Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

ASSESSMENT, EVALUATION & REPORTING

ELEMENTARY HANDBOOK

Grade 1 to Grade 8

REVISED SEPTEMBER 2010

PETERBOROUGH VICTORIA NORTHUMBERLAND & CLARINGTON
CATHOLIC DISTRICT SCHOOL BOARD

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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:

1. Are fair, transparent, and equitable for all students;
2. 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;
3. 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;
4. Are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year;
5. 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;
6. Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
7. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

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.

PURPOSE

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

MISSION STATEMENT

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

CATHOLIC GRADUATE EXPECTATIONS (CGEs)

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

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

The CGEs were developed by the Catholic Education community to support the uniquely Catholic dimensions of schooling that are central to this mandate.

The CGEs are based on research that identifies current and future educational goals and priorities across the province. They enhance the expectations of the Ontario Ministry of Education as outlined in provincial curriculum documents.

The knowledge, skills, and values described by the CGEs create a common reference point from which Catholic curricula can be developed.

The CGE's are addressed but not assessed or evaluated.

GUIDING PRINCIPLES FOR ASSESSING THE CATHOLIC LEARNER

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

These guidelines for Assessment, Evaluation, and Reporting reflect the shared vision statements as outlined in PVNCCDSB's Core Beliefs. These statements create a powerful picture of what, where and how we are called to be in light of who we are as followers of Christ.

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

1. Assessment and Life-Long Learning

Assessment fosters life-long learning by relating learning skills, and recognizing the natural and God-given capacity of each person to learn and grow throughout their lives. Students are provided with expanded opportunities to demonstrate what they know, understand, and are able to do.

Through tasks associated with *Choices into Action*, students are encouraged through self-assessment, to develop the necessary competencies to take responsibility for their education, make informed decisions and plan for success in the future. These competencies, knowledge, skills, values and attitudes are supported through our assessment practices and featured in our Catholic School Graduate Expectations. Students have the chance to acknowledge the next steps to be followed to improve their personal learning and effectiveness.

2. Collaborative Assessment

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

3. Holistic Assessment

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

4. Equitable and Fair Assessment

Assessment is equitable and fair when it encourages learners to develop confidence and motivation to succeed. It must align with Gospel values in honouring the gifts and needs of each learner. It takes into account the full range of social, cultural, economic and linguistic factors while

administering, interpreting, reporting, and using the results of standardized testing and provincial reviews. Fair assessment must support diversity in learning styles and in rates of learning. Information about the learner reflects valid and reliable results gathered over time. Assessment demonstrates growth of the individual and the community of learners according to a continuum of learning in various programs and personal development areas.

5. Excellence in Assessment

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

6. Accountable Assessment

Assessment is accountable, communicating in advance and in a comprehensive manner, its purpose, criteria and methods to student, parents/guardians, and the community. Teachers plan and adapt instructional techniques and strategies to meet the needs of all learners. They become guided educators in determining instruction and programming. Teachers decide about including a variety of appropriate and on-going assessment methods and strategies. After the lesson the professional checks the effectiveness of the strategies, programs, and practices against the policy. To be accountable means that feedback is always available to students and parents/guardians regarding student progress and achievement.

FRAMEWORK

ASSESSMENT

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

Assessment for Learning focuses on on-going assessment – the gathering of information about achievement. It can take place before learning through diagnostic assessment to determine students' prior strengths or learning gaps, or during learning, using more informal methods of assessment which can include observation, performance, or student-teacher conference as well as quizzes and written assignments throughout the learning process. The teacher takes a coaching role, giving students Descriptive Feedback indicating how they can do better.

EVALUATION

Assessment of Learning focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time. It is the traditional approach, typically using examinations, tests, quizzes, essays, etc., to test what students know and are able to do. Evaluation involves marking individual samples of a student's summative tasks and assigning a level of achievement to represent the degree to which the student has demonstrated the overall expectation.

REPORTING

Reporting involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

PROFESSIONAL JUDGEMENT

Professional Judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

STUDENT RESPONSIBILITY

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

1. GUIDELINES FOR PROFESSIONAL PRACTICE

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

Resources**:** The Ministry of Education has facilitated the production of resource material for elementary panels. The Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1-12 (2010) is available in hard copy and on-line: www.edugains.ca. There are many additional support materials in the AER GAINS link: www.edugains.ca/newsite/assessment/illustrations.htm

The Ontario Curriculum Exemplars will assist teachers in the understanding of the achievement charts. Teachers are encouraged to gather and develop exemplars with their students to use as models.

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

a) Knowledge and Understanding
b) Thinking
c) Communication
d) Application

All four categories must be reflected in the report card grade, this is Ministry policy. While each category **must be a significant factor** in evaluating student achievement, assignments do not have to be divided or tracked by achievement categories.

1.3 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 learning and instruction. Appropriate Diagnostic Assessment will be used, as required, to determine students' strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. Diagnostic and Assessment for Learning data must be tracked and could be used as evidence of learning. Students should be given opportunities to self/peer assess and to provide evidence of their learning. *Appendices C,D.*

1.4 Teachers will refer to the student's Assessment for Learning data to support professional judgement in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. Teachers will also reference this data when discussing student progress and achievement at parent-teacher-student conferences. Assessment for Learning information supports a teacher in the determination of a student's most consistent, most recent level of achievement. Teachers are encouraged to use **Student Portfolios** as a method of tracking evidence of student learning. *Appendix C.*

1.5 Teachers will use **Assessment of Learning** to evaluate student performance and achievement of overall expectations reflecting Enduring Understandings (Overall Expectations). Assessment of Learning tasks may be completed part way through a unit or culminating tasks at the end of a unit, grading period or block of learning. At least three rich Assessment of Learning tasks should be scheduled during a grading period. These tasks must reflect a variety of approaches (i.e., 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.

