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Administrative Procedure: Growing Success: Assessment Evaluation & Reporting of Student Achievement

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The distinctive nature of Catholic Education requires that any procedures integrate the Catholic Christian message into our educational practice. The Ontario Catholic School Graduate Expectations (OCSGEs) represent a summary of these teachings and should be woven throughout our instruction and assessment. The Ontario Catholic School Graduate Expectations articulate not only what we expect our students to know and do but also what we expect our students to be as they continue their life journey as contributing members of society, and as followers of Jesus Christ.

Assessment and evaluation in our Catholic schools means our practices recognize and affirm our Catholic Faith values by:

- Respecting the dignity and worth of all learners.
- Providing successful experiences for all students.
- Being "just" and "compassionate" in nature by providing varied opportunities for students to demonstrate their learning.
- Fostering life-long learners and recognizing the God-given capacity of all persons to learn and grow throughout their lives.
- Reflecting the holistic nature of assessment that integrates the nature of learning and faith formation.

Ontario Catholic School Graduate Expectations

A graduate of a Catholic School in Ontario 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, lifelong learner.
- A collaborative contributor.
- A caring family member.

● A responsible citizen.

Equity & Inclusive Education

Education directly influences students' life chances and life outcomes. Today's global, knowledge-based economy makes the ongoing work in our schools critical to our student's success in life and to Ontario's economic future. As an agent of change and social cohesion, our education system supports and reflects the democratic values of fairness, equity, and respect for all.

Fundamental Principles Of Assessment, Evaluation & Reporting

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies 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 student's self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Additional Key Messages on Assessment & Evaluation

- Assessment and evaluation in a Catholic School context means our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential, as inspired by Jesus' compassion for all.
- The primary purpose of assessment and evaluation is to improve student learning.
- Students are to be assessed and evaluated against curriculum expectations using criterion referenced tools.
- Assessment involves assessment FOR learning, assessment AS learning, and assessment OF learning.
- Assessment OF learning (evaluation) is the process of interpreting and judging the quality of students' work based on established criteria.
- Students may be given multiple opportunities to demonstrate achievement of curriculum expectations.
- Appropriate accommodations are to be provided for all students.
- Where required, modifications and accommodations are to be provided in accordance with the IEP.
- Learning skills and work habits are as important to student achievement as the acquisition of curriculum expectations.
  - They are assessed and evaluated separately from curriculum expectations.
  - They are reported in the appropriate section of the report card using:
    - Excellent
    - Good
    - Satisfactory
    - Needs Improvement

Assessment "for", "as", and "of: Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Teachers use a variety of assessment strategies to elicit information about student learning. These strategies include observations, student-teacher conversations and student products.

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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 "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 "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.

> *"Our students, in whatever schools they may attend, are the future. They deserve our best efforts at cooperating with each other in helping them to grow up into the challenging future that is theirs."*
> *This Moment of Promise, Ontario Conference of Catholic Bishops*

Assessment "for", "as" and "of" Learning

Assessment "for" Learning

Purpose of Assessment	Nature of Assessment	Use of Information
An *assessment "for" learning* is the process of seeking and interpreting evidence for use by learners and their teachers. It is used to decide where the learners are in their learning, where they need to go, and how best to get there.	A *diagnostic assessment* occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, and obtain information about their interests and learning preferences. Diagnostic assessment tools include strategically planned DRA, CASI, etc. A *formative assessment* occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills. Formative assessment tools include: student work samples, observations, checklists, anecdotal records, conferences, running records, practice tests, etc.	The information gathered is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals. The information gathered is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs and not used to determine marks or grades.

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Assessment "as" Learning

Purpose of Assessment	Nature of Assessment	Use Of Information
Assessment "as" Learning focuses on the explicit fostering of students' capacity over time, to be their own best assessors. Begins with teachers presenting and modelling external, structured opportunities for students to assess themselves.	*Formative assessment* occurs frequently and in an ongoing manner during instruction, with support, modelling and guidance from the teacher.	The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

Assessment "of" Learning

Purpose of Assessment	Nature of Assessment	Use Of Information
Assessment "of" Learning: (Evaluation) Assessment that becomes public. Results in statements or symbols about how well students are learning. Often contributes to pivotal decisions that will affect students' futures.	Summative Assessment: Occurs at or near the end of a period of learning, and may be used to inform further instruction.	The information gathered is used by teachers: To summarize learning at a given point in time. To make judgements about the quality of student learning on the basis of established criteria. To assign a value to represent that quality. To support the communication of information about achievement to students, parents, teachers, and others.

