinions in ways that help us grow and achieve our common goal.
	I am sometimes in conflict with my group members.	I am working at avoiding unnecessary conflict with group members.	I help team members resolve conflicts in light of the common good.	I mediate group conflicts and help resolve them peacefully in light of the common good.

Communication/An Effective Communicator

Gospel Value: Positive interaction with other cultures for mutual enrichment; an openness to understanding and dialogue toward those of different cultural backgrounds. Addressing root causes of injustices and changing unjust systems and structures; the transformations process which seeks a society which is life-enhancing for every person.

An Effective Communicator CGE: An Effective Communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.

CGE2a listens actively and critically to understand and learn in light of gospel values;

CGE2b reads, understands and uses written materials effectively;

CGE2c presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d writes and speaks fluently one or both of Canada's official languages;

CGE2e uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

DIMENSION				
Coherent Communication	Expressive I am starting to understand different ways to communicate. I need support in order to present my thoughts in a way others can understand.	Expressive I can make myself clear to others when sharing my thoughts. I can connect and communicate more than a single idea, and in more than one way.	Expressive I can use different tools and processes to express myself clearly in multiple ways. The way I choose to communicate makes sense to others.	Expressive I can express myself in different ways depending on the situation, and can clearly communicate why I chose to express myself in that way.
	Receptive I listen but sometimes it is difficult for me to develop an understanding.	Receptive I demonstrate an understanding of appropriate listening behaviours using some active listening strategies in order to contribute.	Receptive I demonstrate an understanding of appropriate listening behaviours using active listening strategies in order to contribute and work constructively.	Receptive I demonstrate an understanding of appropriate listening behaviours using a variety of active listening strategies in order to contribute meaningfully and work constructively.

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APPENDIX D – AN EFFECTIVE COMMUNICATOR

Communication designed for particular audiences	I need support to make sure my communication choices are suitable for my audience.	I can choose and design ways of communicating with specific audiences.	I can choose and design effective ways of communicating with audiences that is relevant and adds value for my audience.	I can choose and design effective ways of communicating that motivate my audience in ways that make them value my message.
	I receive feedback given by peers, teacher and self but need support to use it to make my communication more effective.	I receive feedback given by peers, teacher and self and use it to make my communication even more effective.	I receive, seek and use feedback given by peers, teacher and self to make my communication even more effective.	I receive, seek, use and reflect upon feedback given by peers, teacher and self to make my communication even more effective.
Substantive Communication	I am beginning to put together different pieces of my thinking into one clear message.	I integrate multiple issues and perspectives into my message.	I can bring together a number of ideas into a meaningful and clear message.	I understand and can explain how to bring together a number of ideas into a meaningful and clear message using the most effective mode(s).
Metacognition: Reflecting on Learning	I am beginning to understand that the way I communicate matters, and that clear communication helps me work better with others.	I am beginning to monitor, manage and improve my communication.	I am able to monitor, manage, reflect on, and improve my communication abilities.	I am a highly skilled and reflective communicator. I am aware of how I communicate, and I can review and change how I do so.
	With some support, I am starting to think about how to improve my communication based on my experiences.	I can use what I have learned to develop my own communication skills.	I can use what I have learned to communicate in a way that improves how my team works.	Depending on the context/audience, I choose an appropriate mode of communication and find ways to work with others that maximize individual and group effectiveness.



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Creativity/A Reflective Creative and Holistic Thinker

Gospel Value: Choices, commitments and actions made in accord with what one believes to be true and right; a willingness to persevere in the face of suffering and opposition. Addressing root causes of injustice and changing unjust systems and structures; the transformation process which seeks a society which is life-enhancing for every person.

A Reflective Creative and Holistic Thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

- CGE3b** creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

DIMENSION				
Problem Solving	With support, I am learning to solve real-world problems to create something valuable.	I am learning to solve real-world problems in ways that can help others.	I solve real-world problems. My solutions are realistic and practical. I am starting to put my ideas into action.	I can solve real-world problems. My solutions are realistic and practical and I can put my ideas into action.
	With support, I can share my ideas and begin to work with others to find a solution.	I can share my ideas with others and gather a team to put my ideas into action.	I am good at sharing my ideas and solutions with others.	I work well with others' ideas and invite them to collaborate on solutions.
Asking the right inquiry questions	With help, I am learning to ask relevant questions about topics that interest me.	I can identify real-life issues or challenges and come up with good inquiry questions to address them. I still need some help to design an inquiry or problem solving process.	I can identify real-world and controversial issues and define what the challenge is. I understand the issue from different perspectives and come up with important questions to help design a solution.	I am good at framing problems, and can pose questions in ways that open up thinking and possibilities. I can generate and work with "big ideas" using reliable thinking processes. I am curious and believe that things are not permanent. I can challenge what exists and make it better.