A variety of assessments should be used for each unit and could include: observations, teacher/ student conferences, performance tasks, essays, written tests, presentations and project reports.

1.6 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information – *see Chart on following Page.*

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
Assessment* for *Learning "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." (Assessment Reform Group, 2002, p. 2)	***Diagnostic Assessment:*** • 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.	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.
	Formative Assessment: • occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.	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.
Assessment* as *Learning "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." (Western and Northern Canadian Protocol, p. 42)	***Formative Assessment:*** • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.	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.
Assessment* of *Learning "Assessment *of L*earning 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." (Western and Northern Canadian Protocol, p. 55)	***Summative Assessment:*** • occurs at or near the end of a period of learning, and may be used to inform further instruction.	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, teachers, and others.

2. LEARNING SKILLS AND WORK HABITS

2.1 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 grades. 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.

2.2 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.

A second example is found in the mathematics process expectations in the mathematics curriculum. One of those expectations requires students to develop and apply problem-solving strategies. While the achievement of this expectation requires the application of some aspects of the learning skills and work habits for "Organization" (see table), student achievement of this expectation is evaluated as part of the learning in the mathematics curriculum. In fact, achievement of the curriculum expectations in many curriculum areas is closely tied to learning skills and work habits. Clearly identifying the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate their achievement will assist teachers in making decisions about whether the demonstration of a learning skill or work habit should be part of the evaluation of a curriculum expectation.

2.3 Anecdotal records are a useful way for teachers to record their observations of students' learning skills and can be made on sticky notes, index cards, templates, checklist, on audiotapes, running records, in a binder or teacher's journal.

2.4 It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and 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

2.5 The student's demonstrated learning skills will be evaluated using the four-point scale: (E-excellent, G-good, S-satisfactory, N-needs improvement).

LEARNING SKILLS AND WORK HABITS	SAMPLE BEHAVIOURS
Responsibility	The student: • 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	The student: • 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	The student: • 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	The student: • 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	The student: • 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	The student: • 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.

3. EVALUATION

Assessment of Learning throughout the Subject

3.1 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. 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 three different sources –*observations*, *conversations*, and *student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

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.

Level 4 does not suggest that the student is achieving expectations beyond those specified for the grade, but rather he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3. There is no limit to the number of students who may achieve at level 4. There is no time limit; a student may achieve a Level 4 when evaluated on expectations at the beginning of the program as well as the end.

3.2 Before starting a unit, teachers must 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. *Appendix A.*

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.

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

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

3.5 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.

3.6 Teachers will use the criteria of 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

3.7 Teachers will work towards consistent use of the level designations when evaluating and recording student achievement throughout the reporting period. The level designations (1-4) with a + or - will be used to indicate the range of performance within the levels. The R designation will be used to indicate that, based on evidence provided; the student is not yet successful in achieving the expectations for the designated grade level. The code "I" may be used in a teacher's record book and can be used in the evaluation and reporting of student achievement to indicate that insufficient evidence is available to determine a letter grade or percentage mark.

Academic Dishonesty

3.8 **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.

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.

4. ABSENCE, LATES AND MISSED ASSIGNMENTS

4.1 Early in the school year/reporting period it must be clearly communicated to students that they are responsible for behaviour in the classroom and school as well as for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or submitting those assignments late. A flow of communication with parents/guardians helps teachers generate a partnership to ensure students understand when reports, assignments and projects are due and the importance of studying for tests.

A number of strategies may be used to help prevent and/or address late and missed assignments:

- 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 *Appendix F*
- 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 whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit 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; and
- deducting marks for late assignments, up to and including the full value of the assignment. **This strategy 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.**

4.2 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. Habitual neglect of deadlines is a behaviour issue that should result in disciplinary action. Late assignments are not necessarily correlated to poor achievement.

4.3 If a student has missed or failed to complete Assessment of Learning tasks due to attendance or other issues (e.g., an INCOMPLETE has been recorded in the teacher's tracking record) the teacher will review student data and determine whether there is sufficient evidence to make a valid and reliable judgement about student achievement. The teacher will consider the following:

- Has the student demonstrated the expectations of the missed evaluation(s) through other subsequent assignments, observations, or conversations?
- What is the student's most consistent level of achievement on the completed evaluations with particular emphasis on the more recent achievements?
- What is the student's reason for the missed evaluations?

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

4.4 If, in the teacher's professional judgement, however, the student has not demonstrated achievement of expectations of the missed evaluations in other evaluations or in another context and/or the student does not have a valid reason for the missed evaluation(s), the teacher may determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations but will use professional judgement to determine the mark.

4.5 The code "R" represents achievement that falls below level 1 and can be used in the evaluation and reporting of student achievement.

4.6 The code "I" may be used in a teacher's record book and can be used in the evaluation and reporting of student achievement to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For example, teachers may find it appropriate to use "I" when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were 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.

5. REPORTING

5.1 Teachers will use a variety of reporting methods including interviews /conferencing, use of the agenda book, phone calls, letters to parents and the informal and formal report cards to report student achievement. Any problems and concerns about a student's achievement must be discussed with parents (e.g., phone contact, case conference). The subsequent written report card will refer to information discussed with the parent and student in previous conferences or meetings.

5.2 The Elementary Progress Report Card will be given to parents between October 20 and November 20. Progress reports provide information on student achievement on the six Learning Skills and Work Habits identified by the Ministry of Education. There is a strong link between the mastery of these and improving student achievement. This report card will provide an indication of progress toward achievement in each of the strand/subject areas.

