

Huron-Perth Catholic District  
School Board



**PROCEDURES  
DOCUMENT**

for

- ✓ **Assessment**
- ✓ **Evaluation**
- ✓ **Grading**
- ✓ **Reporting**

~ **Secondary** ~



# HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

## Assessment, Evaluation, Grading & Reporting Procedures Document

### The Purpose of Assessment

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practice.

### References

- Ontario Catholic School Graduate Expectations, 1999*  
*Authentic Assessment for Outcomes-Based Learning, 1996*  
*Ontario Secondary Schools, Grades 9-12, 1999*  
*The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*  
*Choices Into Action, 1999*  
*The Ontario Curriculum, Grades 9 and 10 Curriculum Documents, 1999*  
*The Ontario Curriculum, Grades 11 and 12 Curriculum Documents, 2000*  
*Guide to the Provincial Report Card, Grades 9-12, 1999*  
*Waterloo Catholic District School Board, Secondary School Guidelines for Assessment, Evaluation and Reporting, Grades 9 and 10, 2001-2002*  
*The Huron-Perth Catholic District School Board, Administrative Directive: Assessment, 1999*  
*London Catholic District School Board – Assessment and Evaluation Guideline for Catholic Secondary Schools and Practitioner's Handbook*  
*St. Anne's Catholic Secondary School – School Guidelines for Assessment, Evaluation, Grading & Reporting – June 2002*  
*St. Michael's Catholic Secondary School – Academic Policies*  
*Policy to Practice (S.I.T. Training) – Teacher Resource (DRAFT) – November 2002*

### Key Terms

**Accommodations (IEP)** refer to the teaching strategies, supports and/or services that are required in order for a student to access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade (see 7.6 – 7.11).

**Authentic Assessment** practices include assessment, evaluation, grading and reporting. The primary purpose of each of these practices is to improve student learning.

**Assessment** is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. In addition, assessment must also reflect the dignity of the individual and work to build their self-esteem and self-worth. As part of assessment, teachers provide students with feedback that guides their efforts toward improved performance. Before a summative or final evaluation of student achievement is made, teachers provide opportunities to allow students to practise demonstrating their knowledge and skills, and provide feedback to guide student efforts toward improved achievement.

**Diagnostic Assessment** is the process of assessing what students know and are able to demonstrate prior to instruction. This variety of assessment helps determine starting points and helps the teacher program appropriately for individual students.

**Formative Assessment** is the process of assessing what students know and are able to do as they progress through the learning and practice opportunities. This type of assessment provides ongoing, meaningful feedback to help students improve as the learning/practice builds.

**Summative Assessment** is the process of assessing what students know and are able to do at certain points in the learning process. Summative assessment provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement.

**Evaluation** refers to the process of making a judgement about the quality of student work on the basis of established criteria. Evaluation involves “marking” individual samples of student work and assigning a level of achievement to represent the degree to which the student has achieved the quality criteria.

**Grading** is assigning a value or symbol (e.g., percentage mark) to represent the level of student achievement over a period of time. The purpose of grading is to report and document student achievement at designated times throughout the learning process.

**Modifications (IEP)** refer to the process of modifying curriculum expectations. These are changes to grade level expectations from the Ontario Curriculum for a subject or course in order to meet the needs of the student.

**Reporting** is the process of communicating student achievement of the identified curriculum expectations. The reporting process begins with a clear identification of the curriculum expectations, the expected standards of performance and the assessment methods and strategies. As part of the reporting process, the teacher identifies modified or alternative expectations in individual student programs, accommodations to assessment strategies and plans to improve student learning and instruction.

This procedure document has been initiated to ensure that assessment, evaluation, grading and report practices in all Huron-Perth Catholic District School Board schools are consistent with system philosophy and priorities and Ministry of Education policy. The tenets of Catholic education call us to create assessments which recognize unique and positive characteristics of each learner's profile in a context of respect for the personal dignity of both student and educator. Feedback and evaluations must at once challenge each student to reach their full potential and allow each one multiple opportunities to demonstrate their learning in unique ways.

In brief, **Catholic assessment and evaluation practices must be “redemptive” in nature.**

Assessment and Evaluation in a Catholic context means our practices recognize and affirm our Catholic values by:

- respecting the **dignity** of all learners
- incorporating **successful** experiences for **all** students
- being “**redemptive**” in nature, that is by providing multiple **opportunities** for students to demonstrate their learning
- fostering **life-long learners** and recognizing the God-given capacity of each person to learn and grow throughout their lives
- reflecting the **holistic** nature of assessment which integrates the nature of **learning** and **faith** development.