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Evidence of Student Achievement for Evaluation

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

- Observations
- Conversations
- Student Products

Using multiple sources of evidence increases the reliability and validity of the evaluation.

Evaluation Includes

- Reporting on student achievement of overall expectations.
- Clear communication of criteria to students prior to learning activities. Students should be made aware of the evaluation process prior to beginning an assignment.
- Student products' in the form of tests or exams and/or assignments for evaluation. Such assignments may include rich performance tasks, demonstrations, projects and/or essays.
- Equity for all students. Assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.
- Sufficient evidence of student achievement within the four categories of the achievement chart is needed to determine grades and to demonstrate to the teacher, parents/guardians and students the level of achievement of the curriculum expectations at the time of reporting. The amount of evidence varies, depending on the grade and the curriculum.
- Recognition of the cultural diversity and Catholic faith of our school communities and being free of bias.

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.

Criterion-Referenced Assessment & Evaluation

Ontario, like many jurisdictions, has moved from norm-referenced to criterion-referenced assessment and evaluation. 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, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.

In the past, assessment and evaluation performance standards varied from teacher to teacher and from school to school and this led to results that were not always fair for all students. Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well defined performance standards. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

Curriculum Achievement Chart

An achievement chart is provided in every curriculum document in order to:

- Provide a framework for the curriculum expectations for a subject. The overall and specific expectations align with the categories of the achievement chart. Teachers use their professional judgement and may collaborate with their colleagues to determine the alignment of expectations with the categories of knowledge and skills.
- Guide the development of assessment tasks and tools. Assessment tasks and tools are developed to provide opportunities for students to demonstrate their achievement of the expectations and to reflect the categories and criteria of the achievement chart.
- Help teachers to plan instruction for learning. The achievement chart provides categories and criteria that teachers employ when designing instructional strategies. It also provides teachers with the focus and terminology for effective evaluation of the expectations.
- Provide the categories and criteria with which to assess and evaluate student learning. This provides teachers with a framework to assess and evaluate knowledge and skills for courses and subjects.

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● Assist teachers in providing meaningful descriptive feedback to students. The categories of the achievement chart assist teachers in identifying strengths and next steps.

Please reference the section entitled 'Performance Standards - The Achievement Chart' (Pages 20-25) in the Growing Success document.

Linking Instruction & Assessment: The Design Down Planning Model

Teachers plan with the desired goal of having students successfully achieve course/subject expectations. Such a plan will allow teachers to ensure there are lessons/activities that address and will provide sufficient evidence of achievement in the four Achievement Chart categories. The following plan has been adapted from Understanding By Design. (Wiggins/McTighe, 2005)

Understanding By Design

Identify Learning Goals

What should students know, understand, and be able to do? Do students know what they should know, understand, and be able to do?

Curriculum Expectations

Evaluation focuses on achievement of the overall expectations. Teachers use their professional judgement to determine which specific expectations should be clustered and used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment, but not necessarily evaluated.

Determine Success Criteria

How will we know if students have achieved the learning goals and what will we accept as evidence of student understanding and proficiency?

Acceptable Evidence

Identification of the success criteria will assist teachers in planning the learning experiences for students and in selecting the strategies that they will use to assess evidence of student understanding and proficiency. Co-constructing success criteria

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with students engages them in assessment as learning and clarifies for them what is needed to demonstrate achievement of the expectations.

Plan

What knowledge and skills will students need in order to perform effectively and achieve desired results? What activities will engage students and equip students with the necessary knowledge and skills?

Learning Experiences & Instruction

The specifics of instructional planning include choices about teaching strategies, lessons, resource materials, and real, relevant, and robust tasks. This plan is informed by class and student profiles and is differentiated in order to address the learning styles, interests and readiness of students.