Progress will be indicated as part of comments for Religion and Family Life.

5.3 Elementary Provincial Report Cards shall be issued to parents twice a year. The first Provincial Report Card will be sent home between January 20 and February 20. The second will be sent home towards the end of June. Specific dates will be communicated annually.

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

5.4 When completing report cards, teachers will review evaluation data recorded and will apply professional judgement in determining whether or not the student has provided sufficient evidence to make a valid judgement about the student's achievement of the expectations addressed throughout the reporting period. Based on the extent of the evidence provided by the student (observations, conversations and products) and the teacher's judgement as to the degree to which the student has demonstrated achievement of the expectations, teachers will assign a level or percentage grade to represent the student's most consistent overall level of achievement.

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

5.6 When tracking and reporting student achievement teachers will follow these guidelines:

a) Achievement must be based upon the overall curriculum expectations of the subject.

b) Teachers track student achievement based upon the evaluative tasks for the subject with the knowledge that all achievement chart categories are evaluated throughout the reporting period.

c) Teachers may track student grades as levels or directly as letter or percentage grades.

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

5.7 PVNCCDSB schools will report achievement of Grade 1 to Grade 8 students using the Elementary Provincial Report Card. When reporting, teachers communicate student achievement of provincial curriculum expectations by recording the percentage mark/letter grade. This symbol of performance will be supported by teacher comments reflecting the criteria descriptors for the level of achievement. For Grade 7 to Grade 8 percentage grades assigned on the report card will be referenced to the levels of achievement.

5.8 Space is provided on all progress report cards and provincial report cards from Grade 1 to Grade 8 for teachers to make anecdotal comments about students' achievement of curriculum expectations or, in the case of the Elementary Progress Report Cards, progress towards achievement of the expectations. In writing anecdotal comments, teachers should focus on what students have learned by providing examples of how they demonstrated their learning, describe significant strengths, and identify individual next steps for improvement. Teachers should strive to use language that parents will understand and should **avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart.** When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do (Learning Goals). Comments should provide parents with personalized, clear, precise and meaningful feedback based on success criteria that has been collaboratively created with the students. Teachers should also strive to help parents understand how they can support their children at home.

It is important that teachers have the opportunity to compose and use **personalized comments** on report cards as an alternative to selecting from a prepared set of standard comments. School boards should not enact policies that prevent teachers from providing personalized comments on report cards. It is expected that principals will support best practice and encourage teachers to generate their own comments.

In the case of the Elementary Progress Report Cards, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.

For students in Grades 1 to Grade 8 whose achievement is reported as "R" on the Elementary Provincial Report Card, teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student. Additional support materials are available on-line at: www.edugains.ca/newsite/assessment/illustrations.htm

5.9 Teachers should work with students to develop the skills necessary for involvement in the reporting process. The Response Form, completed by the student and the parent, is returned to school to indicate that parents have seen the report card.

5.10 Teachers will exercise their professional judgement in using the Assessment for/of Learning data to determine a report card grade. This includes observations, conversations and products.

5.11 Learning Skills and Work Habits comments are stated on page 1 of the Elementary Progress/Provincial Report Card. They will not be included in subject comment areas.

Additional support materials are available on-line at:
www.edugains.ca/newsite/assessment/illustrations.htm

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

Schools will host a formal parent – student – teacher conference following the Progress Report and first Reporting Period and opportunities for additional conferences throughout the year as needed.

5.13 Teachers will reference the Growing Success policy document, in addition to this resource, to assist them with the completion of the report card.

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

5.14 Reporting on the Strands

Reporting on the Strands	
Religious & Family Life Education	Teachers from Grades 1-8 must fill in the student's letter grade/percentage mark for each reporting period and use the following comment: "The mark achieved this reporting period is _____."
Languages	Fill in the letter grade/percentage mark for each of the four strands in English and each of the three strands in French.
Mathematics	Fill in the student's letter grade/percentage mark for at least four of the five strands for mathematics. Achievement in each of the five strands must be reported at least once in the school year. When achievement in a strand is not reported it should be noted in the comments and the "NA" box for that strand should be checked.
Science and Technology	Fill in the student's letter grade/percentage mark for science and technology for each reporting period. In the space provided for comments, indicate which stands are being reported on in the given period.
Social Studies	Fill in the student's letter grade/percentage mark for social studies for each reporting period. In the space provided for comments, indicate which stands are being reported on in the given period.
History and Geography	Fill in the student's percentage mark for history and/or geography. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period. If either is not being reported upon, this should be noted in the comments, and the appropriate "NA" box should be checked.
Health and Physical Ed	Fill in the student's letter grade/percentage mark for health education and physical education for each reporting period.
The Arts	Fill in the student's letter grade/percentage mark for three of the four strands. Achievement in each of the four strands must be reported at least once in the school year. When achievement in a strand is not reported it should be noted in the comments and the "NA" box for that strand should be checked.
Integrated Literacy	Fill in the student's letter grade for Integrated Literacy for each reporting period.

5.15 If a student has not demonstrated achievement that meets the criteria for Level 1, an "R" will be assigned as an indication that the student is not meeting expectations.

The designated comment that should be included on the Report Card should read: "Additional learning is required before _____ begins to achieve success in meeting the curriculum expectations." The teacher must then comment on strategies to address the student's specific learning needs in order to support his/her success in learning.

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

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

Reporting Student Achievement for Students on IEP's

5.16 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:

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

IEP's are developed by the student's teachers (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).*

a) I.E.P. 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 I.E.P. 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, braillist);
- 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.