## 2.0 Assessment and Evaluation of Student Achievement of Curriculum Expectations

- 2.1 Grade 9 through 12 teachers in all discipline areas will use the subject specific achievement charts found in *the Ontario Curriculum Grades 9 and 10* and *the Ontario Curriculum Grades 11 and 12* curriculum documents as a framework for assessing, evaluating, grading and reporting student achievement of the learning expectations. The achievement charts will provide a reference point for all authentic assessment practice, including the assignment of percentage grades when grading student performance at designated reporting times.
- 2.2 Teachers will align authentic assessment practices with curriculum expectations by incorporating into their teaching practice a variety of appropriate assessment methods, strategies and instruments. As part of the authentic assessment process, students will be given a variety of opportunities appropriate to their learning needs to demonstrate what they know and can do. Teachers will select appropriate assessment methods and strategies which will allow them to directly assess and evaluate student achievement of the overall and specific expectations of the course related to the four categories of knowledge and skills:
- knowledge / understanding
  - thinking & inquiry
  - communication
  - application / making connections
- 2.3 At the beginning of each semester teachers will summarize the curriculum expectations for each of the four categories of knowledge and skills and will outline the assessment and evaluation methods and strategies for the course. In addition, teachers will communicate learning expectations, assessment criteria and strategies to students as part of daily instruction.
- 2.4 Teachers will use ongoing “formative” assessment activities to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction. Appropriate “diagnostic” assessment activities will be used, as required, to determine students’ strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. Although diagnostic and formative assessment data may be used in the determination of report card grades at mid-term, they will not be used at semester end. Teachers will track this data, using appropriate strategies (e.g., student files, portfolios, separate page in teacher’s record book, teacher logs...). Teachers will refer to this data to support professional judgement in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. Teachers will also reference this data when discussing student progress and achievement at parent-teacher-student conferences.

2.5 Teachers will use summative evaluation activities to evaluate student performance. “Summative” evaluation activities may be subtasks completed part way through a unit or culminating tasks at the end of a unit or grading period. Summative evaluation activities will be valid and appropriate activities and will take place after students have had an opportunity to develop the knowledge and skills required to demonstrate their learning in related contexts and have received feedback to improve their performance.

### **3.0 Learning Skills and Assessment & Evaluation of Achievement**

- 3.1 When determining the student's level of achievement and assigning a percentage grade, teachers will consider the student's achievement of the identified curriculum expectations. In cases where course expectations have been modified for students on IEPs or for ESL/ELD students, the student's level of achievement will be determined in light of the modified expectations.

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

- 3.2 Learning skills will be assessed according to criteria, which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations.
- 3.3 The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

## **4.0 Summative Evaluation of Student Achievement**

### **Summative Activities throughout the Course**

- 4.1 Summative evaluation activities throughout the course will be comprised of a variety of methods and strategies (assignments, projects, tests, performances, conferences, etc.) which will provide opportunities for students to demonstrate that they are achieving specific expectations leading to the achievement of the overall course expectations. As appropriate, accommodations to support individual student learning needs will be incorporated into the design of summative evaluation activities.
- 4.2 Individual summative evaluation activities throughout the course will cluster expectations from the categories of knowledge and skills. In designing summative activities within or at the end of a unit, teachers will consider the expectations they have addressed and will assign appropriate weight to the categories of knowledge and skills they have emphasized in their instruction, (e.g., If 50% of instruction focused on expectations related to Thinking/Inquiry, 50% of the summative evaluation activity should focus on evaluating Thinking/Inquiry skills.).
- 4.3 Teachers will ensure that the overall instructional, assessment and evaluation emphasis of the course reflects the prescribed weighting of the categories of knowledge and skills identified for the course.
- 4.4 Teachers will use the framework of the achievement chart along with the course expectations to clarify the criteria for evaluation within the categories of knowledge and skills and to specify the expected performance on summative evaluation activities. All summative evaluation activities must allow for the demonstration of the full range of levels within the achievement chart including level 4. Whenever appropriate, teachers will develop, in collaboration with colleagues and/or students, assessment and evaluation instruments (e.g., checklists, task specific rubrics etc.) to guide the preparation for and the evaluation of summative evaluation activities. In all cases, the criteria for summative evaluation will be determined at the onset of instruction and will be shared with students.

