



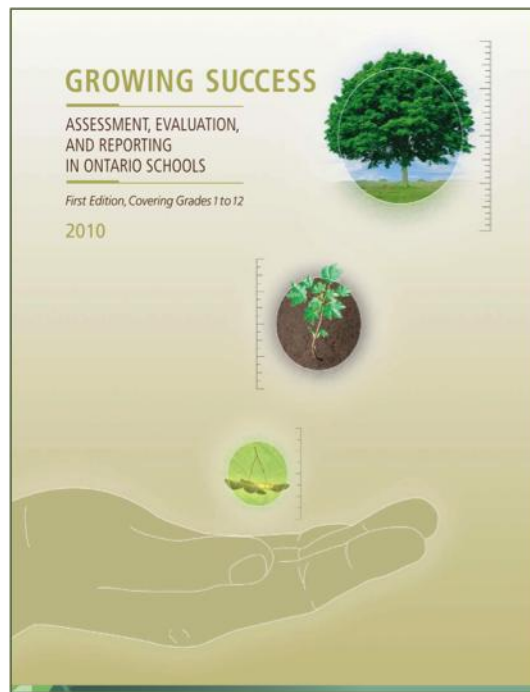
Huron-Perth Catholic District School Board

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# Assessment, Evaluation & Reporting A Guide for Educators, 2011-2012 DRAFT Grades 1 - 12

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In conjunction with *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*



# INTRODUCTION

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Beginning in September 2010, assessment, evaluation, and reporting in Ontario schools will be based on the policies and practices described in this document.

Growing Success (2010) p. 1

The present document updates, clarifies, coordinates, and consolidates the various aspects of the policy, with the aim of maintaining high standards, improving student learning, and benefiting students, parents, and teachers in elementary and secondary schools across the province. The document is intended to ensure that policy is clear, consistent, and well aligned across panels and across school boards and schools, and that every student in the system benefits from the same high-quality process for assessing, evaluating, and reporting achievement.

Growing Success (2010) p. 2

**\* All information printed in the double-lined box of this guide is taken directly from *GROWING SUCCESS: Assessment, Evaluation & Reporting in Ontario Schools, 2010* and must guide practice, policy and procedures.**

## Assessment Committee

Co-Chairs:

Karen Tigani, Learning Coordinator  
(Secondary)

Annemarie Petrusek, Learning Coordinator  
(Elementary)

Dan Parr, Superintendent

JoAnn MacGregor, Superintendent

Dawne Boersen

Cathy Buchanan

Julia Cale

Lina Cupido

Laura Ennett

Michael Ennett

Angelo Ippolito

Steve Lane

Lynnette McLeod

Renita Roxburgh

The Assessment Committee will re-convene in the Spring of 2012 to review this Draft Guideline. We welcome your feedback regarding how we can improve this document.

Please feel free to visit the following on-line link, to share your feedback:

<https://spreadsheets.google.com/spreadsheet/viewform?formkey=dFFuOGdsbGp2RDdiS0FRVGIRMnFxeXc6MQ>

*\*Bolded text throughout the document has been added for emphasis.*



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# Purpose

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The use of assessment to improve student learning and to help students become independent learners requires teachers and students to acknowledge and enact a fundamental shift in how they perceive their roles in the learning process.

In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning.

The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies.

The teacher acts as a “lead learner”, providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

Growing Success (2010) p. 30

This document is the basis of the assessment, evaluation and reporting practices in all schools in the Huron Perth Catholic District School Board in accordance with both the policies of the Ministry of Education and the Board. It provides support for teachers as they assess, evaluate and report on student achievement and assist all students to develop their capabilities in a Christ-centered and student-driven learning environment.

This guideline:

- outlines practices that are consistent with Ministry and Board policies, practices, and philosophy
- should be considered as a starting point subject to continuing dialogue and revision as necessary
- provides a structure for the implementation of new practices
- provides a structure for in-service opportunities

This guideline applies to all Huron Perth Catholic District School Board schools including:

- All Elementary schools
- All Secondary schools
- All alternate programs
- E-learning opportunities



# The Seven Fundamental Principles

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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.

Growing Success (2010) p. 6

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

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

Growing Success (2010) p.6



# THE ONTARIO CATHOLIC GRADUATE EXPECTATIONS

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The Ontario Catholic Graduate Expectations (OCGEs) set out an image of the Catholic learner. The knowledge, skills and attitudes outlined in the OCGEs describe the “life roles” of all our students and “the distinctive expectations that the Catholic community has for graduates.” These OCGEs should be the foundation of all our daily classroom instruction, which includes assessment.

Teachers will select those expectations from the following list that apply to daily tasks and incorporate them in the lesson activities.

## **The graduate is expected to be:**

- A Discerning Believer Formed in the Catholic Faith Community
- An Effective Communicator
- A Reflective, Creative and Holistic Thinker
- A Self-Directed, Responsible, Life-Long Learner
- A Collaborative Contributor
- A Caring Family Member
- A Responsible Citizen

***A complete list of the Ontario Catholic Graduate Expectations can be found in Appendix A of this guide.***



# CURRICULUM EXPECTATIONS – Grades 1-12



There are two sets of curriculum expectations – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

Growing Success (2010) p. 16

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Growing Success (2010) p. 38

Curriculum documents define what students are taught in Ontario schools. They detail the knowledge and skills that students are expected to develop in each subject at each grade level. By developing and publishing curriculum documents for use by all Ontario teachers, the Ministry of Education sets standards for the entire province. The Ontario Curriculum Documents list the overall expectations and specific expectations for each subject discipline.

In every subject/course, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations.

All curriculum documents are available on the Ministry of Education website:

Elementary Curriculum Documents:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>

Secondary Curriculum Documents:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

- Ontario curriculum documents must be the primary source of planning.
- Board approved curriculum resources (eg. textbooks, Teacher Manuals) are intended to serve as a resource in implementing the Ontario curriculum.



## Grades 9 – 12

### Course Information Sheet

The Course Information Sheet, traditionally provided on the first day of classes, is a tool to outline key information for students and provide an ongoing reference for students and parents. This is a key document for course planning, which includes information about assessment and evaluation. **It is vital that all departmental course information sheets follow a template that has been developed by the departments in collaboration with school administration.** Course Information Sheets outline the percentage weighting for the four categories of knowledge and skills for each course. While each outline may be adapted to reflect the unique circumstances existing in each school, the course weighting will be consistent across the system.

Equally important to the success of all students is the teacher-parent/guardian connection, thus there must be a place assigned for a parental/guardian signature on each Course Information Sheet.



# LEARNING SKILLS & WORK HABITS – Grades 1-12



To the extent possible, 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.

Growing Success (2010) p. 10

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.

Growing Success (2010) p.10

For Grades 1 to 12, teachers will instruct and give context to exemplary Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The Learning Skills will be assessed and evaluated using the four-point scale:

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

Teachers will **support students** in making the connections between the Learning Skills and the Catholic Graduate Expectations.

Additional resources for Learning Skills and Work Habits are provided in the Huron Perth Catholic District School Board's Assessment, Evaluation & Reporting First Class (email system) icon.

Learning skills will be **assessed according to a four point scale** that has been clearly communicated to students. It is expected that teachers gather evidence of achievement of learning skills with reasonable frequency and give ongoing descriptive feedback to students.

The evaluation of the learning skills and work habits **will not be incorporated in the determination of the student's reporting grade**. In rare cases, some particular course expectations explicitly identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations will be considered in the determination of marks on individual evaluations. In Grades 9-12, this will be stipulated on the Course Information Sheet.

Learning skills will be **reported separately from student achievement** of the curriculum expectations.



This table provides examples of associated behaviours, designed to guide teachers in the instruction, assessment and evaluation of learning skills and work habits.



## Learning Skills & Work Habit / Sample Behaviours – Grades 1-12

### Responsibility:

- 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

### Organization:

- 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:

- 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:

- accepts various roles and 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:

- 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:

- 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

Growing Success, 2010 p. 11



# STUDENTS WITH SPECIAL LEARNING NEEDS – Grades 1-12



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)).

Growing Success (2010) p.70

Information gathered from ongoing assessment may indicate that the IEP needs to be adjusted by the teacher, in consultation with the in-school team and/or the special education teacher, the student, and the student’s parents, in one or more of the following ways:

- developing new learning expectations or revising annual program goals
- breaking learning expectations into smaller steps or adjusting annual program goals
- altering the teaching and assessment strategies used and/or type of individualized equipment or level of human support provided.

Growing Success (2010) p. 74

## Planning for Students with Special Learning Needs – Grades 1-12

In planning for a student with special education needs, the teacher, with the support of an in-school team and/or a special education teacher:

- begins by considering the student’s strengths and needs and his or her instructional level
- uses a variety of educational assessment strategies and tools
- includes information from data obtained through various assessments, along with information from parents and others who have worked with the student
- considers the curriculum expectations that are appropriate for the student’s instructional level
- determines whether a student requires:
  - no accommodations or modifications
  - accommodations and/or modified learning expectations
  - an alternative program (not derived from curriculum expectations)



# Special Education: Accommodations – Grades 1-12



For a student with special education needs who requires “accommodations only”, as described in his or her IEP, assessment and evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels outlined in the curriculum documents.

Growing Success (2010) p. 70

Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

Growing Success (2010) p. 71

Teachers working with students who have special education needs use assessment and evaluation strategies to:

- specify and verify the student’s needs
- support accurate decisions about the student’s program
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement

### Accommodations include:

- Individualized teaching and assessment strategies, human supports, and/or individualized equipment
- Accommodations are used for students who are receiving individualized accommodations above and beyond what is done on a daily basis within the classroom with all students.

