



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*

Lambton Kent District School Board
Assessment, Evaluation and Reporting
Expected Practices
Grades 9-12

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This document provides direction for the implementation of Growing Success (2010) as well as the guiding principles and goals outlined in Ontario's Equity and Inclusive Education Strategy (2009), Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014). This document also supports the Lambton Kent District School Board's Mission, Vision and Strategic Plan, and the Lambton Kent District School Board's Equity and Inclusive Education Policy, Regulation and Religious Accommodation Guideline.

LKDSB Strategic Priorities 2020/21 – 2026/26

On May 12, 2020, Lambton Kent District School Board (LKDSB) Trustees reaffirms the LKDSB Vision and Mission Statements and approved the LKDSB Multi-Year Strategic Plan 2020/2021 to 2025/2026.

Vision Statement

Our Students - Shaping Our World

Mission Statement

Fostering Success for Every Student Every Day

Strategic Priorities 2020/2021 to 2025/2026

- Student Achievement & Well-Being: Advance high standards for innovative and responsive learning
- Inclusive Diversity: Champion anti-oppressive education
- Sustainable Stewardship: Optimize human, financial and physical resources
- Trusting Relationships: Strengthen relationships based on respectful collaboration

Human Rights, Equity, and Inclusive Education

The Lambton Kent School Board is committed to embracing diversity and eliminating discrimination and harassment. Part of this commitment involves recognizing that everyone has the right to be treated with respect and dignity. Everyone has the right to learn, teach and work in an environment that is free from oppressive barriers. We are committed to upholding the Human Rights of every person each and every day. We also recognize that schooling and education plays an integral role in preventing and working toward eliminating discrimination and harassment in society more broadly. Our dedication is about nurturing the potential of all which benefits everyone.

<https://www.lkdsb.net/Board/Community/EquityInclusiveEducation/Pages/default.aspx#/=>

Equitable Assessment and Evaluation Practices

The Equity and Inclusive Education Strategy (2009) aims to close student achievement gaps by identifying and eliminating any biases, barriers, and power dynamics that may limit students' prospects for learning, growing, and contributing fully to society. (Equity and Inclusive Education in Ontario Schools Guidelines for Policy Development and Implementation (2014) p. 12.)

The Lambton Kent District School Board's Assessment, Evaluation and Reporting Expected Practices Grades 9-12 should be implemented from using an **Equity Lens** that aligns with the Ministry' Equity and Inclusive Education Strategy, the Lambton Kent District School Board's Strategic Priorities, Policies and Regulations and the right of everyone to learn, teach and work in an environment that is free from oppressive barriers.

<https://www.lkdsb.net/Board/Community/EquityInclusiveEducation/Pages/default.aspx#/=>

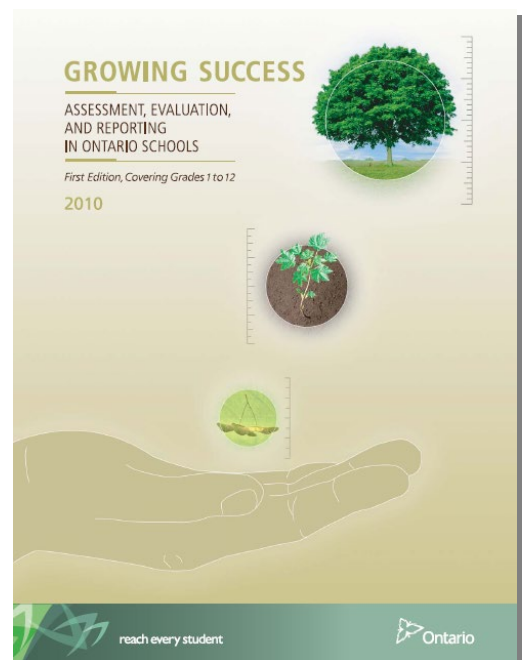
Introduction

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," and assessment and evaluation, as well as curriculum instruction must be **fair, equitable and barrier free**, and "lead to the improvement of learning for all students" (Growing Success, p. 6).

