



# Assessment and Evaluation Guidelines

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**Lambton Kent District School Board**

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# Introduction

According to *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (First Edition, Covering Grades 1 to 12, 2010):

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

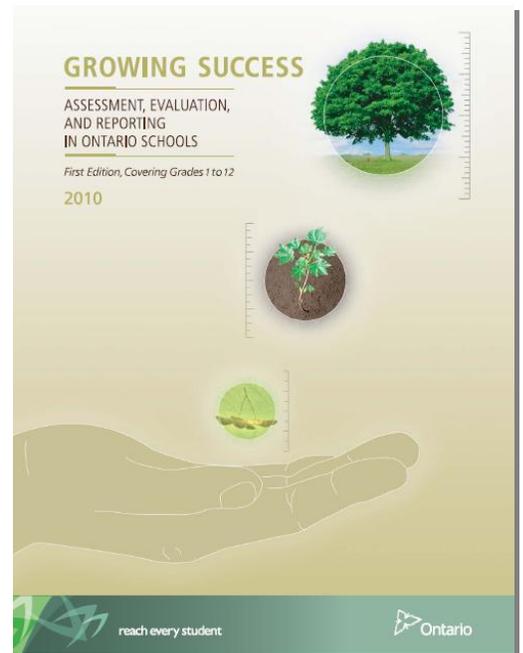
The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

## 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:

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

This document provides guidelines for the implementation of *Growing Success* and the LKDSB Policy and Regulations for Assessment and Evaluation.



## Grade 1 to 8

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# Assessment and Evaluation Guidelines

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# Assessment

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.

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.

As essential steps in assessment for learning and as learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

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.

- Growing Success  
(2010) p. 28

# Learning Goals, Success Criteria & Descriptive Feedback

## Learning Goals:

Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. 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.

## Success Criteria:

Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. 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). 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.

## Descriptive Feedback:

Feedback provides students with a description of their learning. 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. According to Davies (2007, p. 2), descriptive feedback "enables the learner to adjust what he or she is doing in order to improve."

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.

- Growing Success  
(2010) p. 30

# Evaluation

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.

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

- 1) observations,
- 2) conversations, and
- 3) 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.

## Homework and Evaluation

To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

## Group Work and Evaluation

Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

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.

- Growing Success  
(2010) p. 38

# Achievement Chart

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time.

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.

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

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

# Learning Skills and Work Habits

It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

For Grades 1 to 12, student demonstration of learning skills and work habits will be recorded in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits will be assessed using a four-point scale:

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

Teachers will also ensure that they assess students' development of learning skills and work habits in Grades 1 to 12 using appropriate assessment methods to gather information and provide feedback to students.

Learning skills and work habits comments should reflect student's strength, next steps, and provide specific classroom examples.

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 the parents and student that is specific to each of the two areas of achievement.

- Growing Success  
(2010) p. 10

# Progress Report: Learning Skills

For **Grades 1 to 8**, the Elementary Progress Report Card provides a record of the learning skills and work habits demonstrated by students in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

To the extent possible, the evaluation of the learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should not be considered in the determination of letter grades or percentage marks for subjects/courses.

The learning skills and work habits are demonstrated by students across all subjects and courses. Teachers will use the following letter symbols to report on students' development of the six learning skills and work habits:

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

Learning skills and work habits comments should reflect student's strength, next steps, and provide specific classroom examples.

Teachers, using their professional judgement, should choose multiple learning skills and work habits on which to comment for each student. If a student has one or more learning skills and work habits that are identified as 'Needs Improvement', the teacher should strongly consider providing a comment on those particular learning skills on the Progress Report. The homeroom teacher completes this section based on the input of all teachers assigned to the classroom.

All versions of the Elementary Progress Report Card are designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

- Growing Success  
(2010) p. 50



# Progress Report: Subject Reporting

For **Grades 1 to 8**, in the fall, teachers will use the Elementary Progress Report Card to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand. Teachers will check one of the following to indicate progress:

- ✓ **Progressing With Difficulty**  
Demonstrates that the student will require improvement and/or assistance to meet the provincial standard at the end of the term/year using the teacher’s professional judgement and knowledge of the individual child to make a final determination.
- ✓ **Progressing Well**  
Evidence that the student is meeting or will meet the provincial standard by the end of the term/year, using the teacher’s professional judgement and knowledge of the individual child to make a final determination.
- ✓ **Progressing Very Well**  
Very consistent evidence that the student is meeting or will meet, or is exceeding or will exceed, the provincial standard using the teacher’s professional judgement and knowledge of the individual child to make a final determination.
- ✓ **NA**  
In the event that a student did not receive instruction in a subject/strand, the teacher will check the NA box.
- ✓ **IEP**  
If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card.

All versions of the Elementary Progress Report Card are designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects.

- Growing Success  
(2010) p. 50

# Progress Report: Subject Comments

For **Grades 1 to 8**, in the fall, teachers will use the Elementary Progress Report Card to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand.

Teachers will comment on student progress in the following subjects:

Language – The language comment should include strengths and next steps for improvement to include all strands that have been taught. Comments should include specific student work examples considering appropriate cross curricular connections

Math – The math comment should include strengths and next steps for improvement to include all strands that have been taught. Comments should include specific student work examples considering appropriate cross curricular connections

If a student is progressing with difficulty in one other subject area, the teacher of that subject should provide a comment. If a student is progressing with difficulty in multiple subject areas, the teachers of the student should collaborate on the comments.

If the “IEP” box is checked the teacher must include the following comment:

*“This report is based on progress of curriculum expectations as outlined in the IEP.”*

All versions of the Elementary Progress Report Card are designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects.

- Growing Success  
(2010) p. 50

# Progress Report: Student Comments

For **Grades 1 to 8**, the Elementary Progress Report Card has a space that will include student comments.

The student comment section will be completed, on the school's copy of the report card, by the student during class time before the Parent / Teacher interview. The Elementary Progress Report Card is then copied and the facsimile is sent home.

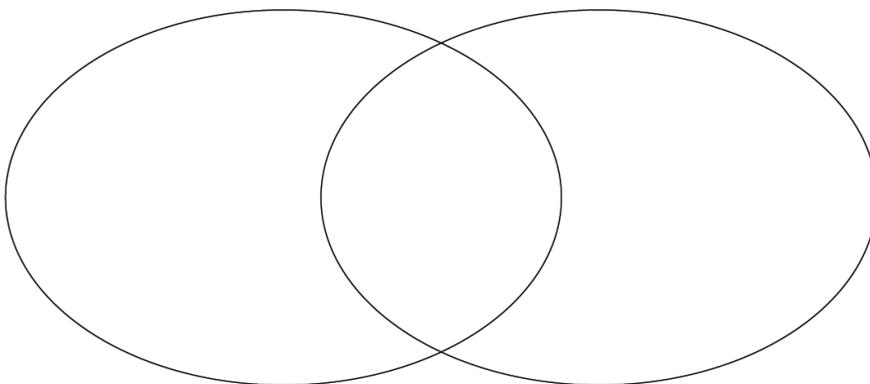
Teachers may choose to provide student's sentence stems prompts for goals, comments, reflections, next steps, and action plans. Some example stems are:

- My top priority (or goal) is...
- To accomplish my goal, I plan to...
- My favorite piece of work is \_\_\_\_\_ because...
- If I could do something again, I would...
- My work surprised others because ...
- My greatest challenge is \_\_\_\_\_ because ...
- Some of the things that I learned this term were...
- I really enjoyed learning about...
- I would like some help with...
- I am going to try harder to...
- I did well because...
- I still need to practice...
- I need to focus on...
- A graphic organizer could be used (see example below).