### Assessment accommodations:

- Changes in procedure that enable the student to demonstrate his or her learning
  - Visual supports to clarify verbal instructions, assistive devices, or some form of human support (eg. scribe)
  - Alternative methods for students to demonstrate achievement of expectations
  - (e.g., allowing oral responses or extra time for tests)
  - Alternative settings that may be required for the student to demonstrate his or her learning

***If a student requires accommodations only, then the strategies used for assessment and evaluation must align with the Ontario curriculum.***

***At times, a student may require accommodations for certain subjects as noted in their IEP. Assessment and evaluation for the subjects requiring ‘accommodations only’ should be subject-specific and align with the Ontario curriculum.***



## Special Education: Modifications – Grades 1-12



For a student with special education needs who requires “modified or alternative expectations”, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations outlined in the student’s Individual Education Plan (IEP).

Growing Success (2010) p. 70

Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

Growing Success (2010) p. 71

Teachers working with students who have special education needs must use assessment and evaluation strategies to:

- specify and verify the student’s needs
- support accurate decisions about the student’s program
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement

### Modifications

- Changes made to the Ontario curriculum grade-level expectations for a subject or course in order to meet a student’s learning needs.
- May include:
  - use of expectations at a different grade level
  - increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level
- At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified. The principal shall make the final determination.

***If modifications are required to assess and evaluate student learning, the strategies to be used must be outlined in the student’s IEP.***



# Special Education: Alternative Program – Grades 1-12



For a student with special education needs who requires “modified or alternative expectations”, assessment and evaluation of his or her achievement will be based on the alternative expectations outlined in the student’s Individual Education Plan (IEP).

Growing Success (2010) p. 70

Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

Growing Success (2010) p. 71

Teachers working with students who have special education needs must use assessment and evaluation strategies to:

- specify and verify the student’s needs
- support accurate decisions about the student’s program
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement

**Alternative Programs are required and implemented when the expectations in the Ontario curriculum are not suitable or appropriate for the student, and therefore a completely separate program must be designed to meet the student’s learning needs.**

**\* Alternative programs always require an IEP.**

## Alternative Programs:

- are provided in both elementary and secondary school panels, always in consultation with school system personnel, as well as parents
- are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations
- are considered to constitute alternative programs or alternative courses (i.e., secondary school courses)
- should contain expectations that are measurable and should specify the knowledge and/or skills that the student should be able to demonstrate independently, given the provision of appropriate accommodations
- should have measurable alternative learning expectations outlined in the IEP

Reporting of achievement should be in the form of anecdotal comments noted in the progress report cards (elementary) and provincial report cards (elementary/secondary) or in an alternative format (e.g., in the evaluation section of the IEP).

***If alternative expectations are required to assess and evaluate student learning, the strategies to be used must be outlined in the student’s IEP. When an alternative format is used in reporting, it should accompany the progress report card or the provincial report card at the regular reporting times.***



# ENGLISH LANGUAGE LEARNERS – Grades 1-12



When curriculum expectations are modified in order to meet the language-learning needs of English Language Learners (ELL), assessment and evaluation will be based on the documented modified expectations. This will be noted on the Progress Report and the elementary and secondary Report Cards, and will be explained to the parents.

Growing Success (2010) p. 76

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 understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English Language Learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.

Growing Success (2010) p. 77

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and the Special Education Co-ordinator. English Language Learners (ELLs) must be assessed on both their linguistic and their academic strengths and needs, with frequent opportunities to demonstrate what they know and what they can do.

## Adapting the program for English Language Learners

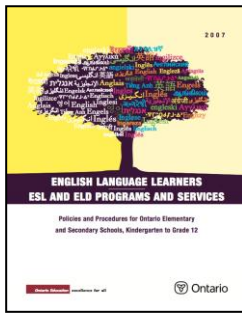
Teachers must adapt the instructional program in order to facilitate the success of these students in the classrooms.

Appropriate adaptations include:

- modification of some or all of the course expectations, based on the student's level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, manipulatives, pictures, diagrams, graphic organizers, attention to clarity of instruction; modeling; previewing of textbooks; pre-teaching or key specialized vocabulary; encouragement of peer tutoring and class discussion; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, culturally diverse materials) and
- use of assessment accommodations (e.g., granting of extra time; use of alternative forms of assessment, such as oral interviews, learning logs, or portfolios; simplification of language and instructions)

Schools should continue tracking the progress of English Language Learners throughout their school careers. This will ensure that supports are provided when necessary and will provide demographic information for future planning.





The following procedures are taken from the Ontario Ministry of Education Document, *English Language Learners – ESL and ELD Programs and Services (Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12)*.

- The information on student achievement gathered through assessment and evaluation should be communicated to students and parents at regular intervals and in a variety of informal and formal ways, using a language that the parent is comfortable with whenever possible.
- **When learning expectations are modified for English Language Learners, evaluation will be based on the documented modified expectations.** This will be noted in the subject-specific comment box on the report card and explained to parents.
- **Teachers will indicate, using ELD/ESL box on the report card when modifications to curriculum expectations have been made to address the ESL or ELD needs of English Language Learners.**



- If the ESL or ELD box is checked because some of the students' learning expectations have been modified from the curriculum expectations, the teacher will use the following report card comment:
  - “Expectations modified for ESL/ELD proficiency.”
- To appropriately assess and evaluate the learning of English Language Learners, schools may need to make some **accommodations** related to instructional strategies, learning resources, and/or assessment strategies. These may include:
  - Instructional strategies: visual cues, organizers, extra time, pre-teaching, etc.
  - Learning resources: visual materials, adapted texts and bilingual dictionaries, etc.
  - Assessment strategies: extra time, alternative assessment (orally), simplified language and instructions
- If **accommodations** are being made to instructional and/or assessment strategies,
  - The teacher **WILL NOT** check off the ESL/ELD box.
  - The teacher **MAY** select the following report card comment:
    - “**Accommodations in place for ESL/ELD.**”
- In Secondary, if a student is **not working towards a credit** in a course (i.e., an alternative program is in place or the student is in a credit-bearing course with an alternative set of expectations), a zero (0) will be entered in the “Credit Earned” column. It will be the responsibility of the principal to determine whether expectations for the ELL have been modified to such a degree that the granting of a credit is not warranted.



# ASSESSMENT FOR / AS / OF LEARNING – Grades 1-12



Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”.

Teachers will obtain assessment information through a variety of means.

Growing Success (2010) p. 28

Assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students’ progress towards achieving learning goals.

Growing Success (2010) p. 29

## Effective Assessment Practices

Terms such as **diagnostic**, **formative**, and **summative**, which are used to identify the nature of assessment, have recently been supplemented with the phrases **assessment *for* learning**, **assessment *as* learning**, and **assessment *of* learning**.

**Assessment *for* learning** is used in making decisions that affect teaching and learning in the short term future.

- Diagnostic Assessment
  - occurs before instruction begins
  - can help teachers determine students’ readiness, interests and learning preferences
- Formative Assessment
  - frequent and ongoing during instruction
  - students are still gaining knowledge and practicing skills

**Assessment *as* learning** focuses on fostering students’ capacity to continuously self-assess by modeling and providing descriptive feedback.

- Formative Assessment
  - frequent and ongoing during instruction
  - students are still gaining knowledge and practicing skills

**Assessment *of* learning** is used to record and report what has been learned in the past.

- Summative Assessment
  - at the end of a period of learning
  - used by the teacher to summarize learning at a given point in time
  - may be used to inform further instruction



## Assessment Methods & Strategies

Teachers should be aware that principals, parents and students may ask to see their assessment records. Teachers will obtain assessment information through a variety of means, which may include formal and informal observations as well as a balance of the following:

- **Personal Communication Tasks:** Assessment activities that require the verbalization of thinking and reasoning by students to demonstrate the depth of understanding and feeling. This normally takes place as a conversation between a student and his/her teacher. This takes place one-on-one, one-to-small group and one-to-large group.
  - allows for asking probing questions
  - allows for evaluation of depth of understanding
  - allows for more in-depth questioning
  - encourages students to explain their reasoning
  - allows for oral as well as written communication
  - allows for alternative assessment
- **Performance Tasks:** Assessment activities that require a specific student performance to show what students can do with their knowledge, skills and values
  - allows for determination of a student's understanding of relationships among concepts in all four categories of the achievement chart
  - allows for teacher evaluation of complex critical/creative and inquiry skills
  - many of the performance tasks allow for communication in all forms (i.e., written, oral, and visual)
  - preferred method for authentic or simulated real world performance
- **Paper/Pencil Tasks:** Assessment activities that require students to present information on paper to demonstrate what they know, feel and can do
  - focus on mastery of basics of knowledge
  - selected Response: efficient for assessing the level of a student's knowledge of information, some concepts and some skills
  - constructed Response: an excellent means of assessing information and some skills
  - allows for assessing basic critical/creative thinking skills
  - allows for written description of problem solving solutions
  - allows for clarity of thought and expression in written form

## Assessment Tools

Evidence of student achievement for evaluation is collected over time from three different sources:

- Observations
- Conversations
- Student products
  - Rich performance tasks
  - Demonstrations
  - Projects
  - Essays

These items may be contained in a portfolio (See Appendix D).



# Learning Goals, Success Criteria & Descriptive Feedback



As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment

Growing Success (2010) p. 28

Feedback provides students with a description of their learning. The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

Growing Success (2010) p. 34

## Learning Goals

- are developed based on curriculum expectations and shared with students at or near the beginning of a cycle of learning
- demonstrate a common understanding of what is being learned
- clearly identify what students are expected to know and be able to do
- use language that students can readily understand
- are developed through discussion and are clarified during discussion

## Success Criteria

- demonstrate a common understanding of what constitutes success in learning
- are ideally developed with students and posted as an anchor chart in the classroom
- describe in specific terms what successful attainment of the learning goals looks like
- are guided by the achievement chart
- use clear language that is meaningful to the students
- directly involve the students in identifying, clarifying and applying criteria to learning
- describes criteria that will be used to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills
- are used to develop an assessment tool (i.e., checklist, rubric, exit card)

## Descriptive Feedback

- provides precise information about what students are doing well, what needs improvement and what specific steps they can take to improve
- links specifically to learning goals and success criteria
- provides assessment information that is used to improve student learning as well as teacher instruction
- allows multiple opportunities for feedback and follow-up during instruction
- allows for improvement in learning prior to assessment of learning (evaluation)



# Homework



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

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

Growing Success (2010) p. 39

## Homework should:

- reflect individual student needs for consolidation of knowledge
- be considered as “extra practice” for students who are practising a learned skill
- only be assigned once a level of understanding has been demonstrated by the student

Many of the concerns related to a student’s learning skills (Responsibility) can be proactively addressed by not assigning tasks that require sole completion at home.

