

AVON MAITLAND DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE

NO. 377

SUBJECT: ASSESSMENT, EVALUATION AND REPORTING

Legal References: *Education Act: Section 265 (1) (g) Duties of Principal - Promote Pupils; O. Reg. 298 Operation of Schools: Section 20 Duties of Teachers - Effective Instruction, Report Cards, EQAO Tests; Ontario Student Record (OSR) Guideline; The Kindergarten Program; The Ontario Curriculum Grades 1-12; Guide to the Provincial Report Card Grades 1-12; Grades 1-8 & Grades 9-12 Subject Specific Exemplars; Growing Success: Grades 1-12, 2010; Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6, 2005; Ministry of Education Policy/Program Memorandum 155 Diagnostic Assessment in Support of Student Learning; Full-Day Early Learning-Kindergarten Program 2016*

Related References: *AP 377 Assessment, Evaluation and Reporting - Appendix 1 Learning Skills and Work Habits Rubric; Appendix 2 Kindergarten Communication of Learning – Initial Observations Sample; Appendix 3 Kindergarten Communication of Learning Sample; Appendix 4 Elementary Progress Report Card – Grade 4 Sample; Appendix 5 Elementary Provincial Report Card – Grade 4 Sample; Appendix 6 Elementary Provincial Report Card – Grade 7 Sample; Appendix 7 Secondary Provincial Report Card – Sample; Appendix 9 Maplewood ConnectEd User Guide for AMDSB Elementary Teachers*

1. Improvement in Student Learning

- 1.1 Educators in Avon Maitland District School Board recognize that the main purpose of assessment and evaluation is to improve student learning.
- 1.2 Assessments need to be fair and yield accurate information about student achievement. The information guides teachers and the district in instructional approaches to students' needs and in assessing the overall effectiveness of classroom practices and programs. This leads to an evaluation and communication process that is clear, accurate and meaningful for students, parents and the system.

2. Procedure

Assessment, evaluation and reporting will be implemented in accordance with Avon Maitland District School Board's Assessment, Evaluation and Reporting Principles and Procedures K-12, attached as Appendix A.

Assessment, Evaluation and Reporting Administrative Procedure 377

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1. Introduction

This document provides clear statements about Avon Maitland District School Board's (AMDSB) **assessment, evaluation,** and **reporting** practices, which are aligned with Ontario Ministry of Education documents:

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12, 2010;*
- *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016;*
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016.*

The primary purpose of assessment and evaluation is to improve student learning (Growing Success, 2010, p. 6).

Avon Maitland District School Board educators are committed to designing and implementing authentic assessment practices that support student learning, encourage students to set goals for learning, help establish responsive plans for teaching, and assist parents/guardians in supporting student learning of the provincial curriculum expectations.

Definitions

Assessment: The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course (Growing Success, 2010, p.143).

In Kindergarten, the process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program (2016). (Growing Success: Kindergarten Addendum, 2016, p.6).

Evaluation: The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievements at strategic times throughout the grade/course/subject, often at the end of a period of learning (Growing Success, 2010, p. 147).

In Kindergarten, **evaluation** is the summarizing of evidence of a child's learning in relation to the overall expectations at a given point in time, in order to specify a child's key learning, growth in learning, and next steps in learning (Growing Success: The Kindergarten Addendum, 2016, p. 11).

Reporting: Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home (Growing Success, 2010, p. 53).

In Kindergarten, communication about learning should be designed to provide detailed information that will support children in their learning, help educators to establish plans for learning, and assist parents in supporting learning at home (Growing Success: The Kindergarten Addendum, 2016, p. 12).

2. Fundamental Principles

The Seven Fundamental Principles encompass the principles of **inclusive education**. The principles that guide assessment, evaluation and reporting in Ontario schools apply to **all** students, including students who are English Language Learners, and students identified with special education needs.

The Seven Fundamental Principles that guide assessment, evaluation and reporting in Ontario schools in Grades 1 to 12 also apply to Kindergarten. These principles promote the development of the child who is becoming autonomous, collaborative, and able to participate in assessment practices (Growing Success: The Kindergarten Addendum, 2016, p .4).

The following Seven Fundamental Principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning (Growing Success, 2010, p. 6).

The Seven Fundamental Principles

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

Principle 1: Are **fair, transparent,** and **equitable** for all students;

Principle 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, Metis, or Inuit;

Principle 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;

Principle 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;

Principle 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;

Principle 6: Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;

Principle 7: Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Teachers have a leading role to play in the implementation of the seven fundamental principles. On a daily and hourly basis, teachers make **professional judgements** that ensure effective implementation of these principles, making decisions with respect to individual students and groups of students that have profound implications for them. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve. Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives.

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement (Growing Success, 2010, p. 8).

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning and well-being. To achieve this goal for students with special education needs – that is, to provide the most effective programming possible to support student achievement – it is especially important to review and ensure the ongoing effectiveness of instructional strategies. In addition, assessment for students with special education needs should be ongoing and continuous, and integrally connected to the daily teaching and learning process (Growing Success, 2010, p. 71).

Definitions:

Fair: Fairness is grounded in the belief that all students should be able to demonstrate their learning regardless of socioeconomic status, ethnicity, gender, geographic location, learning style and/or need for special services (Growing Success, 2010, p. 8).

Transparency is achieved when student learning is assessed and evaluated according to the clear standards outlined in the curriculum expectations (the content standards) provided in all curriculum documents for Grades 1 to 12, and according to the four categories of knowledge and skills and the four levels of achievement (the performance standards) outlined in the achievement chart that appears in every curriculum document (Growing Success, 2010, p. 7).

Equitable: Fair, inclusive and respectful treatment of all people. Equity does not mean that all people are treated the same without regard for individual differences (Ontario's Equity and Inclusive Education Strategy, 2009, p. 4).

Professional Judgement: Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction (Growing Success, 2010, p. 152).

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected (Growing Success, 2010, p. 148).

3. Learning Skills and Work Habits (Gr. 1-12)

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, **the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades.** Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to parents and students that is specific to each of the two areas of achievement (Growing Success, 2010, p.10).

It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table

provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist but not restrict teachers in their efforts to help students become effective learners and will look different at the various grade levels (Growing Success, 2010, p.10).

Learning Skill	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfills responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • 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	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in groups; • 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	<p>The student:</p> <ul style="list-style-type: none"> • 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	<p>The student:</p> <ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • perseveres and makes an effort when responding to challenges.

Appendix A: Learning Skills and Work Habits Rubric

Developing Individual Goal-Setting Skills in Kindergarten

Young children are learning to become independent learners. Educators facilitate the development of children's self-assessment skills by providing support and then gradually releasing responsibility to the children, within their zone of proximal development. With this kind of support, children learn to identify for themselves what they need to do to further their own learning.

By "noticing and naming the learning", providing guidance through descriptive feedback, and supporting the development of self-assessment skills, educators enable Kindergarten children to begin their development as autonomous, self-regulating, lifelong learners (Growing Success: The Kindergarten Addendum, 2016, p. 8 & 9).

Developing Self-Regulation Skills in Kindergarten

The Kindergarten program focuses on the development of children's self-regulation skills. The program integrates learning about self-regulation and well-being into a large number of overall and specific expectations. In addition, the program defines Self-Regulation and Well-Being as one of the four "frames" or broad areas of learning. These skills are integrated in and assessed as part of the (Overall and Specific) learning expectations throughout the four frames (Growing Success: The Kindergarten Addendum, 2016, p. 9; The Kindergarten Program, 2016, 2.2, 4.4).

4. The Achievement Chart (Grades 1-12)

The Ontario curriculum for Grades 1 to 12 comprises **content standards** and **performance standards**. Assessment and evaluation will be based on both the content standards and the performance standards (Growing Success, 2010, p.16).

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning

(Growing Success, 2010, p.16)

Categories of Knowledge and Skills:

The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. **The four categories should be considered 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 (Growing Success, 2010. p.17).

The categories of knowledge and skills are as follows:

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

(Growing Success, 2010, p.17)

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills (performance standards)

(Growing Success, 2010, p.17).

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a process of instruction, learning, assessment and evaluation in all subjects and courses. **However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and instructional practice** (Growing Success, 2010, p.17).

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”. The criteria are the subsets of knowledge and skills that define each category e.g. Knowledge and Understanding category, the criteria are “knowledge of content” and “understanding of content”. The descriptors indicate the characteristics of the student’s performance, with respect to the particular criteria, on which assessment and evaluation is focused. E.g. “**effectiveness**” is the descriptor for each of the criteria in the Thinking, Communication and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, as appropriate for the particular criterion (Growing Success, 2010, p. 17).

Levels of Achievement

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

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade course.

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students

achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. ***However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.***

(Growing Success, 2010, p.18).

Definitions:

Content Standards: Standards that describe what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests and on various other activities on which their achievement is assessed and evaluated (Growing Success, 2010, p.144).

Performance Standards: Standards that describe student achievement of curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement. The performance standards in the Ontario curriculum are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart describes four levels of achievement for four categories of knowledge and skills. The provincial standard is level 3 (Growing Success, 2010, p.151).

Effectiveness: is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion (Growing Success, 2010, p.18).

5. Assessment For and As 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. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “**assessment for learning**” and “**assessment as learning**”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning (Growing Success, 2010, p. 28).

In Kindergarten, “Educators engage in **assessment for learning** as they observe and document evidence of children’s learning (through the process of “pedagogical documentation”) and provide descriptive feedback to the children that is designed to help them move forward within their zone of proximal development. Educators engage in **assessment as learning** when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners (Growing Success: The Kindergarten Addendum, 2016, p. 6).

Knowing your students is the starting point of effective planning for assessment and instruction. The following steps are part of the process for getting to know all of the students in the class:

- gathering information about the students;
- engaging students and parents during the course of information gathering;
- processing and synthesizing information in order to develop an understanding of each student's strengths, learning style(s), preferences, needs, interests, and readiness to learn;
- selecting and/or developing, and implementing, appropriate and productive combinations of assessment and instructional strategies, activities, groupings, and resources to address the diverse needs of the students in the class (adapted from Learning for All, 2013, p. 33).