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APPENDIX D – A REFLECTIVE CREATIVE AND HOLISTIC THINKER

Developing new ideas and solutions	When facing a challenge, I look for different solutions that may have been tried.	When facing a challenge, I can imagine and create new solutions or ideas.	When facing a challenge, I think about how and why previous solutions worked and what I can do to improve them.	When facing a challenge, I come up with creative solutions, and know how to build a plan and use the right resources to make it happen.
	With some help, I try to adapt solutions to suit my goals. I know and can use some strategies that help me work or think in new ways.	I can organize my creative thoughts in a way that help me come up with promising ideas. I often use “what if?” thinking to create or add value to what already exists.	I encourage and consider other people’s ideas, looking for opportunities for solutions in the different points of view. I am happy to take risks in creating solutions. I ensure that my solution addresses the issues and adds something meaningful.	I can change problems into opportunities and develop solutions based on multiple perspectives. I am a creative, holistic thinker and my solutions make a real difference in the lives of others.
Leadership for Action	I am starting to recognize strengths both personally and/or in others.	I recognize both my personal strengths and those of others but need support to understand how these fit together to meet goals.	I recognize and use the skills and interests of team members to meet our goals.	I am a confident leader that recognizes and uses my individual and group strengths to meet group goals.
	I am willing to share some of my ideas with others.	I actively share my ideas with others.	I can motivate others to take on active roles in our creative process.	I can work out creative problems and inspire others to do the same.
	I am beginning to take responsibility for parts of certain tasks.	I take responsibility for parts and know that to be successful I need to promote collaboration and compromise to meet goals.	I build skills and understanding in others and my teammates respect the way I work with them.	I understand what I need to do to create successful change, and how to communicate this to my team.



Appendix D

Citizenship/A Responsible Citizen

Gospel Value:

Catholic Graduate Expectations - A Responsible Citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

- CGE7a** acts morally and legally as a person formed in Catholic traditions;
- CGE7b** accepts accountability for one’s own actions;
- CGE7c** seeks and grants forgiveness;
- CGE7d** promotes the sacredness of life;
- CGE7e** witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** respects and affirms the diversity and interdependence of the world’s peoples and cultures;
- CGE7g** respects and understands the history, cultural heritage and pluralism of today’s contemporary society;
- CGE7h** exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** respects the environment and uses resources wisely;
- CGE7j** contributes to the common good.

DIMENSION				
A Global Perspective	I have some awareness of what happens in my own neighbourhood or country, but I cannot see the connections to people in other parts of the world.	I am starting to explore and develop awareness of global issues.	I am actively engaged with the world and aware of its problems and challenges.	Individually and with others, I think about and take action on moral issues affecting our world.
	With support, I am starting to consider issues from various viewpoints.	I sometimes consider issues from various viewpoints, and try to understand why people view issues differently and why these differences are important.	I am beginning to understand issues from various viewpoints and that what happens in one part of the world affects other parts as well.	I understand that I live in a global, connected world, and that this perspective is important in the way I live my life every day.
	I am starting to identify different injustices that take place in the world.	I am starting to identify that injustices exist, and am beginning to take an interest in making a difference in others’ lives and the world.	I know that injustices exist, and I want to help make a difference in others’ lives and the world.	I believe that people can make a difference in the world, and I work hard to promote equality, democracy, justice, peace, compassion and solidarity in my community and beyond.

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APPENDIX D – A RESPONSIBLE CITIZEN