Teachers should have **in-class check points** to monitor student progress, provide feedback, offer support and suggest strategies for improvement (i.e. Independent Study Project).

Work completed at home cannot be assessed and/or evaluated in the same manner as tasks completed in class.

**Classroom instructional time** should focus on learning strategies. It is not an effective use of classroom instructional time to review and mark all homework. Class time should be limited to questions that seemed to present difficulties for the majority of the students.

## The HPCDSB suggests a Homework Time Frame as follows:

- Primary (Grades 1, 2, 3) – 10 to 20 minutes daily
- Junior (Grades 4, 5, 6) – 20 to 30 minutes daily
- Intermediate (Grade 7 & 8) – 30 to 40 minutes daily
- Secondary (Grades 9 to 12) – varies by course

# Student Self-Assessment and Peer-Assessment



Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

Growing Success (2010) p. 39

The classroom teacher is responsible for evaluating student achievement.

Self-assessment and peer assessment provides relevant feedback in the learning process. This process assists the students in focusing on their strengths, identifying areas of concern and planning for improvement.

Teachers can use assessment information obtained in group situations to **monitor progress** towards learning goals and to adjust the focus of instruction and learning.



# ACHIEVEMENT CHART – Grades 1-12



The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline.

Growing Success (2010) p. 16

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary.

Growing Success (2010) p. 17

## Categories of knowledge and skills

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

All categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses.

## Levels of Achievement

- **Level 1**
  - Achievement that falls much below the Provincial standard
  - Student demonstrates knowledge & skills with limited effectiveness
- **Level 2**
  - Achievement that approaches the Provincial standard
  - Student demonstrates knowledge & skills with some effectiveness
- **Level 3**
  - Achievement as the Provincial standard
  - Student demonstrates the specified knowledge & skills with considerable effectiveness
- **Level 4**
  - Achievement that surpasses the Provincial standard
  - Student demonstrates the specified knowledge & skills with a high degree of effectiveness

**Note: Level 4 achievement reflects student learning AT the current grade level. This achievement level does not mean that the student has achieved expectations beyond those specified for the grade/course.**



I

Category

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

	Level 1	Level 2	Level 3	Level 4
<b>Criteria</b> Use of planning skills - understanding the problem (e.g., formulating and interpreting the problem, making conjectures) - making a plan for solving the problem  Use of processing skills - carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, interring, forming conclusions) - looking back at the solution (e.g., evaluating reasonableness, making convincing, arguments, reasoning, justifying, proving, reflecting)	<b>The student:</b> - Uses planning skills with <b>limited</b> effectiveness	- Uses planning skills with <b>some</b> effectiveness	- Uses planning skills with <b>considerable</b> effectiveness	- Uses planning skills with <b>a high degree of</b> effectiveness
	- Uses processing skills with <b>limited</b> effectiveness	Uses processing skills with <b>some</b> effectiveness	- Uses processing skills with <b>considerable</b> effectiveness	- Uses processing skills with <b>a high degree of</b> effectiveness

**Qualifiers**

**Descriptors**

Teachers will use the criteria of the achievement chart to evaluate student achievement in the four categories separately. **A task may be designed to collect evidence of performance in one or more categories.**

The achievement chart categories are meant to **guide teachers** in:

- planning teaching and learning activities that will lead to the achievement of the curriculum expectations
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations
- determining the final evaluation
- assigning a final grade for the report card

The achievement chart categories can **guide students** in:

- assessing their own learning
- planning strategies for improvement, with the help of their teachers

When **planning** instruction and assessment, teachers should:

- review the required curriculum expectations and link them to the categories to which they relate
- ensure that achievement of the expectations is assessed within the appropriate categories
- give students numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories

The achievement chart levels are meant to **guide teachers** in:

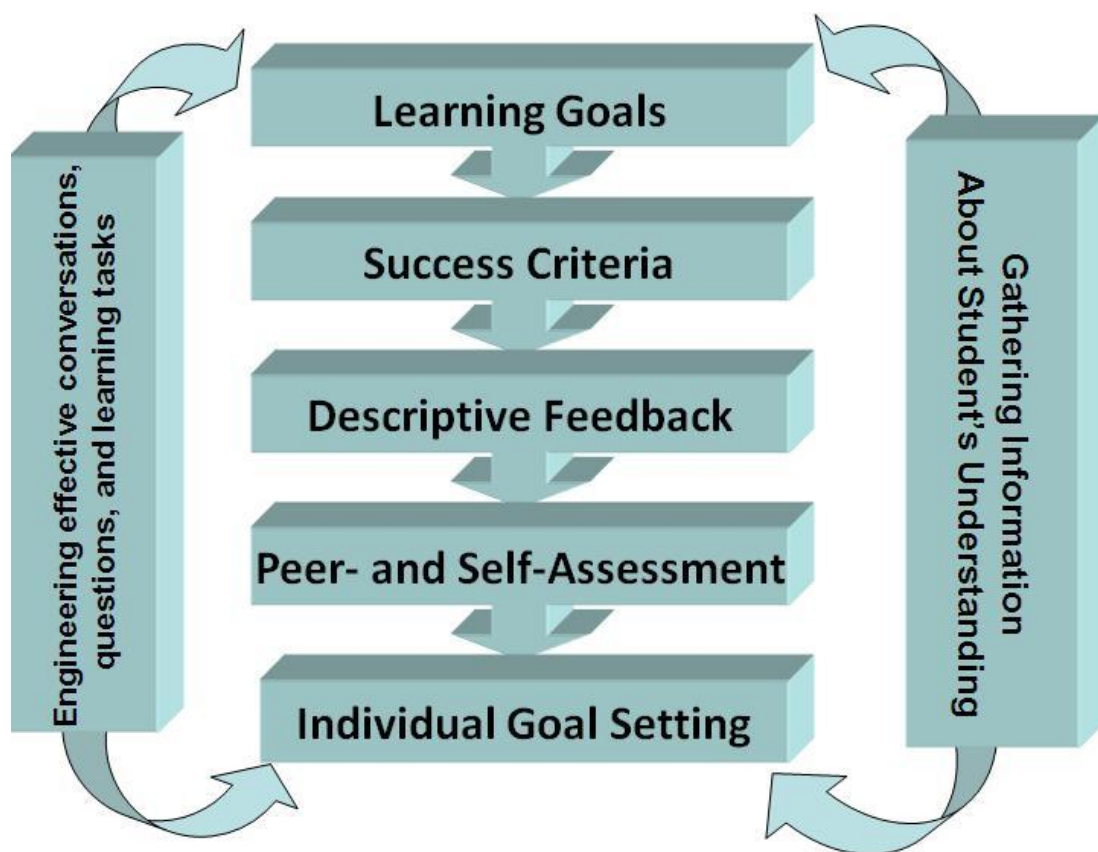
- providing descriptive feedback to students on their current achievement and to suggest strategies for improvement
- determining, towards the end of a unit of study or course, the students' most consistent level of achievement of the curriculum expectations as reflected in the subject work

When planning instruction and assessment, teachers should:

- use the descriptions of the levels of achievement given in the chart to identify the level at which the student has achieved the expectations
- provide students with examples of work at the different levels of achievement

The Achievement Chart draft document (The Ontario Curriculum, Grades 1 -12, The Achievement Charts(draft), 2004)can be found at the following link:

<http://www.edu.gov.on.ca/eng/document/policy/achievement/>



Note: It is advisable that teachers keep all records of marks for at least one full semester/term after completion of each course/year, in case the principal requests to see them to address parent inquiries.



# EVALUATION – Grades 1-12



Teachers will take various considerations into account before making a decision about the grade to be entered on a report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade.

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

Growing Success (2010) p. 39

Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.

Growing Success (2010) p. 39

Communication with parents is very important. One of the Seven Fundamental Principles of Assessment in Growing Success states that "teachers are expected to use practices and procedures that 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".

Growing Success (2010) p. 6





For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. The following conversion chart shows how the levels of achievement are aligned to letter grades.

Growing Success (2010) p. 40

Achievement Level	Letter Grade
4 +	A +
4	A
4 -	A -
3 +	B +
3	B
3 -	B -
2 +	C +
2	C
2 -	C -
1 +	D +
1	D
1 -	D -

## The code “R”

- represents achievement that falls below level 1
- signals that additional learning is required before the student begins to achieve success in meeting the subject/grade
- indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning
- students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English Language Learners with modified expectations would rarely receive an “R”
- parents should know well in advance that an ‘R’ will be given and a plan is in place to support student achievement

## The code “I”

- may be used on a student’s report card to indicate that insufficient evidence is available to determine a letter grade
- teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student  
*For example, when evidence of student’s achievement is insufficient because the student has enrolled in the school very recently or because of extenuating circumstances beyond the student’s control (i.e. illness)*
- parents should know well in advance that an ‘R’ will be given and a plan is in place to support student achievement





For Grades 7 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using **percentage marks**. The following conversion chart shows how the four levels of achievement are aligned to percentage marks.

Growing Success (2010) p. 40

Achievement Level	Percentage Mark
4 +	95 – 100
4	87 – 94
4 -	80 – 86
3 +	77 – 79
3	73 – 76
3 -	70 – 72
2 +	67 – 69
2	63 – 66
2 -	60 – 62
1 +	57 – 59
1	53 – 56
1 -	50 – 52

## The code “R”

- represents achievement that falls below 50 per cent
- signals that additional learning is required before the student begins to achieve success in meeting the subject/grade
- indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning
- students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning English Language Learners with modified expectations would rarely receive an “R”
- parents should know well in advance that an ‘R’ will be given and a plan is in place to support student achievement

## The code “I”

- may be used on a student’s report card to indicate that insufficient evidence is available to determine a percentage grade
  - teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student
- For example, when evidence of student’s achievement is insufficient because the student has enrolled in the school very recently or because of extenuating circumstances beyond the student’s control (i.e. illness)*
- parents should know well in advance that an ‘R’ will be given and a plan is in place to support student achievement





For Grades 7 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the levels of achievement are aligned to percentage marks.