### **Final Evaluation Activity**

- 4.5 The final evaluation activity for the course will require students to demonstrate, through appropriate evaluation strategies, achievement of the overall course expectations related to the four categories of knowledge and skills.
- 4.6 The final evaluation activity may consist of one or more activities and may include a variety of evaluation strategies (e.g., report, essay, examination, interview, presentation,

portfolio). The final evaluation may be spread out over a period of time toward the end of the course.

- 4.7 It is recommended that students be given opportunities for meaningful feedback with respect to final evaluations.

## **5.0 Absences, Lates, Missed Assignments and Plagiarism**

- 5.1 While absences and lates may significantly impact on student achievement, attendance and punctuality will not be used in the determination of the students' percentage grade. If a student is absent at the time of an assessment or summative evaluation activity, the activity will, however, be considered as incomplete and will be treated as a missed or late assessment or evaluation activity. (see Section 6.9 – 6.12)
- 5.2 Where a student has missed or failed to complete an evaluation activity, the late policy will apply. (see Appendix D)
- 5.3 All summative evaluation activities are due on the date or within the timeframe specified by the teacher. If a student misses a summative evaluation, the late policy will apply. (see Appendix D)
- 5.4 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.
- 5.5 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.
- 5.6 Plagiarism is considered to be (a) stealing or passing off as one's own the ideas or words of another (b) using a created production without crediting the source (c) presenting as new and original an idea or product derived from an existing source. Should plagiarism occur, the assignment will not be accepted by the teacher and the work may either be re-done to demonstrate achievement of the curriculum expectations or a teacher may choose to view the assignment as incomplete and may permit the demonstration of the curriculum expectations in a different assignment. The occurrence will be documented to determine a pattern of behaviour.

## 6.0 Grading

### Using Levels to Evaluate and Record Student Achievement

- 6.1 Teachers will use the criteria of the achievement chart for the course to evaluate student achievement on summative evaluation activities throughout the course and on the final evaluation activity. Teachers will reference Ministry Exemplars for the course to assist them in understanding the criteria and level descriptors of the achievement chart.
- 6.2 When evaluating student performance on individual activities, teachers will assign and record a level of achievement to the performance demonstrated by the student.

*Note:* Levels 1-4 are all considered to be levels of achievement of course expectations. Level 3 is considered a high level of achievement and is designated as the provincial standard. It is a level for which all students are encouraged to strive. Students achieving at this level are considered to be well prepared for work in the next grade or course. Level 4 designates a greater degree of achievement than that described by the provincial standard. Students achieving at level 4 demonstrate that course knowledge and skills are comprehensive and well developed. There is no limit to the number of students in a course or grade who may achieve at level 4. Level 2 designates a moderate level of achievement of course expectations. Achievement is below but approaching the provincial standard. Level 1 designates a level of achievement that is passable but below the provincial standard.

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

Where a student has provided evidence of achievement but the evidence does not demonstrate sufficient achievement of the curriculum expectations to meet even the criteria identified for level 1, teachers will use (R) to indicate that remediation and additional learning are required before the student can achieve the expectations to a passing level warranting the granting of a credit. The (R) may also be a sign that accommodations and/or program modifications through the development of an IEP may be required to support student learning.

- 6.4 Where a student has missed or failed to complete an evaluation activity and therefore has provided no evidence of achievement, the teacher will take the Late Policy into consideration.

## Using Percentage Marks to Report Student Achievement

6.5 At mid term and semester end, teachers will review evaluation data recorded and will apply professional judgement in determining whether or not the student has provided sufficient evidence to make a valid judgement about the student's achievement of the expectations addressed throughout the reporting period. Based on the weight of the evidence provided by the student on summative evaluation activities and the teacher's judgement as to the extent to which the student has demonstrated achievement of the course expectations, teachers will assign a percentage mark to represent the student's most consistent overall level of achievement with more attention paid to the most recent level of achievement wherever appropriate.

## Using Computer Grading Managers

6.6 When teachers use computer software to manage the process of tracking and reporting the achievement of students they shall follow these guidelines (a) for the purposes of calculating a final mark - achievement should be recorded with 70% of the mark devoted to term work and 30% of the mark devoted to a final summative activity (b) achievement should be tracked with respect to the categories that appear in the achievement charts (e.g. Knowledge/Understanding, Communication etc..) and should be weighted according to the guidelines set out in the course outline (c) all marks reported to parents and students should reflect the most consistent level of achievement with more attention paid to the most recent level of achievement wherever appropriate. In general, all mark reporting should reflect the professional judgement of the teacher. Most recent evidence of achievement should be used when looking at growth over time.

