Peterborough Victoria Northumberland and Clarington Catholic District School Board

ASSESSMENT, EVALUATION & REPORTING

SECONDARY HANDBOOK

Grade 9 to Grade 12

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 or course and at other appropriate points throughout the school year or course;
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;
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 Grades 7 to 12.

Resources: The Ministry of Education has facilitated the production of resource material for secondary 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. It is designed as a companion piece to the curriculum policy documents for secondary teachers and further supports planning and assessment across subject areas. 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/course 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   At the beginning of each semester Curriculum Chairs/teachers will create and distribute a **Course Outline** in paper or electronic format to their students. The Course Outline will summarize the curriculum expectations; and the assessments and evaluation criteria and strategies for the course. Secondary teachers may supplement the basic information on the template sheets with more information specific to their school and department. Copies will be given to the Curriculum Chair and/or Principal. *Appendix B.*

1.4   Teachers will use ongoing **Assessment for Learning** to monitor student performance and provide Descriptive Feedback on their performance 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. Teachers are encouraged to use **Student Portfolios** as a method of tracking evidence of student learning. *Appendices A,C,D.*

1.5 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.

1.6 Teachers will use **Assessment of Learning** to evaluate student performance. Assessment of Learning tasks may be completed part way through a unit. Teachers may also use culminating tasks at the end of a unit, grading period or block of learning. Assessment of Learning will take place after students have had an opportunity to develop and demonstrate the knowledge and skills of the curriculum expectations. Students must have received **Descriptive Feedback** to improve their performance before being evaluated. A variety of forms of assessment should be used for each unit and could include: performance tasks, tests, essays, presentations and project reports. *Appendices A,C,D.*

1.7 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 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." (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 or course, 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   On occasion it is *not* possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement. An example 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", 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 in each course 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 Course

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 in a course or grade who may achieve at level 4. There is no time limit; a student may achieve a Level 4 when evaluated on expectations at the beginning of the program/course 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 **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   For the purposes of equity, assignments for evaluation should be completed, as much as possible, in front of the teacher.

3.7   Teachers will use the criteria of the achievement chart for the course to evaluate student achievement on evaluation tasks throughout the course and on the final evaluation task. Additional support materials available at: www.edugains.ca/newsite/assessment/illustrations.htm

3.8   Teachers will work towards consistent use of the level designations when evaluating and recording student achievement throughout the semester. 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.

3.9   **For Grades 9 and 10, an "I" can be used where a student has not provided sufficient evidence of achievement.**

3.10   **For students achieving below 50%, teachers will work in collaboration with the Student Success team, and use their professional judgement to determine grades for report cards.**

Final Evaluation Activity

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

3.12   The final 30% of the grade will be based on a final evaluation in the form of one or a combination of the following: an examination, a performance task, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. It is recommended that open level courses in Grade 9 and Grade 10 not have an exam. Final evaluation would then be in the form of a culminating task.

Academic Dishonesty

3.13   **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 course 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 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. Therefore, a student should not fail a course or grade based on late penalties.

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 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 of student achievement.

4.6   The code "I" may be used in a teacher's record book, to indicate that insufficient evidence is available to determine a 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. In Grade 9 and Grade 10 the code "I" can also be used when reporting insufficient evidence of achievement on the Provincial Report Card.

5.   REPORTING

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

5.2   A progress report on student's Learning Skills and Work Habits will be given to parents 4-6 weeks after the start of the course, as required by the Board. Progress reports provide information on student achievement gathered through diagnostic assessment and Assessment for Learning. There is the recognition that this early report may not include grading from multiple Assessment of Learning tasks. Teachers will use their professional judgement to inform parents and students of the prognosis for success and areas of improvement.

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

Schools will host a formal parent – student – teacher authentic reporting session, each semester following the progress report. Additional opportunities for conferences throughout the semester could be considered.

5.4   Formal reports will be issued twice during a semester, as required by Ministry of Education policy. Individual schools may choose their reporting schedules, making decisions which best suit the needs of students, parents and teachers, and to allow adequate time for the principal to review the reports before signing.

5.5   When completing report cards, teachers will review evaluation data recorded and will apply professional judgement in determining whether the student has provided sufficient evidence to make a valid judgement about the student's achievement of the expectations addressed throughout the reporting period. Based on the extent of the evidence provided by the student on evaluation tasks and the teacher's judgement as to the degree to which the student has demonstrated achievement of the course expectations, teachers will assign a mark to represent the student's most consistent overall level of achievement. This mark is simply a symbol to represent the level of achievement demonstrated by the student. It is not an accounting of right and wrong answers.

The mark for each student's term work should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement, when a developing skill is being assessed. When discrete knowledge is being assessed it is understood that most recent may not apply (e.g., a biology unit in science may have an evaluation early in the semester and biology will not be covered again until the final evaluation in a course; a mathematics strand is completed in the first 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) For the purposes of determining a final mark 70% of the mark is devoted to term work and 30% of the mark is devoted to final culminating tasks.

b) Achievement must be based upon the overall curriculum expectations of the course.

c) Teachers track student achievement based upon the evaluative tasks for the course with the knowledge that all achievement chart categories are evaluated throughout the course.

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

e) 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. Teachers using software programs should reflect on the 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.