The use of assessment to improve student learning and to help students become independent learners requires teachers and students to acknowledge and enact a fundamental shift in how they perceive their roles in the learning process. In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a "lead learner", providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner (Growing Success, 2010, p. 30).

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests (Growing Success, 2010, p. 28).

The Purposes of Assessment, the Nature of Assessment for Different Purposes and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for Learning: "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> • occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p>The information gathered:</p> <ul style="list-style-type: none"> • 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.

	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> 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.
<p>Assessment as Learning "Assessment as Learning focuses on explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress toward achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

(Growing Success, 2010, p. 31)

Definitions:

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 goals. Assessment as learning requires students to have a clear understanding of the learning goals and success criteria. Assessment as learning focuses on the critical connector between assessment and learning (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41), (Growing Success, 2010, p.144).

Assessment for Learning:
 The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002), (Growing Success, 2010, p.144).

Assessment for Learning includes:

Diagnostic Assessment: Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals (Growing Success, 2010, p. 146).

Formative Assessment: Assessment that takes place during instruction in order to provide direction for improvement for individual students and for adjustments to instructional programs for individual students and for a whole class. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills (Growing Success, 2010, p. 147).

6. Assessment for and as Learning: Practices

- Developing Learning Goals
- Identifying Success Criteria
- Noticing and Naming the Learning in Kindergarten
- Eliciting Information About Student Learning (Conversations, Observations and Products)
- Providing Descriptive Feedback
- Developing Student Self-Assessment and Peer Assessment Skills
- Developing Individual Goal Setting

Developing Learning Goals

Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop **learning goals** based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction (Growing Success, 2010, p. 33).

Identifying Success Criteria

Success criteria describe in specific terms what successful attainment of the learning goals look like. The **success criteria** are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning) (Growing Success, 2010, p. 33).

Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review and revision, guided by the teacher's professional judgement, as students progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers (Growing Success, 2010, p. 33).

In Kindergarten, the strategy of “noticing and naming the learning” serves as a vehicle for sharing “learning goals” and “success criteria” with children. **“Noticing and Naming the Learning”** in terms of learning goals and success criteria is a way in which educators can create a picture for students of what and how they are learning and support them in moving

forward no matter what their developmental level. As students participate in and reflect on a variety of learning experiences, they develop and deepen their understanding of what their learning looks like and what their next steps in learning might be. With educator support, children begin to participate in “noticing and naming the learning” and so contribute to their own, and their peers’ learning.

Kindergarten educators draw on their knowledge of the expectations and conceptual understandings from the curriculum documents to articulate the broad learning goals - representing subsets or clusters of knowledge and skills - that they share with the child. Learning goals are expressed in terms and language that students understand - for example, “I am learning about patterns”. Together, learning goals and success criteria help to make what the children are learning “visible”, so they can focus their learning efforts, understand what comes next, and begin to make decisions about their learning (Adapted from: Growing Success: The Kindergarten Addendum, 2016, p.7).

Eliciting Information about Student Learning

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include **observation**, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback (Growing Success, 2010, p. 34).

In Kindergarten, educators elicit information about children’s learning by collecting evidence of it through observations, conversations, and demonstrations of learning. *Documenting the evidence of learning* is the most important aspect of assessment in Kindergarten and is, indeed, an integral part of all assessment approaches. When educators review and reflect on the documentation with the children, they have opportunities to name and co-construct the learning with them. As the documentation accumulates over time and educators and children reflect on it daily, children begin to internalize the learning and apply it in other contexts. Educators analyse the documentation to determine the growth of the child’s learning in relation to the knowledge and skills identified in the overall expectations set out in The Kindergarten Program (2016), (Growing Success: The Kindergarten Addendum, 2016, p.8).

Providing Descriptive Feedback

The purpose of providing feedback is to reduce the gap between a student’s current level of knowledge and skills and the learning goals. **Descriptive feedback** helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve (Growing Success, 2010, p. 34).

Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the

feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers (Growing Success, 2010, p. 34).

In Kindergarten, educators provide children with descriptive feedback that helps them understand what they are learning and provides guidance about where they can go next in their learning. The more frequently children participate in “noticing and naming the learning” and experience descriptive feedback, the more opportunities they have to demonstrate growth in learning. The feedback encourages and helps children to progress in their learning. It also helps them learn the language and skills of assessment and develop the ability to assess their own learning and that of their peers. (Growing Success: The Kindergarten Addendum, 2016, p.8).

Developing Student Self-Assessment and Peer-Assessment Skills

The emphasis on **student self-assessment** represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others’ learning. Teachers help students develop their self-assessment skills by modelling the application of success criteria and the provision of descriptive feedback, by planning multiple opportunities for peer assessment and self-assessment, and by providing descriptive feedback to students about the quality of their feedback to peers (Growing Success, 2010, p.35).

In Kindergarten, when learning is co-constructed through the ideas and interests of the children, the children are more likely to become engaged in and take ownership of their learning. One way in which children can participate is by contributing to their own assessments through their reflections on the documentation. Children can also identify where and how their own learning and the learning of their peers align with the learning goals. With scaffolded support from educators, children can begin to reflect on their own and their peers’ learning and monitor their progress towards their individual learning goals (Growing Success: The Kindergarten Addendum, 2016, p.8).

Developing Individual Goal-Setting Skills

As a result of developing self-assessment skills, students learn to identify specific actions they can take to improve, and to plan next steps - that is, to define their long and short-term individual goals with increasing clarity and realism. Teachers begin by modelling the setting of individual goals. They provide follow-up support, give specific feedback on the goals, and help students identify and record focused actions they can take to achieve their goals and procedures they can use to monitor their progress (Growing Success, 2010, p. 35).

In order to improve student learning and help students become independent learners, teachers need to make a committed effort to **teach these skills and provide all students in all grades with opportunities to practise them.** Teachers need to scaffold this learning for students, using a model of gradual release of responsibility for learning as follows:

- demonstrate the skills during instruction
- move to guided instruction and support
- have students share in the responsibility of assessing their own work
- gradually provide opportunities for students to assess their own work independently

(Growing Success, 2010, p. 35).

In Kindergarten, young children are learning to become independent learners. Educators facilitate the development of children's self-assessment skills by providing support and then gradually releasing responsibility to the children, within their zone of proximal development. With this kind of support, children learn to identify for themselves what they need to do to further their own learning. By "noticing and naming the learning", providing guidance through descriptive feedback, and supporting the development of self-assessment skills, educators enable Kindergarten children to begin their development as autonomous, self-regulating, lifelong learners (Growing Success: The Kindergarten Addendum, 2016, p. 8, 9).

Definitions

Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g. a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall expectations. (Growing Success, 2010, p. 148).

In Kindergarten, educators draw on their knowledge of the expectations and conceptual understandings set out in the Kindergarten document to articulate broad **learning goals** - representing subsets of knowledge and skills - that they share with the children (Growing Success: The Kindergarten Addendum, 2016, p.7).

Success Criteria: Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of the criteria in the achievement chart, and discussed and agreed upon by the students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and the student to gather information about the quality of student learning (Growing Success, 2010, p. 155).

"Noticing and Naming the Learning": is a strategy employed in Kindergarten that provides the link to more formal approaches in the use of learning goals and success criteria in the later grades (Growing Success: The Kindergarten Addendum, 2016, p. 7).

Observation: The ongoing process of watching, listening and being attuned to students' behaviour, emotional state, interests and abilities, patterns of development and progress in learning in order to meet the needs of students and assess and evaluate their development and learning (Growing Success, 2010, p. 150).

Descriptive Feedback: helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve (Growing Success, 2010, p. 34).

In Kindergarten, Educators provide children with *descriptive feedback* that helps them understand what they are learning and provides guidance about where they can go next in their learning (Growing Success: The Kindergarten Addendum, 2016, p.8).

Student self-assessment: The process by which a student, with the ongoing support of the teacher, learns to recognize, describe, and apply success criteria related to particular learning goals and then use the information to monitor his or her own progress towards

achieving the learning goals, make adjustments in learning approaches, and set individual goals for learning (Growing Success, 2010, p.154).

In Kindergarten, children can identify where and how their own learning aligns with the learning goals. With scaffolded support from educators, children can begin to reflect on their own learning and monitor progress towards their individual learning goals.

(Adapted from Growing Success: The Kindergarten Addendum, 2016, p.8)

7. Evaluation

The primary purpose of assessment and evaluation is to improve student learning.

(Growing Success, 2010, p. 6)

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the **overall curriculum expectations**. Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment of Learning “Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures” (Western and Northern Canada Protocol, p.55).</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> Occurs at or near the end of learning, and may be used to inform further instruction 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others.

(Growing Success, 2010, p. 31)

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but **evaluation focuses on students’ achievement of the overall expectations**.

A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated (Growing Success, 2010, p. 38).

In Kindergarten, evaluation involves the judging and interpreting of evidence of learning to determine children’s growth and learning in relation to the overall expectations outlined in The Kindergarten Program (2016). The overall expectations are connected with the following four

frames: Belonging and Contributing; Self-Regulation and Well-Being; Demonstrating Literacy and Mathematics Behaviours; and Problem Solving and Innovating.

The overall expectations are broad in nature, while the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Children's growth and learning in relation to the overall expectations within each frame are evaluated on the basis of specific expectations associated with the overall expectations. All expectations must be accounted for in instruction and assessment. Educators will use their professional judgement, supported by information provided in The Kindergarten Program, to determine which specific expectations will be used to evaluate growth and learning in relation to the overall expectations within each frame, and which ones will be accounted for in instruction and assessment but not necessarily evaluated (Growing Success: The Kindergarten Addendum, 2016, p.10).

Evidence of Student Achievement for Evaluation

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.

“Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include **rich performance tasks**, demonstrations, projects, and/or essays.