## Mid Term Grading

6.7 If the student has completed all summative evaluation activities, the teacher will determine the student's most consistent level of achievement by reviewing the student's performance on the individual activities with particular attention to the student's most recent level of achievement wherever possible. The teacher will assign a percentage mark to correspond to the range of performance within the determined level of achievement.

6.8 Percentage marks will be assigned to reflect mid, lower and higher range of performance as follows:

<b>Level 4</b>	<b>4+</b>	<b>94-100%</b>
	<b>4</b>	<b>89%</b>
	<b>4-</b>	<b>83%</b>
<b>Level 3</b>	<b>3+</b>	<b>78%</b>
	<b>3</b>	<b>75%</b>
	<b>3-</b>	<b>72%</b>
<b>Level 2</b>	<b>2+</b>	<b>68%</b>
	<b>2</b>	<b>65%</b>
	<b>2-</b>	<b>62%</b>
<b>Level 1</b>	<b>1+</b>	<b>58%</b>
	<b>1</b>	<b>55%</b>
	<b>1-</b>	<b>52%</b>

6.9 If a student has not demonstrated achievement that meets the criteria for level 1 a percentage grade from the chart below will be assigned as an indication that the student is not meeting course expectations and the course credit is at risk. The mid-term grade should be based on the corresponding descriptor of the student.

Level	% Grade	Interpretation	Mid Term Report Card Comment	Semester End Report Card Comment
4+	94-100	Higher Range (Level +) Indicates solid, consistent demonstration of all indicators for the level and possibly some signs of performance at the level above.	<i>subject specific comments for strengths, areas for improvement and next steps</i>	<i>subject specific comments for strengths, areas for improvement and / or next steps</i>
4	89			
4-	83			
3+	78			
3	75			
3-	72			
2+	68	Mid Range (Level) Indicates solid, consistent demonstration of most of the indicators for the level.		
2	65			
2-	62			
1+	58			
1	55	Lower Range (Level -) Indicates demonstration of some of the indicators for the level and possibly some signs of performance at the level below.		<i>credit granted</i>
1-	52			
<b>R</b>	45	Indicates that the student is able to achieve some course expectations in limited ways; however, achievement is insufficient to warrant granting of a credit.	<i>insufficient achievement of curriculum expectations; credit at risk</i>	<i>insufficient achievement of curriculum expectations; no credit granted</i>
	40	Indicates that the student has difficulty achieving most of the course expectations.		
	35	Indicates that the student has difficulty achieving any course expectations.		
	30	Indicates that the student has missed or failed to complete some summative evaluation activities and that evidence of achievement is insufficient to warrant the granting of a credit.	<i>current evidence of achievement is insufficient; credit at risk</i>	<i>insufficient evidence of achievement; no credit granted</i>
	20	Indicates that the student has provided little or no evidence of achievement.		

**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 of 30% will be assigned. In rare cases, teachers may assign 20% at mid-term to indicate that little or no evidence of achievement has been provided by the student and that a valid evaluation of student achievement is not possible. In most cases, this would apply to non-attending students.

- 6.10 If the student has demonstrated achievement of the missed expectations through subsequent summative evaluations or in another context, (e.g., class work, formative assessment activities) the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student's most consistent level of achievement based on the weight of this evidence. The teacher will consider the following:
- Has the student demonstrated the expectations on the missed evaluation(s) through other subsequent assignments or in another context deemed appropriate by the teacher?
  - What is the student's most consistent level of achievement on the completed evaluations with particular emphasis on the most recent achievements?
  - Are there extenuating circumstances that relate to missed evaluations?
- 6.11 If the student has not demonstrated achievement of the missed expectations in subsequent summative evaluations or in another context (e.g., class work, formative assessment activities) and/or the student does not have a valid motive or reason for the missed evaluations, the teacher may determine that there is insufficient evidence of achievement to make an accurate and valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations but will use professional judgement to adjust the range within the level or to lower the level itself if warranted. The teacher will then assign the corresponding percentage mark to proportionately reflect the demonstrable evidence of achievement of the expectations.
- 6.12 When marks have been adjusted to indicate that the student has provided insufficient evidence of achievement, appropriate comments as suggested in the table within section 6.9 will be included on the student's report card.