Additional Considerations For Evaluation

Group Work

Collaboration in group work is an essential part of any course/subject. Collaboration is an important learning skill that should be explicitly taught. It may be used for reporting purposes in the Learning Skills and Work Habits section of the student's report card. Group work is an effective learning strategy that provides students with opportunities to share their insights and consolidate their learning.

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.

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

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.

Homework

The purpose of homework is to give students opportunities to complete work begun in class and to apply the skills and knowledge taught. When checking if the homework has

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been completed, teachers are evaluating learning skills and work habits and these should not be included in students' marks or grades.

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, to prepare for the next class, or to be introduced to new content.

Absences

If a student has an excused absence when an assignment is due, the student should be given the opportunity to submit the assignment upon his/her return to class. If a student is absent without cause, teachers may provide an alternative assignment or follow the guidelines for missed assignments.

Cheating & Plagiarism

Plagiarism is defined as presenting someone else's words or ideas as one's own. It can take the form of:

- Submitting an assignment that was completed by another and claiming it as one's own.
- Incorporating large segments of someone else's work and only using connecting sentences without reference to the source.
- Copying sections from the Internet without referencing the source.
- Direct copying of another person's re-write of an assignment as in the case of a parent/guardian, tutor or ghostwriter.

Schools will implement a strategy to inform all students regarding the meaning of plagiarism and possible consequences.

If teachers suspect that an assignment has been plagiarized, they should speak to the students to determine the source of the work. If the students have knowingly produced a plagiarized assignment, the following consequences will result:

Grades	Cheating	Plagiarism
Primary Grades	When a child is found to be	To ensure that students fully

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(1, 2 & 3)	cheating, it will be considered to be an opportunity to ensure that students learn from their errors. The issue will be dealt with using appropriate classroom level, teacher directed interventions. Any ongoing issues will necessitate the involvement of parents and the Principal and may have more serious consequences.	understand the idea of plagiarism and what it involves and to make sure that students= self concept and love of writing is not adversely affected, teachers will instruct and clarify what is involved in plagiarism if it is detected in a student's work. The concept of showing from where an idea was generated and attributing that source will be stressed, but consequences will be limited to instruction in the appropriate way to correct the behaviour and will focus on helping students to fully understand the concept.
Junior Grades (4, 5 & 6)	The following tiered approach to consequences will be followed when cheating is detected. 1st offence: Teacher and student(s) will conference to determine teacher-based solutions to this issue. 2nd offence: Parents will be contacted and a conference will be arranged to discuss the issue and teacher-directed consequences will be used. Further offences after the 2nd offence: Principal will be involved and disciplinary action will occur at this level. Teachers will communicate with the Principal about all offences.	Teachers will continue to instruct and support students so that they will fully understand the full implications of plagiarizing work and why it is not acceptable. Students found to be plagiarizing will be asked to redo the work with instructional support provided by the teacher.

Intermediate Grades (7 & 8)	A conference will be held to determine if cheating has occurred. If cheating is confirmed, then there will be a contact made with parents and the Principal, and a mark of zero will be assessed for this work.	There will be a tiered approach to dealing with plagiarism when it is detected in Grade 7 and/or 8. 1st offence: Conference with teacher and teacher-directed consequences. 2nd offence: Students will be asked to redo the work and will be offered a conference to determine complete understanding of the issue. Further offences after the 2nd offence: If it is deemed that plagiarism has occurred, the student work will be given a mark of zero for that assignment. Teachers must contact the Principal and communicate that there has been an offence starting with the first offence.

A progressive discipline approach should be employed when assigning consequences for plagiarism. At least the following four factors must be considered:

1. The grade level of the student.
2. The maturity of the student.
3. The number and frequency of the incidents.
4. The individual circumstances of the student.

Late & Missed Assignments

Students are responsible for providing evidence of their learning. Schools and teaching staff will make clear to both students and parents that there are consequences for not completing work or submitting work late.