The space at the bottom of the second page of the Elementary Progress Report Cards is for student's comments or reflections; and goals, next steps, and/or action plans.

Strengths

Challenges



# Reporting: Determining a Report Card Grade

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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.

The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

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.

- Growing Success  
(2010) p. 39

# Reporting: The Meaning and Use of “I”, and “R”

## Using “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 to 8**. Using “R” signals that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process. (In **Grades 1 to 8**, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”.)

For students in **Grades 1 to 8** whose achievement is reported as “R” on the provincial report card teachers must 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.

## Using “I”:

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

Teachers may also use the codes “R” and “I”, as defined on pages 41–42, when evaluating and reporting student achievement in **Grades 1 to 8**.

- Growing Success  
(2010) p. 40

# Reporting: Achievement Level to Letter Grade

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.

Mark Conversion Chart:

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

For **Grades 1 to 6**, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in **Grades 1 to 6**.

The conversion chart shows how the four levels of achievement are aligned to letter grades in **Grades 1 to 6**.

Teachers may use the codes “R” and “I” when evaluating and reporting on student achievement.

- Growing Success (2010) p. 40

# Reporting: Achievement Level to Percentage

For **Grades 7 and 8**, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Mark Conversion Chart:

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

For **Grades 7 and 8**, the code “1” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in **Grades 7 and 8**.

The conversion chart shows how the four levels of achievement are aligned to percentage mark ranges in **Grades 7 and 8**.

For **Grades 7 and 8**, teachers will use the code “R”, as defined below on this page, to indicate achievement below 50 per cent.

For **Grades 7 and 8**, teachers may use the code “1”.

- Growing Success (2010) p. 40

# Reporting: Comments

Space is provided on all progress report cards and provincial report cards from **Grade 1 to Grade 12** for teachers to make anecdotal comments about students' achievement of curriculum expectations or, in the case of the Elementary Progress Report Cards, 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 describe 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.

For students in **Grades 1 to 8** whose achievement is reported as "R" on the provincial report card 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.

## Learning Skills and Work Habits Comments:

For **Grades 1 to 8**, in most cases, the homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning skills and work habits may comment in this space as well.

The Lambton Kent District School Board will not provide a comment bank.

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.

- Growing Success  
(2010) p. 64

Teachers will use professional judgement to provide comments on key learning, specific examples, and next steps. The Comment Framework will guide the creation of these comments.

<http://ae.misalondon.ca>

# Reporting: Student and Parent Comments

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## Elementary Provincial Report Card

Spaces and comment stems are provided in a tear-off section on the third and fourth pages of the Elementary Provincial Report Cards for student and parent comments. The stems are as follows:

### Student's Comments

- My best work is:
- My goal for improvement is:

### Parent's/Guardian's Comments

- My child has improved most in:
- I will help my child to:

Even if parents and students do not wish to comment on or discuss the report card, parents must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child's and/or their own comments should be provided with a copy of the tear-off section by the school.

The progress report cards and the provincial report cards ensure that all students attending publicly funded elementary and secondary schools in Ontario, and their parents, receive standard, clear, detailed, and straightforward information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Grades 1 to 12.

- Growing Success  
(2010) p. 66

# Reporting: Subject/Strand Schedule Grades 1-6

The following is the reporting schedule for subjects and strands for **Grades 1 to 6**:

## Language –

Strands: Fill in the letter grade/percentage mark for each of the four strands for language in the column headed Report 1 or Report 2, as appropriate.

## French –

Strands: Fill in the letter grade/percentage mark for each strand that is part of the student’s instructional program in the column headed Report 1 or Report 2, as appropriate. If a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the grade/mark column blank.

Core/Immersion/Extended: Check the appropriate box to indicate the type of program the student is enrolled in.

Note: For Grade 3 Core French – Report 1 will include the Oral and Reading Strands. Report 2 will include the Oral, Reading and Writing strands.

## Mathematics –

Strands: Fill in the student’s letter grade/percentage mark for at least four of the five strands for mathematics in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement 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 that strand, and the “NA” box for that strand should be checked.

## Native Language –

Indicate the Native language in the space provided (e.g., Ojibwa, Cree). Fill in the letter grade/percentage mark for Native language in the column headed Report 1 or Report 2, as appropriate.

## Science and Technology –

Fill in the student’s letter grade/percentage mark for science and technology in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

## Social Studies –

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

## Health and Physical Education –

Fill in the student’s letter grade/percentage mark for health education and physical education in the column headed Report 1 or Report 2, as appropriate.

## The Arts –

Strands: Fill in the student’s letter grade/percentage mark for three of the four strands in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the four strands must be reported 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 that strand, and the “NA” box for the strand should be checked.

## Reporting: Subject/Strand Schedule Grades 7-8

The following is the reporting schedule for subjects and strands for **Grades 7 and 8**:

### Language –

Strands: Fill in the letter grade/percentage mark for each of the four strands for language in the column headed Report 1 or Report 2, as appropriate.

### French –

Strands: Fill in the letter grade/percentage mark for each strand that is part of the student's instructional program in the column headed Report 1 or Report 2, as appropriate. If a particular strand is not part of the student's program during that reporting period, indicate this in the comments and leave the grade/mark column blank.

Core/Immersion/Extended: Check the appropriate box to indicate the type of program the student is enrolled in.

### Native Language –

Indicate the Native language in the space provided (e.g., Ojibwa, Cree). Fill in the letter grade/percentage mark for Native language in the column headed Report 1 or Report 2, as appropriate.

### Mathematics –

Strands: Fill in the student's letter grade/percentage mark for at least four of the five strands for mathematics in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement 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 that strand, and the "NA" box for that strand should be checked.

### Science and Technology –

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

### History and Geography –

Fill in the student's percentage mark for history and/or geography in the column headed Report 1 or Report 2, as appropriate. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning 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. Achievement in both history and geography must be reported at least once in the school year, in either Report 1 or Report 2.

### Health and Physical Education –

Fill in the student's letter grade/percentage mark for health education and physical education in the column headed Report 1 or Report 2, as appropriate.

### The Arts –

Strands: Fill in the student's letter grade/percentage mark for three of the four strands in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the four strands must be reported 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 that strand, and the "NA" box for the strand should be checked.

## Late and Missed Assignments Grades 1-6

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

### Using "I":

For **Grades 1 to 6**, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student.

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement, of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

- Growing Success (2010) p. 43

# Late and Missed Assignments

It is the student's responsibility for providing evidence of their achievement of overall expectations within the time frame specified by the teacher, in a form approved by the teacher. If a student misses an assignment, the missed assessment will normally be due or completed on the day of the student's return to school. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies, enacted by a school team, may be used to help prevent and/or address late and missed assignments. These strategies are on the following page, **Late and Missed Assignments: Strategies**. For special education students it is important to consider the strategies that have been documented in the I.E.P.