Using multiple sources of evidence (observation, conversation, and product) increases the reliability and validity of the assessment and evaluation of student learning and will provide students with opportunities to demonstrate their learning in ways that are an equitable and accurate reflection of what they know.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services (Volante, p. 34). (*Growing Success*, pg.8)



The Seven Fundamental Principles

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

In order to support valid and reliable assessment, evaluation, and reporting that will lead to the improvement of learning for all students, teachers must use assessment and evaluation strategies and related 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.

(Growing Success, p. 6).

Assessment for Learning and As Learning

The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment for learning, or formative assessment, 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:

- create a learning environment that encourages risk-taking and making mistakes;
- 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;
- analyze and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning without always assigning a mark;
- help students to develop skills of peer and self-assessment.

Assessment is the process gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

[Growing Success \(2010\) p. 28](#)

Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes.

[Growing Success \(2010\) p. 8](#)

Learning Goals, Success Criteria and 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 easily 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." Providing descriptive feedback without assigning a mark will encourage students to take risks and make mistakes. To ensure equity for all students, descriptive feedback should be used in class to improve student learning.

The use of assessment for the purpose of improving learning and helping students become independent learners **requires a culture in which student and teacher learn together in a collaborative relationship**, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies.

[Growing Success \(2010\) p. 30](#)

The goal of using a **criterion-based approach** is to make the assessment and evaluation of student achievement, as **fair, equitable, reliable and transparent** as possible."

[Growing Success \(2010\) p. 19](#)

Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes.

[Growing Success \(2010\) p. 8](#)

Evaluation: Assessment of Learning

Evaluation, assessment *of* learning, or summative assessment, 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.

Seventy per cent of the grade will be based on evidence of learning gathered during learning cycles that occur throughout the term, and that demonstrate growth in a students' knowledge/skills. More recent evidence that demonstrates growth in a students' knowledge/skills should be given more consideration than earlier demonstrations of learning that may represent early and emerging understanding of curriculum expectations.

Assessment for Learning and as Learning, with ongoing descriptive feedback (formative) should always occur prior to an Assessment of Learning (summative).

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.

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](#)

Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

[Growing Success \(2010\) p. 41](#)

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 [and bias resistant] 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

It is expected that teachers will use a balanced approach to plan instruction, assessment, and evaluation to allow students a variety of opportunities to demonstrate their knowledge and achievement across all four categories.

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

[Growing Success \(2010\) p. 7](#)

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

[Growing Success \(2010\) p. 17](#)

Learning Skills and Work Habits

It is important to recognize the difference between assessing and evaluating behaviour and assessing and evaluating academic achievement. Consistent with the LKDSB Code of Conduct, Progressive Discipline, and Suspension of a Pupil Administrative Procedures, students should not face academic penalties as a consequence of behaviours.

While achievement of the curriculum expectations is closely tied to learning skills and work habits, they should not be considered in the determination of a student's grades, unless they are part of curriculum expectations.

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 9 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 9 to 12 using appropriate assessment methods to gather information and provide feedback to students.

LKDSB Assessment, Evaluation and Reporting Expected Practices Grades 9 -12 (September 2021)

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.

[Growing Success \(2010\) p. 10](#)

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.

When determining a final mark, multiple sources of evidence including conversation, observation and product should be considered to provide students with opportunities to demonstrate what they know in ways that are equitable and accurate. Determining a final mark will involve teachers' professional judgement and interpretation of evidence should reflect the student's most consistent level of achievement. Recent evidence gathered during periods of learning throughout the term, that demonstrates growth in a students' knowledge/skills, should be given more consideration than earlier demonstrations of learning that may represent early and emerging understanding of curriculum expectations.

It is expected that both professional judgement and mathematical calculations will inform the determination of percentage marks.

In **Grades 9 to 12**, teachers will maintain accurate records of all evidence collected through observations, conversations, and student products throughout the entire semester. Marks and detailed mark summaries are to be available to the school administration upon request.