To ensure equity for all students, assignments for evaluation:

- are to be completed, whenever possible, under the supervision of a teacher
- must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class
- 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.
- must not include the judgement of the student or of the student's peers

The evaluation of student learning is the responsibility of the teacher (Growing Success, 2010, p. 39).

To the extent possible, evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades (Growing Success, 2010, p.10).

Evidence of Growth in Learning for Evaluation in Kindergarten

Evidence of growth in learning for evaluation is collected over time using pedagogical documentation. It is expected that multiple sources of evidence will be used in order to increase the reliability and validity of the evaluation of learning (Growing Success: The Kindergarten Addendum, 2016, p.10).

Definitions:

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 (Growing Success, 2010, p. 144).

Assessment of Learning includes:

Summative assessment: Evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations (Growing Success, 2010, p. 155).

Reliability: The degree to which an assessment or evaluation is consistent and stable in measuring what it intends to measure. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the evaluation occurs or who does the scoring (Growing Success, 2010, p. 153).

Validity: The degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions, and decisions made on the basis of the results are appropriate and meaningful (Growing Success, 2010, p. 156).

Rich Performance Task: An authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning (Growing Success, 2010, p. 153).

8. Determining a Report Card Grade: Grades 1 to 12

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.

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 benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines (Growing Success, 2010, p. 39).

Elementary Report Card Grades

Grades 1-6

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

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

(Growing Success, 2010, p. 40)

Grades 7 & 8

For Grades 7 & 8, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks (Growing Success, p. 40, 2010).

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark	Achievement Level	Percentage Mark Range
4+	96 or 100	2+	68
4	90	2	65
4–	84	2–	62
3+	78	1+	58
3	75	1	55
3–	72	1–	52

Level R

The code "R" represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in grades 1 -6. The "R" signals that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations. It also indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning (Growing Success, 2010, p. 41).

For Grades 7 and 8, teachers will use the code "R", to indicate achievement below 50%.

Parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving an "R" on a report.

Teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student (Growing Success, 2010, p. 65).

Code "I"

The use of the code "I" on a student's report card, including the final report card, is appropriate 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 (Growing Success, 2010, p. 42).

Parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving an "I" on a report.

Secondary Report Card Grades

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

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

(Growing Success, 2010, p. 40)

A final grade (percentage mark) is recorded for every course.

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's **most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.**
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination

of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (Growing Success, 2010, p. 41).

Marks Below 50%

For students who receive a grade below 50 (39-49%), on the First Report, teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student (Growing Success, 2010, p. 65).

If the end of course evaluation calculation (70% plus 30%) results in a final mark of 46, 47, 48 or 49%, the teacher in consultation with school administration, may adjust the final mark as appropriate. If the final mark is below 50%, a credit is not granted.

A final mark of 27% can only be given when a student does not complete the final evaluation (0) and term work is 39%.

A range of final marks from 27%-45% can be given when a student's term mark and exam mark results in a mark below 50%.

Parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving a mark below 50 on a report.

Code "I" (Grades 9 and 10 only)

Code "I" may be used on assessments 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. Teachers will use their *professional judgement* to determine when the use of an "I" is appropriate *and in the best interests of the student*. Teachers will seek final approval for its use, from the principal, and school team, where appropriate.

Code "I" is appropriate 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 (Growing Success, p. 2010, p.42).

Parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving an "I" on a report.

Students who receive an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 receive an "I" on their final report card and may be considered for credit recovery. (Growing Success, 2010, p.42).

Blanks on First Report for Grades 11 and 12

For Grade 11 or 12 courses, a blank (no mark) may be placed on the First Report only, but a percentage must be given on the Final Report.

9. Academic Honesty

The Avon Maitland District School Board values the highest standards of academic conduct. Teachers are required to work with their students to ensure that the work submitted reflects the highest level of academic honesty. A variety of methods, which are appropriate to the subject, grade and course type will be taught to help students avoid **cheating** and **plagiarism**.

Academic honesty is an attitudinal and behavioral issue. When it is clear that a student has not been academically honest, teachers, school support teachers and school administration must view the results as a serious matter, with progressively severe consequences.

Prevention and Detection of Academic Dishonesty

It is the responsibility of teachers and administrators:

- to discuss why academic honesty is important
- to clearly articulate expectations related to academic honesty
- expect students to provide their own work with integrity
- teach students proper referencing, summarizing and citing the work of other
- to explicitly teach students strategies for referencing, summarizing and citing the work of others.
- outline the consequences for academic dishonesty

Tips for teachers:

- limit the reuse of tests and assignments
- evaluate the entire learning process (student conferences, drafts, outlines, etc.)

Consequences for Academic Dishonesty:

Consequences for academic dishonesty must be discussed with the Academic Disciplinary Team, which at a minimum, must include administration, the department head (if applicable) and teacher. The student's parents/guardians (if the student is under the age of 18) will be notified of the infraction and the consequences. **The final decision with regards to consequences for academic dishonesty is the responsibility of the Principal.**

The Academic Disciplinary Team will consider a continuum of behavioural and academic responses and consequences based on at least the following four factors:

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

The Academic Disciplinary Team, while taking into account the previous four factors, should work to bring a level of consistency in the application of the consequences within each division/department/school as deemed appropriate.

Consequences for academic dishonesty are not limited to but may include one or more of the following:

- discussion with the teacher and/or principal about the importance of academic honesty
- reduction in the student's evaluation of the learning skills and work habits
- resubmission of the assignment
- complete an alternative assignment
- retake the test
- receive a mark penalty on the assignment

The Academic Disciplinary Team will make recommendations and the final decision with regards to discipline and next steps will rest with the Principal.

Late or Missed Assignments

The purpose of assessment and evaluation is to improve student learning. While the teacher and the student play the largest role in the assessment process, the involvement of administrators and school teams, along with the student's parents/guardians, should also be considered. Communication is key. It may range from informal whole group instruction or notes/emails to others, to the formal communication of a phone call, or conference.

Grades 1 to 6:

In Grades 1 to 6, late and missed assignments for evaluation will, most commonly, be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. (Growing Success, 2010, p. 44).

Grades 7 to 12:

Late and missed assignments can affect the overall evaluation of the assignment and may also be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement (Growing Success, p. 2010, p.44).

Schools must inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments.

Role of the Administration

- assume final responsibility for making decisions in unresolved issues regarding assessment and evaluation, including late or missed assessments
- involve the school team when a student's progress is a concern
- provide in-service concerning the Board's Assessment and Evaluation Procedures
- monitor the application of the Board's procedures with respect to Assessment and Evaluation, including the appropriate use of "R", "I", "NA", late/missed deductions and marks below 50%.

Role of the Teacher

- collaborate with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents;
- ensure that the assessment has reasonable timelines, including a due date, and a possible extension for larger assessments
- ensure that the student is aware of the expectations (curriculum expectations, learning goals, and success criteria) within the assessment, the achievement categories being evaluated and the due date of the assessment
- communicate any possible consequences for late and missed assignments
- provide meaningful and adequate class time for each assignment
- meet the needs and implement strategies outlined in a student's IEP
- provide assessment for learning opportunities before the assessment of learning in order for a student to demonstrate/practice the curriculum expectations that will be assessed
- provide descriptive feedback, during the learning, in a timely manner that will allow the student to improve his/her achievement
- differentiate instruction and assessment to meet the individual learning needs of students
- provide multiple opportunities and modes for students to demonstrate learning

If the student's progress is a concern, teachers will:

- communicate with student and parents/guardians at various checkpoints during the duration of the assignment
- involve school educational support staff, such as the SERT, Student Success Teacher, Student Services personnel and School Administration
- provide other opportunities for the student to demonstrate his/her achievement of the expectations covered

If the student does not complete the assignment by the due date, teachers will:

- communicate in a timely manner with parents/guardians and student, concerning the missed deadline
- ensure that remediation is provided to the student to promote completion of the assignment, with the involvement of the appropriate support staff
- determine if late/missed assignments should be reflected in the student's Learning Skills and Work Habits (e.g., Excellent to Needs Improvement)
- determine if the assignment should be evaluated with a mark deduction due to its lateness and the reasonable effort that has been made to differentiate the assessment.
- work with the student to set new timelines and a possible extension date for the assignment
- determine if the assignment must be evaluated with an "I" (insufficient evidence of the curriculum expectations to evaluate), or if more time should be provided to the student to complete the assignment. If more time is permitted, imposing an additional and heavier mark deduction should not be used since the focus needs to be on learning and improving student achievement
- communicate with the student where the expectations assessed in the assignment will be next assessed, if applicable, with the purpose of reassuring the student that overall expectations are assessed a number of times in the subject/course
- conference with the student concerning next steps for improvement before the next assignment
- ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement

Role of the Student

The student will be diligent in attempting to master such studies as are part of the program in which the student is enrolled. In Avon Maitland District School Board, diligence takes the following form:

- attending to the expectations of assignment and the due date of the assignment
- communicating to the teacher when the evaluation/success criteria of the assignment based on course expectations is unclear
- attending to any possible mark and/or learning skills deductions due to not handing the assignment in by the appropriate date
- using class time for each assignment productively
- requesting further support from the teacher or support staff when having difficulty
- meeting deadlines that are part of the assignment where the teacher plans to track progress to provide feedback
- using the descriptive feedback given by the teacher and/or from peers to improve your assignment

If the timeline is a concern, students will:

- communicate in a timely manner with the teacher concerning the progress of the assignment
- communicate with own
- parents/guardians concerning the progress of the assignment

- consider seeking further support from school staff, such as the SERT or Student Success Teacher
- take advantage of any other opportunities the teacher provides to assist in your completion of the assignment

If the assignment cannot be completed by the due date, students will:

- reflect on any reasons why this late assignment was not completed by the due date
- communicate with the teacher concerning this late assignment
- communicate with parents/guardians concerning this late assignment
- take advantage of support provided to complete the assignment
- be aware of any mark deduction and/or learning skills deduction due to its lateness
- conference with the teacher concerning the impact of the “I” on this assignment
- inquire as to where the expectations assessed in the assignment will be next assessed
- use the “next step” strategies and opportunities provided to plan for improvement before the next assignment

Academic Dishonesty may be described as, but is not limited to the following:

Cheating: the use of unauthorized aids and/or unauthorized assistance in assessment and evaluation contexts (adapted from The University of Toronto: [OISE](#))

- **Plagiarism:** The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work (Growing Success, 2010, p. 151)

10. Reporting Student Achievement

The purpose of the report card is to provide information about a student’s progress in learning, his/her strengths and the necessary next steps needed to facilitate improvement. The Report Card should encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home by detailing the strengths and next steps for improved student achievement.