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Late Assignments (Grades 7 & 8)

Late assignments may occur for a number of legitimate reasons, including extenuating circumstances, such as illness, accident, family issues, and/or parental intervention. In these cases, teachers are to apply their professional judgement reflecting the Board's Catholic context in addressing this issue with students. Late penalties may be waived when legitimate extenuating circumstances occur.

The teacher should establish a completed assignment due date in consultation with students to ensure that the timelines are achievable. A due date should be set to allow students to complete their assignments in a timely fashion. Teachers are encouraged to establish a two-day window of opportunity for students to complete and submit an assignment. If a student does not submit work by the due date, a maximum of 10% will be deducted from the assignment value. Teachers should employ the model of deducting 5% each day (excluding weekends). A closure date (the day immediately after the window of opportunity) will be established at which point assignments will not be accepted.

In order to encourage completing assignments by a due date, a culture of responsibility is encouraged. Students should be made aware of the need for proper planning and scheduling of commitments and school work. Since this is a learning skill, teachers should assist students in the planning and execution of assignments to ensure they are completed by the assigned due date.

Missed Assignments

Students are expected to complete all work and submit all assignments. If an assignment that is to be evaluated is not submitted, teachers should determine the reason for non-submission, which may require contacting the parent/guardian to inform them of the missed assignment. If there are extenuating circumstances, teachers may use their professional judgement such as providing additional time or an alternative assignment or possibly omitting the requirement.

Grades 1 to 6

In Grades 1 to 6, late and missed assignments will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit other assignments (including homework), may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grading Incomplete and Missed Assignments

Grades 7 & 8

Teachers will use a placeholder of 0 for missed assignments. Teachers will review student data and consider the following:

- Have students demonstrated the expectations on the missed assignment(s) through other subsequent assignments/tasks or in another context deemed appropriate by the teacher?
- What is the student's most consistent level of achievement on the completed assignments with particular emphasis on the more recent achievements?
- Are there extenuating circumstances to be considered?

If in the teacher's professional judgement, students have demonstrated achievement of the missed expectations through subsequent assignments or in another context, teachers will determine that sufficient evidence has been provided by students, to make a valid evaluation of students' achievement. The teacher will determine the student's level of achievement based on the weight of this evidence.

Absences

If students have an excused absence when an assignment is due, students should be given the opportunity to submit the assignment on their return to class. If students are absent without cause, teachers may provide an alternative assignment or follow the guidelines for missed assignments.

Determining a 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.

Teachers will take various considerations into account before making a decision about the grade to be entered on the 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 student's 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. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

The Meaning and Use Of 'I': Insufficient Evidence

For Grades 1 to 8, the code 'I' may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, 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, teachers may find it appropriate to use 'I' when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

The Meaning and Use of 'R': Remediation

Where evidence indicates the need for extensive remediation, in the absence of an IEP, program modifications, or other remedial programs (ie. Reading Recovery), a code of 'R' may be considered to indicate that extensive remediation may be required.

For students in Grades 1-8, the code 'R' represents achievement that falls below Level 1 and may be used in the evaluation and reporting of student achievement.

'R' and percentage grades below 50% indicate 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.

In Grades 1-8, 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'.

Learning Skills and Work Habits

Learning skills and work habits are those skills and habits that students require to succeed in all school disciplines and in their future careers. They reflect employability skills and lifelong learning skills and support the achievement of the Ontario Catholic School Graduate Expectations.

The learning skills and work habits are evaluated separately from the curriculum expectations and are not used in the determination of a student's final grade.

Learning Skills & Work Habits

Responsibility - sample behaviours

- 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 behavior.

Organization - sample behaviours

- 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 - sample behaviours

- Independently monitors, assesses and revises plans to complete tasks and meet goals;

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- Uses class time appropriately to complete tasks;
- Follows instructions with minimal supervision.

Collaboration - sample behaviours

- Accepts various roles and an equitable share of work in a group;
- Responds positively to the ideas, opinions, values and traditions of others;
- Builds healthy peer-to-peer relationships through personal and media assisted interactions;
- Works with others to resolve conflicts and build consensus to achieve group goals;
- Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative - sample behaviours

- 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 - sample behaviours

- 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.

