Assessment, Evaluation, Grading and Reporting
AP 200.42

Procedure for:	Principals and Vice-Principals	**Adopted**:	May 9, 2012
Submitted by:	Superintendent of Education	**Revised**:	N/A
Category:	Students		

Purpose

- To provide clear direction regarding expected practices of assessment, evaluation, grading and reporting for all students from grades 1 to 12 within the Brant Haldimand Norfolk Catholic District School Board. These practices are consistent with system philosophy, system priorities, the Ontario Catholic School Graduate Expectations, and Ministry of Education policies.

Responsibilities

- *Principal*: responsible for overseeing assessment, evaluation, grading and reporting within a school and ensuring consistency and compliance among teaching staff.
- *Teacher*: responsible for ensuring their practices of assessment, evaluation, grading and reporting are consistent with the guidelines within this document.

Procedures

1.0 Catholic Context

1.1 Assessment and evaluation in a Catholic Context will:
- Respect the dignity and worth of all students
- Encourage students to become reflective, creative, holistic thinkers
- Provide multiple opportunities for students to demonstrate their learning – recognizing each student's unique capacity to learn and grow
- Foster a commitment to excellence
- Create a learning environment where assessment is holistic in nature, integrating the moral and spiritual development of the students
- Be fair and equitable

1.2 The *Ontario Catholic School Graduate Expectations*, while not explicitly evaluated, are the foundation of daily classroom instruction. "The expectations of Catholic graduates are described not only in terms of knowledge and skills, but in terms of values, attitudes, and actions" (Ontario Catholic School Graduate Expectations).

2.0 Expectations for Teachers

- Teachers will:
2.1 Use The Ontario Curriculum documents to guide program planning, assessment, evaluation and reporting.
2.2 Use the Achievement Chart Categories and Levels of Achievement in the Ontario Curriculum documents to guide the assessment, evaluation and reporting of student achievement of the curriculum expectations.
2.3 Report on student achievement throughout the school year according to the progress report and report card schedule.

3.0   Assessment and Evaluation of Learning Skills

3.1   For grades 1 to 12, teachers will model, teach and help develop 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

3.2   Teachers will support students in drawing connections between the Learning Skills and the Ontario Catholic School Graduate Expectations.

3.3   Learning Skills will be assessed, evaluated and reported according to the following four-point scale:
E – Excellent
G – Good
S – Satisfactory
N – Needs Improvement
This four-point scale will be clearly communicated to students.

3.4   Teachers will ensure that they assess and evaluate students' development of learning skills in by gathering evidence of achievement with reasonable frequency and by providing ongoing descriptive feedback. Teachers will keep accurate records (in the form of checklists and logs) of their assessment and evaluation of learning skills.

3.5   **The evaluation of learning skills and work habits will not be incorporated into the determination of the student's reported grade**. In some rare cases, particular course expectations may identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations may be considered in the determination of a student's grades. In grades 9-12, this will be indicated on the Course Information Sheet.

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

3.7   Teachers will refer to page 11 of *Growing Success* for examples of behaviours associated with each learning skill. These sample behaviours are intended to guide teachers in the instruction, assessment and evaluation of learning skills. This list is intended to support, but not restrict teachers in the efforts to help students become effective learners. Teachers will use their professional judgement to ensure that the expectations and success criteria for learning skills are appropriate for the age, maturity and level of their students.

3.8   For more information regarding Learning Skills, see pages 9 to 14 of *Growing Success*.

4.0   The Achievement Chart

4.1   For grades 1 to 12, teachers will base assessment and evaluation on both *content standards* and *performance standards*.

4.2   *Content standards* are the curriculum expectations identified for every subject and discipline. Taken together, the overall and specific expectations represent the content standards for every subject and discipline.

4.3   *Performance standards* are outlined in the achievement chart that is included in every curriculum document. The achievement chart is a standard province-wide guide to be used by all teachers as a framework for assessment and evaluation of student achievement of curriculum expectations. Teachers can use the achievement chart to make consistent judgements about the quality of student learning based on clear performance standards.

4.4   The achievement chart identifies four categories of knowledge and skills that are common to all grades, subject areas and disciplines. The four categories help teachers when assessing to focus not only on the

student's acquisition of knowledge but also on the development of thinking, communication and application skills. The categories of knowledge and skills are as follows:

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

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

4.5   Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories. The weighting of the four categories is determined by clustering the expectations of the course.

4.6   The weighting of the four categories in a particular course will be consistent among all the secondary schools within the Board, and approved by the Superintendent of Education.

4.7   The achievement chart identifies four levels of achievement, defined as follows:

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

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

4.8   For more information regarding the Achievement Chart, see pages 15 to 25 of *Growing Success*.

5.0   Assessment and Evaluation of Student Achievement

5.1   *Assessment* is based on evidence of student achievement of the provincial curriculum expectations.