Note: For mid term grades that will be submitted to post-secondary destinations for the purpose of admissions – teachers should assign grades across the full range of numerical values from 0 – 100%.

### **Semester End Grading**

- 6.13 The semester end grade reported on the report card is determined through a mathematical calculation. Seventy percent of the final grade for the course will be based on evaluations conducted throughout the course. Thirty percent of the final grade will be based on the final evaluation activity or activities. The overall final grade will be reported using numerical values from 0-100% as determined by the mathematical calculation and the following guidelines (see 6.15).
- 6.14 The seventy percent portion of the final grade will be determined by the teacher in reviewing the cumulative evidence provided by the student over the course of the full semester. The teacher will determine the student's most consistent overall level of achievement with appropriate consideration for the student's more recent performance. The teacher will assign a percentage mark to reflect the student's performance within

the level range and will adjust the mark accordingly to reflect any evaluation activities that were missed and for which evidence of demonstration of the expectations has not been provided through other means or activities. (see section 6.10 & 6.11).

- 6.15 The thirty percent portion of the final report card grade will be based on student achievement demonstrated on the final evaluation activity or activities. Evaluation of the final activity will be based on the criteria of the achievement chart. In evaluating the final activity/activities, teachers will assign a level of achievement and a corresponding percentage mark to represent performance within the range of the level of achievement. If achievement on the final evaluation activity or activities does not meet the criteria for even level 1, teachers will document performance as an R and assign a grade between 20-45% for the final evaluation/activity. If a student misses or does not complete the final evaluation which may consist of one or more activities, an incomplete may be assigned and used in the calculation of the final grade. However, in rare cases where there is an extenuating motive for the missed evaluation, the teacher, in consultation with the school administrator, may use professional judgement to determine whether it is appropriate to provide either an opportunity for an alternative evaluation or to adjust the mark with due consideration given to the motive for the missed final evaluation. If there is more than one final evaluation activity, teachers will assign a percentage grade for each of the activities based on the determined level of achievement. Teachers will then weight appropriately the activities and average the marks to determine the thirty percent portion of the mathematical calculation of the final grade.
- 6.16 If the mathematical calculation falls between 47-49%, the teacher will use professional judgement in consultation with the program leader/department head and administration to adjust the grade to 46% or 50%. If the final percentage grade is below 50%, no credit will be granted for the course. Students will then be informed of the alternative ways of earning the credit (e.g., summer school).

## **7.0 Reporting Student Achievement**

- 7.1 Any problems and concerns about a student's achievement should be discussed with parents before the first "formal" reporting period. Teachers will use a variety of reporting methods including interviews / conferencing, phone calls, letters to parents and the formal report card to report student achievement.
- 7.2 Schools will host a formal parent – teacher conference each semester (mid-November and mid-April). In the best interest of all stakeholders, students are encouraged to attend.
- 7.3 In preparing for formal reporting to parents, teachers will engage students in the reporting process through the completion of the Provincial Report Card Response Form; other strategies (e.g., three-way conferencing, student-led conferencing, student portfolios etc.) may be determined by the school. Teachers will work with students to develop the skills necessary for involvement in the reporting process. The Response Form, completed by the student and at least signed by the parent, will be filed in the student's OSR.
- 7.4 All secondary schools will report student achievement on the Provincial Report Card. Teachers will report, in most cases, strengths, areas for development and next steps in all subject areas. Other suggestions are to be found in Appendix B and C. Accuracy, clarity and sensitivity should characterize each comment.
- 7.5 Teachers will reference the *Guide to the Provincial Report Card, Grades 9-12* and supplementary board approved resources to assist them with the completion of the report card.

### **Reporting Student Achievement for Students on IEP's**

- 7.6 Whenever accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be communicated to parents and will be outlined in an IEP.
- 7.7 In grading student achievement for students on an IEP, teachers will assign a percentage mark to reflect the student's level of achievement of the learning expectations as identified in the IEP. The IEP box will be checked on the report card if the course has been modified.
- 7.8 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, the teacher will check the IEP box and will enter the comment "*expectations for this course have been modified*". This applies to individual students in Applied, Academic and Open courses

where some expectations have been modified. This also applies to all students in the Essential Math, Science and English courses.