Reporting timelines, including interview and portfolio schedules, are released via a System Memorandum yearly according to the requirements of the Ministry of Education. All teachers are required to use the Ministry provided electronic templates to complete reports.

Completed Provincial Report Cards, or an exact copy of it, will be filed in the Ontario Student Record (OSR) folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period:

- at the time of his or her transfer to another school; or
- at the time of his or her retirement from school; or
- at the end of each reporting period.

(The Ontario Student Record Guideline, 2020)

Communication with Parents

Communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, **student-led conferences**, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning,

help teachers to establish plans for teaching, and assist parents in supporting learning at home (Growing Success, 2010, p. 53, 54).

Note: Teachers and Principals are responsible and accountable for the information which is sent home under their signature.

Elementary schools shall offer to parents/guardians, parent-teacher/**student-led conferences following the progress report**, and arrange other conferences as needed throughout the year.

Report Cards include a tear-off section for the student's comments, the parent's comments, and the parent's acknowledgement of receipt of the report card and/or a request to discuss the child's report with the teacher. These sections are to be returned to the student's teacher. If unsuccessful after several attempts to obtain the tear-off section from parents/guardians, please use the stamp located at your school, to indicate that numerous attempts were made to retrieve the signed tear-off section.

Writing Report Card Comments

Space is provided on all Provincial Report Cards from Grade 1 to Grade 12 for teachers to make anecdotal comments about students' achievement of curriculum expectations and, in the case of the Elementary Progress Report Card, progress towards achievement of the expectations.

In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should be written in complete sentences, describing in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.

It is important that teachers have the opportunity to compose and use personalized comments on report cards as an alternative to selecting from a prepared set of standard comments. It is expected that principals will support best practice and encourage teachers to generate their own comments (Growing Success, 2010, p. 64).

Kindergarten

Communication with parents about a child's learning should be ongoing throughout the school year and should include a variety of formal and informal means, ranging from formal written reports to informal notes, conversations, and discussions (Growing Success: Kindergarten Addendum. 2016, p. 12)

The Kindergarten Communication of Learning is intended to provide parents with descriptions, written in plain language and including anecdotal comments, about their child's strengths and growth in learning in relation to the overall expectations *within each frame* of *The Kindergarten Program* (Growing Success: Kindergarten Addendum. 2016, p. 13).

Three formal written reports will be provided during the school year.

Kindergarten Initial Observations Report

For the Kindergarten Initial Observations Report, educators will provide an overview of the child's **key learning** and **growth in learning** during the fall of the school year, along with information about **next steps in learning**. This overview will serve as the basis for discussion with parents and as a support for parents' ongoing participation in their child's learning (Growing Success: Kindergarten Addendum. 2016, p.15).

Appendix 2: Kindergarten Communication of Learning: Initial Observations Sample

Kindergarten Communication of Learning

In the Kindergarten Communication of Learning reports, issued at the end of the second and third reporting periods, educators will provide clear descriptions, including anecdotal comments, about the child's learning and growth in relation to the overall expectations *in each of the four frames*. Again, parents' participation in their child's next steps in learning should be encouraged and supported (Growing Success: The Kindergarten Addendum. 2016, p.15).

In Kindergarten, it is very appropriate to use examples of learning from pedagogical documentation to provide evidence of the child's learning in a play environment. These rich examples can be the starting point for discussion with parents about the child's learning as it relates to the Kindergarten program expectations (Growing Success: Kindergarten Addendum, 2016, p.13).

It is expected that teachers and designated early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed (Growing Success: The Kindergarten Addendum. 2016, p. 13).

Appendix 3: Kindergarten Communication of Learning Sample

Kindergarten - English Language Learners

When a child's learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support English language learning needs, educators will check the "ESL" box for the frame.

Educators will **not** check the "ESL" box to indicate only:

- that the child is an English language learner; or
- that accommodations have been provided to support learning

(Growing Success: Kindergarten Addendum. 2016, p. 16).

Kindergarten - IEP with Accommodations Only

If the child's IEP requires only accommodations to support learning, educators will **not** check the "IEP" box. Key learning, growth in learning, and next steps in learning are based on the expectations in *The Kindergarten Program* (2016).

(Growing Success: Kindergarten Addendum, 2010, p.15)

Kindergarten - IEP with Modified Expectations

If the expectations in the IEP are based on but vary from the expectations of the regular program, educators must check the "IEP" box for the frame and include the following statement:

"Program expectations have been modified to meet the needs of the child."

(Growing Success: Kindergarten Addendum, 2010, p.15)

Kindergarten - IEP with Alternative Expectations

Where a child's IEP identifies alternative learning expectations, the educator must check the IEP box for the frame and must include the following statement:

"Key learning, growth in learning, and next steps in learning are based on alternative learning expectations in the IEP."

(Growing Success: Kindergarten Addendum, 2010, p.16)

Elementary - Grades 1 – 8

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 overall curriculum expectations (Growing Success, 2010, p. 50).

Progress Report Card Indicators

Teachers should use their professional judgment in the selection of the levels:

Progressing Very Well (PVW) – above the standard (3+ to 4+)

Progressing Well (PW) – at or approaching provincial standard (2+ to 3+)

Progressing with Difficulty (PWD) – regularly below standard (2 and below)

These are meant as a guideline only.

Progress Report Card Requirements

Learning Skills and Work Habits

Both the Elementary Progress and Provincial Report Cards have a clear focus on learning skills and work habits. This is indicated by the large portion of space dedicated on the first page of each report.

See [Appendix 1](#) : Learning Skills and Work Habits Rubric.

The student's learning skills are reported using a four-level key:

E=Excellent, G=Good, S=Satisfactory or N=Needs Improvement

Learning skills and work habits should be completed by the homeroom teacher in collaboration with other educators who work with the student(s).

- **All six** learning skills will receive a value on the Progress Report Card

It is the expectation that teachers comment thoroughly (i.e., using learning examples) on learning skills and work habits using both strengths and next steps for improvement.

- **At least four** learning skills will be commented on for each Report Card, that are pertinent for the individual student, using teacher professional judgement. It is the expectation that teachers comment thoroughly (i.e., using learning examples) on learning skills and work habits using both strengths and next steps for improvement.

All learning skills should be commented on at least once in the school year.

Subjects

Use professional judgement to provide comments on the following subjects:

- Language: Reading and Writing required, Oral Communication and Media optional
- Mathematics
- French: Speaking and Listening required, Reading and Writing optional
- One of either Science or Social Studies (Grades 1-6)
- One of either Science/History/Geography (Grades 7-8)
- One of either Health or Physical Education
- One of either Visual Arts/Music/Drama/Dance

The bottom of the second page is designed for teachers to communicate with students and their parents in the fall. It is to be completed by the homeroom teacher on the school's copy of the Report Card and then filed in the O.S.R.

This space is for school use only and will be completed prior to filing this student report in the Ontario Student Record (O.S.R.).

Parent/Guardian - Teacher Conference

Date: _____

Report Card Envelope Returned with Signature

Date: _____

Teacher Signature: _____

Date: _____

Appendix 4: Elementary Progress Report - Grade 4 Sample

Not Applicable (NA)

In the event that a student did not receive instruction in a subject or strand, the teachers will select the "NA" box (Growing Success, 2010, p. 56).

French Core/Immersion/Extended

Check the appropriate box to indicate the type of program the student is enrolled in.

Check the "NA" box if the student does not receive instruction in French (Growing Success, 2010, p. 57).

ESL/ELD

Teachers will check the ESL/ELD box on the progress report cards if modifications have been made to curriculum expectations to address the language learning needs of the English language learner.

Select the ESL/ELD box only for subjects which are reported.

No ESL/ELD statement is required on the progress report.

Accommodations

If the student's IEP requires only accommodations to support learning, educators will **not** check the "IEP" box.

No IEP statement is required for students who are accommodated.

Modifications

If the expectations in the IEP are based on but vary from the expectations of the regular program (e.g., modified programming), educators **must check** the "IEP" box.

Check the IEP box for each subject where the curriculum expectations are modified.

The IEP comment for students with modifications **is not included on the progress report.**

Alternative Expectations

Reporting achievement using the Learning Skills Section may be appropriate or open one unlabelled space for an additional subject by request.

AMDSB does not use an Alternative Reporting Format for Alternative Programs/Expectations.

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. (Growing Success, 2010, p. 51).

Elementary Provincial Report Card - Report 1

The first Provincial Elementary Report Card will reflect the student's achievement of the overall curriculum expectations from **September to January/February**, as well as the student's development of the learning skills and work habits during that period (Growing Success. 2010, p. 51).

Elementary Provincial Report Card - Report 2

The second Provincial Report Card will reflect the student's achievement of the overall curriculum expectations 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 (Growing Success. 2010 p. 51).

Provincial Report Card Requirements

Learning Skills and Work Habits

Both the Elementary Progress and Provincial Report Cards have a clear focus on learning skills and work habits. This is indicated by the large portion of space dedicated on the first page of each report.

See [Appendix 1](#) : Learning Skills and Work Habits Rubric.

The student's learning skills are reported using a four-level key:

E=Excellent, G=Good, S=Satisfactory or N=Needs Improvement

Learning skills and work habits should be completed by the homeroom teacher in collaboration with other educators who work with the student(s).