Growing Success (2010) p. 40

Achievement Level	Percentage Mark
4 +	95 – 100
4	87 – 94
4 -	80 – 86
3 +	77 – 79
3	73 – 76
3 -	70 – 72
2 +	67 – 69
2	63 – 66
2 -	60 – 62
1 +	57 – 59
1	53 – 56
1 -	50 – 52

**The highest failing percentage that may be assigned is 45%. Any marks assigned that fall between 0 – 45% should reflect the chart on page 28 of this document. Marks of 0, 20, 30, 35, 40 and 45 will be used.**

If a student has not demonstrated achievement that meets the criteria for a level 1, a percentage grade from the **chart on page 28** will be assigned as an indication that the student is not meeting course expectations and the course credit is at risk. The grade should be based on the corresponding descriptor of the student's achievement.

Level Grade	%	Interpretation	Mid Term Report Card Comment	Final Report Card Comment
4+	95-100	<p>Higher Range (Level +) Indicates a solid, consistent demonstration of all indicators for the level.</p> <p>Mid Range (Level) Indicates solid, consistent demonstration of most of the indicators for the level.</p> <p>Lower Range (Level -) Indicates demonstration of some of the indicators for the level.</p>	Subject-specific comments for strengths, areas for improvement and next steps will be used.	<p>Subject-specific comments for strengths, areas for improvement and next steps will be used.</p> <p>Credit is granted.</p>
4	87-94			
4-	80-86			
3+	77-79			
3	73-76			
3-	70-72			
2+	67-69			
2	63-66			
2-	60-62			
1+	57-59			
1	53-56			
1-	50-52			
R	45	Indicates that the student is able to achieve some course expectations in limited ways, however, achievement is insufficient to warrant granting of the credit.	Insufficient achievement of curriculum expectations.	Insufficient achievement of curriculum expectations.
	40	Indicates that the student has difficulty achieving most of the course expectations.	Credit is at risk.	No credit is granted. Possible candidate for credit recovery.
	35	Indicates that the student has difficulty achieving any of the course expectations.		
	30	Indicates that the student has missed or failed to complete some summative evaluation activities and that the evidence of achievement is insufficient to warrant the granting of a credit.	Current evidence of achievement is insufficient. Credit is at risk.	Insufficient evidence of achievement of curriculum expectations. No credit granted.
	20	Indicates that the student has provided little or no evidence of achievement		Possible candidate for credit recovery.
	0	Indicates that the student has demonstrated zero evidence of achievement.	Current evidence of achievement is none. Credit is in serious jeopardy.	Zero evidence of achievement of curriculum expectations. No credit granted.

*Note: If the student has missed a sufficient number of evaluations such that there is insufficient evidence to validate even Level 1 achievement, a percentage mark below 50% will be assigned, using the guidelines above. In very rare cases, teachers may assign a mark of 0 at mid-term to indicate that evaluation of student achievement is not possible. In most cases, this would apply to non-attending students. Parents will be informed.*



## Secondary – Marks below 50%

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**For grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent, as per the chart on page 28. A percentage mark below 50%:**

- signals that additional learning is required before the student begins to achieve success in meeting the subject/grade level expectations
- indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning
- parents should know well in advance that a mark below 50% will be given and a plan is in place to support student achievement

### **The code "I" (for grades 7 to 10 only)**

- may be used on a student's report card to indicate that insufficient evidence is available to determine a percentage grade
- teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student  
*For example, when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because of extenuating circumstances beyond the student's control (i.e. illness)*
- parents should know well in advance that an 'I' will be given and a plan is in place to support student achievement

**\*\* The code "I" may not be used in Grades 11 and 12\*\***



## Evaluation – Grades 9-12 Determining the Final Grade

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For grades 9 to 12, a final grade (percentage mark) will be determined as follows:

- 70% of the grade will be based on evaluation conducted through the course.
  - Student's most consistent level of achievement throughout the course
  - Special consideration should be given to more recent evidence of achievement
  
- 30% of the grade will be based on the final evaluation
  - administered at or towards the end of the course
    - The final evaluation will be administered on the board scheduled examination day or spread out over a period of time toward the end of the course.
    - Examination Timeframes shall not exceed the following:
      - Grade 9-10 courses – 1.5 – 2 hours\*
      - Grade 11-12 courses – 2.0 - 3 hours\*
  - **\*Students may be provided additional time as needed.**
  - allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course
  - based on evidence from one or a combination of the following:
    - an examination      - an interview      - a portfolio
    - a performance      - a presentation      - an essay
    - a report              - another method of evaluation suitable to the course content

Credit is granted and recorded for every course in which the student's final percentage mark is 50 percent or higher.

Some considerations for determining the final grade:

- If the final percentage grade is below 50%, no credit will be granted for the course. The student and parent/guardian will be informed
- Parents/guardians will be informed, by the subject teacher (through a phone call home) of the student's failure to earn the credit, and of the potential to earn this credit using alternate means
- A Recommended Course Placement Form (Appendix B) /Credit Recovery Profile (Appendix C) must be completed and filed with the office and/or Student Success teacher as per the direction of the school principal.
  - The highest failing grade that may be assigned on a Report Card is 45%.
  - The minimum final grade that may be assigned is 0% (**See Page 28**)
  - Principals, in collaboration with the Student Success Teacher review Recommended Course Placement Forms and Credit Recovery Profiles to make decisions about next steps for students who do not earn a credit.



# CREDIT RECOVERY – Grades 9-12



The Ontario Student Success Commission identified credit recovery as an essential option for students who fail one or more credits. It is important that boards ensure delivery of a high-quality credit recovery experience to each student who participates in the program.

Growing Success (2010) p. 89

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade. Boards and schools should make credit recovery programs available to students who have been unsuccessful in achieving the expectations of a course.

Credit recovery may be delivered as part of the regular day school program and/or at summer school, and must be taught by a qualified teacher.

Schools should develop credit recovery programs to suit the needs of their students. Students may work on recovering more than one credit concurrently through the credit recovery process, and there is no limit on the number of credits a student may recover.

## 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 credit recovery 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 principal 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 program (the subject teacher) must provide the credit recovery 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. Within a board's capacity to deliver credit recovery programs and adhering to the terms and conditions of collective agreements, credit recovery programs should be available to every student in publicly funded schools and are to be delivered by members of the Ontario College of Teachers employed by the board.

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

13. The final percentage mark should reflect the achievement of all course expectations. Depending on the student's credit recovery program, the percentage mark 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 percentage mark, the evaluation practices must be consistent with ministry and board policy.

**All credit recovery programs must be consistent with the guiding principles outlined above, and must be based on current ministry-approved courses.** Locally developed courses and resources that support viable credit recovery and are consistent with the guiding principles should continue to be used and developed.

## The Credit Recovery Team

The credit recovery team is a subset of the school's Student Success team, responsible for determining the placement of students in credit recovery programs. The team convenes periodically, as required to determine placement of a student who has failed a course.

For the purpose of determining whether a student will be placed in a credit recovery program, the credit recovery team must comprise, at a minimum, the school principal (or designate), the Student Success teacher, and the Guidance Head (or designate, where there is no collective agreement provision for a Guidance Head). Where appropriate, other staff, including, for example, professional support staff, subject teachers, credit recovery teachers, a Special Education Head (or designate), and elementary feeder school staff, may be included on the team to inform discussions about individual student placement.



## The Process for Determining Eligibility for Credit Recovery

For every student who fails a course, the subject teacher must complete, and submit to the credit recovery team, a **Recommended Course Placement Form (Appendix B)** 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 percentage mark for the course
- a breakdown of all percentage 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 percentage marks
- reasons supporting a recommendation for credit recovery

### In HPCDSB, Teachers will use Appendix C “Credit Recovery Profile” to share this information

Although the professional opinion of the subject teacher is the primary impetus for a credit recovery placement, there may be exceptional circumstances when the credit recovery 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 credit recovery 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 percentage mark for the course
- a breakdown of all percentage 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 percentage marks

The credit recovery 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 credit recovery 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 credit recovery team to have information relevant to the decision-making process.

## Credit Recovery Profile

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



## The Credit Recovery Learning Plan

For students who are recommended for and who accept admission into a credit recovery program, a Credit Recovery Learning Plan will be developed by the credit recovery teacher, in consultation with the student, and will be shared with the student and his or her parents, if the student is under the age of eighteen. If the credit recovery team believes that it is in the best interest of the student to do so, the student and his or her parents, if the student is under the age of eighteen, may be required to sign the Credit Recovery Learning Plan.

The learning plan, which is developed on the basis of the Credit Recovery Profile, is intended to address the student's individual needs and should include items such as the following:

- attendance expectations
- workload expectations
- how units of instruction to be recovered will be identified
- which units of instruction will be recovered
- whether or not a culminating activity / end task will be required
- how a final percentage mark will be determined

## The Relationship Between the Credit Recovery Teacher and the Subject Teacher

The subject teacher and the credit recovery teacher are encouraged to consult with each other as needed in order to provide the **maximum support for the student**. It is understood that such collaboration is voluntary and dependent on the availability of time and resources.

## 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 credit recovery 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 percentage mark requirement in the original course for eligibility for credit recovery. The percentage mark achieved in the original course is only one factor considered in determining admission. The team must take into account factors that affected the student's achievement.

## 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 Grades 9 to 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 (70%) 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, consistent with the policy on evaluation.

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

**Option 2:** Where the credit recovery term has determined that the results of previous evaluation will be recognized towards credit recovery, the final grade may be determined by merging the percentage 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 percentage marks determined through evaluation conducted during the credit recovery program.