5.2   All assessment and evaluation of student work is ***criterion-referenced***. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province. Teachers will not assess or evaluate student work by comparison with work done by other students, through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

5.3   Teachers will ensure that all specific expectations are accounted for in instruction and assessment, and that evaluation focuses on students' achievement of the overall expectations.

5.4   As essential steps in assessing 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.

5.5   Teachers must use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers then use the information gathered to adjust instruction and provide feedback.

5.6   *Evaluation* is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade or course.

5.7   Evaluation focuses on students' achievement of the overall expectations, which is evaluated on the basis of his or her achievement of related specific 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.

5.8   Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. In an effort to increase the reliability and validity of the evaluation of student learning, teachers will use multiple sources of evidence throughout a course or unit of study.

5.9   "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed whenever possible under the supervision of a teacher.

5.10   *Ongoing homework, which students complete in order to consolidate their knowledge or prepare for the next class, must not be included in assignments for evaluation.*

5.11   Group projects may be included in assignments for evaluation, 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.

6.0   The Elementary Progress Report, Grades 1-8

6.1   The elementary progress report is 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.

6.2   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**
  - Student is consistently meeting and/or exceeding achievement of provincial standard
- **Progressing well**
  - Student is currently meeting achievement of provincial standard most of the time
- **Progressing with difficulty**
  - Student is requiring support with meeting achievement of provincial standard
- **NA (Not Applicable)**
  - Will be chosen when instruction did not occur for that particular subject/strand

6.3   In the event that a student did not receive instruction in a subject/strand the teacher will check the "NA" box.

6.4 It is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.

7.0 The Elementary Report Card, Grades 1 - 6

7.1 The report card grade represents a student's achievement of overall curriculum expectations as demonstrated to that point in time. 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 development of learning skills during that same period. The second provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student's development of the learning skills during that period.

7.2 Determining a report card grade will involve teachers' professional judgement and interpretation of evidence.

7.3 In determining the report card grade, teachers will consider all evidence collected through observations, conversations, and student products. The teacher will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the teacher will consider that some evidence carries greater weight than other evidence. Teachers will weigh all evidence of student achievement in light of these considerations and use their professional judgement to determine a report card grade.

7.4 Teachers will ensure that in calculating the grade they are considering only that evidence which may be included in calculating the grade:

Can Be Included in the Grade	Must Not Be Included in the Grade
• performance and products through which a student's knowledge and skills are demonstrated • processes through which a student's knowledge and skills are observed • most consistent level of achievement with consideration for most recent evidence, when appropriate • only summative assessment information is considered *For Example:* • personal communication task (say) • paper/pencil task (write) • performance task (do)	• data from practice assessments, pre-tests, coaching activities or feedback • attitudes and behaviours • learning skills not identified as a curriculum expectation *For Example:* • Diagnostic assessments • Learning skills (except when included as a curriculum expectation) • Participation or effort • Attendance and punctuality

7.5 The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

7.6   In 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 as shown below:

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

7.7   The code "R" will be used to represent achievement that falls below level 1. "R" 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. When appropriate, parents will be consulted in this process.

7.8   In grades 1 to 6, 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".

7.9   In grades 1 to 6, "I" may be used on the 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. Teachers should consult with their school administrator when considering the use of "I" on the report card.

7.10   Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's learning skills. Teachers should refer to the BHNCDSB document, *Creating a Culture of Responsibility* for more information regarding late and missed assignments.

7.11   Teachers will report on each of the subjects and strands as follows:

Religion and Family Life:
- Complete the letter grade for Religion and Family Life in the Column headed Report 1 or Report 2 as appropriate.
- See the document, *Reporting Procedure and Guidelines, Grades 1 to 8*.

Language:
- Complete the letter grade for each of the four strands for language in the column headed Report 1 or Report 2, as appropriate.
- Check 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 for French in the column headed Report 1 or Report 2, as appropriate.
- In grade 4 the mark for Report 1 will reflect oral communication only. Report 2 will reflect oral communication, reading and writing.
- Check the "NA" box if the student does not receive any instruction in French
- Check the "Core", "Immersion", "Extended" box to indicate the type of program the student is enrolled in.

Mathematics:
- Fill in the student's letter grade for at least four of the five strands for mathematics in the column headed Report 1 or Report 2.

Term One: o Number Sense and Numeration
                  o Patterning and Algebra
                  o Data Management and Probability

      o Geometry and Spatial Sense

    Term Two: o Measurement
                o Number Sense and Numeration
                o Patterning and Algebra
                o Data Management and Probability

- Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement 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 that strand should be checked.