## Determining a Final Mark:

If the overall expectations incorporated in a late or missed assignment have been evaluated on another assignment, the late or missed assignment should not have a significant negative impact on a student's final report card mark.

For a student with late or missed assignments, the report card grade will be determined according to teacher professional judgement by considering the student's actual understanding of the overall expectations and multiple sources of evidence (such as conversation, observation, and product).

For **Grades 7 and 8**, the code "1" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.

Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits.

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

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

- Growing Success (2010) p. 43

## Late and Missed Assignments: Strategies

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- when First Nation, Metis and Inuit student have late or missed assignments, the teacher should involve Aboriginal counselors, parents, and/or members of the extended family for support in understanding the First Nation, Metis and Inuit cultures;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- after many of the above strategies have been implemented and documented, it is reasonable and appropriate to deducting marks for late assignments up to the full value of the assignment. The school administration will be advised of this occurring.

It is expected that teachers and school teams will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines.

- Growing Success  
(2010) p. 44

# Academic Dishonesty

Students are expected to demonstrate academic honesty by relying on their own efforts and by doing their own work to the best of their ability.

Examples of Academic Dishonesty (the act of gaining an unfair advantage):

- Copying from another student or making information available to another student;
- Submitting another individual's assignment, in whole or in part, and representing it as your own;
- Preparing an assignment for submission by another student;
- Using direct quotations, or large sections of paraphrased material without acknowledgement;
- Copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one's assignment/essay to be copied by another student;
- Purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements.

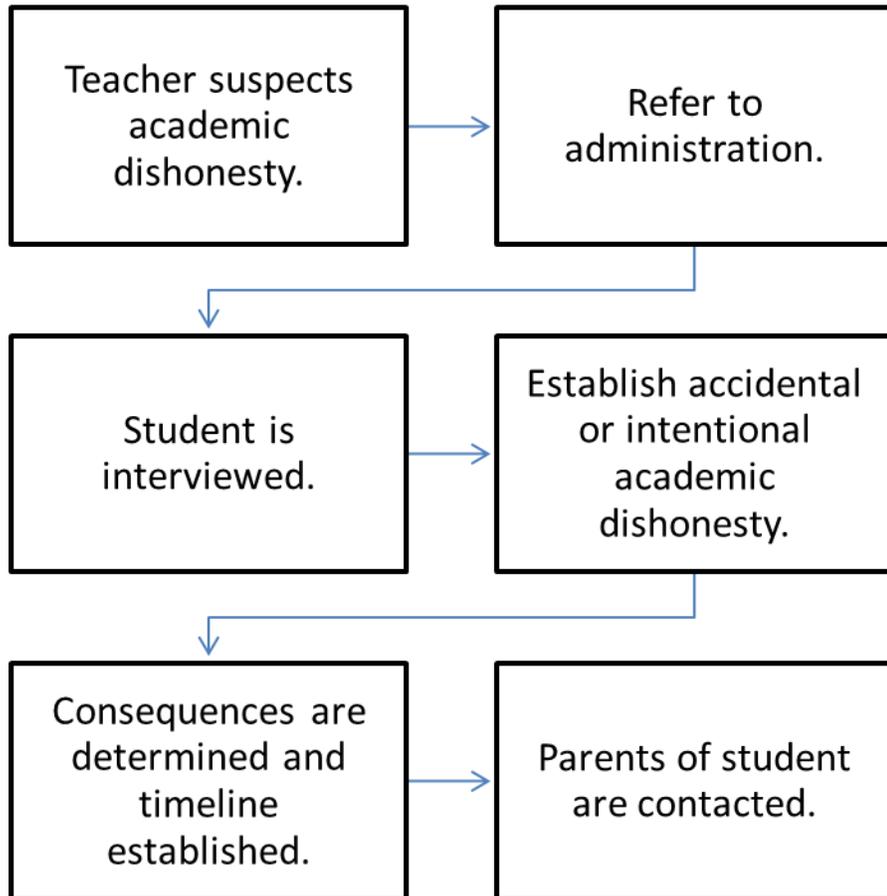
Please note that the above examples are only a partial list and should not be considered complete.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- Growing Success  
(2010) p. 42

# Academic Dishonesty: Process Grades 7 and 8

Process for Investigating Academic Dishonesty:



Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- Growing Success (2010) p. 42

# Academic Dishonesty: Consequences

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## Consequences for Academic Dishonesty on Assignments:

**Grades 4 to 6** - Teachers should begin coaching the student toward academic honesty that may focus on the proper transcribing of research into a personal paper and the pitfalls of academic dishonesty.

**Grades 7 and 8** – Student rewrites assigned work within one week accompanied by a form letter signed by parents with no penalty. If assignment is not completed and handed in within the specified time frame, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

## Consequences for Academic Dishonesty on Tests:

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. In Grades 7 and 8, administration is informed.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- Growing Success  
(2010) p. 42

# Special Education: Accommodations

For a student with special education needs who requires “accommodations only”, as described in his or her IEP, assessment and evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels outlined in the curriculum documents.

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations.

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as “Accommodated Only”, the provincial curriculum expectations are not altered. Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include:

- visual supports to clarify verbal instructions, assistive devices, or some form of human support;
- alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment;
- alternative settings that may be more suitable for the student to demonstrate his or her learning.

If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student’s IEP.

## IEP With Accommodations Only

If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will not check the “IEP” box. The letter grade or percentage mark is based on the regular grade expectations.

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# Special Education: Modified Curriculum Expectations

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

For a student with special education needs who requires modified expectations, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations or alternative expectations outlined in the student's Individual Education Plan (IEP).

In **Grades 1 to 8**, students with an Individual Education Plan (IEP) who require modified expectations would rarely receive an "R".

## IEP With Modified Curriculum Expectations

If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the "IEP" box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card. On the provincial report card, teachers must also include the following statement in the section "Strengths/Next Steps for Improvement":

*"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."*

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# Special Education: Alternative Learning Expectations

Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. The student's achievement of the alternative learning expectations outlined in the IEP should be assessed and evaluated using a variety of methods.

## IEP With Alternative Learning Expectations

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

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

In a very few instances, where the student's program is not based on expectations from the Ontario curriculum for **Grades 1 to 8**, an alternative format may be used to report the student's progress/achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student's progress/achievement relative to the expectations identified in the IEP, and should comment on the student's strengths and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary Provincial Report Card at the regular reporting times.

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# English Language Learners

When curriculum expectations are modified in order to meet the language-learning needs of English language learners (often referred to as ELLs), assessment and evaluation will be based on the documented modified expectations. This will be noted on the Elementary Progress Report Cards and the elementary and secondary provincial report cards, and will be explained to parents. Teachers, in collaboration with their principals, will determine the most effective way to document the modification of curriculum expectations for English language learners.

For **Grades 1 to 8**, when a student's achievement is based on expectations modified from the grade level curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).

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.

Note: For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

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

## Grade 9 to 12

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# Assessment and Evaluation Guidelines

# Assessment

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.

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.

As essential steps in assessment for learning and as learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

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.

- Growing Success  
(2010) p. 28

# Learning Goals, Success Criteria & Descriptive Feedback

## Learning Goals:

Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. 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.

## Success Criteria:

Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. 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). 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.

## Descriptive Feedback:

Feedback provides students with a description of their learning. 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. According to Davies (2007, p. 2), descriptive feedback "enables the learner to adjust what he or she is doing in order to improve."