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](#)

For **Grades 9 to 12**, a final grade is recorded for every course. Seventy percent 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.

[Growing Success \(2010\) p. 41](#)

Final Evaluations

Growing Success provides that thirty percent of the final grade for secondary courses is based on a final evaluation administered at, or towards the end of the course. The final evaluation is based on evidence from a combination of two or more of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. Secondary schools will have final evaluations comprised of a combination of any of the following: a performance, a dialogue/conversation, a writing task, an activity or exam that allows students a **fair, transparent, equitable and barrier free** opportunity to demonstrate their achievement of course expectations – that represents 30% of a student’s final mark. The final 30% must take a balanced approach and be comprised of more than one of these. An exam cannot be worth the full 30%.

The nature of the final evaluation will be communicated on the Course Statement.

Designated Evaluation days will be scheduled at the end of each semester in the LKDSB calendar. The schedule for these days will be communicated by the school in advance of the final evaluation period. If a major cultural or religious holiday occurs during a final evaluation period Senior Administration will provide direction to principals.

Students are expected to complete final evaluations as scheduled. To the extent possible [...] exams/tests, are not to be scheduled on significant faith days.

Assessment, evaluation, and reporting practices and procedures must be fair, transparent, and equitable for all students. [Growing Success \(2010\) p. 2](#)

Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. [Growing Success \(2010\) p. 41](#)

“Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include, demonstrations, projects, and/or essays. [Growing Success \(2010\) p. 39](#)

In accordance with their rights, all staff and students who request to observe a religious holy day are allowed this right without having to undergo any unnecessary hardship.

[Lambton Kent District School Board Religious Accommodation Guideline](#)

[LKDSB Student Attendance Admin. Procedure 2017 Appendix 6 A-AD-125.1-17](#)

Report Card Timelines and Full Disclosure

Before the start of the school year the LKDSB Program Department will determine and communicate the mid-term report card dates and associated full disclosure deadlines for each semester.

- The same criteria for full disclosure that apply to face-to-face courses will also apply to e-learning courses ([Provincial e-Learning Strategy Master User Agreement Fall 2013](#))
- Full disclosure applies to dual credits. The college withdrawal date applies. ([The Ontario Student Transcript Manual 2013](#) p. 10)
- Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the Ontario Student Transcript (OST).

Grade 9

Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester. [Growing Success \(2010\)](#)

Full Disclosure: Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the Ontario School Transcript.

[The Ontario Student Transcript Manual 2013](#)

Full Disclosure: Grades 11 and 12

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Credit Recovery

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

Dual Credits

Withdrawal from dual credit courses will reflect the college’s or university’s deadline for withdrawal without academic penalty. If the student withdraws after the college’s or university’s deadline, enter a “W” in the “Credit” column and enter the student’s percentage grade at the time of withdrawal in the “Percentage Grade” column. ([The Ontario Student Transcript Manual 2013 p. 10](#))

PLAR Challenge

All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process will be recorded on the OST, with percentage grades obtained and credits earned.

Reporting: Marks Below 50 Percent

Where a mark is below 50 percent, the teacher will ensure that the reported grade reflects the student's most consistent level of achievement. Recent evidence gathered during periods of learning throughout the term, that demonstrates growth in a students' knowledge/skills, should be given more consideration than earlier demonstrations of learning that may represent early and emerging understanding of curriculum expectations.

- Teachers 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 percent, 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 percent, 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 percent.

[Growing Success \(2010\) p. 41](#)

[LKDSB Credit Analysis Form](#)

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](#)

Achievement Levels and Percentage Marks

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
Below 1	<50

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 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.

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

[Growing Success \(2010\) p. 40](#)

Report Card 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 percent, 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 MISA London Region Professional Network [Comment Framework](#) will guide the creation of these comments.