Science and Technology:
- Fill in the student's letter grade for science and technology in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

Social Studies:
- Fill in the student's letter grade for social studies in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

Health and Physical Education:
- Fill in the student's letter grade for health and physical education in the column headed Report 1 or Report 2, as appropriate.

The Arts:
- All four strands will be taught in both terms. Three strands will be reported on each term
- Fill in the student's letter grade for three Arts strands in the column headed Report 1 or Report 2.

    Term One: o Visual Arts
                o Music
                o Drama

    Term Two: o Visual Arts
                o Music
                o Dance

7.12   Teachers should refer to the document, *Reporting Procedures and Guidelines, Grades 1 to 8* for more information regarding the completion of the elementary report card.

8.0   The Elementary Report Card, Grades 7 - 8

8.1   The report card grade represents a student's achievement of overall curriculum expectations as demonstrated to that point in time. 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 development of learning skills during that same period. The second provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student's development of the learning skills during that period.

8.2   Determining a report card grade will involve teachers' professional judgement and interpretation of evidence.

8.3   In determining the report card grade, teachers will consider all evidence collected through observations, conversations, and student products. The teacher will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the teacher will consider that some evidence carries greater weight than other evidence. Teachers will

weigh all evidence of student achievement in light of these considerations and use their professional judgement to determine a report card grade.

8.4   Teachers will ensure that in calculating the grade they are considering only that evidence which may be included in calculating the grade:

Can Be Included in the Grade	Must Not Be Included in the Grade
• performance and products through which a student's knowledge and skills are demonstrated • processes through which a student's knowledge and skills are observed • most consistent level of achievement with consideration for most recent evidence, when appropriate • only summative assessment information is considered *For Example:* • personal communication task (say) • paper/pencil task (write) • performance task (do)	• data from practice assessments, pre-tests, coaching activities or feedback • attitudes and behaviours • learning skills not identified as a curriculum expectation *For Example:* • Diagnostic assessments • Learning skills (except when included as a curriculum expectation) • Participation or effort • Attendance and punctuality

8.5   The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not accurately reflect a student's achievement and should not be used to calculate the final grade**.

8.6   In grades 7 and 8, 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 as shown below:

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

8.7   The code "R" will be used to represent achievement that falls below level 1. "R" 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. When appropriate, parents will be consulted in this process.

8.8   In grades 7 and 8, 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".

8.9   In grades 7 and 8, "I" may be used on the 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. Teachers should consult with their school administrator when considering the use of "I" on the report card.

8.10 Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's learning skills. Teachers should refer to the BHNCDSB document, *Creating a Culture of Responsibility* for more information regarding late and missed assignments.

8.11 Teachers will report on each of the subjects and strands as follows:

Religion and Family Life:
- Complete the letter grade for Religion and Family Life in the Column headed Report 1 or Report 2 as appropriate.
- See the document, *Reporting Procedures and Guidelines, Grades 1 to 8*.

Language:
- Complete the percentage mark for each of the four strands for language in the column headed Report 1 or Report 2, as appropriate.
- Check 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 percentage mark for French in the column headed Report 1 or Report 2, as appropriate.
- Check the "NA" box if the student does not receive any instruction in French
- Check the "Core", "Immersion", "Extended" box to indicate the type of program the student is enrolled in.

Mathematics:
- Fill in the student's percentage mark for at least four of the five strands for mathematics in the column headed Report 1 or Report 2.
  - Term One: o Number Sense and Numeration
    - o Patterning and Algebra
    - o Data Management and Probability
    - o Geometry and Spatial Sense

  - Term Two: o Measurement
    - o Number Sense and Numeration
    - o Patterning and Algebra
    - o Data Management and Probability
- Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement 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 that strand should be checked.

Science and Technology:
- Fill in the student's percentage mark for science and technology in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

History and Geography:
- Geography will be taught in term one. History will be taught in term two.
- Fill in the student's percentage marks for geography in the column headed Report 1.
- Fill in the student's percentage marks for history in the column headed Report 2.

Health and Physical Education:
- Fill in the student's letter grade for health and physical education in the column headed Report 1 or Report 2, as appropriate.

The Arts:
- All four strands will be taught in both terms. Three strands will be reported on each term
- Fill in the student's letter grade for three Arts strands in the column headed Report 1 or Report 2.
  - Term One: o Visual Arts
    - o Music
    - o Drama

Term Two: o Visual Arts
          o Music
          o Dance

8.12   Teachers should refer to the document, *Reporting Procedures and Guidelines, Grades 1 to 8* for more information regarding the completion of the elementary report card.