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.

- Growing Success  
(2010) p. 30

# Evaluation

Evaluation, assessment *of* learning, 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.

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

- 1) observations,
- 2) conversations, and
- 3) 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.

## Homework and Evaluation

To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

## Group Work and Evaluation

Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

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.

- Growing Success  
(2010) p. 38

# Achievement Chart

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time.

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.

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

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

# Learning Skills and Work Habits

It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Students benefit when teachers discuss these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

For Grades 1 to 12, student demonstration of learning skills and work habits will be recorded in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits will be assessed using a four-point scale:

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

Teachers will also ensure that they assess students' development of learning skills and work habits in Grades 1 to 12 using appropriate assessment methods to gather information and provide feedback to students.

Learning Skills and Work Habits comments should reflect student's strength, next steps, and provide specific classroom examples.

The space at the bottom of the third page of the Secondary Report Card is for student's comments or reflections; and goals, next steps, and/or action plans.

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 the parents and student that is specific to each of the two areas of achievement.

- Growing Success  
(2010) p. 10

# Reporting: Determining a Report Card Grade

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.

The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence.

Teachers will weigh evidence of student achievement in light of these considerations. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

In **Grades 9 to 12**, ongoing Markbook use throughout the entire semester is strongly encouraged and is subject to school administration's discretion. Marks and detailed mark summaries are to be available to the school administration upon request.

For **Grades 9 to 12**, a final grade is recorded for every course. The final grade will be determined as follows:

- 70per 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, although special consideration should be given to more recent evidence of achievement.
- 30per cent 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.

For all D, P, U, C, and M courses an exam will be part of the final 30per cent evaluation.

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.

- Growing Success (2010) p. 39

In **Grades 9 to 12**, category weightings are determined by Curriculum Leaders at district subject meetings and approved by the Superintendent of Secondary Program.

## Reporting: Marks Below 50 Per Cent

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The mark reported on the provincial report card can be as low as 0 per cent. Where a mark is below 50 per cent, the teacher will ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, with emphasis on more recent achievement of expectations. Where the situation warrants, the teacher will review the individual student's calculated grade using his or her professional judgement. Consideration will be made for late and missed assignments and academic dishonesty. The teacher will also ensure that there has been ongoing communication with the student, the parent and/or guardian, the school administration, and key school staff (which should include members of the Student Success Team, the appropriate Curriculum Leader, Guidance, Student Success Teacher, and Resource Teacher).

When assigning a mark below 50 per cent, a credit analysis form will be completed by the classroom teacher. All students are eligible to be considered for credit recovery.

For students in **Grades 9 to 12** whose achievement is recorded at below 50 per cent, teachers must 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.

For **Grades 9 to 12**, teachers will use percentage marks to indicate achievement below 50 per cent.

- Growing Success  
(2010) p. 41

## Reporting: The Meaning and Use of “I”

For **Grades 9 and 10**, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that *insufficient evidence* is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student. For example, teachers may find it appropriate to use “I” when evidence of a student’s achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

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.

For **Grades 9 and 10**, teachers may use the code “I”.

“I” may not be used in **Grades 11 and 12**.

- Growing Success  
(2010) p. 41

# Reporting: Mark Ranges

For **Grades 9 to 12**, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

## Mark Conversion Chart:

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

For **Grades 9 and 10**, the code “1” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a percentage mark.

The conversion chart shows how the four levels of achievement are aligned to percentage mark ranges in **Grades 9 to 12**.

For **Grades 9 to 12**, teachers will use percentage marks to indicate achievement below 50 per cent.

“1” may not be used in **Grades 11 and 12**.

- Growing Success (2010) p. 40

## Reporting: Comments

Space is provided on all progress report cards and provincial report cards from **Grade 1 to Grade 12** for teachers to make anecdotal comments about students' achievement of curriculum 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 describe 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.

For students in **Grades 9 to 12** whose achievement is recorded at below 50 per cent, 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.

### Learning Skills and Work Habits Comments:

For **Grades 9 to 12**, individual teachers will report on the student's development of Learning Skills and Work Habits 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.

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.

- Growing Success  
(2010) p. 64

Teachers will use professional judgement to provide comments on key learning, specific examples, and next steps. The Comment Framework will guide the creation of these comments.

<http://ae.misalondon.ca>

# Reporting: Student and Parent Comments

## Secondary Provincial Report Card

Space and comment stems are provided for student comments in a tear-off section on all provincial report cards for **Grades 9–12 except the final report**. The stems are as follows:

### Student's Comments

- My best work is:
- My goal for improvement is:

## All Provincial Report Cards for **Grades 9–12 (except the final report):**

Parents, even if their child does not write comments, must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child's comments should be provided with a copy of the tear-off section by the school.

The progress report cards and the provincial report cards ensure that all students attending publicly funded elementary and secondary schools in Ontario, and their parents, receive standard, clear, detailed, and straightforward information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Grades 1 to 12.

- Growing Success (2010) p. 66

# Course of Study Outlines

Course outlines in the secondary school will include at least the following information:

- ◆ the name of the ministry's curriculum policy document(s) from which the outline of the course of study has been developed
- ◆ the name of the board, school, and department, as well as the names of the department head, the classroom program developers or teachers, and the dates of development and revision
- ◆ the course title, course type, grade, course code, and credit value
- ◆ the prerequisite(s) if any
- ◆ the overall curriculum expectations
- ◆ an outline of the course content, including unit titles in the sequence in which the material will be studied
- ◆ teaching strategies appropriate to the course type (i.e., strategies reflecting the appropriate balance of theoretical components and practical applications for the particular type of course) and teaching strategies appropriate to the range of students' learning needs
- ◆ strategies for the assessment and evaluation of student performance appropriate to the course type and to the students' range of learning needs
- ◆ a description of how the course incorporates, as appropriate, considerations for program planning that align with ministry and board policy and
- ◆ the names of the textbook(s) and resource materials that are essential to the course

Information regarding access to the course outlines and to curriculum policy documents will be included in the school's program/course calendar.

The principal of a secondary school will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines must be available at the school for parents and students to examine.

- Ontario Schools, Policy and Program Requirements (2011) p48

## Late and Missed Assignments

It is the student's responsibility for providing evidence of their achievement of overall expectations within the time frame specified by the teacher, in a form approved by the teacher. If a student misses an assignment due to a legitimate absence, the missed assignment will normally be due or completed on the day of the student's return to school.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These strategies are on the following page, Late and Missed Assignments: Strategies. For special education students it is important to consider the strategies that have been documented in the I.E.P.

### Determining a Final Mark:

If the overall expectations incorporated in a late or missed assignment have been evaluated on another assignment, the late or missed assignment should not have a significant negative impact on a student's final report card mark.

For a student with late or missed assignments, the report card mark will be determined according to teacher professional judgement by considering the student's actual understanding of the overall expectations and multiple sources of evidence (such as conversation, observation, and product).

For **Grades 9 to 10**, the code "I" may be used when recording marks including on the Provincial Report Card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.