Understanding of diverse values and worldviews	<p>I see the world from my own perspective, and don't understand or am not aware of the perspectives of others on a global level.</p>	<p>With support, I am beginning to understand my own culture and some differences within other cultures.</p>	<p>I really care about the world and everyone who lives in it. I am curious about different cultures and worldviews and I have a strong understanding of my own culture.</p>	<p>I use my strong understanding of my culture and other cultures to consider global issues from different points of view and contribute to the common good.</p>
	<p>I have not realized that who I am and how I see the world is influenced by where I was born and how I was raised.</p>	<p>I am beginning to understand that who I am and how I see the world is influenced by where I was born and how I was raised.</p>	<p>I understand that who I am and how I see the world is influenced by where I was born and how I was raised.</p>	<p>I understand how my culture, religion and society shape who I am and seek to look beyond any personal biases that exist.</p>
	<p>I am starting to learn about new cultures and worldviews.</p>	<p>With guidance, I am learning to understand and respect other cultures and worldviews.</p>	<p>I respect, understand and consider other cultures and worldviews.</p>	<p>I respect and understand the diverse global worldviews and am willing to enter into a positive dialogue about these ideas.</p>
Genuine interest in human and environmental sustainability	<p>I am not very aware or concerned about issues relating to the environment.</p>	<p>I recognize that my actions have an impact on the environment.</p>	<p>I understand that caring for the environment is important for our survival as human beings.</p>	<p>I have a strong understanding of environmental issues and their importance.</p>
	<p>With support, I am starting to be able to consider ideas that benefit the earth and its people.</p>	<p>With support, I can think of ideas that benefit the earth and its people.</p>	<p>The solutions I create take into account the environment and the threats it is facing.</p> <p>I care about environmental issues and can generate sustainable solutions that affect the planet and its inhabitants.</p>	<p>I purposefully act in ways that demonstrate my understanding of environmental issues creating positive, lasting change.</p>
Solving ambiguous and complex problems in the real world to benefit citizens	<p>I am not comfortable working with the world's issues, challenges, or opportunities.</p>	<p>I am starting to feel comfortable working with guidance through real-world challenges that do not have set solutions.</p>	<p>I need a little help getting started on a task, but I feel comfortable working on open-ended, real-world challenges.</p>	<p>I am skilled and interested in working on real-world tasks that are open-ended and unstructured.</p>
	<p>I prefer to work on tasks regarding local or global challenges that have clear solutions and steps for finding them.</p>	<p>With support, I can attempt to work on real-world challenges that affect people both locally and globally.</p>	<p>I am interested in and comfortable working on real-world challenges that affect people in my community and the world.</p>	<p>I am comfortable creating new ways of looking at complex issues, and do not need an approach framed for me.</p>

Appendix D

Critical Thinking/A Discerning Believer

Gospel Values:

Awe and Wonder - An ability to marvel at the complexity of the created world.

Celebration - Appreciation the human need to commemorate important events and life stages by various rituals.

Reconciliation - Reaching out in a spirit of dialogue, forgiveness and mutual respect; closely linked to love and justice.

Cultural Critique - Informed awareness of the injustices and inequities in society and a willingness to work to change these.

Catholic Graduate Expectations - A Discerning Believer Formed in the Catholic Faith Community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

CGE1d develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1e speaks the language of life ... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)

CGE1g understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;

CGE1h respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE1i integrates faith with life;

CGE1j recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption.
(Witnesses to Faith)

DIMENSION				
Evaluating Information and Arguments	I can usually find the information I need.	I can find information and decide if it is useful.	I can find and evaluate various sources (including digital) of information and decide if they are useful.	I can find and evaluate different sources of information and explain why the information is useful.
	I am starting to be able to decide if information is true, relevant, and useful.	I can distinguish between strong and weak information, and I am beginning to be able to explain why an idea or information does or does not make sense.	I can explain how I evaluate information, and I am starting to demonstrate an understanding of my thinking process.	I can evaluate whether information is trustworthy, relevant and useful, and I can clearly explain my thinking process to others.



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APPENDIX D – A DISCERNING BELIEVER

Making Connections & Identifying Patterns	<p>I can make simple connections with information.</p>	<p>I can connect with information in different ways and I am starting to use new learning to expand my understanding of a topic.</p>	<p>I can connect what I know with what I learn to expand my understanding of a topic and I can identify patterns and relationships between ideas.</p>	<p>I am skilled at making connections, identifying patterns, and seeing more complex relationships between ideas.</p>
	<p>I am able to make connections that may or may not be related to the main idea with support.</p>	<p>I am able to make simple connections that are related to the main idea.</p>	<p>I am able to make connections that are directly related to the main idea or theme.</p>	<p>I can analyze the connections I make to understand topics and to identify the main idea and more complex global themes.</p>
Meaningful Knowledge Construction	<p>I am beginning to be able to explore what I already know and use this knowledge as a starting point for new learning.</p>	<p>I can use a number of strategies to find and create new knowledge and beliefs.</p>	<p>I am able to think about topics in new and exciting ways, and can explain why my new knowledge is useful.</p>	<p>I can analyse, interpret, synthesize, and evaluate information. I am skilled at looking at topics from different points of view, and then creating my own opinion about them.</p>
	<p>I try to improve the information I see or hear, but don't use evidence to back up my thinking.</p>	<p>I can evaluate information from sources and peers and use it to answer questions in class, but usually don't make connections between subject areas.</p>	<p>I make meaningful connections and clearly understand why they are important in my life.</p>	<p>I reflect on and evaluate how and what I learn, to improve my own learning outcomes.</p>