Thirty per cent (30%) 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, consistent with the evaluation policy.

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 12 courses each time the student attempts a course, unless the student withdraws prior to the completion or submission of the culminating activity.



# STUDENT RESPONSIBILITY – Grades 1-12



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.

Growing Success (2010) p. 42

## Cheating and Plagiarism

### Prevention of cheating and plagiarism

At the beginning of each school year and/or course, teachers should:

- establish a classroom environment where students understand that the assignments they complete must be their own work
- define and review what constitutes cheating and plagiarism
- develop an understanding that cheating and plagiarism will not be condoned
- continually monitor student work as part of the learning process prior to submission of final student products

### Plagiarism is considered to be:

- a) Stealing or passing off as one's own work the ideas and words of another person/source
- b) Using a created production of another without crediting the source
- c) Presenting as new and original an idea or product derived from an existing source

### Cheating is considered to be:

- a) Violating accepted rules or standards
- b) Acting dishonestly (i.e. misleading, deceiving)

Teachers will always consider mitigating circumstances and will use their professional judgement to address cheating and plagiarism, as well as:

- track and document incident of cheating and/or plagiarism
- consult with the student to determine a plan of action to correct the behaviour
- contact the student's parent/guardian for support
- contact administration for support
- continue to monitor student work as part of the learning process

**Students** must understand that the various assessments they complete and/or submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

**Teachers** must ensure that students have a clear understanding of the terms cheating and plagiarism. Students must also be made aware of their responsibility to provide evidence of their learning within established guidelines.



1. **Prevention:** Teachers and principals will endeavor to teach students about cheating and plagiarism, in an age-appropriate fashion, on an on-going basis. This means that teachers in every grade level, classroom and school will engage students in activities and discussions designed to define and make students aware of the consequences for cheating and plagiarism.

2. **Detection:** Teachers and principals will endeavor to ensure that instructional and assessment practices are in place to deter and detect incidents of cheating and plagiarism. This means that assessments for evaluation will be done under the supervision of the teacher, as per the Ministry of Education Growing Success Policy Guideline states. Teachers will monitor student progress on assessments including tests, exams, presentations, projects and assignments closely so as to ensure that students are completing their own work and are progressing well. Teachers will respond immediately if they suspect that a student has engaged in cheating or plagiarism. Responding will include speaking with the student in a timely fashion, to determine whether the student has engaged in cheating or plagiarism. Teachers may also speak with the student's parent(s)/guardian(s), other staff members who may be involved in supervising the assignment (ex. SERT, Student Success Teacher) as well as the principal or vice-principal if speaking to these individuals will help determine whether or not academic dishonesty has occurred.

#### **Detection of incidents of cheating and plagiarism:**

Consequences should be based on the:

- grade level of the student
- maturity of the student
- number and frequency of incidents
- individual circumstances of the student

3. **Consequences:** Teachers must ensure that students have a clear understanding of the consequences of cheating and plagiarism. Students should not be surprised when consequences for cheating and plagiarism are enforced. Teachers will consider mitigating circumstances when responding to incidents of cheating or plagiarism. Consequences should be based on the grade and age level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student.



## Steps to Follow:

**When it is determined that a student has engaged in cheating or plagiarism, the teacher will follow these steps:**

1. **For a first offence**, the assessment/assignment will be considered incomplete. The teacher will require that the student re-do the same assessment/assignment OR require the student to complete a different assessment/assignment in order for the student to provide evidence of his/her learning of the required expectations.

**For a second and/or subsequent offence**, the teacher will use his/her professional judgement to determine the appropriate consequence which may include recording a mark of zero for the assignment/task and/or an opportunity to redo the assignment/task.

2. In each case, the incident of cheating/plagiarism will be reported to the principal or vice-principal and to the student's parent(s)/guardian(s). Incidents of plagiarism and/or cheating will be recorded in the appropriate section of a student's discipline notes in Maplewood.

3. In each case, the teacher will support the student in developing and articulating a plan of action to ensure that:

- (a) the student has a clear understanding of what cheating and/or plagiarism are and
- (b) the student plans to take steps to avoid this type of behaviour again.

4. In each case, the teacher will continue to monitor the student's work closely as part of the learning process.

All incidents of cheating and plagiarism should be taken seriously. **Students need to know that this type of academic dishonesty is not allowed nor does it support learning.**

Consequences must be **redemptive in nature** and should reflect our identity as members of a Catholic school community.





It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame 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 for submitting those assignments late.

Growing Success (2010) p. 43

## Late and Missed Assignments

It is expected that teachers and school teams will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines.

**Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.**

Teachers should:

- establish a classroom environment where students understand the consequences for not completing assignments
- track and document late submissions or missed assignments
- consult with the student to determine a plan of action to correct the behaviour
- contact the student's parent/guardian for support
- contact administration for support
- consult school support as needed (eg. Student Success Teacher, Special Education Department Head, etc.)
- consult system staff as needed

## Strategies Teachers Use:

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- 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
- reviewing whether students require special education services and reviewing the need for



- extra support for English Language Learners
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class
- holding teacher-student conferences
- requiring the student to work with a school team to complete the assignment
- using counselling or peer tutoring to try to deal positively with problems
- asking the student to clarify the reason for not completing the assignment
- helping students develop better time-management skills
- 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
- 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
- deducting marks for late assignments, up to and including the full value of the assignment

**After other strategies have been used**, a teacher may determine that deducting marks is an appropriate consequence for a late assignment. As stated on p. 44 of Growing Success, the teacher must ensure that **mark deduction will not result in a percentage grade that in the professional judgement of the teacher, misrepresents the student's actual achievement.**

## Next Steps

- Teachers will use their professional judgement when extenuating circumstances arise.
- If a student fails to submit a major assignment on time, the student will be given a new due date at the teacher's discretion. The teacher may use the same assignment or modify the original one.
- Failure to submit the original/alternate assignment on the second due date may result in an incomplete.
- Special circumstances may result in exceptions to the HPCDSB Assessment and Evaluation Policy. A recommendation made at an IPRC/IEP meeting would be an example of such an exception.

## Grades 9 – 12 Missed Tests

- It is the student's responsibility to account for an absence from a test according to school policy.
- In the case of a one-day excused absence (including a school-related absence), the student is expected to write the missed test at an agreed upon time once they return to class.
- For a test missed due to a prolonged absence, the assessment is up to the professional judgement of the teacher.



Students who are absent on a test day are expected to make arrangements with their teacher about an alternate date and time for writing the test when they return to school. Students should be prepared to write the test on the day of their return to school. If a student is aware ahead of time that they will be absent on the day of a test they are expected to make alternate arrangements with respect to the test date ahead of time. Students are expected to provide documentation from a parent (18 or over – a doctor’s note or other legitimate documentation) if they are absent on a test day. Any unexcused absences will result in the test being viewed as incomplete.

In the case of a one-day excused absence (including a school-related absence), the student is expected to write the missed test at an agreed upon time on the day they return to class.

For a test missed due to a prolonged absence, the assessment is up to the professional judgement of the teacher.

For a test missed during a suspension, the student is expected to write the missed test on the second day back following the suspension, allowing for review of material.

In the case of an unexcused absence, on the day where a test is being administered, the test will be viewed as incomplete.

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



# REPORTING - Grades 1-12

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Beginning in the 2010-2011 school year, the following new or revised reports will be used in all publicly funded schools in Ontario:

- Elementary Progress Report Card
- Elementary Provincial Report Card (Grades 1 to 6)
- Elementary Provincial Report Card (Grades 7 and 8)
- Provincial Report Card, Grades 9-12

Growing Success (2010) p. 49

Although there are three formal reporting periods for Elementary and two for Secondary, communication with parents and students about student achievement should be continuous throughout the year, by means such as:

- parent-teacher or parent-student-teacher conferences
- portfolios of student work
- student-led conferences
- interviews
- phone calls
- checklists
- informal reports
- electronic communication(eg. MOODLE, email)

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.

## General Report Card Requirements – Grades 1-12

- No changes of any kind should be made to these documents.
- Once the progress report cards and the provincial report cards have been completed, copies should be printed out on letter-size (8.5 by 11 in.) paper.
- Comments should be in nine-point type, for legibility.
- Comments should be written in sentence form.
- It is the responsibility of the teacher for each subject to complete all components related to their subject area (eg. IEP box, ESL/ELD box, grade, comment).
- Completed Progress Report Cards (all pages), Provincial Report Cards (all pages) and Alternative Report Cards, and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period.
- Elementary Report Cards include a tear-off section for the student's comments, the parent's comments, and the parent's acknowledgement of receipt of the report card and/or a request to discuss the child's report with the teacher. **These sections are to be returned to the student's teacher.**
- Reports must be signed by the principal or his/her representative (usually the vice-principal)
  - **A rubber stamp or facsimile of the signature must not be used.**



# Elementary Progress Report Card – Grades 1-8

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All versions of the Elementary Progress Report Card are designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

Growing Success (2010) p. 50

## Opening Section

### Attendance & Punctuality:

- Days Absent/Times Late
  - For the term being reported on
- Total Days Absent/Total Times Late
  - Cumulative for the year to date

## Religion & Family Life

Teachers will complete the Religion & Family Life section with the following information:

- Comment to include:
  - Strengths
  - Next steps for improvement
  - Reference to specific student work examples considering appropriate Religion & Family Life expectations



## Elementary Progress Report Learning Skills

For Grades 1 to 8, teachers will model and give context to exemplary Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The Learning Skills will be assessed and evaluated using the four-point scale:

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

## Elementary Progress Report Learning Skills Comments

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Comments should include:
  - **Strengths** related to any of the six learning skills and work habits that the teacher feels should be mentioned through their professional judgement
  - **Next steps** related to any of the six learning skills and work habits that the teacher feels should be mentioned through their professional judgement
  - Reference to specific **classroom examples** should be provided



# Elementary Progress Report Subject Reporting

## Students with Special Needs:



The IEP box will be checked when students are receiving modifications according to their IEP.