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 K-12 Policy and Program Requirements 2016 p. 57](#)

Course Statements

Course statements (first day handout) in secondary schools will be provided to each student at the start of the course. It is the student's responsible for taking the course statement home for a parent signature. Course Statements will include, but are not limited to, the following:

- School contact information
- the name of the teacher
- the course title, course type, grade, and course code
- the prerequisite(s) if any
- the overall curriculum expectations
- strategies for the assessment and evaluation of student performance (exam, culminating activity, course work, etc.)
- achievement chart category weightings
- expectations of the students including learning skills, attendance, and academic honesty
- the names of the textbook(s) and resource materials that are essential to the course
- the following late and missed assignment statement:

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student's final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student's return to school.

Studies show that students perform better in school if their parents or guardians are involved in their education. This is the basis for the principle that students and parents should be kept fully informed about the student's progress. It is essential that schools have procedures in place to ensure that parents are aware of the expectations for their child in the various grades.

[Growing Success \(2010\) p. 8](#)

Gathering Evidence of Learning

It is the student's responsibility to provide evidence of their achievement of overall expectations within the time frame specified by the teacher, in a form approved by the teacher.

Late or missed assignments should be viewed using an **equity lens** (see page 4). To support student learning, a number of strategies should 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 IEP. For ELL students it is important to consider instructional strategies that are recommended based on their most recent STEP placement.

In the case of late or missed assessments, evidence of student learning is considered to be missing since the student has not demonstrated the expectations being evaluated. Missing evidence of student learning may impact a student's final grade.

If a student misses an evaluation or a due date due to an absence the student and teacher will determine a date for completion upon the student's return to school.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with administration and a school team including the Student Success teacher / Team, to determine the reason as this may be an indicator of academic or personal challenges.

Assessment is the process gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

[Growing Success \(2010\) p. 43](#)

Procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so.

[Growing Success \(2010\) p. 43](#)

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 letter grade or percentage mark for that subject or course

[Growing Success \(2010\) p. 45](#)

Late and Missed Assignments: Strategies

Late or missed assignments should be viewed using an **equity lens** (see page 4). To support student learning a number of strategies must 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;
- encouraging students to complete and hand in late or missed assignments or requiring the student to work with a school team to complete 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 reasons for missed deadlines using an **equity lens** (see page 4);
- 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;
- when First Nation, Metis and Inuit students have late or missed assignments, the teacher should involve Indigenous 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.

The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy **that will most benefit student learning.**

[Growing Success \(2010\) p. 46](#)

Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students' needs and should not be considered a form of unwarranted "special treatment."

[Growing Success \(2010\) p. 46](#)

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. 46](#)

Late and Missed Assignments: Response

It is important to recognize the difference between addressing behaviour and assessing and evaluating academic achievement.

Consistent with the LKDSB Code of Conduct, Progressive Discipline, and Suspension of a Pupil Administrative Procedures and the principles of equitable assessment and evaluation, to the extent possible, students should not face academic penalties as a consequence of behaviours.

In the case of late or missed assessments, evidence of learning is considered to be missing since the student has not demonstrated the expectations being evaluated.

Deducting marks and assigning zeros will impact the accuracy and reliability of a mark as an indicator of how well a student is achieving the curriculum expectations.

A mark deduction or assigning a mark of zero for late or missed work **should only be considered** if a student has not already provided evidence of their achievement of the overall expectations being evaluated, after considering mitigating factors using an **equity lens** (see page 4), and after all other intervention strategies have been considered, including involving administration and the Student Success Teacher / Team.

When considering a mark deduction or assigning a zero for late or missed work, the “mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement”

[Growing Success \(2010\) p. 44](#)

Considering Late and Missed Assignments: When Determining a Final Mark

In the case of late or missed assessments, evidence of learning is considered to be missing since the student has not demonstrated the expectations being evaluated and will not be included when considering evidence of achievement of academic expectations.

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 the teacher's 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.

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.

[Growing Success \(2010\) p. 44](#)

School board policies relating to late and missed assignments for evaluation will: ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

[Growing Success \(2010\) p. 44](#)

Academic Honesty and Integrity

Consistent with the Lambton Kent District School Board Code of Conduct, students are expected to demonstrate academic honesty and integrity by relying on their own efforts and by doing their own work to the best of their ability in their face-to-face, blended, and e-learning courses.