- **All six** learning skills will receive a value on Provincial Report Card 1 and Provincial Report Card 2.

It is the expectation that teachers comment thoroughly (i.e., using learning examples) on learning skills and work habits using both strengths and next steps for improvement.

- **At least four** learning skills will be commented on for each Report Card, that are pertinent for the individual student, using teacher professional judgement. It is the expectation that teachers comment thoroughly (i.e., using learning examples) on learning skills and work habits using both strengths and next steps for improvement.

All learning skills should be commented on at least once in the school year.

Grades 1 - 8 - Subject Requirements

All of the strands in each subject will be accounted for in instruction, assessment and evaluation by the end of the school year.

For each report, the letter grade/percentage mark will reflect the overall expectations taught, assessed and evaluated, and comments will include student strengths and next steps.

Subject	Provincial Report Card Requirements
Language Grade 1 - 8	All four strands will be reported and commented on Report 1 and Report 2.
Math Grade 1 - 8	The overall letter grade/percentage mark will be based on the number and depth of overall expectations addressed in each strand. The grade and comments will reflect the strands where the proportion of learning has been assessed and evaluated. All strands should be commented on over the year.
French Core: Grade 1 - 8 Immersion: Grade 1 - 8	All four strands will be reported and commented on Report 1 and Report 2. Check the "NA" box if the student does not receive any instruction in French. Core/Immersion: Check the appropriate box to indicate the type of program for which the student is enrolled.
Science Grade 1 - 8	Science will be reported on Report 1 and Report 2. In the space provided for comments, indicate which strands are being reported in the given period. (Growing Success, 2010, p. 58).

Social Studies Grade 1- 6	Social Studies will be reported on Report 1 and Report 2. In the space provided for comments, indicate which strands are being reported in the given period. (Growing Success, 2010, p. 58).
History/ Geography Grade 7&8	History and Geography will be reported on at least once in the school year (either Report 1 or Report 2) When students are instructed in only one of History or Geography for the reporting period, parents/guardians should be informed by the teacher at the <u>beginning</u> of the reporting period. If either History or Geography is not part of the student's program for Report 1 or Report 2, this should be noted in the comments and the appropriate "NA" box should be checked. (Growing Success, 2010, p. 58)
Health & Physical Education Grade 1 -8	Health and Physical Education will be reported on Report 1 and Report 2. The letter grade/percentage mark will reflect the strands taught, assessed and evaluated, and comments will include student strengths and next steps for each report.
The Arts Grade 1-8	Three of the four strands (Music, Drama, Dance, Visual Arts) will be reported on Report 1 and Report 2. Achievement in each of the four strands (Music, Drama, Dance, Visual Arts) must be reported on at least once in the school year, in either Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for the strand, and the "NA" box for the strand should be checked.

(Growing Success. 2010, p. 55 - 59)

Appendix 5: Elementary Provincial Report Card- Grade 4 Sample

Appendix 6: Elementary Provincial Report Card - Grade 7 Sample

<p>ESL/ELD Modifications</p> <p>Teachers will check the ESL/ELD box on the provincial report cards to indicate that modifications have been made to curriculum expectations to address the language learning needs of English language learners</p> <p style="text-align: right;">(Growing Success, 2010, p. 76).</p> <p>Teachers may choose to use the following statement: "Achievement is based on expectations modified from the curriculum expectations for Grade ___ to support _____'s English language learning needs."</p> <p>Select the ESL/ELD box only for subjects which are reported.</p> <p>ESL/ELD Accommodations</p> <p>The ESL/ELD box should not be checked to indicate:</p>

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language)

(Growing Success. 2010, p. 76).

No IEP statement is required for students who are accommodated only.

IEP: Accommodations

The IEP box is **not** selected for students with **accommodations only**.
(Growing Success. 2010, p. 61-62).

No IEP statement is required for students who are accommodated only.

IEP: Modifications

Students with **modified curriculum expectations** require that the IEP box is selected for each of the subjects/strands that have modifications and for which a letter grade/percentage mark is included. Include and modify the following statement as appropriate for the student for each subject:

“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”.

EXAMPLE: For a student in Grade 4: “This letter grade is based on the achievement of the expectations in the IEP that vary from the Grade 4 expectations and are a decrease in the number and complexity of the curriculum expectations.”

EXAMPLE: For a student in Grade 8: “This percentage grade is based on the achievement of the expectations in the IEP that vary from the Grade 8 expectations in the complexity of the curriculum expectations.”

Select the IEP box for **only** the subjects which are reported with modifications.

Alternative Expectations

Reporting achievement using the Learning Skills Section may be appropriate or open one unlabelled space for an additional subject by request.

AMDSB does not use an Alternative Reporting Format for Alternative Programs/Expectations.

It is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, **teachers must check the IEP box** for the subject and/or strand and must include the following statement in the section:

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

Alternative Expectations comments often use the following descriptors: emerging, developing, consolidating or generalizing.

Level R

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1-8. The “R” signals that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations. It also indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning (Growing Success, 2010, p. 41).

Parents/guardians will be contacted in the event that there is a possibility of a student receiving an “R” on a report.

Teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs, and promote success in learning, as well as the kind of parental support that will be required (Growing Success, 2010. p. 65).

Code “I”

The use of the code “I” on a student’s report card, including the final report card, is appropriate 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 (Growing Success, 2010, p. 42).

The following comment shall be added to the report card:

"An “I” has been assigned due to insufficient evidence of achievement of the curriculum expectations".

Parents/guardians should be contacted by the teacher in the event that there is a possibility of a student receiving an “I” on a report.

Secondary

Secondary Interim Reporting

There will no longer be a requirement to complete an Interim Report in secondary schools. However, it is suggested that schools develop a process for communicating with students who may be at-risk of receiving their credit and their families prior to the First Reports.

Secondary Provincial Report Cards

Although there are two formal reporting periods (first and final) for a semestered course, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home (Growing Success, 2010. p. 54).

Learning Skills and Work Habits

For grades 9 -12, individual teachers will report on the student's development of learning skills for each course, for each reporting period. Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course (Growing Success, 2010, p. 56).

See [Appendix 1](#) : Learning Skills and Work Habits Rubric.

The student's learning skills are reported using a four-level key:

E=Excellent, G=Good, S=Satisfactory or N=Needs Improvement

In the Provincial Report Card, Grades 9–12, there is a space for recording an evaluation for each of the learning skills and work habits for every course, following the spaces allotted for the percentage mark, course median, and credit earned (Growing Success, 2010, p. 55).

[Appendix 7](#): Secondary Provincial Report Card - Sample

Final Evaluations

In all Secondary courses, seventy percent of the final grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

Thirty percent of the final grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the *overall* expectations for the course (Growing Success, 2010, p. 41).

Grades Below 50%

For students who receive a grade below 50 (39-49%), on the First Report, teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required (Growing Success. 2010, p. 65).

If the end of course evaluation calculation (70% plus 30%) results in a final mark of 46, 47, 48 or 49%, the teacher in consultation with school administration, may adjust the final mark as appropriate. If the final mark is below 50%, a credit is not granted. The appropriate mandatory report card comment must be placed in the comment space when a mark below 50 is assigned:

First Report Card:

"Insufficient achievement of curriculum expectations; credit at risk".

Final Report Card:

"Insufficient achievement of curriculum expectations; no credit granted".

Strengths and next steps for improvement should also be included.

A Final Report Card mark of 27% can only be given when a student does not complete the final evaluation (0) and term work is 39%.

A range of final marks from 27%-49% can be given when a student's term mark and exam and/or culminating activity mark results in a mark below 50%.

Parents/guardians will be contacted by the course teacher in the event that there is a possibility of a student receiving a mark below 50 on a report.

Code "I" (Grades 9 and 10 only)

Code "I" may be used 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 an "I" is appropriate and in the best interests of the student (Growing Success. 2010, p. 42). Teachers will seek final approval for its use from the principal, and school team, where appropriate.

The use of code "I" is appropriate 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 (Growing Success. 2010, p. 42).

When a teacher assigns an "I" to a report card, the following comment (together with strengths and next steps for improvement) is included:

"An I has been assigned due to insufficient evidence of achievement of the curriculum expectations; credit at risk."

Parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving an "I" on a report.

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, there may be instances where students in Grades 9 and 10 who receive an "I" on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program. (Growing Success. 2010, p. 42).

Blanks on Grades 11 and 12 (First Report Only)

For grade 11 or 12 courses, a blank (no mark) may be placed on the First Report only. The appropriate mandatory report card comment must be placed in the comment space.

"No mark is assigned due to insufficient evidence of achievement of the curriculum expectations; credit at risk."

Students, parents/guardians will be contacted by the teacher in the event that there is a possibility of a student receiving a blank on the first report.

Strengths and next steps for improvement should also be included. Teachers should describe specific strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required.

A percentage must be given on the Final Report.

“French” Box

Check this box if the student receives instruction in French for the course (Growing Success, 2010, p. 60).

SHSM Box: Grades 11 and 12

Check this box on the first and final Report card for semestered courses when a student is taking the course as a credit towards a Specialist High Skills Major (Growing Success, 2010, p. 60).

ESL/ELD Modifications

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

ESL/ELD Accommodations

The ESL/ELD box should **not** be checked to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language) (Growing Success, 2010, p. 76).

Select the ESL/ELD for **only** subjects which are reported.

IEP Accommodations

The IEP box is **not** selected for students with **accommodations only**. The percentage mark is based on the regular course expectations.

No IEP statement is required. (Growing Success, 2010, p. 63)

IEP Modifications

For each secondary school course with modified expectations, it is important to indicate clearly on the IEP the extent to which the expectations have been modified. A course may be modified for full credit, half credit, or no credit.

IEP Modifications - Full Credit Reporting

If a student has an IEP that identifies modified expectations, teachers must check the IEP box for every course to which the plan applies. If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient to simply check the IEP box.

No IEP statement is required.