Determining Report Card Entry for Midterm

5.7   The midterm report card reflects student performance at that particular point. The teacher will determine the student's most consistent overall level of achievement with appropriate consideration for the student's most recent performance, where applicable.

5.8 Marks will be assigned as a symbol to reflect mid, lower, and higher range of performance as follows:

MOST CONSISTENT LEVEL	GR 9 -12 REPORT CARD	NOTES
ACHIEVEMENT		
Level 4	95 - 100%	Achievement surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *Achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.*
	87 - 94%	
	80 - 86%	
Level 3	77 - 79%	Achievement meets the provincial standard. 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 courses in the same pathway.
	73 - 76%	
	70 - 72%	
Level 2	67 - 69%	Achievement 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.
	63 - 66%	
	60 - 62%	
Level 1	57 - 59%	Achievement falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas to ensure future success.
	53 - 56%	
	50 - 52%	
INSUFFICIENT ACHIEVEMENT		
R	< 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient Evidence	There is insufficient evidence to determine a mark. (for Grade 9 & Grade 10 courses only)
W	Withdrawn	The student has withdrawn from the course.

5.9 Space and comment stems are provided for student comments in a tear-off section on mid-term report cards. The stems are as follows:

- My best work is:
- My goal for improvement is:

As a classroom activity, teachers will work with students to develop the skills necessary for involvement in the reporting process. Prior to sending the report cards home, students will complete the Response Form which will be signed by the parent and returned to school.

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

Determining Final Grade for the Provincial Report Card

5.10   If a student misses or does not complete one or more components of the final evaluation, a zero may be assigned to the missing components and used in the determination of the final grade. However, in rare cases where there is an extenuating circumstance for the missed evaluation, the teacher, in consultation with the school administrator, may use professional judgement to determine whether it is appropriate to provide either an opportunity for an alternative evaluation or to adjust the grade with due consideration given to the circumstance for the missed final evaluation. If there is more than one final evaluation activity, teachers will assign a percentage grade for each of the tasks based on the determined level of achievement. Teachers will then weight appropriately the tasks to determine the thirty percent portion of the mathematical calculation of the final grade.

5.11   Students achieving a mark of less than 50% on the final report card may be offered an altered program to obtain the credit. Some programs for recovering failed credits include:

   a) Save-A-Credit: assignments that have received a zero may still be turned in by the student for use at the end of the course in a save-a-credit situation;

   b) Credit Recovery: modules of work may be assigned to the student (e.g., e-Learning, ILC), Enduring Understandings will be the focus for the assessments and evaluations; and

   c) Summer School: an upgrading program to assist students in obtaining credits.

The Student Success Team will make decisions, when a student fails, whether an opportunity should be granted to recover a failed credit. Not all students will be offered credit recovery (e.g., too many expectations not achieved in the course, inappropriate level of program, excessive absenteeism, course material not available, teacher with subject-specific qualifications not available).

Note: there is no pegged mark value in a successful credit recovery.

5.12   Space is provided on all progress report cards and provincial report cards for teachers to make anecdotal comments about students' achievement of curriculum 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. It is expected that principals will support best practice and encourage teachers to generate their own comments.

A specific example of class work or project may be given to personalize the report comment, but a listing of overall and specific expectations covered should not be stated.

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

Note: 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.

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

Reporting Student Achievement for Students on IEPs

5.13   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 curriculum expectations for a subject/grade or a course.

IEPs are developed by the student's teachers (classroom, special education, itinerant, etc.) and where appropriate, professional and/or paraprofessional staff in consultation with parents. IEPs are a working document that is stored in the student's OSR and is sent home within the first 30 days of a new placement, and will accompany the Provincial Report card (for IPRC students).

a) **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 IEPs 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, or some form of human support;
- 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.

In a course identified in the student's IEP as "Accommodated Only", the provincial curriculum **expectations are not altered**. Teachers **will not check the "IEP"** box as the mark is based on the regular course expectations. The percentage mark is based on the regular grade expectations.

b) **IEP with Modified Curriculum Expectations**

For students in Grade 9 to Grade 12, if the student has an IEP that identifies modified expectations, teachers must check the "IEP" box for every course to which the plan applies. If some of the student's learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the "IEP" box. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* [currently under revision]), teachers must include the following statement in the "Comments" section (along with comments about the student's achievement):

"This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."

If the student is not working towards a credit in the course, a zero (0) should be entered in the "Credit Earned" column.

c) **IEP 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. The following statement will be used when students are in a course but not earning a credit:

"This percentage mark is based on the achievement of alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum. This will not lead towards an Ontario Secondary School Credit."

When an alternative format is used, it should accompany or replace the Provincial Report Card, Grade 9 to Grade 12, at the regular reporting times.

Reporting Achievement for ESL/ELD Students

5.14   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.

5.15   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.

5.16   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).

5.17   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.   CREDIT RECOVERY

6.1   Guiding Principles

The guiding principles listed below are intended to provide a consistent framework for the development of credit recovery programs across the province:

1. Credit recovery is part of a whole school culture and has equal status with other forms of course delivery.

2. Credit recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt, including the normal supports provided through special education.

3. Credit recovery is one of several options for any student who fails, but the final determination of credit recovery placement is made by the Student Success Team.

4. Decisions regarding the final placement in credit recovery programs must consider all factors that limited success.

5. The final credit granting for credit recovery programs is the responsibility of the principal.

6. Access to credit recovery must be through a recommendation by the Student Success Team and agreed to by the student and, where appropriate (e.g., students under the age of majority), the parent(s)/guardian(s), who must share some responsibility for the learning.

