



Date of Issue: September 2011

Original Date of Issue: December 2005

Subject: **ASSESSMENT, EVALUATION AND REPORTING**

Resources:

Ministry Documents:

[Choices Into Action, 1999](#)

[Education for All, 2005](#)

[English Language Learners, ESL & ELD programs and services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007](#)

[Equity and Inclusive Education Strategy, 2009](#)

[Finding Common Ground: Character Development in Ontario Schools, K-12, 2008](#)

[Full-Day Early Learning Kindergarten Program for Four- and Five-Year-Olds: A Reference Guide for Educators, 2010](#)

[First Nation, Métis and Inuit Policy Framework, 2007](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010](#)

[Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000](#)

[Individual Education Plans Resource Guide 2004](#)

[The Kindergarten Program, 2006](#)

[Learning for All, draft document, 2010](#)

[Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005](#)

[Ontario Curriculum Grades 1 – 8, 2001-2010](#)

[Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999](#)

[Ontario Student Record \(OSR\) Guideline, 2000](#)

[Ontario Student Transcript Manual, 2010](#)

[Ontario Curriculum Grades 9 to 12, 1999 – 2010](#)

[The Ontario Curriculum, Grades 9 – 12, Course Descriptions and Pre-Requisites, 2010](#)

[School Effectiveness Framework, 2010](#)

Ministry Web Sites:

www.edu.gov.on.ca and www.edu.gov.on.ca/elearning

EduGAINS www.edugains.ca

Simcoe County District School Board (SCDSB) Policies and APMs:

[Policy 3115 – Accessibility Standards for Customer Service](#)

[Policy 3125 – Antiracism and Ethnocultural Equity Policy](#)

[Policy 3130 – Equity and Inclusive Education](#)

[Policy 4106 – Homework: Activities to Support Student Learning](#)

[Policy 4107 – Late and Missed Assignments](#)

[Policy 4180 – Assessment, Evaluation and Reporting of Student Achievement](#)

[Policy 4181 – Cheating and Plagiarism](#)

[Policy 4182 – Lower Limit of the Range of Percentage Marks on Report Cards, Grades 9 to 12](#)

APM A1470 – Report Card Completion – Elementary/Secondary (under review)

[APM A7125 – Equity and Inclusive Education](#)

[APM A7610 – Ontario Student Record \(OSR\), 2003](#)

APM A7700 – Kindergarten Reporting Process, 2005

SCDSB Web Site:

www.scdsb.on.ca

Contact: Superintendents of Education

1. Rationale

- 1.1 The Simcoe County District School provides this Administrative Procedures Memorandum for Assessment, Evaluation and Reporting to assist teachers in planning instruction, gathering accurate assessment data, and using this information to adjust or guide instruction of curriculum expectations, along with learning skills and work habits. Following these procedures will ensure that classroom instruction and assessment practices are consistent, that feedback to students is accurate, and that communication to parents/guardians is clear.

2. Context

- 2.1 The *Ontario Kindergarten Program (2006)* and the *Full-day Early Learning Kindergarten Program: 2010-11* outlines the assessment and evaluation of learning for students in Junior and Senior Kindergarten programs.
- 2.2 The *Ontario Curriculum for Grades 1 to 12 (1999-2010)* in all subject areas outlines the four categories of the achievement chart on which teachers will base their assessment of student work. The achievement charts in all curriculum policy documents Grades 1 to 12 remain in effect.
- 2.3 *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* (Growing Success) outlines the requirements for the assessment of student achievement Grades 1 to 12.
- 2.4 The School Effectiveness Framework (SEF) is a tool for schools to identify strengths and areas requiring improvement to reach all students and improve student achievement.
- 2.5 Assessment, evaluation and reporting (AER) are integral components of the school curriculum. Growing Success states that our procedures are to ensure that assessment, evaluation, and reporting are valid and reliable. Based on the Seven Fundamental Principles from Growing Success teachers provide opportunities for the improvement of learning for all students by using practices and procedures that:
 - 2.5.1 are fair, transparent, and equitable for all students;



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

3. Guiding Principles

- 3.1 The school's assessment, evaluation and reporting policies must support the directions set out in the policies in *Growing Success* and the Simcoe County District School Board.
- 3.2 Successful assessment and evaluation policies and practices are contingent on the shared responsibility of the principal, the teachers, the students, and the parents/guardians.
- 3.3 Assessment and evaluation are based on the provincial curriculum expectations (content standards) and the achievement charts (performance standards). Marks, levels and grades should only reflect a student's achievement relative to the content and performance standards and should not include learning skills and work habits except in cases where there are learning skills embedded in the expectations, e.g., the Living Skills in the Health and Physical Education curriculum.
- 3.4 Professional judgement is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning.
- 3.5 Professional practice includes purposeful planning with ongoing reflection and adaptive change to meet individual student learning needs.
- 3.6 Ministry established timelines during the year will be adhered to, ensuring communication of school, board and provincial student achievement processes used for assessment, evaluation and reporting.