(Growing Success, 2010, p.62)

It is very important that the teacher’s comments do include relevant information about the student’s demonstrated learning of the modified expectations, as well as about next steps for the student with respect to the particular course.

Transcript Credit Column-1.0

Transcript Notes Column - Do not place an “M” in the notes column.

Modified: Half-Credit Reporting:

Check the IEP box on the provincial report card, and enter one of the following:

- a percentage mark

Teachers must include the following statement in the 'comments' section:

"This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."

- an "I" (grade 9 and 10 only)

Teachers must include the following comment:

"An I has been assigned due to insufficient evidence of achievement of the curriculum expectations."

- or leave blank - First Report only - grades 11 and 12

Teachers must include the following comment:

"Insufficient achievement of curriculum expectations: credit at risk."

Strengths and next steps for improvement should also be included related to the expectations. Teachers should describe specific strategies that have been developed to address student's specific learning needs, and promote success in learning, as well as the kind of support that will be required.

Transcript Credit Column: 0.50 (Full credit course with modified learning expectations), 0.25 (Half credit course with modified learning expectations).

Modified: For No-Credit Reporting

Check the IEP box on the provincial report card. In consultation with the principal, enter either a percentage mark based on the assessment of the learning goals outlined in the IEP, or, at the principal's discretion, the mark may also be left blank.

Include the following statement:

"This percentage mark/or achievement comment is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course".

Strengths and next steps for improvement should also be included related to the student's learning goals on the IEP. Teachers should describe specific strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required.

Transcript: Credit Column - If the student is not working towards a credit in the course, a zero (0) should be entered in the "Credit Earned" column.

Transcript: Notes Column - An **M** is recorded in the notes column in the Transcript.

IEP Alternative

It is neither required nor advisable to assign percentage marks to represent the student's achievement of the expectations. **Check the IEP box** on the Provincial Report Card and comment on achievement of the alternative expectations.

Include this comment:

"These comments are based on achievement of the alternative learning expectations listed in the IEP, which are not based on the Ontario Curriculum."

AMDSB does not use an Alternative Reporting Format.

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

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

Strengths and next steps for improvement should also be included related to the student's alternative expectations. Teachers should describe specific strategies that have been developed to address the student's specific learning needs, and promote success in learning, as well as the kind of parental support that will be required.

Transcript: Credit Column -The student is working on alternative expectations; therefore, enter **0** in the "Credit Earned" column

Transcript: Notes Column - An **A** is recorded in the notes column in the Transcript

Granting Credits

Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry (Ontario Schools: Kindergarten to Gr. 12, 2016, p. 70).

Definitions

Student-led Conference: A student-parent conference that engages the student in direct communication with the parent/guardians through the use of portfolios illustrating the student's achievement and learning. Students take the lead in walking parents/guardians through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment (Growing Success, 2010, p. 154).

Key Learning refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of key learning (Growing Success: Kindergarten Addendum, 2016, p. 14).

Growth in Learning refers to positive developments in learning that the child has demonstrated over the reporting period, in relation to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing growth in learning (Growing Success: Kindergarten Addendum, 2016, p.14)

Next Steps in Learning refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning.
(Growing Success - The Kindergarten Addendum, 2016, p.14)

11. Accommodations, Modifications and Alternative Expectations

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines.

Our Shared Beliefs:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

(Learning For All, 2013, p.7)

Determining and planning support for students with special education needs begins by considering the student's strengths, needs and instructional level.

Data from educational assessments (by teachers and where appropriate, other professional assessment data), along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs. With this information, the teacher considers the curriculum expectations that are appropriate for the student's instructional level and in consultation with the in-school team and/or SERT, determines whether the student requires:

- No accommodations or modifications;
- Accommodations and/or modified learning expectations;
- An alternative program, not derived from the curriculum expectations for a subject/grade or a course

(adapted from Growing Success, 2010, p. 71).

English Language Learners

If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team or enhanced team. Where special education needs have been identified, either in the initial assessment or through later assessments, students

are eligible for ESL or ELD program services and special education services simultaneously. The development of an IEP for an English language learner will take into consideration both needs related to language learning and needs related to the student's exceptionality.

It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.

(Growing Success, 2010, p.77).

Learning Disability:

Learning disability refers to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate (at least) average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

The Individual Education Plan (IEP)

An **Individual Education Plan (IEP)** is developed for every student who has been identified as an exceptional student through the **Identification, Placement and Review Committee (IPRC)** process. An IEP may also be developed for students who have not been identified as exceptional but who are receiving special education accommodations, programs or services.

The use of evidence-informed assessment and instructional strategies that draw on principles of **Universal Design for Learning (UDL)** and **Differentiated Instruction (DI)**, combined with ongoing monitoring and responsiveness to a student's progress, is essential to support the learning and well-being of students with special education needs.

The IEP will specify whether a student requires any combination of accommodations, modifications, and/or alternative expectations.

Accommodations

The term accommodations refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course (Learning for All, 2013, p.64). The accommodations, which are likely to apply to all of the student's subjects or courses, must be described in the designated section of the IEP form. Accommodations are listed as: Instructional, Environmental and Assessment.

Accommodated only (AC) is the term used on the IEP form to identify a subject or course from the Ontario Curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade/course level expectations. Because the student is working on regular grade-level or regular course curriculum expectations, without modifications, there is no need to include information on the current level of achievement, annual program goals, or learning expectations. In other words, the Special Education Program section of the IEP template does not need to be completed when the student requires accommodations alone

English Language Learners - Accommodations

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These accommodations are specific to English Language Learners and are listed in Growing Success (2010) pages 77 - 78.

Modifications

Inclusive practices, such as universal design for learning and differentiated instructional approaches, take precedence before a student's program is modified. Responding to student need is not solely met through a modified program.

Modified is the term used on the IEP form to identify when a student's program in a subject or course has been modified from the regular grade or course expectations (Ontario Curriculum).

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 which reflect the 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 (Learning for All, 2013, p.65)

Students may also require accommodations, in combination with the modifications, to help them achieve their Annual Program Goals and Learning Expectations.

Modified expectations must represent specific, realistic, and observable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

Teachers are required to assess student learning using a variety of assessment methods. Planning for assessment of a student's learning should be incorporated in the development of each modified learning expectation. **It is important that the student demonstrate learning independently, with the provision of appropriate assessment accommodations only.** Grades or marks for the achievement of modified expectations should be determined on the basis of the achievement levels described in the appropriate curriculum policy documents.

English Language Learners: Modifications:

Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling.

(Growing Success, 2010, p.78)

It would be rare to modify the learning expectations for an English Language Learner in Kindergarten. For support for teaching and assessing English Language Learners in Kindergarten, educators can use the following Ministry resource: [Supporting English Language Learners in Kindergarten](#).(2007)

Students Identified as Gifted: Modifications

In some cases, a student identified as gifted may be working on learning expectations from a different grade level. This may occur in language and mathematics. In other subjects, such as social studies, history, geography, and science and technology, and in most secondary school courses, the number and/or the complexity of the learning expectations may be increased. With this type of programming, the affected subjects or courses would be identified in the IEP as subjects or courses with modified expectations.

Change in Accommodations and/or Modifications over a Semester or Term

If part way through a course or term, through assessment and evaluation practices, the classroom teacher determines the need for change to the accommodations or the degree of modification, the teacher must consult with the Principal and Special Education Resource

Teacher (SERT). The teacher must also consult with the parent(s)/guardian(s) and the student (as appropriate) regarding the potential changes.

An updated IEP, with the changes recorded, is then required to be sent home accompanied by the Consultation Record for parent(s)/guardian(s) and student (as appropriate) to indicate their involvement in the consultation process regarding the changes.

Annual Program Goals – IEP

Annual program goals are statements describing what a student can reasonably be expected to accomplish in a particular subject, course, program, or skill area by the end of the school year, or by the end of the semester. Annual program goals represent reasonable objectives, not rigid requirements. They may need to be revised as the teacher develops a better understanding of the student's learning processes, and/or the student's rate of acquisition of knowledge and skills change.

In the case of modified expectations, the annual goals may be modified from the overall expectations in the curriculum policy document for a subject at a particular grade level or secondary school course.

Annual goals must be recorded in the IEP for each subject, course, program or skill area to which the IEP applies.

IEP Learning Expectations must:

- be based on the student's learning strengths and needs derived from the student's educational assessment(s) detailed on the IEP;
- describe specific, realistic and observable achievements;
- reflect learning that is focused on the student's annual program goals in each subject, strand, course, or skill area;
- reflect clearly in the IEP the extent to which the expectations have been modified for full or half credit (for secondary courses);
- be expressed in such a way that the student and parents can understand exactly what the student is expected to know and/or to be able to do; and
- be the basis on which the student's performance is assessed and evaluated.

Modifications: Elementary IEP Requirements

Reporting is based upon the student's achievement of the annual program goal(s), and the learning expectations defined on the IEP and/or the most recent learning expectations which have been taught during the reporting period. Schools develop processes to hold team meetings or enhanced team meetings to determine a student's modified program.

IEP Modifications - Elementary
<p>When a subject is modified, the learning goal(s) and modified expectations are:</p> <ul style="list-style-type: none">• developed from the overall expectations (content standards) and the achievement chart (performance standards) found in the provincial curriculum for the subject that will appear on the IEP, progress report or provincial report cards• based on the student's strengths and needs as detailed in the IEP:• specific, realistic, and observable; and• expressed in such a way that the student and parent can understand what they are expected to know and do and how the student's performance will be evaluated.

Modifications: Secondary IEP Requirements

For each secondary school course with modified expectations, it is important to indicate clearly on the IEP the extent to which the expectations have been modified. A course may be modified for full credit, half credit, or no credit.

Prior to Course

The principal, in consultation with the Special Education Resource Teacher (SERT) and classroom teacher will determine whether achievement of the modified expectations constitute successful demonstration of the course's overall expectations (i.e., integrity of the credit is maintained) and determine what credit value the student is expected to be granted (e.g., 1.0, 0.5, no credit). Schools develop processes to hold team meetings or enhanced team meetings to determine a student's modified program. Please contact the Learning Services Department for an example of the process.