- 7.9 If the student's learning expectations are modified to such an extent that they are not addressing course expectations or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the Comments section of the report card. *"This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."* Where students are not working for credit, a zero (0) will be entered in the "Credit Earned" column.
- 7.10 In those rare instances where none of the student's learning expectations are derived from the provincial curriculum expectations, teachers will use the Alternative Provincial Report Card to record achievement relative to the expectations set out in the IEP. Teachers will comment on strengths, areas for improvement and next steps.
- 7.11 When determining whether enough of the course expectations have been demonstrated to warrant granting a credit, the teacher will consult with their program leader/department head, the student's special education teacher as well as the principal. The final determination of whether credits are granted is the responsibility of the principal.

### **Reporting Achievement for ESL Students**

- 7.12 Whenever appropriate accommodations or modifications have been made to the student's program in any course other than the ESL/ESD course, teachers will check the ESL or ELD box on the report card. The ESL or ELD box need not be checked for ESL/ELD courses or any other subject areas in which no accommodations or modifications are required.
- 7.13 If the ESL or ELD box is checked because some of the student's learning expectations have been modified from the curriculum expectations for a credit-bearing course, the teacher will select the following report card comment: *"Expectations modified for ESL proficiency."*
- 7.14 If the ESL/ELD box is checked because accommodations are being made to instructional and/or assessment strategies, the teacher will select the following report card comment: *"Accommodations in place for ESL learning."*
- 7.15 If a student is not working towards a credit in a course (e.g., is in an alternative program or is placed 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 ESL/ELD student have been modified to such a degree that the granting of a credit is not warranted.
- 7.16 In cases where a student is enrolled in an ESL/ELD course that has been modified to allow a full year (2 semesters) to achieve the course expectations and earn the credit, the teacher will assign a percentage grade at the end of semester 1 to reflect the level of

achievement of the expectations addressed thus far. A zero (0) will be entered in the credit earned column and the following report card comment will be included: *“course has been modified; credit not yet earned”*.

## Appendix A – Teacher Reference: Key Points from Secondary Document for Assessment, Evaluation, Grading and Reporting, Grades 9 through 12

1. As part of daily instruction, expectations to be addressed and assessment criteria and strategies will be clearly communicated to students. (2.3)
2. Subject specific achievement charts will be used as the reference point for all authentic assessment practice. (2.1)
3. A variety of assessment methods and strategies will be selected to assess and evaluate achievement of overall and specific expectations related to Knowledge and Understanding, Thinking & Inquiry, Communication and Application / Making Connections. (2.2)
4. A common system template for all course information sheets will be developed and available to students at the beginning of the course.
5. Weighting assigned to the categories of knowledge and skills for specific courses will be consistent across the system. (4.2)
6. Achievement of curriculum expectations and learning skills will be evaluated and reported separately. (3.1 – 3.3)
7. Summative evaluation data will be used in determining percentage grades at reporting times; however, diagnostic and formative assessment data will be tracked and used to support teacher professional judgement as required at reporting times. (2.5)
8. The level designations (1-4 ) with + or - , or (R ) will be used in evaluating and recording achievement on summative evaluation activities. (6.8 & 6.9)
9. Levels of achievement will be assigned based on the criteria identified on the subject specific achievement chart and the course expectations. (4.4) There will be no limit to the number of students who may be assigned a particular level of achievement, including level 4. (5.2)
10. Summative evaluation activities may be subtasks that take place part way through a unit or be culminating tasks at the end of a unit or grading period. (2.5)
11. At reporting times the student's most consistent overall level of achievement on summative evaluations will be converted to a percentage grade using a designated three-point range (e.g. 3-, 3, 3+). (6.6, 6.7 & 6.8)
12. When reporting achievement of students on IEP's, percentage grades assigned will reflect student achievement of learning expectations identified in the student's IEP. (7.9)
13. In cases of missed or incomplete summative evaluations, teachers will apply professional judgement in determining the student's percentage grade at reporting times. (6.9 – 6.12)
14. The semester end percentage grade will be a mathematical calculation based on 70% term evaluations and 30% final evaluation. (6.13 – 6.15)
15. Student achievement will be reported on the Provincial Report Card. Comments on strengths, areas for improvement and next steps may be selected from a bank of subject specific comments. (7.4)
16. Appropriate designated comments will be used when grades below 50 have been assigned and when curriculum expectations are alternative or modified expectations. (7.8)
17. Schools will determine an appropriate strategy to engage students in the reporting process (7.3) and will schedule a formal parent – teacher conference each semester. (7.2)

## Appendix B - Teacher Reference: Grading & Reporting at-a-Glance

### Mid-Term Grading

Based on professional judgement and the weight of the evidence provided by the student on summative evaluation activities, the teacher will assign a percentage grade to represent the student's most consistent and most recent overall level of achievement wherever possible. For mid term grades that will be submitted to post-secondary destinations for the purpose of admissions – teachers should assign grades across the full range of numerical values from 0 – 100%.