4. Definitions

- 4.1 Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Information can be gathered using a variety of assessment for learning, assessment as learning, and assessment of learning practices (e.g., observations, conversations, and tasks). Assessment feedback provides valuable information for students, teachers and parents/guardians to guide the student towards improvement. It also provides information to guide teachers in instructional approaches and the overall effectiveness of programs and classroom practices.
- 4.2 Assessment *for* learning is 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.
- 4.3 Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, to monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and to set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria related to learning are to assessment tasks. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
- 4.4 Assessment *of* learning is the process of collecting and interpreting evidence about student learning for the purpose of summarizing learning at a given point in time, to make judgments 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.
- 4.5 Evaluation is the process of judging the quality of student learning on the basis of established criteria and a value to represent that quality. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.
- 4.6 Reporting practices provide consistent detailed strengths and next steps to support student learning. Teachers report student achievement through formal reporting methods using the Elementary Progress Report Card, Elementary Provincial Report Cards, the Provincial Report Cards, Grades 9 to 12, and the SCDSB Secondary Progress Report Cards.



5. Roles and Responsibilities

5.1 The board will:

- 5.1.1 support professional learning strategies to promote ongoing classroom assessment practices that ensure learning for all students;
- 5.1.2 ensure that learning environments promote the SCDSB character trait of honesty.

5.2 Principals will:

- 5.2.1 monitor the implementation of the SCDSB and Ministry AER policies;
- 5.2.2 communicate the board's Assessment, Evaluation and Reporting policies to the school community;
- 5.2.3 promote regular communication between teachers, students and parents/guardians;
- 5.2.4 provide AER professional learning opportunities for teachers to examine instruction and assessment as a means of promoting best practices;
- 5.2.5 ensure that the program and AER for students with special education needs are met as outlined in their Individual Education Plan;
- 5.2.6 ensure that students and/or parents/guardians receive a written report of student achievement a minimum of three times yearly in elementary schools, and three times per semester in secondary schools;
- 5.2.7 establish timelines for student involved conferences at least once per year in elementary schools and once per semester in secondary schools;
- 5.2.8 ensure that the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences are acknowledged and honoured;
- 5.2.9 ensure that the SCDSB AER procedures for English language learners are followed;
- 5.2.10 accommodate for significant faith days;
- 5.2.11 ensure confidentiality of data generated as the result of AER procedures;
- 5.2.12 work with teachers to provide students and parents with information about what constitutes cheating and plagiarism;
- 5.2.13 ensure that teachers embed instruction to develop and promote honesty and the recognition of the work of others;
- 5.2.14 establish school consequences for cheating and plagiarism based on the following four factors: the grade level of the student, the maturity of the student, the number and frequency of the incidents and individual mitigating circumstances.

5.3 Teachers will:

- 5.3.1 adhere to the SCDSB policy and guidelines for AER that are based on the ministry's seven fundamental principles;
- 5.3.2 provide the parents/guardians and students with information regarding the assessment and evaluation procedures including the importance of submitting assignments for evaluation on time. The consequences for late or missing assignments will be included in this communication.