7. Credit recovery programming must consider all factors that limited success in the initial program.

8. The teacher of the initial course (the subject teacher) must provide the Student Success Team with relevant information to be considered when placing the student.

9. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.

10. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achieving course expectations in a variety of ways.

11. Eligibility to gain access to a credit recovery program shall be based on a variety of indicators and not solely on a mark designation.

12. The final grade should reflect the achievement of all course expectations. Depending on the student's credit recovery program, the final grade may be based solely on performance in the credit recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final grade, the evaluation practices must be consistent with ministry and board policy.

6.2   The Process for Determining Eligibility for Credit Recovery

For every student who fails a course, the subject teacher must complete, and submit to the Student Success Team, a Recommended Course Placement Form that is limited to the teacher's recommendation for one of the following options for a student who has failed a course:

- repeating the entire course (in the same course type or in a different course type)
- summer school

- night school
- credit recovery

When credit recovery is recommended, the subject teacher must provide the following information:

- the final mark for the course
- a breakdown of all marks for the course, which must be attached to the Recommended Course Placement Form and may be presented in whatever form the subject teacher employs for recording marks
- reasons supporting a recommendation for credit recovery

Although the professional opinion of the subject teacher is the primary impetus for a credit recovery placement, there may be exceptional circumstances when the Student Success Team determines that credit recovery is the most appropriate placement for a student who has not been recommended for placement by the subject teacher. Such a determination would tend to occur in instances where the subject teacher does not have all the information about a student that is available to the Student Success Team. In these exceptional situations, the principal (or designate) may require the subject teacher to submit a modified Recommended Course Placement Form with the following components:

- the final mark for the course
- a breakdown of all marks for the course, which must be attached to the Recommended Course Placement Form and may be presented in whatever form the subject teacher employs for recording marks

The Student Success Team identifies students who are to be considered for placement in a credit recovery program on the basis of the Recommended Course Placement Form and/or additional information, if required. For any additional information, the Student Success Team and/or the Student Success teacher should consult with the subject teacher, a professional student support worker, or any other person deemed by the Student Success Team to have information relevant to the decision-making process.

6.3   **Credit Recovery Profile**

When the Student Success Team identifies a student as eligible for a credit recovery program, the subject teacher is required to complete a Credit Recovery Profile and submit it to the team. The team is responsible for providing the profile to the credit recovery teacher.

The Credit Recovery Profile should include such items as:

- units/concepts/expectations not successfully achieved;
- relevant information related to learning skills and work habits.

6.4   **Credit Recovery Limitations**

Students who have, within the last two years, completed an Ontario curriculum course or a ministry approved course for which they received a failing grade may be approved by the school's Student Success Team to recover the credit through the credit recovery process. Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed. For example, a student who fails MPM1D can only recover MPM1D and is not eligible to recover MFM1P. Students who withdraw from a course are not eligible to recover it through the credit recovery process.

There is no minimum mark requirement in the original course for eligibility for credit recovery. The mark achieved in the original course is only one factor considered in determining admission.

6.5 **Credit Recovery Programming, Assessment, and Evaluation**

To ensure the integrity of the recovered credit, the student must demonstrate achievement of all of the overall expectations for the course. However, only the overall expectations for which the student did not demonstrate achievement at level 1 or above in the original course (as indicated in the credit recovery profile provided by the subject teacher) must be covered in instruction and assessed and evaluated in the credit recovery program. A credit recovery learning plan must be developed to identify the expectations to be covered and indicate appropriate teaching strategies.

The final grade a student receives for each course in Grade 9 to Grade 12 taken through a credit recovery program must be determined individually, must be based on the student's achievement of overall expectations, and will be determined as follows:

Seventy per cent of the final grade will be determined by one of the two options indicated below, depending on the student's credit recovery program. This portion of the grade should reflect the student's most consistent level of achievement, although special consideration should be given to more recent evidence of achievement.

Option 1: The final grade may be based solely on the student's performance in the credit recovery program.

Option 2: Where the Student Success Team has determined that the results of previous evaluation will be recognized towards credit recovery, the final grade may be determined by merging the marks that the student received for the successful achievement of course expectations in the original course (as provided by the subject teacher and evidenced on the credit recovery profile) and the marks determined through evaluation conducted during the credit recovery program.

Thirty per cent of the grade will be based on a final 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, 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.

A student who does not meet the expectations outlined in his or her credit recovery learning plan may fail in the attempt to recover a credit. This failing grade is reported on the transcript for Grade 11 and Grade 12 courses each time the student attempts a course, unless the student withdraws prior to the completion or submission of the culminating task.

7. COMMUNICATION

7.1   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.

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.

7.2   **Effective communication must consider the:** purpose, audience, medium, content. It should be **continuous** to serve the evolving needs of the learning community. It must support strategies to encourage all stakeholders to actively participate. Effective communication supports the goal of providing timely information regarding all of the 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, 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.