Academic dishonesty is the act of gaining an unfair advantage in meeting course requirements. Students are expected to do their own work and receive a fair appraisal for the effort.

Plagiarism and cheating are specific types of academic dishonesty. Plagiarism is the act of using someone else's words or ideas, as though they were one's own. A student who plagiarizes takes the product of another person's mind (either deliberately or accidentally) and presents it as their own. It is imperative that credit be given to the source and author of those words and ideas. Cheating is the act of giving or receiving unauthorized assistance for academic gain.

Examples of Academic Dishonesty include but are not limited to:

- 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.
- Submitting the same or substantially the same work for credit in two different classes.
- Accessing unauthorized resources (calculator, notes, internet)
- Impersonating another or allowing yourself to be impersonated.

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](#)

LKDSB Code of Conduct
Administrative Procedure
NO.: A-AD-110.3-19

Plagiarism: The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

[Growing Success \(2010\) p. 151](#)

Supporting Academic Integrity

It is the student's responsibility to provide evidence of their achievement of overall expectations. In the case of academic dishonesty including cheating and plagiarism, evidence of a student's achievement of overall expectations is considered to be missing. Following a Continuum of Response, a student may still be expected to provide evidence of their achievement of overall expectations within a time frame specified in consultation with the teacher and in a form approved by the teacher.

At the beginning of each semester, teachers will define and explain academic dishonesty and plagiarism with grade appropriate examples and will review school policies and possible responses for academic dishonesty.

To support student learning, a number of strategies need to be used to help prevent and/or address academic dishonesty. They include:

- explicitly teaching students how to research;
- explicitly teaching students how to directly quote, paraphrase, summarize, and use proper citation practices;
- providing students with ongoing feedback;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- setting due dates well in advance;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- maintaining ongoing communication with students and/or parents about due dates;
- 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;
- reviewing whether students require special education services;
- involving Indigenous counselors, parents, and/or members of the extended family for support in understanding the First Nation, Metis and Inuit cultures.

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](#)

Supporting Academic Integrity: Continuum of Response

Academic Dishonesty should be viewed using an **equity lens** (see page 4). Professional judgement of the teacher is taken into account to determine the degree of academic dishonesty.

Consequences of Academic Dishonesty will be progressive in nature and will reflect a continuum of response that will take into account the grade level, maturity, the number and frequency of incidents, and the individual circumstance of the student. The parent / guardian will be contacted by teacher and /or administrator and administration will be consulted for a repeat occurrence.

Work that has been plagiarized or is the result of cheating will not be included when considering evidence of achievement of academic expectations.

Responses to Academic Dishonesty may include the following:

1. Reviewing academic dishonesty including plagiarism and cheating
2. Student will redo part or all of the assignment or assessment
3. Student will complete an alternative assignment or assessment
4. Student may not be eligible for academic awards and scholarships.
5. If cheating is suspected during a test or exam, the student is allowed to complete the test or exam, and the continuum of response will then be followed.
6. Incidents of academic dishonesty may be reported on the provincial report card under Learning Skills and Work Habits.

If an incident of academic dishonesty is determined to be intentional, it will be treated as an infraction of the LKDSB Code of Conduct, and behavioural support will be provided. To the extent possible students should not face academic penalties as a consequence of inappropriate behaviour.

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](#)

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.

[Growing Success \(2010\) p. 43](#)

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 or Multilingual Learners), assessment and evaluation will be based on the documented modified expectations. This will be noted on the report card and will be explained to parents. Teachers, in collaboration with their principals and ELL Support Teacher(s), 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 typing "ESL" or "ELD" as appropriate into the "ELL" column of 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.

"ESL" or "ELD" should **not** be entered 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 enter both "ESL" or "ELD" and "IEP" into the reporting columns as appropriate. 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

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. 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. Students who withdraw from a course are not eligible to recover it through the credit recovery process.