The Learning Skills and Work Habits are Reported Using:

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

Reporting The Achievement Of Students With Special Education Needs

Program Adaptations

Accommodations

In a subject or course identified in the student's IEP as 'Accommodated Only', the provincial curriculum expectations are not altered.

Accommodations include individualized instructional and assessment strategies, human supports, and/or individual equipment. Instructional and assessment accommodations listed on a student's IEP apply across all curriculum areas. Teachers are encouraged to share successful accommodation strategies for specific students with the Core Resource Teacher and other teachers who will be teaching these students in the following year.

Modified Expectations

Modifications alter the provincial curriculum expectations for a subject or course in order to meet a student's learning needs.

These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. Modified programs must be outlined in a student's IEP.

Alternative Expectations

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Alternative programs are outlined in a student's IEP. Examples of alternative programs include: functional literacy and numeracy development, personal life skills and social skills.

Role Of An Individual Education Plan (IEP):

Students identified as exceptional by an Identification Placement and Review Committee (IPRC) must have an IEP. Other students may have an IEP based on their strengths, needs and ability to access curriculum.

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An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP is not a daily lesson plan itemizing every detail of the student's education. Students whose subject or course expectations are modified, must have their evaluation based on their attainment of the modified expectations listed on their IEP.

"Students with special needs have a legal right to receive accommodations and services; therefore the achievement of these students is reported in relation to the achievement of curriculum expectations, not in relation to their achievement within the context of any accommodations or services they receive." (Ministry Memorandum, November 2004)

"Educators are not only required to accommodate students with disabilities up to the point of undue hardship, they are also required to maintain the confidentiality of these students. Distinguishing the score results (grades) of a student who received accommodations has the potential of revealing the existence of a disability and exposing that student to discrimination." (Ontario Human Rights Commission, 2002)

Reporting the Achievement of Students with Special Needs

- Accommodations Only
  - Do not check the IEP box.
  - The letter grade or percentage mark is based on the student's achievement of the grade- appropriate curriculum expectations and the descriptions of achievement levels provided in the curriculum policy documents.
  - Report card comments should report on students' progress in achieving grade-level or subject curriculum expectations.
  - Comments must not reference accommodations.
- Modified Programs

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- ○ Check off the IEP box.
- ○ Curriculum modifications must be documented in the IEP.
- ○ Provincial report card must include the following statement under Strengths/Next Steps for Improvement: "This (grade/mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are on (increase/decrease) in the (number and/or complexity) of curriculum expectations."
- ○ The grade should reflect the level of the students' achievement of the modified learning expectations.
- ● Alternative Programs
  - ○ Check off the IEP box.
  - ○ Curriculum modifications must be documented in the IEP.
  - ○ Provincial report card must include the following statement under 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."
  - ○ An alternative format (Addendum to the Report Card) may be used to report the student's achievement.
  - ○ In most cases, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the alternative expectations.
  - ○ In some cases, when evaluation is based on a clearly articulated assessment tool (eg. 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.

Reporting Guidelines For English Language Learners (ELLs)

Where necessary and possible, interpreters should be used when communicating with parents to ensure that all reporting information is understood.

Participation in ESL/ELD programs or courses does not determine when to check the ESL/ELD box. On the report card:

- ● Do check the ESL/ELD box when:
  - ○ Achievement is based on expectations modified from the curriculum expectations for the grade/course to support English language learning needs.

- Do *not* check the box when:
  - ○ Only accommodations have been provided.
- Documenting Program Modifications
  - ○ An IEP is not required for ESL/ELD program modifications. However, program modifications are to be documented by teachers as part of the programming process.

ELLs With Special Education Needs

When modifications have been made to curriculum expectations to address both English language learning needs and special education needs, check both the 'ESL/ELD' box and the 'IEP' box.

Use of 'I' (Insufficient Evidence)

For students in Grades 1 to 8, refer to the section titled Use of 'I' in this document. As well, for elementary ELLs for whom a fair evaluation of performance may not be possible because they have very recently arrived and/or have had significant school interruptions, select the code 'I', provide anecdotal comments about the student's progress, and include a comment such as: "As _____ has just arrived and is beginning to learn English, an evaluation mark in _____ will not be provided this term."