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

b) **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 I.E.P. 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.

c) I.E.P. With Alternative Learning Expectations

Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs. Examples of alternative programs include: speech remediation, social skills, orientation/mobility training, and personal care programs.

For some students, alternative programs might be provided in addition to subjects that are based on modified or regular grade level expectations from the Ontario curriculum. For a small percentage of students the student's entire program may comprise alternative learning expectations.

When a student has an IEP with alternative expectations, an alternative report card must be completed for those expectations only.

Alternative report cards would typically be used for CASA (for alternative expectations), BEST (for behavior component of program) and Learning Centre (for EMPOWER). Students with Alternative Behavior Goals will have an Alternative Report and the Learning Skills and Work Habits section need not be completed. In the comment box, the comment "See Alternative Report" would be written.

5.17 A student with an accommodated or modified I.E.P. 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 I.E.P.

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.

5.18 The IEP should be reviewed in conjunction with the November Progress Report and only sent home again if changes have been made. The IEP needs to be reviewed prior to the February and June report cards and an updated IEP sent home. The review process is determined by each school Principal and could include IEP review meetings, consultation with parents, IEPs sent home with a cover note asking for input and/or parent input during teacher/parent report card interviews. Simply sending the IEP home with the report card is not considered a review.

Reporting Achievement for ESL/ELD Students

5.19 Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent 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.

5.20 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.

5.21 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).

5.22 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.

6. COMMUNICATION

6.1 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.

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, which includes Descriptive Feedback, in a timely manner regularly throughout the year.

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

6.2 **Effective communication must consider the:** purpose, audience, medium, content. It should be **continuous** to serve the evolving needs of the learning community. It must support strategies to encourage all stakeholders to actively participate. Effective communication supports the goal of providing timely information regarding all of the tasks that take place in a school and encouraging ongoing dialogue among those who share in the responsibility for creating a learning community.

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

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

SUGGESTED YEARLY COMMUNICATION CYCLE	
MONTH	**COMMUNICATION ISSUES AND OPPORTUNITIES**
August	**Welcome to School:** welcome letter, overview of the family life program and sacrament planning for specific grades, EQAO introduced, class placement information, student handbook, code of conduct, school maps, staff directory **Final Timetable:** meeting schedules, teacher contact information **Transition:** opportunity for students/parents to get comfortable with new school/class
September	**Welcome to School Handouts:** Board Calendar, School Monthly Newsletter including introductions, communication opportunities, Assessment Plan, dates for School Masses **Program Overviews:** distributed to students and submitted to office **Volunteer Information:** requests, information evening, procedures, police checks **Contact Information:** Teacher/Parent availability, Homework Club, School or Class Web page **Student Information Cards:** special needs, medical information, emergency contact **Open House:** opportunity to meet parents and establish relationships **Website Information:** Board and School updated with information
October	**Individual Education Plans Sent Home** **Transition:** Initial contact with secondary school for Grade 8 students **Website Information:** Board and School updated with information
November	**Kindergarten Registration:** for students entering junior kindergarten next school year **Progress Report Card:** Response Form **Formal Parent Interview Opportunity:** discuss Learning Skills and Work Habits, areas of strength and Individual Learning Goals regarding growth **Transition:** presentations to Grade 8 classes, Student Success Teachers interviews, begin specialized transition program for students requiring extra assistance **Website Information:** Board and School updated with information **Data:** at-risk information sent to the Board
December	**Christmas Celebrations:** i.e., opportunities for sharing mass **Website Information:** Board and School updated with information **Next Year's JK parents:** Invited to school Christmas events
January	**Transition:** Invitational meeting for "At Risk" Grade 8 students and their parents, Student Success Teachers interviews, option sheet presentations to Grade 8 students **Website Information:** Board and School updated with information **Senior Kindergarten French Immersion Parent Information Meeting:** for students entering Senior Kindergarten at French Immersion schools next year
February	**Reporting Period 1 Report Card:** Response Form **Formal Parent Interview Opportunity:** discuss Learning Skills and Work Habits, areas of strength and Individual Learning Goals regarding growth and student achievement of curriculum expectations **Website Information:** Board and School updated with information
March	**Annual Education Plan:** Grade 8 reviewed in selection of program for the coming year with Student Success Teacher **Transition:** Grade 7 introduction to transition process with Student Success Teacher **Website Information:** Board and School updated with information **Summer School Information available** **Data:** at-risk information sent to the Board

SUGGESTED YEARLY COMMUNICATION CYCLE	
MONTH	**COMMUNICATION ISSUES AND OPPORTUNITIES**
April	**Transition:** Grade 8 development of individual transition plans for higher needs students into and out of school, Grade 7 and Student Success Teacher investigate Career Awareness opportunities for students and information to parents **Website Information:** Board and School updated with information Summer School Information available
May	**Summer School Information:** information regarding the programs available **Transition:** Student Success Teacher activities - Grade 7 Learning Style Inventory, Grade 8 orientation at secondary school, Student Success teacher interviews **Website Information:** Board and School updated with information
June	**JK Open House** **Reporting Period 2 Report Card:** Response Form **Parent Interview Opportunity:** discuss Learning Skills and Work Habits, areas of strength and Individual Learning Goals regarding growth and student achievement of curriculum expectations **Inform Parents of Required School Supplies and Important Dates for Next School Year** **Summer School Registration:** Identification and Registration for Grade 7/8 students, suggestions for continuing and supporting learning over the summer **Literacy and Numeracy Camp:** Registration for Grade 5 and Grade 6 students **Website Information:** Board and School updated with information **Data:** at-risk information sent to the Board

6.4 As planning for the school year progresses toward the first day of school, teachers develop a Program Overview (i.e., formatted as class newsletters) to go home 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).