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 mark report, which must be attached to the Credit Analysis Form
- reasons supporting a recommendation for credit recovery

There is no minimum percentage mark requirement in the original course for eligibility for credit recovery. The percentage mark achieved in the original course is only one factor considered in determining admission. The team must take into account factors that affected the student's achievement.

No transcript entry will be made if the student withdrew from a Grade 11 or 12 course taken through a credit recovery program prior to submitting or completing the culminating activity identified in the student's learning plan.

Additional information about Credit Recovery can be found in [Growing Success \(2010\) p. 83-89](#)

[LKDSB Credit Analysis Form](#)

See "Withdrawal from a course", [Ontario Student Transcript Manual 2013](#) pages 13 and 14.

Prior Learning Assessment and Recognition (PLAR Challenge)

Students enrolled in Ontario secondary schools may challenge to have their skills and knowledge evaluated in order to earn credits. The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark).

College-delivered dual credit courses cannot be challenged using the PLAR process. However, similar mechanisms may be available from and administered by individual colleges.

When documenting the results of a PLAR challenge the OST will include:

- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned. Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the OST if the student withdrew from or received a failing grade in the challenge process.
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned

[LKDSB Secondary School Course Calendar](#)

[PPM 129](#) outlines in detail the PLAR policy and requirements that apply to regular day school students

[Dual Credit Programs Policy and Program Requirements 2013](#) pg. 9

[Ontario Student Transcript Manual 2013](#)

Other Schools: Private and Out of Province

Inspected private schools (see [Private Elementary and Secondary Schools](#)) are seeking or have been given authority by the ministry to provide courses offering credits toward the OSSD. [The Ontario Student Transcript Manual \(2013\)](#) indicates that principals may use P in the *notes* column of the Ontario Transcript to indicate a credit earned at an inspected private school by a student registered in a publicly funded school.

For regular day school students who are transferring from **home schooling, a non-inspected private school** (see [Private Elementary and Secondary Schools](#)), or a **school outside Ontario**, principals will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on their evaluation of the student's previous learning. The LKDSB International Education Department can assist with placement of International students.

PLE is the code for equivalent credits granted as one total for previous learning through home schooling in Ontario, at a non-inspected private school in Ontario, or at a school outside Ontario.

Principals will use the table on p. 97 of [Ontario Schools K-12 Policy and Program Requirements 2016](#) as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD) under OS. Principals will also ensure that the following requirements are met:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of 4 credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under OS.
- A student who has successfully completed more than three years of secondary school education, has previously earned at least 3 Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD under OS by completing a minimum of 1 Grade 11 or Grade 12 credit.

Music Certificates Accepted for Credits

A list of music certificates accepted for credit is found at [Ontario Schools K-12 Policy and Program Requirements 2016](#) p. 107

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

e-Learning

e-learning refers to the use of the tools of the Provincial VLE/LMS when there is a scheduled distance between the e-learning teacher and students and/or students and each other.

Academic Reporting Requirements for e-Learning Courses

The principal of the school delivering the course will issue the credit based on the delivering teacher's recommendation. The delivering school principal will ensure a copy of the Provincial Report Card is sent both to the student's home school and the parent/student. Mid-term and final grades may be sent from the delivering school to the student's home school through the SRS. The student's home school is responsible for recording credit information on the student's OSR and OST.

Roles and Responsibilities of the Principal of the School Delivering the e-Learning Course

In the context of the e-learning environment, responsibilities of the principal of the school delivering the e-learning course include:

- providing disciplinary support/action in alignment with school board policies when required;
- granting credits to students who have successfully completed the e-learning course on the basis of the final mark and recommendation provided by the teacher delivering the course;
- providing the student's home school and parent/student with a copy of the Provincial Report Card;
- monitoring the online behaviour of teachers and students;
- communicating board and ministry acceptable use policies to parents of students taking e-learning courses;
- ensuring that suspension and expulsion rules, as outlined in provincial policy and school board policies, apply to students participating in e-learning courses.