- 5.3.3 plan for instruction and assessment related to the development of learning skills and work habits for all students;
 - 5.3.4 develop learning goals and success criteria with relevant and engaging learning tasks;
 - 5.3.5 engage students in the ongoing assessment process including the establishment of timelines for submitted work;
 - 5.3.6 provide students with specific and timely feedback on their work, identifying strengths and next steps for improvement;
 - 5.3.7 monitor student use of descriptive feedback
 - 5.3.8 use assessment for, as, and of learning and adjust instruction as a result of data collected;
 - 5.3.9 use resources and supports as required to assist with AER;
 - 5.3.10 maintain in regular communication with students and parents/guardians regarding student achievement of curriculum expectations;
 - 5.3.11 follow the specific SCDSB AER procedures for students with an IEP and English language learners;
 - 5.3.12 ensure that the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences are acknowledged and honoured;
 - 5.3.13 include character development in ongoing instruction to promote honesty;
 - 5.3.14 provide instruction to students to enable them to produce authentic work and cite sources where appropriate;
 - 5.3.15 ensure that students who cheat or plagiarize resubmit the assigned work for assessment to demonstrate their own learning;
 - 5.3.16 follow reporting timelines based on the SCDSB system calendar;
 - 5.3.17 follow AER guidelines to determine a student's final grade;
 - 5.3.18 complete Provincial Report Cards for each student using software provided by SCDSB.
- 5.4 Students will:
- 5.4.1 be responsible for active engagement in learning and assessment activities;
 - 5.4.2 demonstrate their knowledge and skills and learn to monitor their personal progress in learning;
 - 5.4.3 share the responsibility for learning by demonstrating their achievement of the curriculum expectations based on timelines established with their teachers;
 - 5.4.4 communicate their strategies and goals in response to teacher feedback;
 - 5.4.5 communicate concerns about personal achievement with teachers;
 - 5.4.6 complete an Annual Education Plan (Grades 7 – 12);
 - 5.4.7 complete the Student Comment section of the Elementary and Secondary Provincial Report Cards;



5.4.8 present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school.

5.5 Parents/Guardians are encouraged to:

5.5.1 support and encourage student engagement in learning;

5.5.2 communicate regularly about student achievement to the classroom or subject teacher;

5.5.3 monitor student's progress by attending student involved conferences and by returning the Parent/Guardian Comment section of the Elementary and Secondary Provincial Report Cards;

5.5.4 understand learning expectations and how students demonstrate their learning;

5.5.5 make a request to the principal at the beginning of the school year, to the extent possible, for religious accommodation.

6. Learning Skills and Work Habits

6.1 The six learning skills and work habits are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Refer to *Growing Success* for criteria in each of these learning skills and work habits.

6.2 The development of learning skills and work habits is an integral part of a student's learning.

6.3 It is expected that teachers plan instruction to help students develop learning skills and work habits. As students move through the grades, they develop and then consolidate learning skills and work to become more effective learners.

6.4 Learning skills and work habits are reported on separately to reflect their critical role in the student's progress in achievement of the curriculum expectations and should not be considered in the determination of a student's grades.

6.5 Achievement of the curriculum expectations in some areas of the curriculum is closely tied to the learning skills and work habits. It is expected that in these cases teachers will clearly identify the evidence that will be collected to assess and evaluate the student's achievement of those specific expectations. This process will allow teachers to clearly communicate to students/parents/guardians when learning skills and work habits will have an impact on the determination of a student's grade(s).

6.6 Evaluation of learning skills and work habits will be based on data gathered and documented for individual students. All learning skills and work habits will be reported on in each reporting period using four levels: E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement.

6.7 Comments related to the learning skills and work habits on the Elementary Report Cards will focus on students' strengths, and next steps needed to improve achievement.



7. Achievement Chart Categories

- 7.1 All Ministry curriculum documents from Grades 1 to 12 include achievement charts that identify the four broad areas of knowledge and skills. These categories include: knowledge and understanding, thinking, communication and application. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application. The achievement charts support teachers in:
- 7.1.1 Curriculum expectations will be assessed and evaluated according to the achievement chart categories (performance standards) in a balanced manner that is consistent across each grade and course. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses.
- 7.1.2 Assessment and learning tasks, must include clear and transparent descriptions connecting curriculum expectations and the achievement chart category(ies). Students must be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. Levels of achievement need to be recorded by achievement chart category for future use in providing feedback, planning instruction, grading and reporting.

8 Accommodations and Modifications for Students

- 8.1 Accommodations refer to differentiated teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations. The opportunity for accommodations must be provided for all students regardless of whether they have a formal identification or an IEP.
- 8.2 Accommodations eligible during Education Quality and Accountability Office (EQAO) assessments must be consistent and part of classroom accommodations. Information on permitted accommodations can be found in the following EQAO documents:
- for the Primary Division (Grades 1–3) and Junior Division (Grades 4–6) assessments of reading, writing, and mathematics: *Guide for Accommodations, Special Provisions and Exemptions*;
 - for the Grade 9 assessment of mathematics: *Guide for Accommodations and Special Provisions*;
 - for the Ontario Secondary School Literacy Test: *The Ontario Secondary School Literacy Test Guide for Accommodations, Special Provisions, Deferrals, and Exemptions: Support for Students With Special Education Needs and English Language Learners*.