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

SUGGESTED SECONDARY YEARLY COMMUNICATION CYCLE	
MONTH	**COMMUNICATION ISSUES AND OPPORTUNITIES**
August	**Transition Information** - events for Grade 9 Students **Welcome to school -** uniform information **Final Timetable** – timetables, information from Summer School
September	**Welcome to school** –Student Handbook, Code of Conduct, School maps, locker information, Staff Directory, OSSLT plans, EQAO plans, late bus schedule, website **Course Handouts** – Course outline, Department Guidelines, Assessment and Evaluation Plan **Contact Information** – Teacher/Parent Availability, Homework Club, Board and School Web Pages **Student Information** – Special Needs, Medical Information, Emergency Contact **Required Materials** – calculators, uniforms, gym clothes, safety equipment, notebooks, dictionary **Timetable** – Teacher Contact information, timetables **First Personal Contact of Parent by Teacher** - phone call **Transitions** - contact with those at-risk
October	**Progress Reports** – Learning Skills, identification of areas of concern, evidence of achievement to date **"Credit at Risk" Letters** - remediation opportunities **Parent Interviews** – structured or informal, drop in or appointment **Open House** – discussion of School goals, available supports, areas of emphasis **Individual Education Plans for New Students** - must be sent home within 20 working days of the start of the year **Transition** – continued early identification of students at risk, meet with Grade 8 Teachers and Students **Post-Secondary Education planning** - College, University, OYAP, Apprenticeship, Job Connect, Skills Training
November	**Midterm Report** – Provincial Report Card, Parent/Student/Teacher interviews, Response form (page 3) **Course changes within 5 days of report card** – to different level, to noncredit support, to study hall, full disclosure on OST **Post-Secondary Information Nights** – OYAP, Workplace, College, University, Employment Service **Annual Education Plan** – reviewed in each semester **Transition** – invitational meetings for Grade 7 and Grade 8 Students and their Parents
December	**At Risk Letters** - remediation opportunities, save-a-credit assignments during break

SUGGESTED SECONDARY YEARLY COMMUNICATION CYCLE	
January	**Course Change Information** – changes to Semester 2 Course Selections, credit recovery opportunities **Extra Assistance Opportunities** – preparation for final evaluations, Math or English Help Room notices **Transition** – invitational meeting for "At Risk" Grade 8 Students and Parents **Graduation planning** - post-secondary options, scholarship planning, OSAP seminar **Grade 9 EQAO Math** – letters regarding accommodations, deferrals and exemptions
February	**First Semester Report** – Provincial Report Card, graduation requirement summary **Course Handouts** – Course Outline, Department Guidelines, Assessment and Evaluation Plan **Contact Information** – Teacher/Parent Availability, Homework Club **Curriculum Open House** – initial information regarding courses for next year **Option Sheets** – presentations to classes, assistance with course selection and destination Planning **OSSLT Information Session** – letters regarding accommodations, deferrals and exemptions **Transition** – Option Sheet presentations to Grade 8 classes
March	**Progress Reports** - Learning Skills, identification of areas of concern, evidence of achievement to date **"Credit at Risk" Letters** - remediation opportunities **Option Sheets** – assistance with course selection and destination planning, Credit Counseling Summaries **Annual Education Plan** – reviewed in selection of program for coming year
April	**Course changes within 5 days of report card** – to different level, to noncredit support, to study hall, full disclosure on OST **Midterm Report** – Provincial Report Card, Parent/Student/Teacher Interviews, Response form (page 3) **IPRC** – annual review of Identified Students, Parent Contact, IEP updating
May	**Summer School Information** – Information regarding availability of upgrade and Transfer/Crossover courses **Transition** – Grade 8 Orientation at the Secondary School Individual Education Plans for the coming year sent home **At Risk Letters** - remediation opportunities, save-a-credit assignments **Grade 9 EQAO Math** – letters regarding accommodations, deferrals and exemptions
June	**Summer School Registration** – contact and counsel students who have missed credits **Timetable Conflicts** – resolution of timetable conflicts for the coming year **OSSLT** - literacy test, Student reports available **Course Selection Counselling** – Students changing courses due to failures or changes in goals **Recommendations** for OSSLT (literacy test) or OLC4O (literacy course)
July	**Final Report** – Provincial Report Card, Graduation Requirement Summary

7.4 As planning for the school year progresses toward the first day of school, teachers develop course outlines to go home during the first week. These set the communication tone for the semester and should provide both the student and parent with information on what will be learned, how learning will be measured, and what opportunities will be available for discussion of progress among teacher, student, and parent. Course outlines are required by both PVNCCDSB and the Ministry of Education for secondary courses. *Appendix B.*

CHECKLIST FOR SECONDARY COURSE OUTLINES	
Course Details	• Prerequisite(s) for the course • Reference to the course outline on file in the principal's office • Strands • Sequence and timing of strands • Resources (textbook(s)/required materials/equipment)
Learning Skills	• Statement of learning skills and their value in this course • Clear communication regarding Board and School Policy procedures for homework, late assignments, absences, academic dishonesty, and missed work
Teaching/ Assessment Strategies	• Statement regarding the range of learning opportunities and assessment strategies to address student needs • List of those strategies frequently used • Choices for students
Term Mark (70%)	• Clear communication of how term mark is determined including: The importance of multiple opportunities to learn before Assessment of Learning • How most recent, most consistent is supported (e.g. policy on re-tests and re-submissions) • Assessment for/as/of Learning
Culminating Activity (30%)	• The timing and duration of tasks • Form/components (e.g., portfolio, exam, essay, practical skills evaluation, project, performance or another method of evaluation suitable to the course content) • Review and preparation (e.g. methods, opportunities for assistance)
Communication	• Teacher contact information and procedures for communicating • Types of informal reporting used (e.g., progress reports, tests to be signed, phone calls, at risk letters) • Access to course progress • Formal reporting periods • Extra help opportunities (e.g., Math or English or Science "Help" rooms, before or after school help, etc.)
Parental and Student Signatures	• Signing the Course Outline provides a binding contract with regard to plagiarism, late assignment policy, absence on Assessment of Learning task(s) • Forms are kept on file by the teachers for the duration of the course.