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

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

- Growing Success  
(2010) p. 43

# Late and Missed Assignments: Strategies

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counseling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- when First Nation, Metis and Inuit students have late or missed assignments, the teacher should involve Aboriginal counselors, parents, and/or members of the extended family for support in understanding the First Nation, Metis and Inuit cultures;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- after an appropriate number of the above strategies have been implemented and documented, it is reasonable for teachers to use their professional judgement in deducting marks for late assignments up to the full value of the assignment.

It is expected that teachers and school teams will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines.

- Growing Success  
(2010) p. 44

# Academic Dishonesty

Students are expected to demonstrate academic honesty by relying on their own efforts and by doing their own work to the best of their ability.

## Examples of Academic Dishonesty

The act of gaining an unfair advantage by:

- Copying from another student or making information available to another student;
- Submitting another individual's assignment, in whole or in part, and representing it as your own;
- Preparing an assignment for submission by another student;
- Using direct quotations, or large sections of paraphrased material without acknowledgement;
- Copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one's assignment/essay to be copied by another student;
- Purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements.

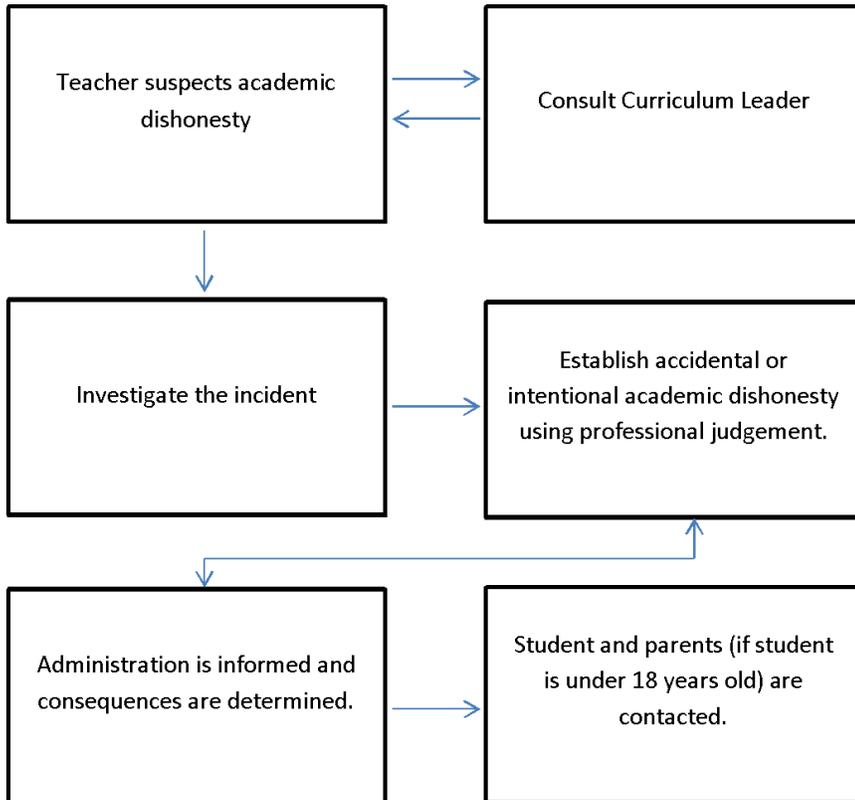
Please note that the above examples are only a partial list and should not be considered complete.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

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(2010) p. 42

# Academic Dishonesty: Process Grades 9 to 12

## Process for Investigating Academic Dishonesty:



# Academic Dishonesty: Consequences

## Consequences for Academic Dishonesty on Assignments:

Professional judgement of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

## Consequences for Academic Dishonesty on Assignments:

Grades 9 and 10 – Student will redo the assigned work. The student will receive a 25 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 11 - Student will redo the assigned work. The student will receive a 50 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 12 – A mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences may vary depending on the grade and level of a course.

## Consequences for Academic Dishonesty on Tests:

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. Parents are informed if student is under 18 years old.
4. In Grades 9 to 12, administration is informed if situation is not resolved.

## Consequences for Academic Dishonesty on Exams:

1. If cheating is suspected during the exam, student is allowed to complete exam.
2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student. A mark of zero will be assigned.
3. Parents are informed if student is under 18 years old.

Appeals Process: Appeals will be requested through the teacher to the administration if the situation is not resolved.

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

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Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- Growing Success  
(2010) p. 42

# Special Education: Accommodations

For a student with special education needs who requires “accommodations only”, as described in his or her IEP, assessment and evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels outlined in the curriculum documents.

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations.

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as “Accommodated Only”, the provincial curriculum expectations are not altered. Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include:

- visual supports to clarify verbal instructions, assistive devices, or some form of human support;
- alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment;
- alternative settings that may be more suitable for the student to demonstrate his or her learning.

If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student’s IEP.

## IEP With Accommodations Only

If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will not check the “IEP” box. The letter grade or percentage mark is based on the regular grade expectations.

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# Special Education: Grades 9 to 12

## Modified Curriculum Expectations

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

For a student with special education needs who requires modified expectations, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations or alternative expectations outlined in the student's Individual Education Plan (IEP).

### IEP With Modified Curriculum Expectations

For students in **Grades 9 to 12**, if the 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 simply to check the "IEP" box. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, teachers must include the following statement in the "Comments" section (along with comments about the student's achievement):

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

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# Special Education: Grades 9 to 12

## Alternative Learning Expectations

Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). The student's achievement of the alternative learning expectations outlined in the IEP should be assessed and evaluated using a variety of methods.

### IEP With Alternative Learning Expectations

In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a 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."*

In a very few instances, where none of the student's learning expectations are derived from the curriculum expectations in the Ontario curriculum for **Grades 9 to 12**, an alternative format may be used to report the student's achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student's achievement relative to the expectations set out in the IEP, and should comment on the student's strengths and next steps for improvement. When an alternative format is used, it should accompany the Provincial Report Card, **Grades 9–12**, at the regular reporting times.

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. 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. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

- Growing Success  
(2010) p. 71

# English Language Learners

When curriculum expectations are modified in order to meet the language-learning needs of English language learners (often referred to as ELLs), assessment and evaluation will be based on the documented modified expectations. This will be noted on the Elementary Progress Report Cards and the elementary and secondary provincial report cards, and will be explained to parents. Teachers, in collaboration with their principals, will determine the most effective way to document the modification of curriculum expectations for English language learners.

For **Grades 9 to 12**, when a student's achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.

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.

**Note:** For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

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

# Credit Recovery

For every student who fails a course, the subject teacher must complete, and submit to school administration, a Credit Analysis Form which includes the teacher's recommendation for one of the following options:

- repeating the entire course (in the same course type or in a different course type)
- summer school
- credit recovery

When credit recovery is recommended, the subject teacher must provide the following information:

- the final percentage mark for the course
- a breakdown of all percentage marks for the course, such as a detailed MarkBook printout, which must be attached to the Credit Analysis Form
- reasons supporting a recommendation for credit recovery

Students who have, within the last two years, completed an Ontario curriculum course or a ministry approved course for which they received a failing grade may be approved by the school's credit recovery team to recover the credit through the credit recovery process. Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed. For example, a student who fails MPM1D can only recover MPM1D and is not eligible to recover MFM1P. Students who withdraw from a course are not eligible to recover it through the credit recovery process.

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 team must take into account factors that affected the student's achievement.

Additional information can be found in *Growing Success* (2010) p. 83 – 89.