Mid-Course

At the School Team Meeting, the IEP should be viewed as a working document. Adjustments, through the school team or enhanced team meeting process, to any annual program goals, learning expectations, teaching strategies, individualized equipment, and levels of human support should be noted as they occur and shared with both the parent and the student (as appropriate). If certain strategies cease to be effective, it is imperative that the staff working with the student seek out and implement new teaching methods and accommodations. For revisions resulting in significant changes to the student's learning expectations (i.e., modified programming) and/or types or level of accommodations, there must be consultation with the parents and student (as appropriate) before the changes are implemented. It is most important for parents to understand the significance of modifying learning expectations, particularly how modified learning expectations will affect the credit-bearing status of secondary school courses. The date and outcome of parent/student consultations must be recorded in the Parent/Student Consultation section of the IEP.

Post-Course

At the end of the course/semester, the principal will confirm or revise the credit value earned (i.e., 1.0, 0.5, no credit) through the promotion meeting/school team meeting process.

- If assessment and evaluation practices indicate a change to a credit earned that is greater or less than previously determined, the classroom teacher will document reasons for the change to be shared at the promotion meeting.
- Once the teacher's recommendation has been analyzed, and approved or revised by the principal, the classroom teacher must communicate the change to parent(s)/guardian(s) and the student, as appropriate.
- If a student does not meet the expectations outlined on the IEP the teacher will use the promotion meeting process to discuss next steps such as future course placement, credit recovery, and summer school.

All students, including students with an IEP, should be considered for and have equitable access to credit recovery programs.

Modified: Full Credit IEP Requirements

All overall expectations have been successfully achieved and credit integrity has been maintained. The student was not able to demonstrate some of the specific expectations, but all overall expectations were achieved to the level the principal deems sufficient to grant the credit.

IEP - Modified Full Credit

When a student is taking a secondary school course for full credit but with some modified expectations, the learning goal(s) and modified expectations are:

- developed from the overall expectations (content standards) and the achievement chart (performance standards) found in the provincial curriculum for the course (code) that will appear on the IEP, report card, and transcript;
- based on the student's strengths and needs as detailed in the IEP;
- specific, realistic, and observable;
- expressed in such a way that the student and parent can understand what they are expected to know and do and how the student's performance will be evaluated.

Modified: Half-Credit IEP Requirements

Full-credit course (110 hours of instruction) where the student has successfully achieved half (complexity and/or number) of the overall expectations.

Half-Credit Course (55 hours of instruction) where the student has successfully achieved half (complexity and/or number) of the overall expectations of a half credit course (e.g. Civics and Careers). The student receives half credit (0.25).

- When a student is working towards a credit that is modified to half, the course teacher and principal determine if the goal is to obtain a full credit over time and if so, determine the pathway to achieving all overall expectations over time; and ensure there is a mechanism/procedure in place for recording which of the overall expectations the student has demonstrated with success.
- This pathway to achieving a full credit should be designed to be useful for determining future learning and achievement of the remaining overall expectations for this course or to plan learning goals for half credits in post-requisite courses.
- This documentation will reside in the OSR. This tracking is meant to be a support for school teams to track learning, determine student learning goals and next steps, and communicate with parents.
- The same principles as a modified full-credit course apply, as above.

The teacher and principal refer to the front matter of the specific curriculum document for the subject/course to ensure that a half credit can be granted for the selected course.

Example from Front Matter of Curriculum: Canadian and World Studies, Grade 9 and 10, 2018, p. 24):

Half - Credit Courses:

*With the exception of the half-credit Grade 10 course Civics and Citizenship, all the courses outlined in both the Grade 9 and 10 and the Grade 11 and 12 Canadian and world studies curriculum documents are designed as full-credit courses. **However, with the exception of Grade 12 university preparation and university/college preparation courses, they may also be delivered as half-credit courses.***

IEP - Modified Half-Credit

When a student is taking a secondary school course (1.00) where the principal has determined that modifications made to the overall expectations are such that a half credit may be granted, or the student is taking a half-credit course (0.50) where the principal has determined that modifications made to the overall expectations are such that a quarter credit (0.25) may be granted, the learning goal(s) and modified expectations will be:

- developed from the overall expectations (content standards) and the achievement chart (performance standards) found in the provincial curriculum for the course code that will appear on the IEP, report card, and transcript;
- based on the student's strengths and needs as detailed in the IEP;
- describe specific, realistic, and observable achievements;
- expressed in such a way that the student and parent can understand what they are expected to know and do and how the student's performance will be evaluated.

Refer to [The Ontario Student Transcript \(OST\) Manual, 2013](#) Sample 7: Student Taking Courses That Have Modified Curriculum Expectations

Combining Two Half Credits from the Same Course for One Full Credit

Where a student combines two half credits of the same course for one full credit, the school team must ensure that all course overall expectations have been met. This process requires school teams to create a tracking mechanism for recording course overall expectations for half credits when they believe the student will take the course over to acquire the second half credit. In this case, the expectations successfully demonstrated should be documented and placed in the student's OSR, in the event that the student changes schools or districts. Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.

Reminder: Modification for partial credit may not be applied to many University (U) or University/College (M) course types in grade 12. Teachers and principals must reference the front matter of the curriculum document to ensure such modification can occur.

Modified: For Not for Credit IEP Requirements

For secondary school courses in which the student requires significantly modified expectations which compromise the integrity of the credit.

IEP - Modified Not for Credit

When a student is taking a secondary school course for no credit, the learning goal(s) and modified expectations are:

- developed from the overall expectations (content standards) and achievement chart (performance standards) found in the provincial curriculum for the course code that will appear on the IEP, report card, and transcript;
- based on the student's strengths and needs as detailed in the IEP;
- describe specific, realistic, and observable achievements; and
- expressed in such a way that the student and parent can understand what they are expected to know and do and how the student's performance will be evaluated.

Elementary and Secondary: Alternative Expectations

Where alternative learning expectations are being considered, consultation with the school's Learning Services Coordinator and approval by the Superintendent of Learning Services is required.

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum because they are not part of a subject or course outlined in the provincial curriculum documents. 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 (Ontario Schools, 2016, p.42).

The skill areas in which alternative expectations and programs are often appropriate include gross motor skills, perceptual motor skills, and life skills. For the vast majority of students, these programs would be given in addition to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs can be provided in both the elementary and secondary school panels, with approval by the Superintendent of Learning Services.

Alternative learning expectations on the IEP should be measurable and should specify the knowledge and/or skills that the student should be able to demonstrate independently, given the provision of appropriate accommodations. Planning for the assessment and evaluation of a student's learning should be incorporated in the development of each alternative learning expectation. The student's achievement of the alternative learning expectations outlined in the IEP should be assessed and evaluated using a variety of methods.

Alternative courses (K courses), which are available at the secondary school level are non-credit courses. The course expectations in an alternative course are individualized for the student. Schools must use the "K" course codes and titles found in the ministry's Course Code listings (see below) to identify alternative courses. Alternative (ALT) is the term used to identify an alternative program or an alternative course on the IEP form.

Course Codes for Alternative (non-credit) Courses

KAL	Creative Arts for Enjoyment and Expression	KHD	Social Skills Development	KGL	Personal Life Skills	KEN	Language and Communication Development
KBB	Money Management and Personal Banking	KHI	Culinary Skills	KGW	Exploring the World of Work	KPH	Choice Making for Health Living
KCC	Transit Training and Community Exploration	KMM	Numeracy and Numbers	KSN	Exploring Our Environment	KPF	Personal Health and Fitness
KCW	Exploring Our World	KNA	First Canadians	KPP	Self Help and Self Care	KTT	Computer Skills

Refer to [The Ontario Student Transcript \(OST\) Manual, 2013](#)
Sample 8: Student Taking Alternative (Non-Credit Courses)

Definitions

Identification, Placement and Review Committee (IPRC): A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student and reviews the identification and placement at least once in each school year (Growing Success, 2010, p. 148)

Individual Education Plan (IEP): A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement (Growing Success, 2010, p. 148)

Universal Design for Learning (UDL): A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for *all* students, regardless of ages, skills or situation (Learning for All, 2013, p.66)

Differentiated Instruction (DI): A method of teaching that attempts to adapt instruction to suit the differing interests, learning styles, and readiness to learn of individual students (Learning for All, 2013, p.64).

12. Large-Scale Assessments

Large-scale assessments are administered at key stages in students' education. They contain standardized content and are administered and scored according to standardized procedures. They enable governments and school boards to compare results over time in a consistent and objective manner, providing information that can be used to develop education policies and allocate resources. These objective measures of student achievement also help to build public confidence in the ability of governments and educators to readily identify key areas in which the education system needs improvement. Both classroom assessment and evaluation and large-scale assessments are important and useful and, when taken together, paint a comprehensive picture of the learning and achievement of students (Growing Success, 2010, p. 92).

Like our provincial assessments, teachers and principals need to make every effort to enable students with special education needs to participate with their peers in all aspects of national and international large-scale assessments. Ensure you read and follow the guidelines for the assessment and contact the Learning Services Department if you have any questions.

Primary and Junior Assessment

All grade 3 and grade 6 students will be assessed each year in the areas of reading, writing and mathematics. Grade 3 and 6 EQAO assessments are not to be used in a student's evaluation. Follow the Administration Guide developed and provided by EQAO for principals and teachers when administering the assessments in the primary and junior divisions. Administering the assessments according to the guidelines will ensure province-wide consistency before, during and after the administration.

Follow EQAO's Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English-language learners and exemptions for students writing the Assessments.

An exemption may be considered if the full range of permitted accommodations has been considered and it is determined that the student still would not be able to provide evidence of learning under these conditions. The decision about any exemption must be made on an individual basis. The principal is authorized to exempt a student from part or all of an assessment in a situation where the student's participation would be harmful. Before exempting any student, the principal is required to consult with the student's teacher and parents and obtain written parental consent.