SUGGESTED CLASS MONTHLY NEWSLETTER GUIDE	
Upcoming Events (Seasonal)	• Reminders and class administration • Reminders of classroom procedures and routines (i.e. library, phys. ed., indoor/outdoor shoes) • Virtues and Catholic Graduate School Expectations
Academic/Curriculum Focus	• Learning Goals in each subject area • Demonstrations of learning that will be used as the basis for assessment *Note: this is an opportunity to provide time lines and the Success Criteria and/or rubric for assignments/projects to be used this month*
Learning Skills and Work Habits	• Connection between Learning Skills and Work Habits, curriculum and possible focus for the month • Reminders for classroom expectations re: homework, absences and missed work
Teaching/Assessment Strategies	• Statement regarding the range of learning opportunities and assessment strategies to be used to address student needs (Note: remaining aware of the IEP needs within the classroom) • Use and role of Assessment for/as/of Learning • Clear communication of how marks are determined including: - The importance of multiple opportunities to learn before Assessment of Learning - How more recent, most consistent is supported (e.g. policy on re-tests and re-submissions)
Communication Reminders	• Important dates (i.e., class presentations, test dates, project deadlines) • Upcoming, formal & informal opportunities and procedures for communication • Extra help opportunities
Parental and Student Signatures	• Signing a form provides a binding contract with regards to plagiarism, missed or late assignment policy • Forms are kept on file by the teachers for the duration of the year.

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

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

As well, students and parents should be kept informed when learning is jeopardized by a weakness in Learning Skills 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.

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

6.7 The **"Missed or Late Assignment/Assessment Contract**" offers an example of the kind of notice that will inform the student and parent of missing or late work and invite both reflection and response**.** *Appendix F.*

6.8 **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

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- **Bluewater District School Board - website, pamphlets**
- **Choices Into Action, 1999**
- **Classroom Assessment & Grading That Work, Robert Marzano**
- **Dufferin-Peel Catholic District School Board - Guidelines for Assessment, Evaluation and Reporting - Elementary**
- **Effective Elementary Assessment and Evaluation Classroom Practices - A Resource Document**
- **Growing Success – Assessment, Evaluation and Reporting in Ontario Schools, 2010 First Edition**
- **Guidelines for Grading, by Ken O'Connor featured from London Catholic DSB and Toronto DSB**
- **Halton District School Board - sample elementary progress report checklist and comment**
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- **Memo SESA-007 Individual Education Plan (IEP) Reporting, Distribution, OSR Storage and Report Card, May 23, 2006**
- **Ontario Catholic School Graduate Expectations, 1999**
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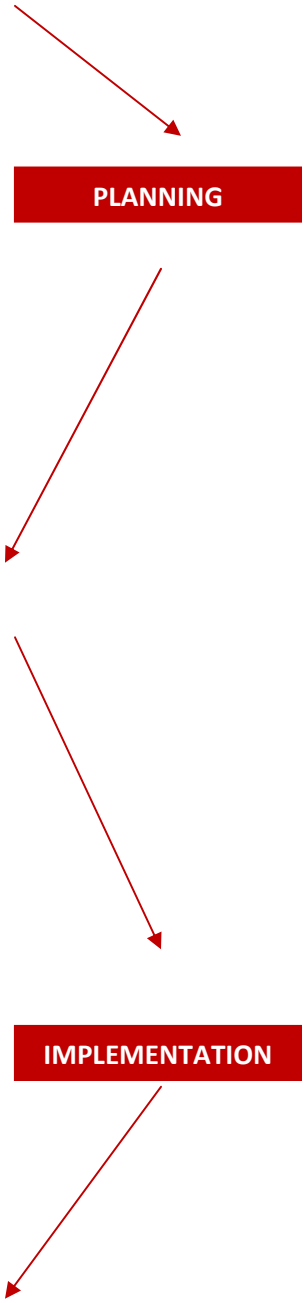
- **Simcoe Catholic District School Board - A/E - Elementary**
- **Simcoe District School Board - A/E - Elementary**
- **Talk About Assessment: Strategies and Tools to Improve Student Learning, Damian Cooper**
- **The Ontario Curriculum Exemplars, and Kindergarten to Grade 8, Curriculum Documents**
- **Think Literacy Cross-Curricular Approaches Grades 7-12, 2003**
- **Think Literacy Success Grades 7-12, 2003**
- **Toronto District School Board - Policy CUR: Accountability for Student Achievement**
- **Transforming Classroom Grading, Robert Marzano**
- **Waterloo Catholic District School Board – Elementary**

Appendix A - Planning with the End in Mind

CURRICULUM: **What are students expected to learn?**	1) From curriculum documents identify the: • big ideas/enduring understandings; or • fundamental concepts; or • expectation processes (math). 2) From these, identify the overall curriculum expectations. 3) Cluster the specific curriculum expectations that support each overall expectation.

ASSESSMENT AND EVALUATION:
 	
How will students demonstrate their learning?
	1) Assessment **OF** Learning:
	• is based on overall curriculum expectations;
	• is provided near or at the end of the unit;
	• is based on evidence of learning gathered through:
	  • conversations;
	  • observations;
	  • products.
	• is differentiated for:
	  • readiness to learn;
	  • learning preferences;
	  • interests.
	• considers all evidence of learning with special consideration of:
	  • most consistent level of performance;
	  • more recent evidence.
	
	2) Assessment **FOR** Learning:
	• Provide at the beginning and throughout the unit.
	• Provide descriptive feedback.
	• Scaffold next steps.
	• Differentiate instruction.
	