*If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card.*



The ESL/ELD box will be checked when the students’ learning expectations have been modified from the curriculum expectations.

## Subject Reporting

Teachers will report student progress in the following subject areas:

- Religion & Family Life
- Language
- French
- Mathematics
- Science & Technology
- Social Studies
- History or Geography
- Health Education
- Physical Education
- The Arts: Music

Teachers will use their professional judgement and knowledge of the individual student to choose one of the following to indicate progress in each subject area that was taught:

- **Progressing very well**
  
- **Progressing well**
  
- **Progressing with difficulty**
  
- **NA (Not Applicable)**
  - will be chosen when instruction did not occur for that particular subject/strand



## Elementary Progress Report Subject Comments

- completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- comments should be written in sentence form
- Teachers, other than the homeroom teacher, must identify their subject-specific comments by indicating their name in brackets after the comment (eg. J. Smith) (eg. French, Music, etc.)
- It is the responsibility of the teacher for each subject to complete all components related to their subject area (eg. IEP box, ESL/ELD box, grade, comment)
- Progress Report Card Comments should:
  - focus on what students have learned
  - describe significant strengths
  - identify next steps for improvement
  - use language that parents will understand
  - avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
  - reference particular strands as necessary
- Teachers may compose and use personalized comments as an alternative to selecting from a prepared set of standard comments
- For the **Elementary Progress Report**, it is not necessary to comment on all subjects/strands. As a result, the following format should be used:
  - **Language:**
    - **Strengths** related to all strands that have been taught
    - **Next steps** related to all strands that have been taught
    - Reference to specific **student work samples** should be provided considering appropriate cross-curricular connections
  - **Math:**
    - **Strengths** related to all strands that have been taught
    - **Next steps** related to all strands that have been taught
    - Reference to specific **student work samples** should be provided considering appropriate cross-curricular connections
  - Any other subject area the teacher feels is important to comment on through their professional judgement (i.e., extreme difficulties, exemplary successes)

## Student & Parent/Guardian Comment & Goal Setting Section

This section will be completed by the student and parent/guardian on the tear off section of the progress report.

A) Students reflect and answer the following sentence starters:

- I am most pleased with...
- I would like to work on...

B) Parents reflect and answer the following sentence starter:

- I will help my child by:

The Elementary Progress Report is copied and the copy is sent home. The parents are asked to complete the tear off section and return it at the interview with the teacher.



# Elementary Report Card – Grades 1-8

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All versions of the Elementary Provincial Report Card are designed to show a student's achievement at *two points* in the school year. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of the learning skills and work habits during that period. The second provincial report card will reflect the student's achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student's development of the learning skills and work habits during that period. On the second report card, the achievement recorded on the first report card is also shown, to provide parents with an overview of the student's achievement.

Growing Success (2010) p. 51

## Opening Section

### Attendance & Punctuality:

- Days Absent/Times Late
  - For the term being reported on
- Total Days Absent/Total Times Late
  - Cumulative for the year to date

## Religion & Family Life

Teachers will complete the Religion & Family Life section with the following information:

- Comment to include:
  - Strengths
  - Next steps for improvement
  - Reference to specific student work examples considering appropriate Religion & Family Life expectations



## Elementary Report Card Learning Skills

For Grades 1 to 8, teachers will model and give context to exemplary Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The Learning Skills will be assessed and evaluated using the four-point scale:

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

## Elementary Progress Report Learning Skills Comments

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Comments should include:
  - **Strengths** related to any of the six learning skills and work habits that the teacher feels should be mentioned through their professional judgement
  - **Next steps** related to any of the six learning skills and work habits that the teacher feels should be mentioned through their professional judgement
  - Reference to specific **classroom examples** should be provided



## Elementary Report Card - Students with Special Learning Needs



The IEP box will be checked when students are receiving modifications according to their IEP.

*If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Report Card.*



The ESL/ELD box will be checked when the students’ learning expectations have been modified from the curriculum expectations.

## Elementary Students with IEP with Accommodations

If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will NOT check the “IEP” box since the letter grade or percentage mark is based on the regular grade expectations

## Elementary Students on IEP with Modified Curriculum Expectations

If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card. On the provincial report card, teachers must also include the following statement in the section “Strengths/Next Steps for Improvement”:

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



## Elementary Students on IEP with Alternative Learning Expectations

In most cases, where the expectations in a student's IEP are alternative learning expectations it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations.

In some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary report card. In those cases, teachers must check the "IEP" box for the strand and must include the following statement in the section "Strengths/Next Steps for Improvement":

***This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP which are not based on the Ontario curriculum.***

In a very few instances, where the student's program is not based on expectations from the Ontario curriculum for Grades 1 to 8, an alternative format may be used to report the student's progress/achievement (e.g., the evaluation section of the IEP). Teachers should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strengths and next steps for improvement. This alternative format should accompany the Elementary Progress Report Card and the Elementary Provincial Report Card at the regular reporting times.

## Elementary Report Card Subject Reporting

Teachers will use the appropriate Mark Conversion Chart for Grades 1-6 or Grades 7-8 found in the Evaluation section of this document for each subject area:

- Letter Grades for Grades 1-6
- Percentage Grades for Grades 7-8

### Language:

- Fill in the letter grade/percentage mark for each of the four strands for language in each reporting period
- Achievement in each of the four strands must be reported in each reporting period
- *Choose the NA box if the student is enrolled in an immersion French program and is not receiving any language instruction in English.*

### French

- Fill in the letter grade/percentage mark for each of the three strands in French in each reporting period
  - For Grade 4 only, teachers must report on Oral Communication for the first reporting period (as a minimum)
- *Choose the NA box if the student does not receive any instruction in French.*
- Check the appropriate box to indicate the type of program the student is enrolled in (Core, Immersion, Extended)



## **Mathematics**

- Fill in the letter grade/percentage mark for four of the five strands in mathematics in each reporting period
- Achievement in each of the five strands must be reported at least once in the school year
- When achievement in a strand is not reported, it should be noted in the comments section that instruction was not provided for that strand, and the “NA” box for that strand should be checked.

## **Science and Technology**

- Fill in the letter grade/percentage mark
- In the space provided for comments, indicate which strands are being reported in the given period

## **Social Studies (Grades 1 to 6)**

- Fill in the letter grade/percentage mark
- In the space provided for comments, indicate which strands are being reported in the given period

## **History and Geography (Grades 7 & 8)**

- Fill in the letter grade/percentage mark for history and/or geography
- Achievement in both history and geography must be reported at least once in the school year, in either Report 1 or 2
- When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period.
- If either history or geography is not part of the student’s program for Report 1 or 2, this should be noted in the comments, and the appropriate “NA” box should be checked

## **Health and Physical Education**

- Fill in the letter grade/percentage mark for both strands in health and physical education in each reporting period

## **The Arts**

- Fill in the letter grade/percentage mark for three of the four strands in The Arts, in the column headed Report 1 or Report 2, as appropriate
- Achievement in each of the four strands must be reported at least once in the school year
- When achievement in a strand is not reported for Report 1 or 2, it should be noted in the comments that instruction was not provided for that strand, and the “NA” box for the strand should be checked.

## **Grades 7 & 8**

- Report the grade median.
- All students in the grade who are studying the subject/strand should be included in the calculation of the median for the subject/strand.



## Elementary Report Card Subject Comments

- completed by the homeroom teacher in collaboration with other teachers assigned to the classroom
- comments should be written in sentence form
- teachers, other than the homeroom teacher, must identify their subject-specific comments by indicating their name in brackets after the comment (eg. J. Smith) (eg. French, Music, etc.)
- it is the responsibility of the teacher for each subject to complete all components related to their subject area (eg. IEP box, ESL/ELD box, grade, comment)
  
- Report Card Comments should:
  - focus on what students have learned
  - describe significant strengths
  - identify next steps for improvement
  - use language that parents will understand
  - should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
  - teachers may make reference to particular strands
  - teachers may compose and use personalized comments as an alternative to selecting from a prepared set of standard comments
  
- For the **Elementary Report Card**, the following format should be used for all subject areas:
  - **Strengths** related to all strands that have been taught
  - **Next steps** related to all strands that have been taught
  - Reference to specific **student work samples** should be provided considering appropriate cross-curricular connections

## Elementary Report Card Student Comment & Goal Setting Section

This section will be completed by the student on the school's copy of the Report Card during class time before the Parent/Teacher interview. The Elementary Report Card is then copied and the copy is sent home.

Students reflect and answer the following sentence starters:

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



# Secondary Report Card – Grades 9-12



The Provincial Report Card, Grades 9-12, shows a student's achievement at specific points in the school year or semester. The first report in both semestered and non-semestered schools reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. When the second report is issued in a non-semestered school, it will reflect achievement of the overall expectations and development of the learning skills and work habits up to the end of the second term. The final report in both semestered and non-semestered schools reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the second and/or final reporting periods, the achievement recorded on the previous report(s) is also shown, in order to provide parents with an overview of the student's achievement in each course.

Growing Success (2010) p. 52

## Opening Section

### Attendance & Punctuality:

- First reporting period
  - Fill in the number of classes the student has missed, as well as the total number of classes held, for each course
  - Record also the number of times the student has been late for class
- Second reporting period
  - Cumulative totals for each item

### Grades 11 – 12 – “SHSM” Box

Check this box on the first and final report card for semestered courses, and on the first, second, and final report card for non-semestered courses, when a student is taking the course as a credit towards a Specialist High Skills Major.

In HPCDSB, this box will be pre-checked.



# Secondary Report Card - Students with Special Learning Needs



The IEP box will be checked when students are receiving modifications according to their IEP.

*If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Secondary Report Card.*



The ESL/ELD box will be checked when the students’ learning expectations have been modified from the curriculum expectations.

## Secondary Students with IEP with Accommodations only

If the student’s IEP requires only accommodations to support learning in a course, teachers will NOT check the “IEP” box. The letter grade or percentage mark is based on the regular course expectations.