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade.

- *Growing Success*  
(2010) p. 84

# Appendix 1 : Progress Report Card Overview



Ministry of Education

## Elementary Progress Report Card

Date:

### LKDSB Progress Report Card Overview

The term “report” refers to the checked boxes (Progressing Very Well, Progressing Well, Progressing with Difficulty) on the Progress Report.

The term “comment” refers to the written comments in the Strengths/Next Steps for Improvement area of the Progress Report.

<https://tweb.lkdsb.net/twebea>

#### Special Education

- Accommodations: No IEP box is checked
- Modified Curriculum Expectations:
  - o Check the IEP box for each of the modified subjects
  - o Include this comment in the Strengths/Next Steps for Improvement box: *“This report is based on progress of curriculum expectations as outlined in the IEP.”*

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement
<b>Responsibility</b>		Strengths/Next Steps for Improvement
<ul style="list-style-type: none"> <li>▪ Fulfills responsibilities and commitments</li> <li>▪ Completes and submits class work, homework, and assignments on time</li> <li>▪ Takes responsibility for and manages own learning</li> </ul>		
<b>Organization</b>		
<ul style="list-style-type: none"> <li>▪ Devises and follows a plan and process to complete tasks</li> <li>▪ Establishes priorities and manages time</li> <li>▪ Identifies, gathers, evaluates, and uses resources</li> </ul>		
<b>Independent Work</b>		
<ul style="list-style-type: none"> <li>▪ Independently monitors, assesses, and reflects on learning</li> <li>▪ Uses class time appropriately to complete tasks</li> <li>▪ Follows instructions with minimal supervision</li> </ul>		
<b>Collaboration</b>		
<ul style="list-style-type: none"> <li>▪ Accepts various roles and an equitable share of work in a group</li> <li>▪ Responds positively to the ideas, opinions, values, and traditions of others</li> <li>▪ Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions</li> <li>▪ Works with others to resolve conflicts and build consensus to achieve group goals</li> <li>▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions</li> </ul>		
<b>Initiative</b>		
<ul style="list-style-type: none"> <li>▪ Looks for and acts on new ideas and opportunities for learning</li> <li>▪ Demonstrates the capacity for innovation and a willingness to take risks</li> <li>▪ Demonstrates curiosity and interest in learning</li> <li>▪ Approaches new tasks with a positive attitude</li> <li>▪ Recognizes and advocates appropriately for the rights of self and others</li> </ul>		
<b>Self-Regulation</b>		
<ul style="list-style-type: none"> <li>▪ Sets own individual goals and monitors progress towards achieving them</li> <li>▪ Seeks clarification or assistance when needed</li> <li>▪ Assesses and reflects critically on own strengths, needs, and interests</li> <li>▪ Identifies learning opportunities, choices, and strategies to meet personal needs and goals</li> <li>▪ Perseveres and makes an effort when responding to challenges</li> </ul>		

**Learning Skills and Work Habits Achievement**

- Reported on by homeroom teacher in collaboration with other teachers who work with the student
- Report in all six areas

**Learning Skills and Work Habits Comments**

- Completed by homeroom teacher in collaboration with other teachers who work with the student
- Comment for any of the six areas that are pertinent for the individual student
  - o Use strengths, classroom examples, and next steps
  - o Use the “Comment Framework” as a guide

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# Appendix 1 : Progress Report Card Overview

**Reporting on Achievement**

- Completed by the teacher responsible for each subject area
- Report on all subjects taught

Student: \_\_\_\_\_

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
<p><b>ESL/EFLD</b> – Achievement is based on expectations modified from the grade to support English language learning needs. <span style="float: right;">IEP – Individual Education Plan NA – No instruction for subject/strand</span></p> <p><b>Language</b></p> <p>Reading, Writing, Oral Communication, Media Literacy  <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p><b>French</b></p> <p><input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> NA  <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended</p> <p><b>Native Language</b></p> <p><input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p><b>Mathematics</b></p> <p><input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p><b>Science and Technology</b></p> <p><input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p><b>Social Studies</b></p> <p><input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p><b>Health and Physical Education</b></p> <p>Health Education <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French                      Physical Education <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p><b>The Arts</b></p> <p>Dance <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA                      Drama <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA                      Music <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA                      Visual Arts <input type="checkbox"/> ESL/EFLD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA</p>				

**Language**

- Provide a comment for Language
  - Include all strands that have been taught
  - Use strengths, specific examples, and next steps
  - Use the “Comment Framework” as a guide

**Math**

- Provide a comment for Math
  - Include all strands that have been taught
  - Use strengths, specific examples, and next steps
  - Use the “Comment Framework” as a guide

**Other Subject Areas**

- Provide a comment for any area where a student is Progressing with Difficulty
  - The teacher of the subject area will provide this comment
  - If a student is Progressing with Difficulty in multiple subject areas, the teachers of that student should collaborate on comments

To Parents/Guardians and Students: \_\_\_\_\_  
has been placed in the student's Ontario Student Record (OSR) and will be available for five years after the student leaves school.

Teacher's Signature: \_\_\_\_\_ X      Principal's Signature: \_\_\_\_\_ X

**Teacher Signature**  
(not a facsimile or stamp)

**Principal or Vice-Principal Signature**  
(not a facsimile or stamp)

The student comment section will be completed, on the school's copy of the report card, by the student during class time. The Elementary Progress Report Card is then copied and the facsimile is sent home.

**A copy of the Progress Report must be placed in the OSR after each reporting period**

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# Appendix 2: Term 1 Report Card Overview

### LKDSB Report Card Overview

The term “report” refers to the letter grade/ percentage grade recorded on a report card.  
The term “comment” refers to the comment provided on the report card.

GRADE IN SEPTEMBER ➔

#### Learning Skills and Work Habits

##### Responsibility

- Fulfills responsibilities and commitments in the learning environment.
- Completes and submits class work, homework, and projects according to agreed-upon timelines.
- Takes responsibility for and manages own learning.

##### Independent Work

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

- Accepts various roles and an equitable share of work in a group.
- Responds positively to the ideas, opinions, values, and traditions of others.
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to meet goals.

##### Initiative

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and taking 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.

- Assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

#### Strengths/Next Steps for Improvement

#### Special Education:

- Accommodations: No IEP box is checked.
- Modified Curriculum Expectations:
  - Check the IEP box for each of the subjects/strands modified.
  - Include this comment for each subject/strand that is modified: “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.”

**English Language Learners:** Refer to pg. 33 of LKDSB A&E Guidelines

#### Learning Skills & Work Habits Achievement:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Report achievement of all 6 areas

#### Learning Skills & Work Habits Comments:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Comment for any of the 6 areas that are pertinent for the individual student using teacher professional judgement:
  - These comments should include strengths, next steps and classroom examples.
  - Use the ‘Comment Framework’ as a guide.