9.0   The Secondary Report Card

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

9.2   Determining a report card grade will involve teachers' professional judgement and interpretation of evidence.

9.3   In determining the report card grade, teachers will consider all evidence collected through observations, conversations, and student products. The teacher will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the teacher will consider that some evidence carries greater weight than other evidence. Teachers will weigh all evidence of student achievement in light of these considerations and use their professional judgement to determine a report card grade.

9.4   The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not accurately reflect a student's achievement and should not be used to calculate the final grade**.

9.5   In grades 9 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 letter grades as shown below:

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

9.6   For achievement that falls below level 1, a percentage grade below 50 will be assigned. **No percentage grades lower than 30 will be assigned on either the midterm or final report card. No percentage marks of 45, 46, 47, 48 or 49 will be assigned on the final report card.**

9.7   If the final percentage grade is below 50%, no credit will be granted. The subject teacher will inform the parent/guardian in a timely manner that the credit has not been earned. *The Recommended Course Placement Form* and the *Credit Recovery Profile* will be completed by the subject teacher and filed with the office.

9.8   In grades *9 and 10 only*, "I" may be used on the 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. Teachers should consult with their school administrator when considering the use of "I" on the report card.

9.9   Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's learning skills. Teachers should refer to the BHNCDSB document, *Creating a Culture of Responsibility* for more information regarding late and missed assignments.

9.10   The final grade for each course in grades 9 to 12 will be determined as follows:
- **Seventy percent** of the grade will be based on a variety of authentic evaluation tasks conducted throughout the course. This portion of the grade will reflect the student's most consistent level of

achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- **Thirty percent** of the grade will consist of one or more final evaluation tasks administered at or towards the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations of the course.

10.0 Students with Special Education Needs, Grades 1-12

10.1 A student's Individual Education Plan (IEP) describes his or her educational program and any accommodations that may be required. The IEP specifies whether the student requires:
- accommodations only; or
- modified learning expectations, with the possibility of accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

10.2 **IEP with Accommodations Only**
- If the student's IEP requires only accommodations to support learning in a subject and/or strand, teachers will *not* check the "IEP" box. The letter grade or percentage mark is based on the regular grade expectations.

10.3 **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/Secondary Provincial Report Card.
- ▪ On the elementary provincial report card, teachers must also include the following statement in the comment section:
  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
- On the secondary provincial report card, teachers must also include the following statement in the comment section:
  This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.

10.4 **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.
- ▪ However, 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 provincial report card. In those cases, teachers must check the "IEP" box for the subject and/or strand and must include the following statement in the comment section:
  "*This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum*"
- On the secondary provincial report card, teachers must also include the following statement in the comment section:
  This percentage mark is based on achievement of the learning expectations specified 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). When using an alternative format, teachers should indicate the student's progress/achievement relative to the expectations identified in the IEP, and should comment on the student's strength and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card at the regular reporting times

11.0 English Language Learners

11.1 Teachers will check the ESL/ELD box on the elementary progress report card and the provincial report cards to indicate that *modifications have been made to curriculum expectations* to address the language learning needs of English language learners.

11.2 When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers, in collaboration with their principals, will determine the most effective way to document the modification of curriculum expectations for English language learner

11.3 The ESL/ELD box will *not* be checked to indicate:
- That the student is participating in ESL or ELD programs or courses
- That accommodations have been provided to enable the student to demonstrate his or her learning. Such accommodations may include, for example, extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language

12.0 Teacher Comments on the Provincial Report Card and Progress Report, Grades 1-12

12.1 One aspect of communication among teachers, parents and students is the information teachers provide on report cards. However, communication with parents about student achievement should be continuous throughout the year, by means such as conferences, phone calls, interviews, checklists, and informal reports.

12.2 In writing anecdotal comments for report cards, the teacher should focus on what students have learned, describe significant strengths, and identify next steps for improvement.

12.3 It is essential that the comment and assigned grade for a subject/course work together to convey a clear and consistent message about the student's achievement of the curriculum expectations.

12.4 Teachers should use language that will be easily understood by parents and avoid restating curriculum expectations or the language of the achievement chart.

12.5 Wherever possible, teacher comments should refer to specific examples of student work.

12.6 In the case of a student whose achievement is reported as "R" or below 50%, teachers should describe specific remedial measures that are planned or strategies that have been developed to promote success.

12.7 For grades 1 to 8, teachers should refer to the document, Reporting Procedures and Guidelines, Grades 1 to 8 for more information regarding the completion of report card comments.

12.8 Refer to the document, Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication for more information regarding report card comments and communication with parents.

Key Terms

- **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.
  - **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.

  - **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.

- **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.

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.

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 assessment of learning that provides data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

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. The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

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 and involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

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.

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, which 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 in formation about the quality of student learning.

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