7.5   Any communication about student achievement that involves specific education terms that may not be familiar to the parents must be explained and provide suggestions regarding how students can be supported in their work.

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

Students and parents should be kept informed when learning is jeopardized by issues related to Learning Skills and Work Habits such as missing or incomplete assignments. Providing prompt notification of these potential problems can often prevent a more serious situation from developing. If these notifications also include opportunities for a parental or student response, they validate the notion that classroom learning is a shared responsibility.

7.7   The "**Missed or Late Assignment/Assessment Contract**" offers an example of the kind of notice that will inform the student and parent of missing or late work and invite both reflection and response. A **"Credit at Risk" letter** is also included in the *Appendices G,H.*

References

This document was referenced from documents and materials from:

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❖ **Assessment Literacy: Our Continuous Journey, Catholic Principals Council of Ontario**

❖ **Avon Maitland District School Board - Assessment, Evaluation and Reporting - Principles and Procedures for Teachers of Kindergarten to Grade 12**

❖ **Bluewater District School Board - website, pamphlets**

❖ **Bruce-Grey Catholic District School Board - Secondary School Guidelines for Assessment, Evaluation, Grading & Reporting, Grades 9-12**

❖ **Choices Into Action, 1999**

❖ **Classroom Assessment & Grading That Work, Robert Marzano**

❖ **District School Board Ontario North East - Secondary**

❖ **Dufferin-Peel Catholic District School Board - Guidelines for Assessment, Evaluation and Reporting - Secondary**

❖ **EDUGAINS**

❖ **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 secondary progress report checklist and comment**

❖ **Huron-Perth Catholic District**

❖ **Kawartha Pine Ridge - Assessment, Evaluation and Communication Guidelines & Policy**

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❖ **Limestone District School Board - Secondary**

❖ **Memo SESA-007 Individual Education Plan (IEP) Reporting, Distribution, OSR Storage and Report Card, May 23, 2006**

❖ **Ontario Catholic School Graduate Expectations, 1999**

❖ **Ontario Secondary Schools, 1999**

❖ **Ottawa Carleton Catholic District School Board - Secondary**

❖ **PVNC Assessment and Evaluation Guideline - 2002**

❖ **PVNC Board parameters for Credit Recovery**

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- ❖ **Simcoe Catholic District School Board - A/E - Secondary**
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- ❖ **The Individual Education Plan (IEP), a resource guide, 2004**
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- ❖ **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 - Secondary**
- ❖ **Waterloo Region District School Board - Secondary**
- ❖ **York Region School Board - Assessment and Evaluation Guideline**

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.	**PLANNING**

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.
		IMPLEMENTATION

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 - Secondary Course Outline for Students & Parents/Guardians

Course Outline for (course title or code)

Course Rationale:
This course enables students ....
Students explore a range of topics, including...................
Emphasis is placed on the role of..................................

Units of Study:
*Units may not be completed in this order.

Unit 1	? Hours
Unit 2	? Hours
Unit 3	? Hours
Unit 4	? Hours
Unit 5	? Hours

Evaluation of Student Achievement - The assessment and evaluation in this course reflects the course emphasis on theoretical aspects of the content as well as the concrete applications. The final mark may be calculated as follows:

• **Term Assessment Tasks** – will comprise 70% of the final mark. These tasks will appear in a variety of forms over the course of the semester and will reflect achievement in all of the categories of Knowledge, Thinking, Communication and Application.

• **Culminating Assessment(s)** – will comprise 30% of the final mark. This may come from a combination of examination, a performance, an essay, and/or another method of evaluation suitable for the course content.

Missed or Late Evaluation:

➢ **If you know that you will be away** for some evaluation (due to appointment or student activity), you **must** make arrangements with the teacher, **before** you are away, regarding completion of the evaluation.
➢ **If you are legitimately, (unknowingly) absent** for some evaluation, you will make arrangements with the teacher as soon as you return for completing the evaluation. See information on **missed assessment opportunities** on back of page.
➢ See board policy information on back of this page for **late assignments**.

Students are expected to come to class in uniform, properly equipped with a pen (or pencil), paper, your textbook, and a calculator (preferably a scientific calculator) with homework or assignments complete <u>EVERYDAY</u>

Please have this form signed and stored in your binder.