	3) Assessment **AS** Learning:
	• Monitor own progress.
	• Make adjustments.

DESIGNING AND LEARNING:
 	
How will assessment and instruction be organized for learning?
	1) Identify the learning goals for each lesson, based on the specific expectations?
	
	2) Identify checkpoints for monitoring learning.
	
	3) Plan instructional and assessment strategies that:
	• demonstrate a gradual release of responsibility, progressing from:
	  • modeled, to;
	  • shared, to;
	  • guided, to;
	  • independent activities.
	• differentiate for:
	  • readiness to learn;
	  • learning preferences;
	  • interests.



APPENDIX B: Program Overview (*More samples can be found at the LSS Intranet Site.)*

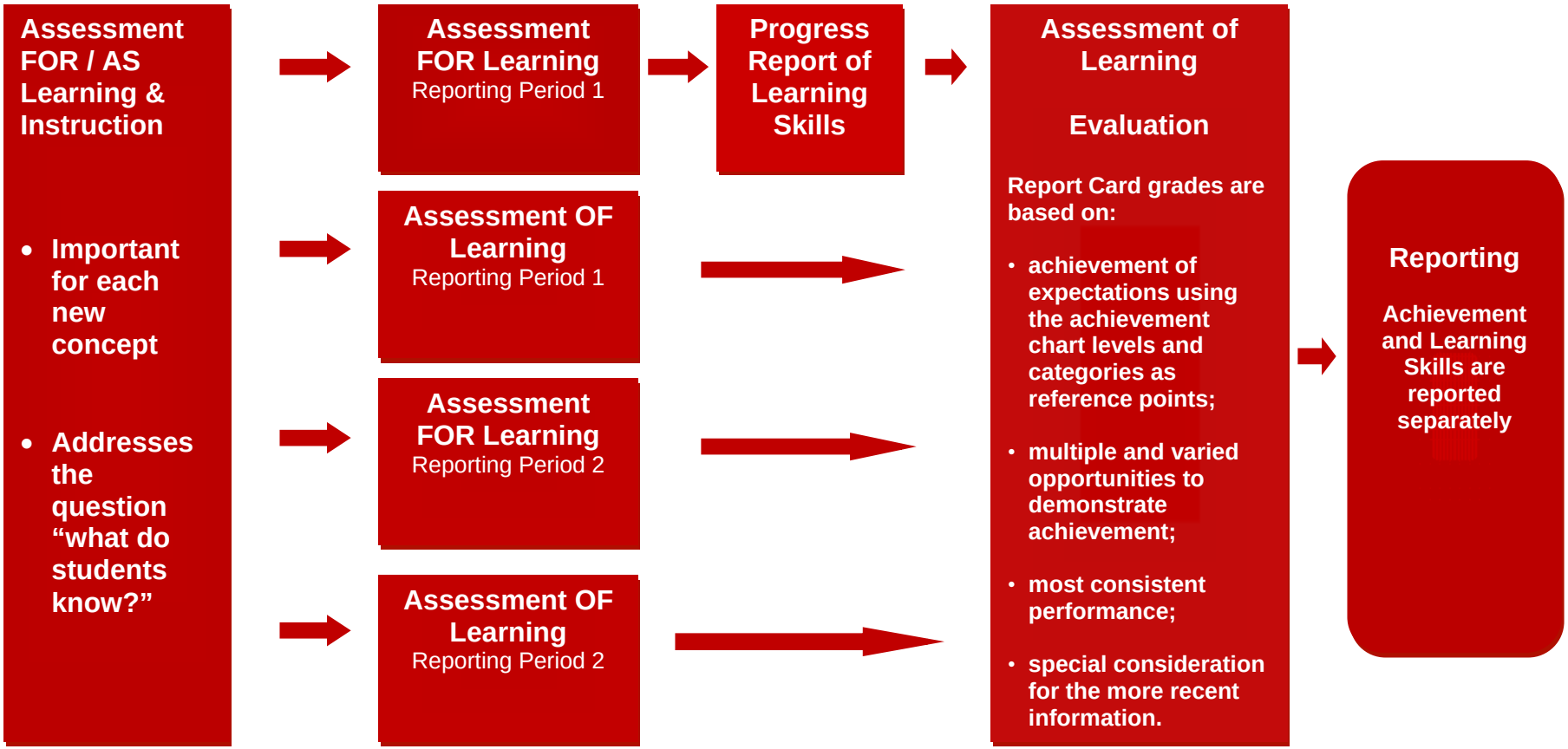
		SEPTEMBER	OCTOBER	NOVEMBER
RELIGION	DEVELOP / UPDATE YOUR IEPs WITH YOUR SERT!	We Believe in the Holy Spirit Unit 1: Theme 1,2,3,4	We Believe in the Holy Church Unit 2: Theme 1,2,3	We Believe in One Catholic Apostolic Church Unit 3: Theme 1,2
		Stand By Me		
FAMILY LIFE		Fully Alive: Created and Loved by God: Theme 1	Fully Alive: Living in a Relationship: Theme 2	
LANGUAGE		Sightlines Anthology Unit	Literature Circle	Sightlines Anthology Unit
		Sightlines 8 / Nelson Language & Writing / Nelson Write Traits 8 Classroom Kit		
CORE FRENCH		Unité 1	Unité 2	Unité 3
		On y va! 2		
GEOGRAPHY		Patterns in Human Geography		
HISTORY		Confederation		
SCIENCE & TECHNOLOGY		Systems in Action (Understanding Structures and Mechanisms)		Cells (Understanding Life Systems)
MATHEMATICS		1 Numbers, Variables and Equations (about three weeks)	2 Applications of ratio, Rate and Percent (4 weeks)	3 Geometry & Measurement (1 week) / 4 Fractions and Decimals (about 4 weeks)
		Math Makes Sense 8 (Addison Wesley)		
THE ARTS VISUAL		Drawing, Painting, Printmaking, Sculpture (Developing Proportion & Emphasis)		
DRAMA & DANCE		Principles of Drama & Dance – Creating & analyzing, using the elements, different points of view, writing & performing chants		
MUSIC		MC Notes – 8A		