### Semester End Grading

The grade at the end of the semester is determined through a mathematical calculation (70% Term + 30% Final Evaluation Activity). The overall final grade is reported using the numerical value between 0-100% resulting from this calculation. If the mathematical calculation results in a grade between 47-49%, the teacher, in consultation with the program leader/department head and / or administration, will adjust the grade to 46% or 50%. If a grade less than 50% is earned by the student, no credit will be granted for the course.

Level	% Grade	Interpretation	Mid Term Report Card Comment	Semester End Report Card Comment
4+	94-100	Higher Range (Level +)  Indicates solid, consistent demonstration of all indicators for the level and possibly some signs of performance at the level above.	<i>subject specific comments for strengths, areas for improvement and next steps</i>	<i>subject specific comments for strengths, areas for improvement and / or next steps</i>
4	89			
4-	83			
3+	78			
3	75			
3-	72			
2+	68			
2	65	Mid Range (Level)  Indicates solid, consistent demonstration of most of the indicators for the level.		
2-	62			
1+	58			
1	55	Lower Range (Level -)  Indicates demonstration of some of the indicators for the level and possibly some signs of performance at the level below.		<i>credit granted</i>
1-	52			
<b>R</b>	45	Indicates that the student is able to achieve some course expectations in limited ways; however, achievement is insufficient to warrant granting of a credit.	<i>insufficient achievement of curriculum expectations; credit at risk</i>	<i>insufficient achievement of curriculum expectations; no credit granted</i>
	40	Indicates that the student has difficulty achieving most of the course expectations.		
	35	Indicates that the student has difficulty achieving any course expectations.		
	30	Indicates that the student has missed or failed to complete some summative evaluation activities and that evidence of achievement is insufficient to warrant the granting of a credit.	<i>current evidence of achievement is insufficient; credit at risk</i>	<i>insufficient evidence of achievement; no credit granted</i>
	20	Indicates that the student has provided little or no evidence of achievement.		

## Appendix C - Teacher Reference: Grading & Reporting for ESL, ELD and Students on IEP's

<b>Special Consideration</b>	<b>Completing the Provincial Report Card</b>	<b>Report Card Comment(s)</b>
Student has an IEP in place. Expectations are modified from course expectations, and/or accommodations are in place to support learning needs. Student is working for credit.	Check the IEP box if the course expectations have been modified. Assign percentage grade to reflect achievement of expectations identified in IEP.	<i>Expectations for this course have been modified.</i> <i>or</i> <i>Accommodation in place to support learning needs.</i> <i>and</i> <i>Subject Specific Comments.</i>
Student has an IEP in place. Expectations are modified to such a degree that course expectations are not being addressed (alternative expectations). Student is not working for credit.	Check the IEP box. Assign percentage grade to reflect achievement of the expectations in the IEP.	<i>This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.</i>
Student's learning expectations are not derived from provincial curriculum.	Use Provincial Alternative Report Card.	<i>Strengths, Areas for Improvement, Next Steps.</i>
Student is enrolled in ESL/ELD course.	Do <u>not</u> check ESL/ELD box for the ESL/ELD course. Assign percentage grade based on achievement of ESL/ELD course expectations.	<i>ESL/ELD comments for strengths, areas for improvement, and/or next steps.</i>
Student is enrolled in ESL/ELD course that has been modified to allow student to earn credit over 2 semesters.	Do <u>not</u> check ESL/ELD box. Assign percentage grade based on expectations addressed. Enter (0) in credit earned column (at end of first semester of course).	<u>Comment at end of first semester of course:</u> <i>Course timeline has been extended. Credit not yet earned.</i> <i>and</i> <i>ESL/ELD comments for strengths, areas for improvement, and/or next steps.</i>
ESL/ELD student is working for credit in course other than ESL. Some course expectations have been modified and/or accommodations for language proficiency are in place.	Check ESL/ELD box. Assign percentage grade to reflect achievement of modified expectations.	<i>Accommodations in place for ESL learning.</i> <i>or</i> <i>Expectations modified for ESL proficiency.</i> <i>and</i> <i>ESL/ELD or subject specific comments for strengths, areas for improvement and/or next steps.</i>
ESL/ELD student is enrolled in subject specific course. Alternative expectations with a focus on language development are in place. Student is not working for credit.	Check ESL/ELD box. Assign percentage grade based on alternative expectations.  Enter (0) in credit earned column.	<i>Expectations modified for ESL proficiency; not working for credit.</i> <i>and</i> <i>ESL/ELD comments.</i>