Date: _____   **Student Signature:** _____

Parent/Guardian Signature: _____

APPENDIX C - Assessment for Learning Continuum

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,
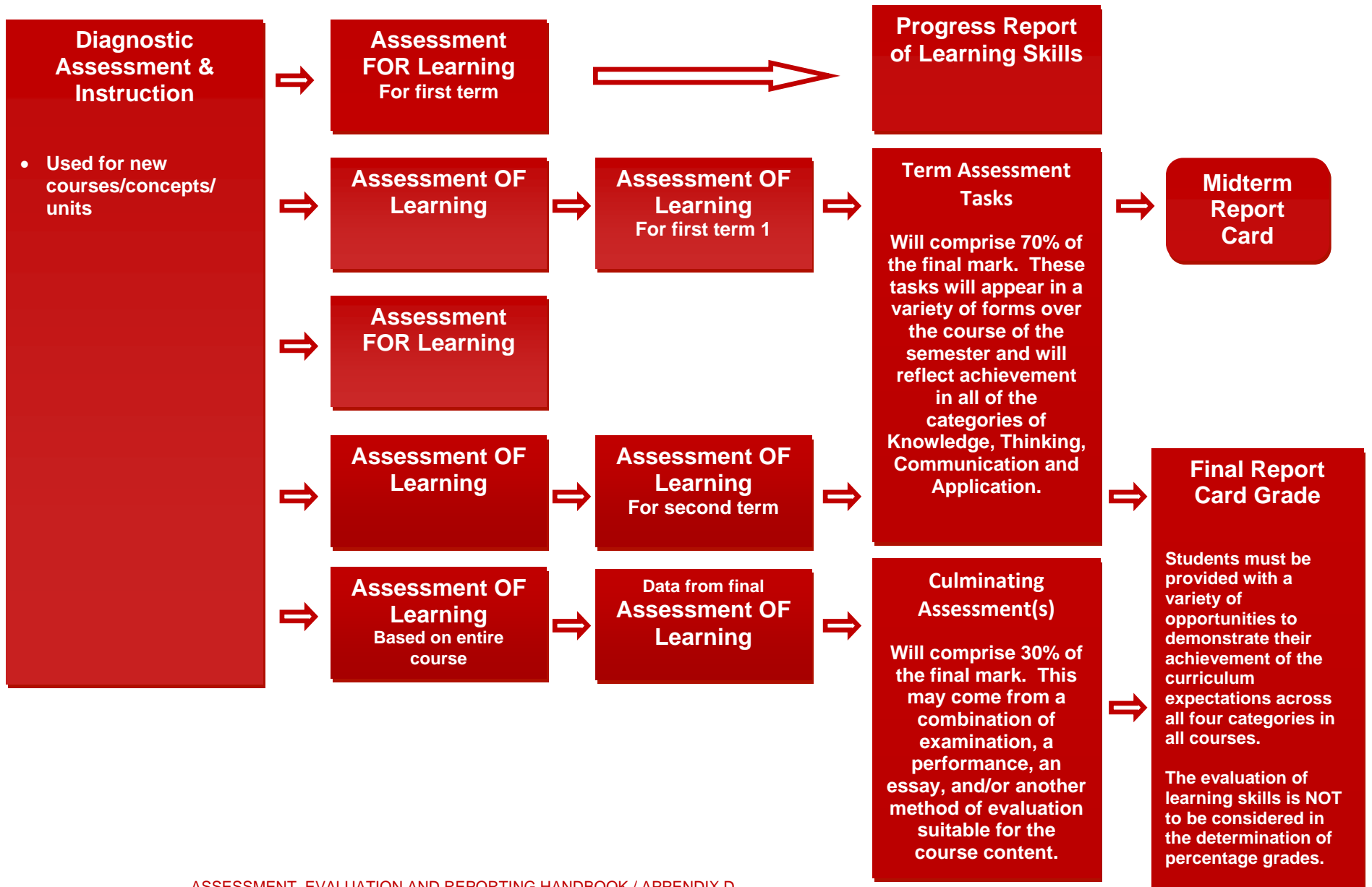where they need to go and how best to get there.

ASSESSMENT REFORM GROUP, 2002

Learning Goals

What will I know/be able to do by the end of the lesson/unit?

Success Criteria

What will my best work look like?
What do I need to do to be successful?

Descriptive Feedback

What is done well?
What part needs improvement and what steps will I take to improve my work?
How will I use the feedback from my teacher to improve my work?

Peer and Self Assessment

How does my work compare to the criteria?
How does my work compare to the exemplar?
How will I use the feedback from my peers to improve my work?

Individual Learning Goals

What do I need to do next?
If I could do this again, I would ...

Eliciting and Gathering Information About Student's Understanding Through Effective Questioning

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 Semester

Diagnostic Assessment & Instruction

- Used for new courses/concepts/ units

⇒ **Assessment FOR Learning** For first term ⇒ **Progress Report of Learning Skills**

⇒ **Assessment OF Learning** ⇒ **Assessment OF Learning** For first term 1 ⇒ **Term Assessment Tasks**

Will comprise 70% of the final mark. These tasks will appear in a variety of forms over the course of the semester and will reflect achievement in all of the categories of Knowledge, Thinking, Communication and Application. ⇒ **Midterm Report Card**

⇒ **Assessment FOR Learning**

⇒ **Assessment OF Learning** ⇒ **Assessment OF Learning** For second term ⇒ **Final Report Card Grade**

⇒ **Assessment OF Learning** Based on entire course ⇒ Data from final **Assessment OF Learning** ⇒ **Culminating Assessment(s)**

Will comprise 30% of the final mark. This may come from a combination of examination, a performance, an essay, and/or another method of evaluation suitable for the course content.

Students must be provided with a variety of opportunities to demonstrate their achievement of the curriculum expectations across all four categories in all courses.