# Appendix 2: Term 1 Report Card Overview

Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: 01

Subject	Report	
	1	2
<b>Language</b>	<input type="checkbox"/> NA	
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Oral Communication	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Media Literacy	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
<b>French</b>	<input type="checkbox"/> NA	
Oral Communication	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
	<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended	
<b>Native Language</b>		
	<input type="checkbox"/> ESL/ELD	
	<input type="checkbox"/> IEP	
	<input checked="" type="checkbox"/> NA	
<b>Mathematics</b>	<input type="checkbox"/> French	
Number Sense and Numeration	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Measurement	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Geometry and Spatial Sense	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Patterning and Algebra	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Data Management and Probability	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
<b>Science and Technology</b>		
	<input type="checkbox"/> ESL/ELD	
	<input type="checkbox"/> IEP	
	<input type="checkbox"/> French	

**English Language:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report on all 4 strands.
- Provide comments for reading and writing. Comment on oral and media literacy as appropriate.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**French:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report and comment on all 3 strands for French Immersion and Core French except:
  - Core French Grades 1 and 2 – Report and comment for Oral Communication only.
  - Core French Grade 3 – Term 1 will include the report and comment for Oral Communication and Reading Strands. Term 2 will include all the strands.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**Native Language:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Indicate the Native language in the space provided (e.g., Ojibwa, Delaware).
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**Mathematics:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report on four (4) strands. If five strands were taught, report on five. If a strand is not reported on, use NA and include: “\_\_\_ strand will be reported on in Term 2” in the comments. )
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**Science & Technology:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Indicate the topic for each strand (e.g., pulleys and gears, plants) that are being reported in each key learning statement of the comment.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

# Appendix 2: Term 1 Report Card Overview

Subject	Report
<b>Social Studies</b>	1
<input type="checkbox"/> ESL/ELD	
<input type="checkbox"/> IEP	
<input type="checkbox"/> French	
<b>Health and Physical Education</b>	
Health Education: Healthy Living, Living Skills	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
<input type="checkbox"/> French	
Physical Education: Active Living, Movement Competence, Living Skills	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
<input type="checkbox"/> French	
<b>The Arts</b>	
<input type="checkbox"/> French	
Dance	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Drama	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Music	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Visual Arts	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
<input type="checkbox"/> French <input checked="" type="checkbox"/> NA	

**Social Studies – Grade 1-6:**

- Letter Grade for Grades 1-6
- Indicate the topic for strand that is being reported in the key learning statement of the comment.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**History & Geography – Grades 7-8:**

- Percentage Grade for Grades 7-8
- History & Geography must be reported and commented on at least once in either Report 1 or 2.
- If History or Geography is not reported on, use NA and include: “ \_\_\_\_ will be reported on in Term 2” in the comments.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**Health & Physical Education:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8.
- Report and comment on both Health and Physical Education.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

**The Arts:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8.
- Report and comment on three strands in each term.
- Achievement in each of the 4 strands must be reported at least once in the school year. (If a strand is not reported on, use NA and include: “ \_\_\_\_ will be reported on in Term 2” in the comments. )
- Use professional judgement to provide comments on each strand:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

✕ Elementary Provincial Report Card (Please have your child complete the form below, and return it to your child's teacher.) ✕

Student:	Grade: 01	OEN:	Teacher:
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**Student's Comments**

- My best work is:

**Student Comment & Goal Setting:**

- Completed by the student on the school's copy of the Report Card during class time
- Students reflect and answer the following sentence starters:
  - My best work is:
  - My goal for improvement is:

- My goal for improvement is:

Student's Signature ✕

## Appendix 2: Term 1 Report Card Overview

Student: \_\_\_\_\_

OEN: \_\_\_\_\_

Grade: 01

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.  
 IEP – Individual Education Plan  
 NA – No instruction for subject/strand for reporting period

**To Parents/Guardians and Students:** This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's  
Signature

X

Principal's  
Signature

X

Teacher Hand Signature  
(not a facsimile or stamp)

Principal or Vice-Principal Hand Signature  
(not a facsimile or stamp)

✂ Elementary Provincial Report Card (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student: \_\_\_\_\_ Grade: 01 OEN: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parent's/Guardian's Comments**

- My child has improved most in: \_\_\_\_\_
- I will help my child to: \_\_\_\_\_

I have received this report card.

I would like to discuss this report card. Please contact me.

Telephone (day): \_\_\_\_\_ Telephone (evening): \_\_\_\_\_

**Tear off section:**

- Parent/Guardian Comments
- Parent Signature to acknowledge the receipt of the Report Card
- Request to discuss the report
- **This section is to be returned to the teacher, attached to the report card, and filed in the OSR.**

**A copy of all pages of the Report Card must be placed in the student's OSR after each reporting period.**

# Appendix 3: Term 2 Report Card Overview

## LKDSB Term 2 Report Card Overview

The term “report” refers to the letter grade/ percentage grade recorded on a report card.  
The term “comment” refers to the comment provided on the report card.

**Important:**

After completing the report card, log onto <http://reports.lkdsb.net> and run the ‘Growing Success Report Card Verification Report’ validation report to ensure there are no errors. The reports are accessed under the Elementary Teacher Reports folder.

Learning Skills and Work Habits

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

**Responsibility**

- Fulfils responsibilities and commitments in the learning environment.
- Completes and submits class work, homework, and projects according to agreed-upon timelines.
- Takes responsibility for and manages own learning.

**Independent Work**

- Independently monitors, assesses, and manages own learning to complete tasks and meet goals.
- Uses class time appropriately to complete work.
- Follows instructions with minimal supervision.

**Initiative**

- 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 own and others.

**Self-Regulation**

- Sets own individual goals and monitors progress towards achieving them.
- Seeks verification or assistance when needed.

Strengths/Next Steps for Improvement

**Special Education:**

- Accommodations: No IEP box is checked.
- Modified Curriculum Expectations:
  - Check the IEP box for each of the subjects/strands modified.
  - Include this comment for each subject/strand that is modified: “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.”

**English Language Learners:** Refer to pg. 32 of LKDSB A&E Guidelines

**Learning Skills & Work Habits Achievement:**

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Report achievement of all 6 areas

**Learning Skills & Work Habits Comments:**

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Comment for any of the 6 areas that are pertinent for the individual student using teacher professional judgement:
  - These comments should include strengths, next steps and classroom examples.
  - Use the ‘Comment Framework’ as a guide.

# Appendix 3: Term 2 Report Card Overview

Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: 01

Subject	Re
<b>Language</b>	1
Reading	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
Writing	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
Media Literacy	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
<b>French</b>	
Oral Communication	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
Reading	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
Writing	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	<input type="checkbox"/>
<input type="checkbox"/> Core <input type="checkbox"/> Immersion	
<input type="checkbox"/> Extended	
<b>Native Language</b>	
<input type="checkbox"/> ESL/ELD	
<input type="checkbox"/> IEP	
<input checked="" type="checkbox"/> NA	
<b>Mathematics</b>	<input type="checkbox"/> French
Number Sense and Numeration	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	<input type="checkbox"/>
Measurement	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	<input type="checkbox"/>
Geometry and Spatial Sense	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	<input type="checkbox"/>
Patterning and Algebra	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	<input type="checkbox"/>
Data Management and Probability	<input type="checkbox"/>
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	<input type="checkbox"/>
<b>Science and Technology</b>	
<input type="checkbox"/> ESL/ELD	
<input type="checkbox"/> IEP	
<input type="checkbox"/> French	

**English Language:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report on all 4 strands. If a student mark is not available for a strand enter "I".
- Provide comments for reading and writing. Comment on oral and media literacy as appropriate.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

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**French:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report and comment on all 3 strands for French Immersion and Core French except:
  - Core French Grades 1 and 2 – Report and comment for Oral Communication only.
  - Core French Grade 3 – Term 1 will include the report and comment for Oral Communication and Reading Strands. Term 2 will include all the strands.
- If a student mark is not available for a strand enter "I". If a student does not participate in the French program (Core or Immersion), then NA must be selected.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

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**Native Language:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Indicate the Native language in the space provided (e.g., Ojibwa, Delaware).
- If a student mark is not available for a strand enter "I". For schools offering Native Language programs, all students who are not participating in the program will require that the NA checkbox be selected.
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

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**Mathematics:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Report on four (4) strands. If five strands were taught, report on five. (All 5 strands need to have been reported on at least one time during this school year.)
- If a student mark is not available for a strand enter "I".
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

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**Science & Technology:**

- Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8
- Indicate the topic for each strand (e.g., pulleys and gears, plants) that is being reported in each key learning statement of the comment.
- If a student mark is not available for a strand enter "I".
- Use professional judgement to provide comments on:
  - Key learning, Specific examples, Next steps
  - Use the 'Comment Framework' as a guide.