- 8.3 Modifications are changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.
- 8.3.1 For students with an IEP, these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the expectations. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.
- 8.3.2 Grade-level expectations may also be modified to support the needs of English language learners. At the secondary level, when modifications are made to support English language learning needs, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.
- 8.4 Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Alternative programs/courses are provided in both the elementary and the secondary school panels.
- 8.5 Teachers in consultation with the Strengths and Need Committee (SNC) will develop and implement strategies that accommodate and/or modify programs to meet the needs of all learners including but not limited to English language learners.

9 Completion of Student Work/Late and Missed Assignments

- 9.1 In all subjects, teachers must provide students with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.
- 9.2 Teachers will plan for major assignments to be completed in stages, to support student learning of time management skills and include assessment as learning with timely descriptive feedback, so that students are less likely to be faced with an all-or-nothing situation at the last minute.
- 9.3 Teacher will include student input in setting timelines to encourage student responsibility in meeting deadlines set for assessment of learning tasks. It is the combined responsibility of the student and teacher to seek solutions to problems that arise regarding the set assignment timelines and completion dates. Interventions may include:
- 9.3.1 When there are mitigating circumstances, teachers and students will negotiate extended deadlines (e.g., using a student and teacher agreement form for assignment completion), set an alternative assignment, and/or offer out of class time to meet with students to discuss a solution.



- 9.3.2 If an assessment of learning is missed due to illness, or other legitimate reasons, including significant faith days, it is the responsibility of the student to provide a note from his/her parent or guardian to the subject teacher indicating the reason for the absence. In the case of a student who is 18 or over, the student may provide their own note explaining his/her absence.
- 9.3.3 There are times when previously approved commitments conflict with scheduled assessments of learning. It is the responsibility of the student and/or parent to make alternate date arrangements with the classroom teacher prior to the assessment of learning in question.
- 9.4 If a student is truant on the day of a summative assessment the consequence could be an alternative assessment, completion of the assignment during non-classroom time, or it may be recorded as an incomplete assessment. It is important that parents/guardians of students under 18 are made aware of any missed assessments and the responsibility of the student to complete the work.
- 9.5 Teachers are to make referrals for students who are consistently not completing assignments as indicated by "I" in the teacher's mark book. When appropriate, teachers may be asked to participate in subsequent meetings to support student engagement and to seek solutions for assignment completion. Referral supports include, but are not limited to, parents/guardians, the school administration, guidance, special education, Board support staff, FNMI community supports and/or the Student Success team.
- 9.6 It is expected that teachers will teach and model appropriate citation of sources. Academic honesty is expected from all students. Plagiarism and/or cheating on assessments will result in a school-based consequence.
- 9.7 When academic dishonesty is identified another opportunity to complete the work must be given to the student. No grade, as indicated by an "I" in the teacher's mark book, will be assigned for the plagiarized work.
- 9.8 In the case of student suspension, the classroom teacher shall provide the student and/or parent/guardian with any material the student may be responsible for during their absence. Alternative arrangements for missed assessments will need to be established during re-entry procedures.
- 9.9 For a student accepted into a suspension/expulsion program, the subject teacher shall be required to supply the equivalent of up to five (5) instructional days of work for the student. Beyond the fifth (5th) day programming shall be the responsibility of the suspension/expulsion program teacher understanding the subject teacher may be consulted.
- 9.10 In some cases when student/parent/guardian/teacher communication, teacher/student interventions and referrals meet with no success, a teacher may deduct marks for late assignments, up to and including the full value of the assignment. When marks are deducted or zeros are assigned, teachers must use their professional judgement to ensure that the resulting final grade does not misrepresent the student's actual achievement relative to the overall expectations.

- 9.11 In secondary schools, when a student misses an assessment within the final exam schedule the principal or vice-principal must be consulted on the determination of the final grade.

10. In-Progress Support Linked to Instruction, Assessment, Evaluation and Reporting

- 10.1 In response to assessment for learning, teachers will adjust instruction and feedback with ongoing monitoring to ensure student progress.
- 10.2 Ongoing, specific and descriptive feedback is provided and documented for student/parent/guardian to promote an understanding of required improvements.
- 10.3 Opportunities for students to re-do/re-submit and/or to complete alternative assessments are provided.
- 10.4 Conferences to understand mitigating circumstances, discuss learning challenges and develop classroom interventions should be part of student/teacher/parent/guardian communication.
- 10.5 When appropriate, resource supports, differentiated program planning, and referrals should be recorded by the SNC.
- 10.6 Teachers of Grades 7 and 8, along with the Student Success Teacher from their partner schools, engage in transition planning.