Ministry Resources

More information regarding ELLs, programs, evaluation and reporting is in the following documents:

- Supporting English Language Learners, A Practical Guide for Ontario Educators, Grades 1 to 8 (2008)
- Supporting ELL's with Limited Prior Schooling, A Practical Guide for Ontario Educators, Grades 3 to 12 (2008)
- The Ontario Curriculum, Grades 9-12, English As A Second Language and English Literacy Development (2007)

Reporting Student Achievement

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

reported using letter grades. The following conversion chart shows the levels of achievement aligned to letter grades.

Grades 7 & 8 student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage grades. The report card program will generate the median for the grade automatically. All students in the grade who are studying the subject/strand will be included in the calculation of the median for the subject/strand.

Elementary Report Card Conversion Chart

Level	Description	Percentage Range
4	A very high to outstanding level of achievement of grade level expectations – above the provincial standard; not beyond the grade expectations.	80 - 100%
3	A high level of achievement of grade level expectations – at the provincial standard.	70 - 79%
2	A moderate level of achievement. Achievement of grade level expectations is approaching the provincial standard.	60 - 69%
1	A passable level of achievement. Achievement of grade level expectations is below the provincial standard.	50 - 59%
R	Would only be used after consulting with the principal. Use of the 'R' requires the development of a specific plan of action to provide remediation.	Percentage not applicable.
I	In cases where this is insufficient evidence of achievement, an appropriate explanatory comment is recorded in lieu of a grade.	Percentage not applicable.

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Percentage and Relevant Grades

Level	Grades 1 - 8	Grades 1 - 6	Grades 7 - 8
4	4+	A+	95 - 100%
4	4	A	87 - 94 %
4	4-	A-	80 - 86 %
3	3+	B+	77 - 79 %
3	3	B	73 - 76 %
3	3-	B-	70 - 72 %
2	2+	C+	67 - 69 %
2	2	C	63 - 66 %
2	2-	C-	60 - 62 %
1	1+	D+	57 - 59 %
1	1	D	53 - 56 %
1	1-	D-	50 - 52 %

Reporting Periods Grades 1-8

There are three reporting periods:

Elementary Progress Report Card

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.

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Elementary Provincial Report Card

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.

> *A student entering or leaving school mid-term, is eligible to receive an official report card if the student has been in attendance in a school for more than six weeks. The student's grades will be based upon demonstrated achievement through the evaluations completed within that time period.*

Glossary

Accommodation

Accommodation is used to refer to the 'unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.'

Accountability

The ability to communicate on an ongoing basis and be responsible to students, parents/ guardians and the public about the progress of student learning and achievement.

Achievement

The learning and skills that students are able to demonstrate.

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Achievement Chart

A section in the curriculum policy documents that identifies four categories of knowledge and skills for each subject and area. The chart is used by teachers to make professional judgements about student learning/work.

Achievement Levels

The four levels of student achievement, as defined in the Ontario curriculum for each grade/ course. Levels 1 and 2 identify achievement that falls below the provincial standard but reflects the attainment of the grade or credit. Level 3 is the 'provincial standard of achievement' and identifies the characteristics of student achievement of the provincial expectations in that grade/ course. Level 4 identifies achievement that surpasses the standard but is not beyond the expectations of the grade/course.

Adaptation

A process of aligning/adjusting curriculum to meet student learning (through differentiated instruction, accommodations, modifications).

Anchor Papers

Samples of student responses for each of the achievement levels that represent the performance described by a scoring guide associated with EQAO, Grades 3 and 6.

Anecdotal Record

A recorded observation focused on student learning. It assists teachers in the ongoing assessment and evaluation of the learning process and learning skills.

Assessment

The process of gathering and recording information about students' knowledge and skills as well as providing students with descriptive feedback to guide their improvement. Information should be gathered from a variety of sources over time. Assessments include:

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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. The co-construction of success criteria is a powerful opportunity to engage students in assessment as 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. The co-construction of success criteria is a powerful opportunity to engage students in assessment for 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. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation do not include ongoing homework that students do to practice skills, to consolidate knowledge, to prepare for the next class or to be introduced to new content.