The evaluation of learning skills is NOT to be considered in the determination of percentage grades.

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:	**Problems unique to each format:**
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	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   *Parental/Guardian Signature*

FOR TEACHER USE ONLY

Teacher Signature: _____

Comments: _____

APPENDIX G

??? Catholic Secondary School 1355 Lansdowne Street West Peterborough, ON, K9J 7M3	**SAMPLE CREDIT-AT-RISK LETTER TO PARENTS**
	Date:

Dear: _____

I am writing to express my concern that _____ is at risk of not earning a credit in _____. When a student is experiencing difficulty meeting the expectations of a course it is important to communicate to parents and guardians. I would like to take this opportunity to outline the issue(s) and invite your input about possible interventions that may be taken at school and/or at home to improve your child's achievement.

When a student is experiencing difficulty meeting course expectations, it may be due to weak academic skills and/or weak learning skills. Your child is experiencing difficulty with:
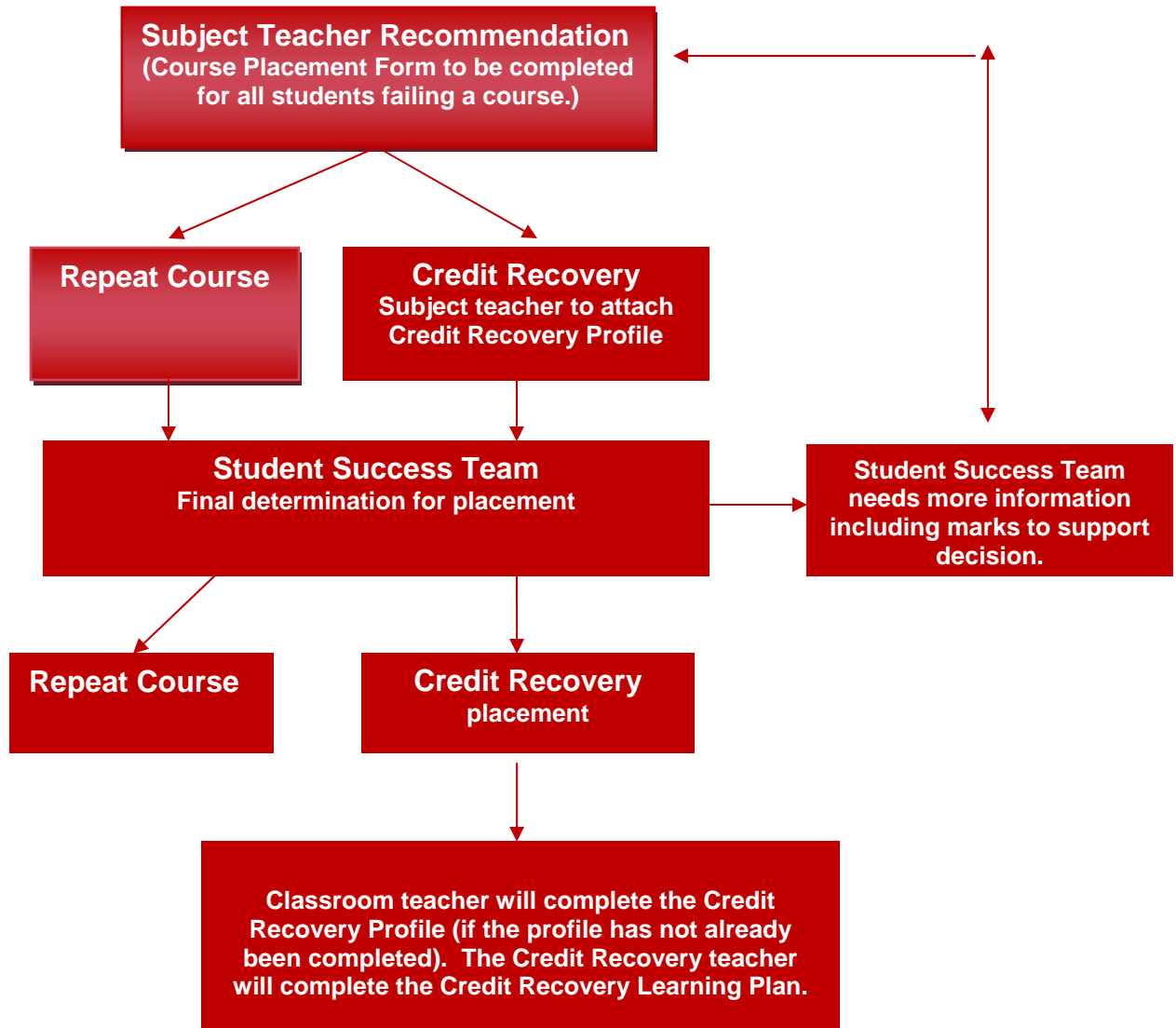
Learning Skills and Work Habits	**E – Excellent G – Good S – Satisfactory N – Needs Improvement**
Responsibility	**Organization**
• Fulfills responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.	• 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	**Collaboration**
• Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	• 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	**Self Regulation**
• 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.	• 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.
Insert course expectations here: _____ _____ _____	The following assessments have not been handed in: _____ _____ _____
☐ Taking Initiative ☐ Asking questions when necessary ☐ Accepting descriptive feedback	☐ Other concerns: _____ _____ _____

In order to address these issues, I invite you to contact me between _____ and _____ at (123)123-4567. If I am unable to come to the phone, please leave a message for me indicating the telephone number and the time you would be available to receive a return call. Sincerely,

Teacher: _____

APPENDIX H – Sample Credit Recovery Placement Flowchart
(As per Ministry memo, dated December 13, 2006)

Subject Teacher Recommendation
(Course Placement Form to be completed for all students failing a course.)