Grade 9 Math Assessment

Grade 9 students registered in academic or applied mathematics will be assessed each year. Teachers are to follow the Administration Guide developed by EQAO for principals and teachers when administering the assessments in grade 9. Administering the assessments according to the guidelines will ensure province-wide consistency before, during, and after the administration.

Teachers are to follow the Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English-language learners and exemptions for students writing the Grade 9 Assessment of Mathematics.

Grade 9 Mathematics: Teachers can use a representative portion of the EQAO Assessment of Mathematics for up to 10% of the final grade.

Ontario Secondary School Literacy Test

All eligible students in their second year of secondary school must write the Ontario Secondary School Literacy Test (OSSLT), which is a diploma requirement. The OSSLT is administered by EQAO and is an assessment of the ability of students to read and write at a provincial standard.

Deferrals must be in advance and are intended for students who have not yet acquired a level of proficiency in English advanced enough to complete the OSSLT successfully. This may include students who have been identified as exceptional, students who are registered in ESL/ELD courses or students who have been unsuccessful in acquiring the reading and writing skills appropriate for Grade 9. Deferrals may also be granted for students who are unable to write the OSSLT during the scheduled administration due to illness, injury or other extenuating circumstances. Deferrals are granted to students on an individual basis.

Follow the Administration Guide developed by EQAO for principals and teachers when administering the OSSLT assessment. Administering the assessment according to the guidelines will ensure province-wide consistency before, during and after the administration.

Provincial Assessments for Students with an IEP

Participation:

Teachers and principals need to make every effort to enable students with special education needs to participate with their peers in all aspects of a provincial large-scale assessment (such as the Education Quality and Accountability Office - EQAO assessments for reading, writing, and mathematics and the Ontario Secondary School Literacy Test) and demonstrate the full extent of their learning (Growing Success, 2010, p. 74).

Any testing accommodations recommended to facilitate the student's participation in provincial assessments must already be identified in the IEP as accommodations required in the classroom, and be permitted by the EQAO office. These accommodations must be:

- appropriate to the student's particular needs, as identified in the IEP;
- included among the strategies, resources, and other accommodations identified in the IEP as necessary for facilitating the student's learning and demonstration of achievement in regular classroom assessments; and
- described in specific rather than general terms (e.g., "use of a word processor", rather than 'answers recorded in another manner').

Accommodations must not affect the level or content of the assessment, the performance criteria, or the reliability or validity of the assessment. They must also comply with other related policies of the EQAO and the Ministry of Education. Information on permitted accommodations can be found in each **Guide for Accommodations** provided to school administrators yearly.

The results from provincial assessments should not be used in isolation as the basis for a referral to an IPRC.

Exemption:

In a small number of cases, a student may require an exemption from a portion of a provincial assessment or from the entire provincial assessment. An exemption may be considered if, even given the full range of permitted accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. The decision about any exemption must always be made on an individual basis. The final decision must be communicated in writing by the principal to the parent, or adult student as part of the IEP development process.

EQAO Exemption - IEP Requirements
<p>If it is determined that the student will not participate in a particular provincial assessment, the IEP must include documentation to support the exemption.</p> <ul style="list-style-type: none">• For secondary students, there must be a clear indication on the student's IEP that the student is not working towards an Ontario Secondary School Diploma (OSSD).• For both elementary and secondary students, the explanatory statements that outline the reasons for the decision must quote the relevant EQAO exemption criteria.

Follow the Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English language learners and exemptions for students writing the OSSLT Assessment.

13. Credit Recovery

There is no minimum percentage mark requirement in the original course for eligibility for **credit recovery**. The percentage mark achieved in the original course is only one factor considered in determining admission. **The Credit Recovery team** must take into account factors that affected the student's achievement. (Growing Success, 2010, p. 88)

Secondary Students with an IEP: Credit Recovery

An equitable and inclusive school system ensures that all students have equal access to a credit recovery option, including students with special education needs. Credit recovery is designed to help regular day school students meet the expectations of a course (or half-credit course) they have completed but for which they have received a failing grade. One of the Guiding Principles of the Credit Recovery system is that credit recovery is one of several options for any student who has been unsuccessful in achieving the expectations of a course. but the final determination of credit recovery placement is made by the credit recovery team.

Guiding Principles:

The guiding principles listed below are intended to provide a consistent framework for the development of credit recovery programs across the province:

1. Credit recovery is part of a whole school culture and has equal status with other forms of course delivery.
2. Credit recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt, including the normal support provided through special education.
3. Credit recovery is one of several options for any student who fails, but the final determination of credit recovery placement is made by the credit recovery team.
4. Decisions regarding the final placement in credit recovery programs must consider all factors that limit success.
5. The final credit granting for credit recovery programs is the responsibility of the principal.
6. Access to credit recovery must be through a recommendation by the principal and agreed to by the student and, where appropriate (e.g., students under the age of majority), the parent(s)/guardian(s), who must share some responsibility for the learning.
7. Credit recovery programming must consider all factors that limited success in the initial program.
8. The teacher of the initial program (the subject teacher) must provide the credit recovery team with relevant information to be considered when placing the student.

9. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
10. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achieving course expectations in a variety of ways.
11. Within a board's capacity to deliver credit recovery programs and adhering to the terms and conditions of collective agreements, credit recovery programs should be available to every student in publicly funded schools and are to be delivered by members of the Ontario College of Teachers employed by the board.
12. Eligibility to gain access to a credit recovery program shall be based on a variety of indicators and not solely on a mark designation.
13. The final percentage mark should reflect the achievement of all course expectations. Depending on the student's credit recovery program, the percentage mark may be based solely on performance in the credit recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final percentage mark, the evaluation practices must be consistent with ministry and board policy.

(Growing Success, 2010, p.85)

Process:

- For every student who fails a course, the subject teacher must complete and submit to the credit recovery team, a Recommended Course Placement Form that is limited to the teacher's recommendations for one of the following options: repeat the entire course (in the same course type or in a different course type), enroll in summer school or a credit recovery program.
- When credit recovery is recommended by the teacher, the subject teacher must provide the following information: the final percentage mark for the course, a breakdown of all percentage marks for the course, and reasons for supporting a recommendation for credit recovery.
- Although the professional opinion of the subject teacher is the primary impetus for a credit recovery placement, there may be exceptional circumstances when the credit recovery team determines that credit recovery is the most appropriate placement for a student who has not been recommended for placement by the subject teacher. Such a determination would tend to occur in instances where the subject teacher does not have all the information about a student that is available to the credit recovery team. In these exceptional situations, the principal (or designate) may require the subject teacher to submit a modified Recommended Course Placement Form with the following components: the final percentage mark of the course, a breakdown of all percentage marks for the course, which must be attached to the Recommended Course Placement Form (Growing Success, 2010, p. 86).
- When the credit recovery team identifies a student as eligible for a credit recovery program, the subject teacher is required to complete a **Credit Recovery Profile** and submit it to the team. The team is responsible for providing the profile to the credit recovery teacher (Growing Success, 2010, p. 87).

- For students who are recommended for and accept admission into a credit recovery program, a Credit Recovery Learning Plan will be developed by the credit recovery teacher, in consultation with the student, and will be shared with his or her parents/guardians, if the student is under the age of eighteen (Growing Success, 2010, p. 87).

Credit Recovery Programming, Assessment, and Evaluation

The final grade must be determined individually and will be determined as follows:

- 70% of the grade will be determined either solely by the student's performance in the credit recovery program or by merging the percentage marks that the student received for the successful achievement of course expectations in the original course and the percentage marks determined through evaluation conducted during the credit recovery program.
- 30% will be based on the final evaluation, which will be based on one or a combination of an examination, a performance, an essay and/or another method of evaluation suitable to the course content (Growing Success, 2010, p. 89).

A student who does not meet the expectations outlined in his or her credit recovery learning plan may fail in the attempt to recover the credit. This failing grade is reported on the transcript for Grade 11 and 12 courses each time the student attempts a course, unless the student withdraws prior to the completion or submission of the culminating activity (Growing Success, 2010, p. 88 - 89).

Definitions

Credit Recovery:

A process to enable students who have failed a course to earn a credit for the course. Students who have completed a provincially approved course within the last two years and who received a failing grade for that course may be approved to recover the course through the credit recovery process. Students may recover credit only for the course taken and failed (and not, for example, for a course of a different type in the same subject and grade). Students who withdraw from a course are not eligible to recover it through the credit recovery process. (Growing Success, 2010, p. 145)

Credit Recovery Team:

School Principal, the Student Success teacher and a member of the guidance team. Where appropriate, other staff, including professional support staff, subject teachers, credit recovery teachers, and a Special Education resource teacher may be included on the team. (adapted from: Growing Success, 2010, p. 85)

Credit Recovery Learning Plan:

A plan for credit recovery, developed by the credit recovery teacher in consultation with the student, outlining instructional practice and content and addressing the individual student's needs and other matters such as attendance, workload expectations, identification of the course expectations and related units of study to be included in the program, description of the 30 per cent final evaluation, and final mark determination. (Growing Success, 2010, p. 145)

Credit Recovery Learning Profile: The Credit Recovery Profile should include such items as: units/concepts/expectations not successfully achieved; and relevant information related to learning skills and work habits (Growing Success, 2010, p. 87).

14. Appendices

Appendix 1: Learning Skills and Work Habits Rubric

Appendix 2: Kindergarten Communication of Learning: Initial Observations Sample

Appendix 3: Kindergarten Communication of Learning Sample

Appendix 4: Elementary Progress Report - Grade 4 Sample

Appendix 5: Elementary Provincial Report Card- Grade 4 Sample

Appendix 6: Elementary Provincial Report Card - Grade 7 Sample

Appendix 7: Secondary Provincial Report Card - Sample

Appendix 8: Maplewood ConnectEd User Guide for AMDSB Elementary Teachers
Grades 1 – 8

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