# Appendix 3: Term 2 Report Card Overview

<p>Student: _____</p> <p><b>Subject</b></p> <p><b>Social Studies</b></p> <p><input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p><b>Health and Physical Education</b></p> <p>Health Education: Healthy Living, Living Skills</p> <p><input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p>Physical Education: Active Living, Movement Competence, Living Skills</p> <p><input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French</p> <p><b>The Arts</b></p> <p>Dance <input type="checkbox"/> French</p> <p><input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p>Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP</p> <p>Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p>Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA</p> <p><input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA</p>	<p><b>Social Studies – Grade 1-6:</b></p> <ul style="list-style-type: none"> <li>Letter Grade for Grades 1-6</li> <li>If a student mark is not available for a strand enter “I”.</li> <li>Indicate the topic for strand that is being reported in the key learning statement of the comment.</li> <li>Use professional judgement to provide comments on:             <ul style="list-style-type: none"> <li>Key learning, Specific examples, Next steps</li> <li>Use the ‘Comment Framework’ as a guide.</li> </ul> </li> </ul> <hr/> <p><b>History &amp; Geography – Grades 7-8:</b></p> <ul style="list-style-type: none"> <li>Percentage Grade for Grades 7-8</li> <li>History &amp; Geography must be reported and commented on at least once in either Report 1 or 2.</li> <li>If a student mark is not available for a strand enter “I”.</li> <li>Use professional judgement to provide comments on:             <ul style="list-style-type: none"> <li>Key learning, Specific examples, Next steps</li> <li>Use the ‘Comment Framework’ as a guide.</li> </ul> </li> </ul> <hr/> <p><b>Health &amp; Physical Education:</b></p> <ul style="list-style-type: none"> <li>Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8.</li> <li>If a student mark is not available for a strand enter “I”.</li> <li>Report and comment on both Health and Physical Education.</li> <li>Use professional judgement to provide comments on:             <ul style="list-style-type: none"> <li>Key learning, Specific examples, Next steps</li> <li>Use the ‘Comment Framework’ as a guide.</li> </ul> </li> </ul> <hr/> <p><b>The Arts:</b></p> <ul style="list-style-type: none"> <li>Letter Grade for Grades 1-6 / Percentage Grade for Grades 7-8.</li> <li>Report and comment on three strands in each term.</li> <li>Achievement in each of the 4 strands must be reported at least once in the school year.</li> <li>If a student mark is not available for a strand enter “I”.</li> <li>Use professional judgement to provide comments on each strand:             <ul style="list-style-type: none"> <li>Key learning, Specific examples, Next steps</li> <li>Use the ‘Comment Framework’ as a guide.</li> </ul> </li> </ul>
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✕ Elementary Provincial Report Card (Please have your child complete the form below, and return it to your child's teacher.) ✕

Student: _____	Grade: 01	OEN: _____	Teacher: _____
<p><b>Student's Comments</b></p> <ul style="list-style-type: none"> <li>My best work is: _____</li> <li>My goal for improvement is: _____</li> </ul>			
<p style="text-align: right;">Student's Signature _____ ✕</p>			

**Student Comment & Goal Setting:**

- Completed by the student on the school's copy of the Report Card during class time
- Students reflect and answer the following sentence starters:
  - My best work is:
  - My goal for improvement is:

# Appendix 3: Term 2 Report Card Overview

Student:

OEN:

Grade: 01

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.  
 IEP – Individual Education Plan  
 NA – No instruction for subject/strand for reporting period

**To Parents/Guardians and Students:** This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

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

Teacher Hand Signature  
(not a facsimile or stamp)

Principal or Vice-Principal Hand Signature  
(not a facsimile or stamp)

✂ Elementary Provincial Report Card (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student: \_\_\_\_\_ Grade:  OEN: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parent's/Guardian's Comments**

- My child has improved most in: \_\_\_\_\_
- I will help my child to: \_\_\_\_\_

I have received this report card.  
 I would like to discuss this report card. Please contact me.

Telephone (day): \_\_\_\_\_ Telephone (evening): \_\_\_\_\_

**Tear off section:**

- Parent/Guardian Comments
- Parent Signature to acknowledge the receipt of the Report Card
- Request to discuss the report
- **This section is to be returned to the teacher, attached to the report card, and filed in the OSR.**

**A copy of all pages of the Report Card must be placed in the student's OSR after each reporting period.**

### Special Situations

#### Students Who Have Moved within the Reporting Period

If the subject/strand is taught, it must be reported on. If a student is in your classroom for part of the term, you must provide a report card. Provide a letter grade/percentage mark for each subject/strand that you can evaluate. For all other areas, use "I". No areas may be left blank. NA may not be used. All learning skills must be reported on with E, G, S, or N. It is, therefore, possible that a student will receive more than one report card from more than one school. If you only had the student for part of the term, the following comment will be placed at the top of the Strengths/Next Steps for Improvement box: "This report reflects the assessments completed while \_\_\_\_\_ attended \_\_\_\_\_ School (from date - date)."

#### The Use of NA and Strands Not Taught During the Reporting Period

NA may only be used in specific situations as set out by the Ministry. For example, NA may be used for ONE strand in math as only four strands need to be reported on each term. NA may NOT be used if a student is absent for a strand/subject, or was unable to participate in instruction for a strand/subject in which they have been scheduled to participate. In these cases, "I" would be used.

#### ESL Students

If your teacher is checking off the ESL box, the student must be identified as an ESL student in Trillium.

#### Exempt from French

In the very rare circumstance that a student has been exempted from French, the NA box will be checked. The following statement will be added to the French comment box: "X has been exempted from the French program this year." The secretary must remove the student from Core French in Trillium.

#### Alternative Expectations

If a student is working towards alternative expectations as outlined in their IEP, and a letter grade/percentage mark is not given in one (or more) subject area on the report card, an 'I' must be entered for those subjects. It may not be left blank or it will generate an error report.

#### Native Language Programs

Students who are participating in Native Language Programs will have a mark entered on the Report Card. The NA box will be checked for all students in the school who are not participating in Native Language Programs.

#### International Students

For International Students who do not speak English fluently, a report card must be completed, using "I" for all subjects for which a teacher has 'insufficient evidence' to support a ministry report card.