Repeat Course

Credit Recovery
Subject teacher to attach Credit Recovery Profile

Student Success Team
Final determination for placement

Student Success Team needs more information including marks to support decision.

Repeat Course

Credit Recovery
placement

Classroom teacher will complete the Credit Recovery Profile (if the profile has not already been completed). The Credit Recovery teacher will complete the Credit Recovery Learning Plan.

APPENDIX H - Sample Recommended Course Placement Form
(As per Ministry Memo, dated December 13, 2006)

Form to be completed by the subject teacher for each student who fails a course.

Name of Student _____ Course _____

Subject Teacher _____ Final Mark _____

Recommendation:

Repeat entire course ____   Credit Recovery ____   Other (specify) _____

Reasons for credit recovery recommendation:

_____
_____
_____
_____
_____

Subject Teacher signature_____ Date_____

Where credit recovery is recommended the Subject Teacher is asked to provide a breakdown of all marks for the course and a completed Credit Recovery Profile specific to this course to the Student Success Team designate.

_____

To be completed by the Student Success Team.

In exceptional circumstances, prior to making a determination, the Student Success Team may wish additional information from the Subject Teacher who has not recommended credit recovery. In this case, the Principal, or designate, may require the subject teacher to submit a breakdown of all marks for the course.

Credit Recovery Program Placement: **Approved** ____   **Not Approved** ____

Please note: Final recommendation for Credit Recovery Program placement is determined by the Student Success Team.

APPENDIX H- Sample Credit Recovery Profile

Student _____ **Subject Teacher** _____ **Course: MPM1D1**

Please indicate the overall expectations that were successfully met by the student and the level achieved.

Strand	Overall Expectation	Level is successfully achieved *
Number Sense and Algebra	**Operating with exponents**	
	Manipulating expressions and solving equations	
Linear Relations	**Using data management to investigate relationships**	
	Understanding characteristics of linear equations	
	Connecting representations of linear relations	
Analytic Geometry	**Investigating the equation of a relation and the shape of its graph**	
	Investigating the properties of slope	
	Using properties of linear relations to solve problems	
Measurement and Geometry	**Investigating the optimal value of measurements**	
	Solving problems in involving perimeter, area, surface area, & volume	
	Investigating and applying geometric relationships	

Grade range from The Ontario Grades 9 to 12: Program and Planning and Assessment, 2000 - Level 4 (80-100%): Level 3 (70-80%): Level 2 (60-70%): Level 1 (50-60%)

All overall expectations for which the student has not demonstrated level 1 or above must be covered through the Credit Recovery Program.

Please describe the specific learning needs of the student that will assist Student Success in developing a Credit Recovery Learning Plan.

_____
_____
_____
_____

Subject Teacher Signature _____ **Date** _____

APPENDIX H - Sample Credit Recovery Learning Plan
(As per Ministry Memo, dated December 13, 2006)

A separate form must be used for each course for which credit recovery is approved. The Credit Recovery Learning Plan will be completed by Student Success using information gathered from the Recommended Course Placement Form and in collaboration with the student.

Name of Student _____ **Course Code** _____

Credit Recovery Teacher _____

Expectations to be covered through the Credit Recovery Program:

Program Planning

<u>All overall expectations for which the student has not demonstrated level 1 or above (as indicated on the Credit Recovery Profile provided by the Subject Teacher) must be covered and assessed through credit recovery.</u>

Learning Modules/Units of Study (Please describe):
_____
_____
_____
_____

Assessment and Evaluation

The final grade for each course in grades 9-12 will be determined as follows:

Seventy percent of the grade will be determined by either of the two options indicated below, depending on the student's Credit Recovery Profile. This portion of the grade should reflect the student's most consistent level of achievement, although special consideration should be given to more recent evidence of achievement (*The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment).*

Please Check option chosen for grade determination:

Option 1: ❑　The grade may be based solely upon performance in the Credit Recovery Program;

OR

Option 2: ❑　Where the principal determines that prior learning will be recognized, the grade may be determined by the merging of previous evaluations provided by the Subject Teacher of overall course expectations/units /strands, (as evidenced on the Credit Recovery Profile) with marks determined through evaluations conducted during the Credit Recovery Program.

Evaluation practices which may be used (Please describe):
_____
_____
_____
_____

Thirty per cent of the grade will be based on the final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course (*The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment).*

Culminating Activity/End Tasks:
_____
_____
_____
_____
_____
_____

Additional Requirement (e.g attendance):
_____
_____
_____
_____

Student Signature _____ **Date**_____

Parent Signature _____ **Date**_____

Credit Recovery Teacher Signature_____ **Date** _____

_____

To be completed by Credit Recovery Teacher at completion of Credit Recovery Program and submitted to Principal prior to filing in the OSR.

Course Code _____   Final Mark _____

APPENDIX I - 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).

K	Gr 1-6	Gr 7-8	Gr. 9-12	
✓	✓			**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.
✓	✓	✓	✓	**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.