## Secondary Students with IEP with Modified Curriculum Expectations

For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for each course to which the plan applies and 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, the teacher will check the “IEP” box and provide a mark and comment as per usual.

If 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 (K- code), 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 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.

## Secondary Students with an IEP with Alternative Learning Expectations



In most cases, where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student's achievement of the expectations.

In the Huron Perth Catholic District School Board, students with alternative learning expectations are, generally speaking, working toward expectations that are predominantly social, emotional, physical and sensory in nature.

In some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the "IEP" box for that course and must include the following:

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

In very few instances, where none of the student's learning expectations are derived from the curriculum expectations in the Ontario curriculum for Grades 9 to 12, an Alternative Report Card may be used to report the student's achievement. The Alternative Report Card is located on the IEP engine which all teachers are able to access. (See Appendix E for a sample Alternative Report Card).

Teachers will access the IEP engine through First Class, and follow these steps:

1. Login
2. Locate your student and click on his/her name
3. Select "Other Forms" on left-hand side
4. Select "Alternative Report Card"
5. Select "Blank Form"
6. Enter comments in "Strengths and Areas for Growth" section.
7. Enter comments in "Next Steps" section.
8. Click "Submit"
9. The Alternative Report Card will appear with your comments on it.
10. You may print a copy and/or click "X" to close.
11. The second and subsequent teacher(s) to enter comments on the Alternative Report Card will follow Steps 1 – 4 above and then click on the pencil icon beside the student's name to begin entering information as per steps 6 – 10

Teachers should indicate the student's achievement relative to the expectations set out in the IEP and should comment on the student's strengths and next steps for improvement on the Alternative Report Card. The Alternative Report Card may include anecdotal observations, comments related to the students progress toward the social, emotional, physical and sensory



goals, and an update on next steps for therapy goals. This Alternative Report Card should be stapled to the Secondary Provincial Report Card at the regular reporting times. The Secondary Provincial Report Card may be blank or it may have marks on it from a rubric that may have been used. (For example, in Physical Education a student may have a particular physical therapy goal for which a rubric has been developed. In this case, the teacher would indicate a percentage grade representing the degree to which the student has achieved the goal).



## Secondary Report Card Subject Reporting

- Teachers will use the appropriate Mark Conversion Charts for Grades 9-12 found in the Evaluation section of this document to report achievement in the curriculum expectations for each course (See pages 27 and 28).
  - Percentage Grades for Grades 9-12
  - If the final percentage grade is below 50%, no credit will be granted for the course. Parents/guardians will be informed, by the teacher (through a phone call home) of the student's failure to earn the credit and of the potential to earn this credit using alternate means. A **Recommended Course Placement Form** must be completed and filed with the office/Student Success teacher. (see Appendix B)
  - If the student is a candidate for Credit Recovery, a **Credit Recovery Profile** will also be completed and filed with the office/Student Success teacher. (See Appendix C)
  - The highest failing grade that may be assigned on a Report Card is 45%.
  - The minimum final grade that may be assigned is 0.  
**(Teachers will use the chart on pg. 28 for a summary of available marks between 0 – 45%. The chart includes a description of what each mark represents)**
  
- Teachers will report on the student's development of learning skills and work habits for each course, for each reporting period.
  - Responsibility
  - Organization
  - Independent Work
  - Collaboration
  - Initiative
  - Self-Regulation
  - The Learning Skills will be assessed and evaluated using a four-point scale:
    - E – Excellent
    - G – Good
    - S – Satisfactory
    - N – Needs Improvement
  
- Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course.
- Report the course median for each course. All students who are taking the course should be included in the calculation of the median for the course.



## Secondary Report Card Subject Comments

- Report Card Comments should:
  - be personal in nature (or “personalized” to the student)
  - focus on what students have learned
  - describe significant strengths
  - identify next steps for improvement
  - use language that parents will understand
  - avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
  - reference particular strands as necessary
- Teachers may compose and use personalized comments as an alternative to selecting from a prepared set of standard comments
- For the **Secondary Report Card**, the following format should be used for all subject areas:
  - **Strengths** related to all strands that have been taught
  - **Next steps** related to all strands that have been taught
  - Reference to specific **student work samples** should be provided

## Secondary Report Card Student Comment & Goal Setting Section

Space and comment stems are provided for student comments in a tear-off section on all Provincial Report Cards for Grades 9 – 12 except the final report.

Students reflect and answer the following sentence starters:

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

Parents, even if their child does not write comments, must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child’s comments should be provided with a copy of the tear-off section by the school.



# APPENDICES – Grades 1-12

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Appendix A: Catholic Graduate Expectations

Appendix B: Recommended Course Placement Form

Appendix C: Credit Recovery Profile

Appendix D: Student Portfolios

Appendix E: Alternative Report Card (K-12)

Definitions

References



# The Ontario Catholic Graduate Expectations

The graduate is expected to be:

## 1) A Discerning Believer Formed in the Catholic Faith Community Who

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;

CGE1b - participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

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

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

CGE1f - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;

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

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

CGE1i - integrates faith with life;

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

## 2) An Effective Communicator Who

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

CGE2b - reads, understands and uses written materials effectively;

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

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

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



### **3) A Reflective, Creative and Holistic Thinker Who**

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

### **4) A Self-Directed, Responsible, Life-Long Learner Who**

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

CGE4b - demonstrates flexibility and adaptability;

CGE4c - takes initiative and demonstrates Christian leadership;

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

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

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

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

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

### **5) A Collaborative Contributor Who**

CGE5a - works effectively as an interdependent team member;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;



CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

## **6) A Caring Family Member Who**

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

CGE6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c - values and honours the important role of the family in society;

CGE6d - values and nurtures opportunities for family prayer;

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

## **7) A Responsible Citizen Who**

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions;

CGE7c - seeks and grants forgiveness;

CGE7d - promotes the sacredness of life;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h - exercises the rights and responsibilities of Canadian citizenship;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good.





# Huron-Perth Catholic District School Board

## Recommended Course Placement Form

### For use in our Secondary Schools

*Ordinarily, students achieving below 50% will be considered for Credit Recovery.*

**Section A:** This form is to be completed by the subject teacher for each student who fails a course. Please submit the completed form to **the Student Success Teacher**.

**Name of Student:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Subject Teacher:** \_\_\_\_\_ **Final Mark:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **IEP:** YES / NO

**Recommendation:**

Credit Recovery \_\_\_\_ Level Change \_\_\_\_ Repeat Entire Course \_\_\_\_ Summer School \_\_\_\_

Other (specify) \_\_\_\_\_

**Reasons for credit recovery recommendation:**

<input type="checkbox"/> Incomplete Assignments	<input type="checkbox"/> Weak study habits
<input type="checkbox"/> Incomplete Summative Evaluation	<input type="checkbox"/> Classroom behaviour
<input type="checkbox"/> Attendance	<input type="checkbox"/> Other/Additional Comments

**Dates of Parental Contact:**

Phone                       Letter                       E-mail                       Interview

\_\_\_\_\_

**Please ensure you have contacted home before submitting this form.**

**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 Credit Recovery Team designate.



**Section B:**

**To be completed by the Credit Recovery Team**

In exceptional circumstances, prior to making a determination, the Credit Recovery 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 Principal, in collaboration with the Credit Recovery Team.

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**BOARD MISSION STATEMENT**

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- *Nurture a Christ-centred environment;*
- *Provide student-focused learning opportunities;*
- *Support the growth of the whole person.*





# Huron-Perth Catholic District School Board

## Credit Recovery Profile

### For use in our Secondary Schools

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Please indicate the **overall expectations** that were not successfully met by the student and must be demonstrated in the Credit Recovery Program. Please attach a breakdown of all **marks** for the course attained by the student and forward all information to *the Student Success Teacher*.

Strand/Unit	Overall Expectation(s)	Indicate if Below Level 1

**NOTE:** 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 / strengths of the student that will assist the Credit Recovery Teacher in developing a Credit Recovery Learning Plan.

\_\_\_\_\_

\_\_\_\_\_

List the specific assessments (ex. Assignments, tests, demonstrations, etc.) related to the expectations not achieved.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Subject Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





Portfolio: A collection of samples of student work that the student, with teacher support, carefully selects and adds to on an ongoing basis to track what the student has learned throughout the year. Both teachers and students assess the work in portfolios. Because students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio, a portfolio is an especially powerful self-assessment tool.

Growing Success (2010) p. 152

For evaluation and grading purposes, it is important that teachers develop a strategy that allows them to collect and record samples of evidence for each student. The best evidence used to assess performance will require the student to think critically in completing problem-based tasks, apply skills and knowledge in complex ways, and clearly communicate their understanding of the subject.

For record-keeping purposes, this may take different forms, based on strategies that work best for teachers (i.e. marks, grades, anecdotal notes, etc.).

## Sample Suggestions for Student Portfolio Content:

- Subject specific work samples
- Tracking sheets
- Goal setting tasks
- Reflections on student work samples by the student or teacher
- Teacher checklists, rating scales, rubrics, anecdotal records that record understanding of concepts, communication or application of skills
- Student work samples that depict the writing process
- Student work samples that show revisions and improvements
- Pencil & paper assessments demonstrating level of understanding
- Graphic illustrations, maps or charts
- Photo images demonstrating the learning process
- Sample of learning log/journal entry in which the student reflects on the process of his/her learning
- Formalized Reading Assessments (Eg. PM Benchmark, CASI, Common Assessments, etc.)
- Teacher, student or peer reflection of a presentation
- Notes from student-teacher conference
- Parent comments and/or reflections



# ALTERNATIVE PROVINCIAL REPORT CARD

Student Name	<b>SAMPLE ONLY</b>	School Year
School		Address
Telephone Number	Grade	Teacher

**Strengths and Areas for Growth**

SAMPLE ONLY

**Parent / Guardian Comments**

**NEXT STEPS**

**Shared Parent / Guardian / Teacher's Recommendations**

SAMPLE ONLY

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Days Absent

\_\_\_\_\_  
Parent('s) Signature

**Note:** Access to this Alternative Report Card is found in the IEP Engine which all teachers have access to. Teachers are encouraged to collaborate with one another and the Special Education Resource Teacher in cases where this report card is used.