The **Academic Honesty and Integrity** information found on pages 26 -28 of this document applies to e-Learning credits.

All reporting and recording of student information remains the same as for courses delivered through classroom instruction. The marks reporting schedule of an e-learning course will be that of the school delivering the e-learning course. The same criteria for full disclosure that apply to face-to-face courses will also apply to e-learning courses.

[Provincial e-Learning Strategy Master User Agreement Fall 2013](#)

Assessment and evaluation will be done in accordance with *LKDSB Assessment, Evaluation and Reporting Expected Practices*, requirements in [Growing Success \(2010\)](#) and provincial curriculum policy documents. The teacher of an e-learning course will inform students of the assessment and evaluation strategies and schedule for the course.

Dual Credit Program

In all dual credit programs, OSSD credits are awarded by the secondary school principal, and college credits are awarded by the college. Students take a course from a college professor or instructor and receive additional support from a secondary school dual credit teacher.

Students may count a maximum of *four optional credits* towards the OSSD earned through approved *college-delivered* dual credit programs, if they are not also claiming credit for external (music) credentials. The credits counted from dual credit programs must be earned in approved college courses and/or Level 1 apprenticeship in-school training delivered by a college professor or college instructor.

Students may not earn *compulsory* credits through college-delivered dual credit courses. Compulsory credits may be earned only through successful completion of Ontario curriculum courses delivered by secondary teachers.

Dual credit programs are aimed at students who fall into one of the three following categories:

- students who face significant challenges in completing the requirements for graduation. These students are the primary focus of dual credit programs
- students in Specialist High Skills Major (SHSM) programs
- students in the Ontario Youth Apprenticeship Program (OYAP). Students earn credit that counts towards both their OSSD (awarded by the school principal) and their Ontario college certificate, diploma, or bachelor's degree (awarded by the college). Credit is recorded on the college record; credit is also recorded on the Ontario Student Transcript (OST) using a special dual credit course code assigned by the Ministry of Education.

[Dual Credit Programs Policy and Program Requirements 2013](#)

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship. (p. 5)

In order to achieve both of the goals of the dual credit program, **students who already have a secondary school diploma by the start of the dual credit are not eligible to participate in dual credit programs.**

(From [Writing and Submitting Proposals in EDCS](#) PowerPoint Slide 33)

Dual Credit Reporting

The student's achievement is evaluated by the college according to its own standards.

Full disclosure applies to dual credit courses:

All attempts at completion of dual credit courses, both successful and unsuccessful, will be recorded on the student's OST. When a student repeats a successfully completed course, the course will be recorded twice on the OST, with an "R" in the credit column of the course with the lower mark.

For withdrawals from dual credit courses, the college's deadline for withdrawal without academic penalty will be observed.

Achievement in dual credit courses will be reported on both the mid-term and final provincial report cards, where possible.

Where mid-term reporting is not possible, the following procedures must be followed.

- Students, and their parents, where appropriate, must be given advance warning if a student is at risk of not being successful in a course, and must be informed beforehand of the procedures that will be followed in providing such warning.
- If there is no mark available for the mid-term report card, "NM" for "No Mark [Recorded]" must be entered in the "Percentage Mark" column.
- The "Comments" section of the report card must include a message indicating why a mark is not being provided. The following is a sample of the wording that could be used:
Instruction, evaluation, and reporting are the responsibility of the college. The college does not assign a mid-term mark

Since college-delivered dual credit courses are not part of the Ontario secondary school curriculum, they cannot be challenged using the Prior Learning Assessment and Recognition (PLAR) process, nor can they be completed through credit recovery. However, similar mechanisms may be available from and administered by individual colleges.

[Dual Credit Programs Policy and Program Requirements 2013](#)

Cooperative Education

The cooperative education teacher is solely responsible for evaluating students' achievement and for assigning student grades. Teachers evaluate student achievement of the expectations set out in the cooperative education curriculum, using the success criteria in the Student's Cooperative Education Learning Plan (see pages 24–26) and the performance standards set out in the achievement chart for cooperative education (see pages 52–53).