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Questioning	I can create and ask questions to clarify my understanding with support.	I can create and ask questions that clarify my understanding.	I ask questions that clarify my understanding, extend thinking and challenge ideas.	I ask deep questions that clarify, extend thinking and challenge ideas to probe more deeply into an issue or topic.
	I am beginning to understand how my questioning helps guide my thinking and learning.	I can explain how questioning helps guide my thinking and learning with teacher assistance.	I can explain how questioning helps guide my thinking and learning.	I can use my questions to help guide my learning.
	I am beginning to construct simple questions to meet some of my learning goals with teacher support.	I construct simple questions to meet some of my learning goals.	I can pose and answer questions in collaboration with peers to explore various ways of thinking.	I can pose and answer deep questions in collaboration with peers to explore various ways of thinking and to build on existing knowledge.
			I construct different types of questions to meet my learning goals.	I construct different types of questions purposefully to meet my learning goals.
Metacognition	I need support to monitor my own progress and to receive and give feedback.	I am beginning to reflect on and monitor my own progress and use some teacher and peer feedback to meet learning goals.	I monitor, reflect upon and make adjustments toward my progress achieving goals using teacher feedback.	I monitor, reflect upon and make impactful adjustments to my learning using teacher and peer feedback.

Please note that this document was created as an exemplar, but needs to be broken apart, discussed and co-constructed with students. Student contribution and student voice is crucial to supporting assessment.

Thank you to the Simcoe Muskoka District School Board for their support in designing these rubrics.



Appendix D

Character/A Self-Directed Learner and Caring Family Member

Gospel Values:

Self Respect

- ◆ Proper esteem or regard for the dignity of one's character or person
- ◆ Due respect for oneself, one's character and one's conduct
- ◆ The deep conviction of one's own inner worth
- ◆ The quality of being worthy of esteem or respect

Service

- ◆ Loving care for the needs of others

Hospitality

- ◆ An attitude of openness, understanding and welcome to others

Family

- ◆ However it is expressed or understood, the family is cherished and fostered as the primary unit of belonging in society. It assumes personal values of identity, love, commitment and self sacrifice for the sake of the family unit.

Love

- ◆ The gift of sincere care, concern, empathy and compassion extended to others; love is patient, kind, humble, forgiving and trusting

Catholic Graduate Expectations - A Self-Directed, Responsible, Lifelong Learner who develops and demonstrates their God-given potential.

CGE4a demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b demonstrates flexibility and adaptability;

CGE4c takes initiative and demonstrates Christian leadership;

CGE4d responds to, manages and constructively influences change in a discerning manner;

CGE4e sets appropriate goals and priorities in school, work and personal life;

CGE4f applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Caring Family Member who attends to family, school, parish and the wider community.

CGE6a relates to family members in a loving, compassionate and respectful manner;

CGE6e ministers to the family, school, parish, and wider community through services.



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DIMENSION				
Initiative	With support, I can identify what I know, what I need to learn, and why.	I can identify what I know, what I need to learn, and why I need to learn it.	I understand what I need to learn and am skilled at working out how to learn about it, and can explain why I need to learn it.	I understand how to find and create my own learning opportunities and can explain why I need to learn it.
	With support I can identify what needs to be done so I can follow through.	I am sometimes aware of what needs to be done and follow through independently.	I usually recognize what needs to be done and follow through independently.	I always recognize what needs to be done and follow through independently.
Perseverance and Resilience	With support and encouragement, I am starting to work through challenges without giving up.	I am starting to persevere when tasks are challenging.	I persevere even when working on challenging tasks.	My perseverance allows me to work through any challenge, and I help others do the same.
	I need support for strategies to deal with setbacks.	Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, and finding new solutions.	When faced with major setbacks or negative feedback, I pause, reflect, and work through the challenge with an optimistic approach to find a solution.	When faced with major setbacks or negative feedback, I pause, reflect, and flexibly work through the challenge with an optimistic approach to find a solution and set an example for others to do the same.
Voice and Identity	Setting appropriate or relevant goals is difficult for me.	With some teacher support, I can reflect on my strengths and next steps as a learner.	I can recognize my strengths and next steps and have made an attempt to articulate my goals.	I can articulate my goals as a learner and I am taking next steps for my learning.
	I require teacher support to ensure I am on task and have what I need.	I am beginning to advocate for myself but still require teacher facilitation.	I can advocate for myself and others to advance our learning.	I advocate for myself and others to advance learning in new contexts.
	I require teacher support in developing strategies to treat others in a positive, respectful, Christian way.	I am improving in my ability to listen to others' points of view and honour and respect what is said in a Christian way.	I honour, value and respect the ideas of others through my words and actions as a Christian.	I demonstrate Christian leadership through honouring, valuing and respecting the ideas of others through my words and actions.





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