APPENDIX C - Assessment for Learning Continuum

Effective Questioning

- Provide at least 3 seconds wait time.
- Engage all students in the conversation.
- Deliver from different positions in the room and with respect to students.
- Design a range/progression of different types of questions - lower and higher order.
- Plan questions with a clear purpose.
- Provide time to think and prepare a response i.e. ,Think Pair Share.
- Listen attentively to student responses.
- Provide descriptive feedback to students on their questions.
- Be explicit about your use of questioning strategies i.e., No Hands.
- Use questioning to improve learning not behaviour.
- Deliver questions in a risk-free, safe environment.

APPENDIX D - Assessment, Evaluation and Reporting for a Reporting Period



APPENDIX E - Bias

It is essential to be aware of bias. Be aware of possible sources of bias such as gender, age, culture, socio-economics, and presentation of work, behaviour or prior academic record. Review classroom resources and identify possible biases. Recognize the variety of learning styles of students and vary assessment tools to complement their learning styles or multiple intelligences. Ensure that accommodations and/or modifications consistent with the strategies outlined in a student's IEP are in place for students with special needs.

Allow students time to practice and demonstrate their understanding of curriculum expectations before the end of a unit or term assessment. Communicate Learning Goals and Success Criteria to students (and when possible, parents) well in advance of an Assessment of Learning assignment. Students should never be left to guess what is expected of them or how the teacher will determine the marks.

EXAMPLES OF COMMON SOURCES OF BIAS IN CLASSROOM ASSESSMENT

Problems common to all methods:

a. Potential problems that occur within the student:
- lack of reading proficiency
- language barriers
- emotional upset
- poor health
- physical handicap
- peer pressure to mislead assessor
- lack of motivation at time of assessment
- lack of understanding how to take tests
- lack of personal confidence leading to evaluation anxiety

b. Possible problems that can occur within the assessment context:
- noise distractions
- poor lighting
- discomfort
- lack of rapport with assessor
- cultural insensitivity in assessor or assessment
- lack of proper equipment

c. Examples of problems that arise from the assessment itself (regardless of method):
- directions missing or vague
- poorly worded questions
- poor reproduction reduces readability

Problems unique to each format:

a. Possible problems with multiple choice tests:
- more than one correct response
- incorrect scoring key
- clues to answer in the item or in other items

b. Problems with essay assessments:
- students lack writing ability
- no scoring criteria
- inappropriate scoring criteria
- evaluator untrained in applying scoring criteria
- bias due to stereotypic thinking or knowledge of prior performance
- insufficient time or patience to read and score carefully

c. Potential problems with performance assessment:
- no scoring criteria
- inappropriate scoring criteria
- evaluator untrained in applying scoring criteria
- bias due to stereotypic thinking or knowledge of prior performance
- insufficient time or patience to read and score carefully

d. Possible difficulties when using personal communication:
- insufficient sample per student
- inaccurate record keeping
- distortions in memory performance
- bias due to stereotypic thinking or knowledge of prior performance

Assessment Training Institute (Portland, Oregon)

APPENDIX F - Late Assignment/Missed Assignment

Name: _____

Date Assignment/assessment was due: _____

Current date: _____

I understand that it is my responsibility to complete and hand in assignments/assessments as required. I have not yet completed/handed in the following assessment:

_____

(Name of assignment/assessment)

because

_____

_____

_____

I will complete this assignments/assessment by the following date: _____

I have previously discussed this with you. Yes ❍ No ❍

We agreed:

_____

_____

_____ _____

Student Signature *Parent/Guardian Signature*

FOR TEACHER USE ONLY

Teacher Signature: _____

Comments: _____

_____

APPENDIX G - Glossary of Words

K	Gr 1-6	Gr 7-8	Gr. 9-12	
✓	✓	✓	✓	**Accommodations** are the changes made to an assessment or teaching strategy or tool to provide a student with special needs with the opportunity to demonstrate achievement, e.g. assigning specialist staff members, providing equipment/materials, changing time requirements for completion of assignments, changing the format of assessment materials
✓	✓	✓	✓	**Achievement** is the learning which students are able to demonstrate at a precise moment in time.
	✓	✓	✓	**Achievement Charts** are contained in each Ontario Curriculum document. They provide a common framework across all subjects for assessment, evaluation and reporting criteria.
✓	✓	✓	✓	**Alternative Expectations** are not derived from an Ontario (provincial) curriculum document or are expectations that are modified so extensively that the Ontario Curriculum expectations no longer form the basis of the student's educational program. In high school the student would not be working towards a credit for the course.
✓	✓	✓	✓	**Anecdotal Record** is a teacher's short narrative of individual student events, incidents and behaviour. Possible methods of recording and storing anecdotal records: sticky notes, computer templates, 3-ring binder, teacher-kept journal, clipboard notes, flip chart, running records, index cards, and taped observations.
	✓	✓	✓	**Categories** - The achievement chart consists of 4 categories for assessment purposes: Knowledge and Understanding, Thinking, Communication, and Application.
✓	✓	✓	✓	**Criterion-Referenced** means a student's performance is matched against predetermined criteria and measured against a standard, not against other students. A criterion-referenced test measures students' achievement in relation to pre-determined criteria, usually the mastery of a set of expectations or learning outcomes (e.g., EQAO tests).
✓	✓	✓	✓	**Descriptive Feedback** - written or oral communication with students that is clear, specific, meaningful and timely to support improved learning and achievement.
✓	✓	✓	✓	**Diagnostic Assessment** - occurs near the beginning of the year or a unit and allows teachers to determine the knowledge and skills of students before instruction begins, (e.g. pretest, review, journal response, class brainstorm) - brief, low risk *Information gathered from diagnostic assessment **is not** to be used to determine a student's most consistent level of achievement, and **not** to be used for evaluation grading.*
✓	✓	✓	✓	**Enduring Understandings (Overall Expectations)** are the "big ideas" that students should retain after they have forgotten details. Enduring understandings have lasting value and can be transformed and applied to other contexts.
✓	✓	✓	✓	**Exemplars** are samples of student work that illustrate and clarify the levels of student performance expected in relation to specific outcomes.
	✓	✓	✓	**Expectations** are the set of knowledge and skills that a student is expected to know and be able to demonstrate in a given subject and grade level. **Overall and Specific Expectations** are contained in the Ontario Curriculum documents and form the basis of classroom instruction. At the beginning of each unit, enduring expectations and assessment methods are identified. All **Overall Expectations** must be **evaluated**. Specific expectations must be assessed.
✓	✓	✓	✓	**ESL** and **ELD** - English as a Second Language and English Literacy Development.