## Appendix D - Late Policy

*According to the Program Planning and Assessment document, published by the Ministry of Education in 2000, "a well-designed system of assessment, evaluation and reporting is based upon clearly stated curriculum expectations and achievement criteria" (Program Planning and Assessment 13). In order for assessment and evaluation to be valid and reliable; and that they lead to improvement in student learning, teachers must include assessment and evaluation strategies that are fair to all students and that are communicated clearly to the students and parents at the beginning of the course and at appropriate points throughout the course (Program Planning and Assessment 13).*

### Late Policy

Each assignment will have a due date. After this time, the assignment will be marked as incomplete, unless other arrangements have been made in advance with the teacher. Some deadlines are absolute such as those set for demonstrations and presentations. If the student is not ready to demonstrate the task on the date set, then an incomplete will be assigned, unless other arrangements have been made with the teacher.

If a student feels that they cannot make the due date assigned, then:

- they **must** approach the teacher one week before a prescheduled due date for an assignment given more than one month to complete; *or*
- they **must** approach the teacher two days before an intermittent due date for an assignment given during a unit of study with less than one month to complete.

At this point, the teacher and the student will agree upon an alternate due date; and the teacher may record the new due date and the reason given by the student on the form attached. The teacher and student may initial this and the parents may be notified. (see Appendix E and Appendix F)

Please note that no outstanding assignments will be accepted two weeks before exams begin, unless otherwise discussed with the teacher. This is to allow the teacher to mark all assignments and complete the report card on time.

Even though late penalties may no longer apply, the teacher will record the assignments as late and the parents may be notified. This is to determine if a pattern of lateness is an issue with the student. This will also enable the teacher to create an accurate learning skills profile of the student and construct valid comments for the report card.

The intent of this policy is to provide a framework that is reasonably consistent and fair to all students. What might be right for some courses, may not work in other courses. In these cases, teachers use their professional judgement. Students must understand that it is never acceptable to hand their work in late, unless they have communicated with the teacher so that an alternate due date can be negotiated.

### References

Costello, Cathy and Barry McKillop. "Dealing with Lates and Absences." *Orbit* 30.4 (2000); 43-46

Ontario Ministry of Education. [A Resource for Assessment, Evaluation, and Reporting](#). 1999.

Ontario Ministry of Education and Training. [The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment](#). Queen's Printer for Ontario, 2000.

## Appendix E Incomplete Work Notification Form



### Incomplete Work Notification Form

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

Teacher: \_\_\_\_\_

Dear parents/guardians of  
\_\_\_\_\_

This is to notify you that your son/daughter has failed to complete the following:

The reason that this work is incomplete is:

\_\_\_\_\_  
Student's Signature

As per the late policy in the student planner, students must communicate with the teacher ahead of the prescribed due date in order to make alternate arrangements if they feel that they cannot complete their work on time.

- the student has made arrangements for an alternate due date; and the new due date is \_\_\_\_\_. If the assignment is not handed in by this date, then the assignment will be viewed as incomplete.
- the student has not made arrangements for an alternate due date with the teacher within the prescribed time as outlined in the late policy; and after \_\_\_\_\_, the mark for this assignment will remain incomplete.

Please return this form signed and leave a voice-mail message for me this evening at the school to verify your receipt. Should you wish to discuss this matter, kindly indicate the best time for me to contact you, and leave a phone number.

Thank you for your attention to this matter,

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Appendix F Teacher Tracking Sheet For Late Assignments

### Late Assignment Tracking Sheet

Today's Date	Student's Name	Assignment Name	Original Due Date	Reason for Late Assignment	Alternate Due Date	Initials* Teacher and Student	Incomplete Work Notification Sheet (check if returned)

\* If the assignment is not handed in by this due date, then I agree that the assignment is incomplete, unless other arrangements have been made with the teacher.