11. Evaluation

- 11.1 For Kindergarten students, teachers must continually observe, monitor, document, and evaluate each student's learning, and regularly report on their achievement of the Kindergarten expectations to parents/guardians and the student themselves.
- 11.2 The final letter grade (Grades 1 – 6) or percentage mark (Grades 7 –12) represents the quality of the student's overall achievement of the expectations for the subject/course and reflects the corresponding level of achievement as described in the achievement chart for that subject/course. The final grade or mark should reflect the student's most consistent level of achievement with consideration given to the most recent evidence of student learning.
- 11.3 For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations.
- 11.3.1 Teachers will use their professional judgment 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.
- 11.3.2 Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.



- 11.3.3 Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- 11.4 Teachers of Grades 1 to 8 may use the code “R” to report achievement below level 1 (Grades 1-6) and below 50% (Grades 7 and 8).
- 11.5 When a student in Grades 1 to 10 has provided insufficient evidence for a teacher to assess achievement, a teacher may use the code “I” in a mark book and/or on a student’s report card, including a final report card. Teachers will use their professional judgment to determine when the use of “I” is appropriate and in the best interest of the student.
- 11.6 In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery by the Student Success team. The code “I” cannot be used for Grade 11 and 12 courses.
- 11.7 For students in Grades 9 to 12 a mark of zero may be given when a teacher is unable to collect any evidence of student learning.

12. Reporting Practices

- 12.1 Informal, on-going methods that teachers may use to report to parents/guardians include interviews, conferences, phone calls, letters and electronic means. It is critical that parents/guardians of a student who is experiencing difficulty are contacted to discuss any issues prior to the completion of the formal report card.
- 12.2 Various methods for communicating achievement to students/parents/guardians are:
 - 12.2.1 students in Kindergarten will receive Kindergarten Conference Forms and the Kindergarten Report used by the Simcoe County District School Board;
 - 12.2.2 regular reporting to students on results of individual assessments;
 - 12.2.3 formal Provincial Report Cards for students in Grade 1 to Grade 12;
 - 12.2.4 student involved conferences including a conference form;
 - 12.2.5 the Annual Education Plan (Grades 7-12);
 - 12.2.6 assessment completion contract for re-negotiated deadlines;
 - 12.2.7 interpreter through Language Line.
- 12.3 The Provincial Report Cards focus on two distinct but related aspects of student achievement: demonstration of learning skills and work habits and achievement of curriculum expectations.



- 12.3.1 Elementary schools will use the Elementary Progress Report Card between October 20 and November 20 as established by the SCDSB school year calendar. Schools will use the Elementary Provincial Report Cards twice a year. The first Provincial Report Card will be sent home between January 20 and February 20, and the second Provincial Report Card will be sent home towards the end of June.
- 12.3.2 Secondary schools will use the SCDSB electronic Progress Report Card in October and March. The Provincial Report Cards, Grades 9 to 12, are issued to parents two times each semester. The first report card in semester one will go home in November and the final report in February. In semester two, the first report card is issued in March/April and the final report card is issued in July.
- 12.4 An alternative format (e.g., the evaluation section of the IEP) may be used to record achievement in the very few instances where none of the expectations in *The Ontario Curriculum, Grades 1 – 8* form the basis of the student's program. The use of page 3 of the report card is recommended for student use wherever possible.
- 12.5 Refer to APM A1470 for specific information on completing the Provincial Report Card.
- 12.6 Reporting on Students with Special Education Needs
 - 12.6.1 Report card marks for children with special education needs must reflect educational assessment that is based on the expectations defined in the student's IEP.
 - 12.6.2 A student may have curriculum modified for only one subject area (program differs from the appropriate grade level), and therefore a subject specific plan will be part of the IEP for that particular subject. For example, a student may have a language based learning disability, and have a subject specific plan for Language/English, and not for Mathematics. However, the language disability will affect all areas of the curriculum and accommodations may have to be put into place to support the student's learning, and to support the demonstration of knowledge of those materials. A student may have a modified program in Language/English, with an I.E.P. for Language, but "accommodations only" to intervene for the language component of all other subject areas.
 - 12.6.3 All students can achieve provincial standard. When a student is on a modified program, achieving level 3 or 4, the expectations for achievement need to be increased in complexity and/or in number. Communicating with the student, and the parent, is essential to ensure understanding of the possibility that the student's grades/marks may be lower in the next reporting period as the expectations will be closer to grade level expectations. It is important that the student and parent continue to recognize this as progress; the goal being that the student will work as closely to grade level expectations as possible.