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

The credit value of the course must be established prior to the start of the course. The credit value of the course must be one, two, three, or four credits. No half credits may be granted. Although there is no restriction on the total number of cooperative education credits that a student may earn in secondary school, no more than two cooperative education credits may be counted as compulsory credits towards the Ontario Secondary School Diploma

In addition, the following guidelines apply to the granting of credits when a student is taking Cooperative Education Linked to a Related Course (or Courses) concurrently with the related course:

- If the student successfully completes the related course but does not successfully complete the cooperative education course, a credit is granted for the related course only.
- If the student successfully completes the cooperative education course but does not successfully complete a related course taken concurrently, a credit(s) is granted for the cooperative education course only.

[The Ontario Curriculum 2018: Grades 11 and 12 Cooperative Education](#)

[Ontario Schools K-12 Policy and Program Requirements 2016](#) section 6.1.1 p. 61

Specialist High Skills Major (SHSM)

Students who complete the requirements for the OSSD and for the SHSM will receive an OSSD with an embossed SHSM seal on it. Credits earned towards the SHSM are indicated on the Provincial Report Card, and completion of the SHSM is recorded on the Ontario Student Transcript (OST). In addition, students receive an SHSM Record outlining their achievement in the five required components.

Unless otherwise stated, no substitutions for the credits in the bundle are permitted, and the credits must be at specified grade levels. In addition to the four major credits, an SHSM student must complete two to four other credits from the Ontario curriculum, as required for the SHSM in the particular sector. (One of these credits, as specified for the particular sector, may be substituted by a cooperative education credit in the sector, which would be additional to the two cooperative education credits required in the bundle of credits.)

Wherever possible, cooperative education credits must be tied back to the courses in the SHSM bundle of credits. However, some students are unable to meet this requirement because their timetable allows them only the summer before Grade 11 to complete the two required cooperative education credits. Where this is the case, the Grade 10 Career Studies course (GLC20) may serve as the related course for the cooperative education credits for an SHSM in any sector, and the Grade 10 Civics course (CHV20) may be used as the related course for an SHSM in the Environment; Non-profit; or Justice, Community Safety, and Emergency Services sector.

Boards and schools offering an SHSM may not substitute other programs for the certifications and training courses/programs listed in this guide or reduce the specified number of certifications and training courses/programs required for the SHSM. School boards and schools may, however, provide opportunities for students to earn additional certifications and complete additional training.

POLICY

A student may complete some of the components of an SHSM before enrolling in or starting the SHSM. However, these components (e.g., a certification) would not be recorded until the student enters the SHSM in his or her senior years and must not expire before the student graduates.

[SHSM Policy and Implementation Guide 2016](#)

Reference Documents

[Dual Credit Programs Policy and Program Requirements 2013](#)

Dual Credit School College Work Initiative: SECI 2019-22 Requirements [Writing and Submitting Proposals in EDCS](#)

[Equity and Inclusive Education in Ontario Schools Guidelines for Policy Development and Implementation \(2014\)](#)

[Growing Success \(2010\) Assessment Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12](#)

[Learning for All \(2013\)](#)

[LKDSB Credit Analysis Form](#)

[LKDSB Secondary School Course Calendar](#)

[LKDSB Student Attendance Admin. Procedure 2017 Appendix 6 A-AD-125.1-17](#)

MISA London Region Professional Network [Comment Framework Ontario Ministry of Education Website Private Elementary and Secondary Schools](#)

[Ontario Schools K-12 Policy and Program Requirements 2016](#)

[Policy/Program Memorandum No. 129 Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools](#)

[Provincial e-Learning Strategy Master User Agreement Fall 2013 SHSM Policy and Implementation Guide 2016](#)

[The Ontario Curriculum 2018: Grades 11 and 12 Cooperative Education](#)

[The Ontario Student Transcript Manual \(2013\)](#)

LKDSB Assessment, Evaluation and Reporting Expected Practices Grades 9 -12 (September 2021)

Quick Links