Authentic Learning

Learning that is derived from the kinds of experiences students have that are relevant and meaningful to their lives.

Bias

An inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behavior, and written and other materials.

Categories of Knowledge & Skills

Four broad areas of knowledge and skills within which the course expectations are organized.

- Knowledge/Understanding: Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).
  - Thinking: The use of critical and creative thinking and inquiry skills and/or processes.
  - Communication: Conveying meaning through various forms (eg. art, oral, written).
- Application: The student's use of knowledge and skills to make connections within and between various contexts.

Criterion-Referenced Assessment

Describes a student's accomplishment of curriculum expectations in relation to the achievement chart.

Culminating Performance Task/Activity (CPT)

Synthesizing task(s)/activity(ies) conducted at or near the end of a unit or course of study, intended to evaluate the overall expectations of a unit or course.

Curriculum Expectations

The knowledge and skills that students are expected to develop and demonstrate. The Ontario Curriculum Policy documents identify expectations for each grade/course from Grade 1 to 8.

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Descriptive Feedback

Descriptive feedback notes strengths and areas for improvement through comparison to the clearly communicated success criteria. It provides a way to close the gap between the student's present position and the learning goal. It is the combination of timely and continual feedback, guidance, and the opportunity to revise that lead students to excellence.

Design Down Planning

An approach to planning that starts with the learning goals and then identifies success criteria* that will be used to assess evidence of student achievement. Differentiated instruction is needed to address the student readiness, interests, and various learning styles. This instructional planning includes choices about teaching strategies, lessons and resource materials and real, relevant, and robust tasks selected in accordance with the class and student profiles. (*The co-construction of success criteria is a powerful opportunity to engage students in assessment for/as learning.)

Differentiated Instruction

An inclusive approach to teaching and learning that responds to the needs of individual students or groups of students, by shaping the content, process, product and learning environment to enhance student success (eg. different learning styles, cognitive abilities, second language, exceptionalities).

E-Learning

Learning conducted by means of electronic media, especially the internet, where the students and teachers are physically separated by distance.

Evaluation

The process of interpreting and judging the quality of student work on the basis of established criteria and assigning a value/grade/achievement level to represent that quality.

Exemplars

Samples of student work that demonstrate a particular level of achievement based on a set of established criteria.

Grade

A number or letter given at the end of a reporting period as a statement of student learning.

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 identified 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.

Learning Goals

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 students must master to successfully achieve the overall curriculum expectations.

Mark

A number or letter given on a single student evaluation.

Median

The middle score, after all the scores have been ranked. The median is the score at which 50% of students scored higher and 50% scored lower.

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Metacognition

The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor/assess one's own learning (eg. think aloud, self assessments, reflections).

Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

Peer Assessment

A reflective, non-evaluative practice based on established criteria in which students make observations about their peers' performance (eg. checklist, interview). The evaluation of student learning is the responsibility of the teacher and must not include the judgement of a student's peers.

Performance Task

An authentic, meaningful task performed during a unit of study that requires a student to create a response (eg. journal, letter), product (eg. poster, brochure), and/or performance (eg. role play) in order to demonstrate knowledge and skills so that a teacher can assess and/or evaluate the student's learning.

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.

Provincial Standard

Achievement of the expectations in the 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.

Remediation

The provision of additional instructional assistance to students who are having difficulty attaining an established level of proficiency (eg. academic, learning skills).

Reporting

A process of communicating the results of assessment and evaluation to students and parents/ guardians.

Rubric

A scoring scale that provides a set of criteria for achievement and the descriptions of levels of achievement, used to assess and evaluate students' work and to guide students to desired performance levels.

Self-Assessment (See Metacognition)

A reflective, non-evaluative practice based on established criteria in which students make observations about their own performance. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student.

Success Criteria

These are standards or specific descriptions of successful attainment of learning goals, co-constructed by teachers and students or developed by teachers and discussed and agreed upon in collaboration with students. Criteria describes what 'success' looks like, and allows the teacher and student to gather information about the quality of student learning and to what degree a learning goal has been achieved.

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