- 12.6.4 Assigning an “R” to a student who is on an IEP is a contradiction. Being on an IEP indicates that the student is receiving modifications and accommodations for that subject area. If the student is being supported according to his/her strengths and needs, then an R for such a student should be the exception. An R for a student on an IEP (which is a working document and designed for success) means that the accommodations and modifications that are in place are not supporting the student’s achievement.
- 12.6.5 On the Elementary Progress Report, the IEP box is to be checked for subjects and strands that have modified expectations. The IEP statement is not used in the Elementary Progress Report.
- 12.6.6 In elementary and secondary schools, if the student’s IEP requires only accommodations to support learning in a particular subject or strand, teachers are not to check the IEP box. No IEP statement is required. The letter grade or percentage mark is based on the regular grade expectations.
- 12.6.7 If the student is working towards achievement of modified expectations for a subject or strand, the IEP box must be checked on the Elementary Provincial Report Card. The following statement must also be included in the section “Strengths/Next Steps for Improvement”:
- “This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”*
- Teachers may modify this statement to reflect the individual student’s program. For a student whose program is taken from expectations from another grade level, the statement can be amended to read:
- “This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from Grade X expectations.”*
- When the student is working on a modified program using grade level expectations, the statement can read:
- “This (letter grade/percentage mark) is based on achievement of expectations in the IEP that are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”*
- When a student’s program is a combination of expectations from the current grade and from other grades, the full statement should be used.
- 12.6.8 For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations for a course, the IEP box must be checked for that course. If the student is working towards a credit in a modified course, it is sufficient simply to check the IEP box. If the principal determines that the learning expectations are modified to such an extent that a credit will not be granted, the following statement must be included in the “Comments” section (along with comments about the student’s achievement:
- “This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”*



12.6.9 In both elementary and secondary, when 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. Where a grade or mark is not given, no IEP statement is required.

In some cases, and where a clearly articulated assessment tool is used, a letter grade or percentage mark may be used to represent the achievement of the expectations. In such cases, the IEP box must be checked for the subject or course and the following statement is to be included:

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

12.6.10 Communication with parents/guardians, and documentation of this communication in the SNC or Student Success records, is essential in ensuring that they are aware of whether their child's program is modified, alternative or "accommodated only". This communication takes place during the IEP consultation process and throughout the year.

12.6.11 Every student will be issued a Provincial Report Card. If a student's program is based fully or in part on an alternative curriculum, the Provincial Report Card should be used for reporting where possible. The increased space for learning skills and work habits on the Elementary Provincial Report Card may make it easier to use this report for students on an alternative curriculum. If any parts of the program cannot be reported on using the Provincial Report Card, the report card addendum or the skills development report can be used and attached to the Provincial Report Card.

13. Next Steps for Success

13.1 Teachers shall use anecdotal SNC records and the Student Success Database to document student strengths, areas of weakness and intervention strategies for students who have been identified as "at-risk" found on the SCDSB staff website.

13.1.1 For secondary students with achievement less than 50%, teachers shall:

13.1.1.1 complete Recommended Course Placement forms to document the recommended next step for students including but not limited to credit recovery, summer school, or repetition of the entire course;

13.1.1.2 complete Credit Recovery Profile forms to document student achievement relative to the overall course expectations and to describe the specific learning needs that will assist a credit recovery teacher in developing the Credit Recovery Learning Plan;

13.1.1.3 provide learning materials to be incorporated in the Credit Recovery Program.



- 13.2 For elementary students with achievement at or below level 2:
 - 13.2.1 record strategies tried through anecdotal records;
 - 13.2.2 collaborate with SERT to provide necessary support;
 - 13.2.3 communicate with parents/guardians;
 - 13.2.4 consider IEP if necessary.
- 13.3 Assisting Students Who Have Achieved Below Provincial Standard
 - 13.3.1 For students with achievement less than the Provincial Standard, as part of the final report card comment teachers shall include next steps to suggest remediation and/or preparation that will be required for success in the next grade or course.

First Issued:

Revised: December 2, 2005, February 5, 2007, September 2011

Issued under the authority of the Director of Education