K	Gr 1-6	Gr 7-8	Gr. 9-12	
✓	✓	✓	✓	**Formative Assessment** enables teachers to track and support and motivate students' continual progress toward achievement of expectations ongoing throughout a unit, term, or semester, (e.g. checklist, quizzes). This assessment is regular and ongoing throughout each unit and is used to provide feedback to the student about his or her progress. The key to formative data is that teachers do not expect students to have learned 'it' yet, they are practising, and the purpose is to use this information to direct the lessons and teaching and for students to enhance their learning.
✓	✓	✓	✓	**IEP** - Individual Education Plan
✓	✓	✓	✓	**Learning Goals** clearly identify what students are expected and able to do, in language that students readily understand.
	✓	✓	✓	**Learning Skills and Work Habits** Responsibility Organization Independent Work Collaboration Initiative Self-Regulation
✓	✓	✓	✓	**Modifications** are changes made to curriculum expectations for students with special needs, e.g. reduction in number of expectations required; an alternate unit of study; changes made to content and to performance criteria; expectations that are derived from an Ontario Curriculum policy document for a grade level or for grade levels above or below the student's age-appropriate grade level.
✓	✓	✓	✓	**Peer Assessment** is designed to allow students to increase their involvement in their learning process by giving and receiving feedback. Students are forced to think analytically about their peer's performance and, in turn, are able to extend that thinking to their performance. Students are more likely to take responsibility for what they do and how they do it when they are in consultation with their peers who are providing suggestions for improvement.
✓	✓	✓	✓	**Performance Tasks** and **Assessments** require students to demonstrate directly the specific skills and knowledge being assessed. Performance assessments that have an emphasis on real-life tasks as well as occurring in a real-life context are sometimes referred to as authentic assessments (e.g., music recitals, auto mechanic competitions, science labs, debates, research projects).
✓	✓	✓	✓	**Portfolio** is a purposeful collection of student work that tells the story of the student's efforts, progress and achievement in a given area or areas.
	✓	✓	✓	**Rich Performance Task** – An authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.
✓	✓	✓	✓	**Rubric** is a tool for assessment and evaluation which identifies the characteristics of a quality performance or product. The rubric often consists of a scale describing a range of performance from low to exemplary. Rubrics convey information to students most effectively when they are accompanied by exemplars. These samples of student work make the levels of achievement real for students (and parents).
✓	✓			**Running Records** are efficient and effective ways to record independent reading behaviours. Running records provide a "window" through which the teacher may observe the cues and strategies an individual student uses when engaged in oral reading.

K	Gr 1-6	Gr 7-8	Gr. 9-12	
✓	✓	✓	✓	**Self Assessment** gives students the opportunity to reflect on their own learning progress. Practised regularly, students will acquire deeper levels of self-knowledge that will enable them to identify their strengths as well as areas needing improvement. Students involved in self assessment will also acquire deeper levels of understanding about the material they are learning.
	✓	✓	✓	**Strand** is a major content organizer which clusters expectations in an area of study within a subject as stated in each curriculum document.
		✓	✓	**Student Success Team** - A team of teachers who have the responsibility for developing school procedures and models for the effective delivery of all Student Success initiatives. The team must include, at a minimum, a principal or designate, the Student Success teacher, a guidance counsellor, and a special education teacher.
✓	✓	✓	✓	**Success Criteria** - Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.
✓	✓	✓	✓	**Summative Assessment** focuses on student demonstration of understanding of the expectations. A variety of assessment tools (e.g., test, essay, project, observations, and demonstrations) may be used to assess student understanding. The key to summative data is that the teacher expects students to have learned a set of facts and/or skills and then wants the students to demonstrate or prove what they know. Summative assessments are conducted in order for students to prove learning, and are an evaluation that leads to the mark on the report card. *Information derived from summative assessments conducted at the end of the unit is the main source of the unit summative assessment.*
✓	✓	✓	✓	**Triangulation** - products, conversations and observations which add up to collection of a body of evidence over time upon which teachers base future lessons as well as evaluation of student achievement.
	✓	✓	✓	**Unit** is a cluster of expectations around one core concept or theme and includes a variety of teaching/learning strategies, assessment strategies and tools, and other elements.