See page 55 of this document for step-by-step instructions for accessing and completing this document.



# DEFINITIONS - Grades 1-12

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## Accommodations

Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations. (Growing Success Glossary, p.143)

## Achievement Chart

A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards. (Growing Success Glossary, p.143)

## Achievement Levels

Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given subject/discipline. (Growing Success Glossary, p.143)

- Level 1 identifies achievement that falls much below the provincial standard.
- Level 2 identifies achievement that approaches the standard.
- Level 3 is the “provincial standard”. Parents of students achieving at level 3 in a particular grade or course can be confident that their children will be prepared for work in the next grade or the next course.
- Level 4 identifies achievement that surpasses the standard.

## Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. (Growing Success Glossary, p.143)

- **Assessment as Learning**  
The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41)
- **Assessment for Learning**  
The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)



- **Assessment of Learning**

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

### **Assignment for evaluation**

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do *not* include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class. (Growing Success Glossary, p.144)

### **Big Ideas**

Sometimes referred to as “lifelong learnings” or “enduring understandings,” go beyond discrete facts, skills or easily forgotten fragments of knowledge to focus on larger concepts, principles or processes that develop over time and support students in future learning endeavours. The curriculum expectations and the instructional focus are the building blocks that deepen understanding of big ideas. (School Effectiveness Framework Glossary, p. 1)

### **Categories of knowledge and skills**

Four broad areas of knowledge and skills within which subject/course expectations are organized. The categories are to be considered interrelated, reflecting the wholeness and interconnectedness of learning. The four categories are: (1) Knowledge and Understanding, (2) Thinking (Thinking and Investigation, for Science), (3) Communication, and (4) Application. (Growing Success Glossary, p.144)

### **Content Standard**

Standards that describe what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. (Growing Success Glossary, p.144)

### **Credit Recovery**

A process to enable students who have failed a course to earn a credit for the course. Students who have completed a provincially approved course within the last two years and who received a failing grade for that course may be approved to recover the course through the credit recovery process. Students may recover credit only for the course taken and failed (and not, for example, for a course of a different type in the same subject and grade). Students who withdraw from a course are not eligible to recover it through the credit recovery process. (Growing Success Glossary, p.145)

### **Criterion-referenced assessment**

Assessment that focuses on whether a student's performance meets a predetermined standard, level, or set of criteria rather than on the student's performance measured in relation to the performance of other students. (Growing Success Glossary, p.145)



## **Culture**

The way in which people live, think, and define themselves as a community. (Growing Success Glossary, p.145)

## **Curriculum Expectations**

The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade/course. Specific expectations describe the expected knowledge and skills in greater detail. (Growing Success Glossary, p.146)

## **Descriptive Feedback**

Precise information about what the students are doing well, what needs improvement, and what specific steps they can take to improve. (Growing Success, p. 34)

## **Diagnostic Assessment**

Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals. (Growing Success Glossary, p.146)

## **Differentiated Instruction**

Instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (Growing Success Glossary, p.146)

## **English as a Second Language (ESL) programs**

Programs for students whose first language is a language other than English or a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills. (Growing Success Glossary, p.147)

## **English Language Learners (ELL)**

Students in provincially funded English-language schools whose first language is a language other than English or a variety of English that is significantly different from that used for instruction in Ontario schools, and who require focused educational supports to assist them in attaining proficiency in English. These students may have been born in Canada or may be recently arrived from other countries. (Growing Success Glossary, p.147)

## **English Literacy Development (ELD) programs**

Programs for students whose first language is a language other than English or a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs may be from countries in which their access to education has been limited, or they may have had limited



opportunities to develop language and literacy skills in any language. Schooling in their countries of origin may have been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education. (Growing Success Glossary, p.147)

### **Equity**

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences. (Growing Success Glossary, p.147)

### **Evaluation**

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning. (Growing Success Glossary, p.147)

### **Formative Assessment**

Assessment that takes place during instruction in order to provide direction for improvement for individual students and for adjustment to instructional programs for individual students and for a whole class. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills. (Growing Success Glossary, p.147)

### **Gradual Release of Responsibility**

A high-yield instructional strategy that involves scaffolding instruction and providing appropriate amounts of support to students based on their needs. For example, the teacher first models a new strategy, then explicitly teaches and works with students. After that, the teacher coaches students as they attempt to complete tasks on their own. Finally, students work independently, with feedback from the teacher. (Growing Success Glossary, p.147)

### **Higher-Order Thinking**

The transformation of information and ideas that occurs when students combine facts and ideas and use them to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. By manipulating information and ideas through these processes, students are able to solve problems, acquire understanding and discover new meaning. (School Effectiveness Framework Glossary, p. 2)

### **Homework**

Work that students do at home to practise skills, consolidate knowledge and skills, and/or prepare for the next class. (Growing Success Glossary, p.148)

### **Identification, Placement, and Review Committee (IPRC)**

A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year. (Growing Success Glossary, p.148)



### **Inclusive education**

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Growing Success Glossary, p.148)

### **Individual Education Plan (IEP)**

A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. (Growing Success Glossary, p.148)

### **Learning Goals**

Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations. (Growing Success Glossary, p.148)

### **Learning Skills & Work Habits**

The skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation. (Growing Success Glossary, p.149)

### **Learning Styles**

Different ways of learning. For instance, visual learners need to see visual representations of concepts. Auditory learners learn best through verbal instructions and discussions, by talking things through, and by listening to what others have to say. Tactile (kinesthetic) learners learn best through a hands-on approach, actively exploring the physical world around them. (Growing Success Glossary, p.149)

### **Median**

The middle score, after all the scores have been ranked. The median is the score at which 50 per cent of students scored higher and 50 per cent scored lower. (Growing Success Glossary, p.149)

### **Metacognition**

The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. (Growing Success Glossary, p.149)



### **Modifications**

Changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan (IEP), these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified. Grade-level expectations may also be modified to support the needs of English language learners. At the secondary level, when modifications are made to support English language learning needs, the principal works collaboratively with the classroom teacher to determine the integrity of the credit. (Growing Success Glossary, p.150)

### **Observation**

The ongoing process of watching, listening, and being attuned to students' behaviour, emotional state, interests and abilities, patterns of development, and progress in learning in order to meet the needs of students and assess and evaluate their development and learning. (Growing Success Glossary, p.150)

### **Ontario Student Record (OSR)**

An ongoing record for each student who enrolls in a school operated by a school board or by the ministry. The OSR is established upon the student's entry to school in Ontario and accompanies the student if the student moves to another school within the province. (Growing Success Glossary, p.150)

### **Peer Assessment**

Assessment of a student's work or learning processes by classmates. (Growing Success Glossary, p.151)

### **Performance Standards**

Standards that describe student achievement of the curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement. The performance standards in the Ontario curriculum are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart describes four levels of achievement for four categories of knowledge and skills. The provincial standard is level 3. (See also provincial standard.) (Growing Success Glossary, p.151)

### **Plagiarism**

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success Glossary, p.151)

### **Portfolio**

A collection of samples of student work that the student, with teacher support, carefully selects and adds to on an ongoing basis to track what the student has learned throughout the year. Both teachers and students assess the work in portfolios. Because students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio, a portfolio is an especially powerful self-assessment tool. (Growing Success Glossary, p.152)



### **Professional Judgement**

Judgement that 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. (Growing Success Glossary, p.152)

### **Provincial Standard**

Achievement of the expectations in a subject/course at level 3, as described in the achievement chart for the subject/discipline. Parents and teachers of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses. (Growing Success Glossary, p.152)

### **Reliability**

The degree to which an assessment or evaluation is consistent and stable in measuring what it is intended to measure. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the assessment or evaluation occurs or who does the scoring. (Growing Success Glossary, p.153)

### **Reporting**

Provides feedback formally or informally on student achievement to students and parents.

### **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. (Growing Success Glossary, p.153)

### **Rubric**

A scale that uses brief statements based on the criteria provided in the achievement chart and expressed in language meaningful to students to describe the levels of achievement of a process, product, or performance. (Growing Success Glossary, p.153)

### **Special Education Program**

As defined in the Education Act, “an educational program for an exceptional pupil 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”. (Growing Success Glossary, p.153)

### **Strands**

Broad curriculum areas within a subject or course (e.g., in Language at the elementary level and in compulsory English courses at the secondary level, there are four strands: Oral Communication; Reading [elementary] / Reading and Literature Studies [secondary]; Writing; and Media Literacy [elementary] / Media Studies [secondary]). (Growing Success Glossary, p.154)



### **Student-Led Conference**

A student-parent conference that engages the student in direct communication with the parents through the use of portfolios illustrating the student's achievement and learning. Students take the lead in walking their parents through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment. (Growing Success Glossary, p.155)

### **Student Self Assessment**

The process by which a student, with the ongoing support of the teacher, learns to recognize, describe, and apply success criteria related to particular learning goals and then use the information to monitor his or her own progress towards achieving the learning goals, make adjustments in learning approaches, and set individual goals for learning. (Growing Success Glossary, p.154)

### **Student – Teacher Conference**

A teacher's planned dialogue with an individual student about the student's learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations, to monitor their progress, and to plan future instruction based on identified needs and interests. (Growing Success Glossary, p.155)

### **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. (Growing Success Glossary, p.155)

### **Summative Assessment**

Evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations. (Growing Success Glossary, p.155)

### **Teacher Moderation**

A process for ensuring that the assessment of student learning and the results of assessment and evaluation are comparable across classes and/or schools. In teacher moderation, teachers examine student work together to share beliefs and practices, enhance their understanding, compare their interpretations of student results, and confirm their judgements about a student's level of achievement. Teachers might also look at the assignment that was given and analyse its effectiveness in relation to the learning achieved by the students. (Growing Success Glossary, p.155)

### **Validity**

The degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions, and decisions made on the basis of the results are appropriate and meaningful. (Growing Success Glossary, p.156)



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