



ADMINISTRATIVE PROCEDURES MEMORANDUM

#: APC022

Elementary School Policy for Assessment, Evaluation, Grading & Reporting Grades 1-8

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MEMO TO: All Staff

FROM: Director of Education

PURPOSE

To ensure that **assessment, evaluation, grading and reporting** practices in all Waterloo Catholic District School Board elementary schools are consistent with the Ministry of Education policy and the system philosophy and mission of learning, growing and transforming the world together as faithful disciples of the Risen Lord.

REFERENCES

Ontario Catholic School Graduate Expectations, 1999
Sharing Our Journey, 2002
Assessment for Learning Web-Based Document (WCDSB), 2004
The Ontario Curriculum, Grades 1-8 Curriculum Documents
Guide to the Provincial Report Card, Grades 1-8, 1998
The Ontario Curriculum Exemplars, Grades 1-8
The Ontario Curriculum Grades 1-8, ESL and ELD Resource Guide 2001
Choices Into Action, 1999.
Ontario IEP Standards, 2001
Student Services Handbook, (WCDSB) 2003
Ontario Student Record (OSR) Guideline, 2000
A Resource Document to Support Effective Elementary Assessment and Evaluation Classroom Practice;
CODE, September 2005

COMMENTS AND GUIDELINES

The Waterloo Catholic District School Board is committed to assisting students to achieve the distinctive expectations of the Ontario Catholic School Graduate. Provincial *Ontario Curriculum* expectations are addressed in light of our Catholic faith tradition. The development of values and attitudes is integrated with the teaching of the knowledge and skills of all program areas.

Through activities associated with *Choices Into Action*, we encourage students to develop the necessary competencies to take responsibility for their education, make informed decisions and plan for success in the future. These competencies, knowledge, skills, values and attitudes are supported through our assessment practices.

Educators within the Waterloo Catholic District School Board are committed to designing and implementing authentic assessment strategies that promote improved student achievement of the provincial curriculum expectations enabling students to achieve the expectations for the Ontario Catholic School Graduate.

Authentic Assessment practices include assessment, evaluation, grading and reporting. The primary purpose of each of these practices is to improve student learning.

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations. Assessment serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with feedback that guides their efforts toward improved performance. Before an evaluation of student achievement is made, teachers provide opportunities to allow students to develop proficiency in different categories of knowledge and skills, make necessary accommodations and provide feedback to guide the student toward improved achievement and learning.

Evaluation refers to the process of making a judgement about the level of student achievement on the basis of established criteria. Evaluation involves "marking" individual samples of student work and assigning a level of achievement to represent the degree to which the student has achieved the established quality criteria.

Grading is assigning a value or symbol (e.g., letter grade or percentage mark) to represent the level of student achievement over a period of time. The purpose of grading is to report and document student achievement at designated times throughout the learning process.

Reporting is the process of communicating student achievement of the identified curriculum expectations. The reporting process begins with a clear identification of the curriculum expectations, the expected standard of performance and the assessment methods and strategies and plans to improve student learning and instruction. As part of the reporting process, the teacher clarifies any accommodations and/or modified or alternative expectations in individual student programs identified through an IEP.

In an effort to promote system consistency in assessment, evaluation, grading and reporting practices, the following policy has been developed over time through consultation with the system Assessment and Evaluation committee, elementary school administrators, elementary school teachers, and Program Services consultants. This policy is supported by the web-based system resource document *Assessment for Learning*. This resource clearly outlines principles of authentic assessment, and identifies methods and strategies for assessing, evaluating, grading and reporting student achievement which are consistent with system philosophy and Ministry of Education direction outlined in *the Ontario Curriculum, Grades 1-8* and *The Guide to the Provincial Report Card, Grades 1-8, 1998*. The web-based *Assessment for Learning* document will be updated and expanded as a further support to the implementation of this policy.

This policy clarifies and formalizes assessment practices that have been promoted in the Waterloo Catholic District School Board since the introduction of the provincial report card in September 1998. This policy brings together in one document the clarifications of ministry policy and guidelines for implementation of ministry policy, previously communicated through Teacher Resources on the Provincial Report Card. This policy replaces all previously distributed documents.

ASSESSMENT, EVALUATION, GRADING & REPORTING GRADES 1-8

1. EXPECTATIONS FOR TEACHERS, GRADES 1-8

Teachers will:

- 1.1 Use *The Ontario Curriculum* documents to guide program planning, assessment, evaluation and reporting in grades 1-8:
 - ◇ Language
 - ◇ Mathematics
 - ◇ Science & Technology
 - ◇ The Arts
 - ◇ Social Studies (History/Geography)
 - ◇ Health & Physical Education
 - ◇ French as a Second Language
- 1.2 Use the Achievement Chart Categories and Level of Achievement in the *Ontario Curriculum* documents to guide the assessment, evaluation and reporting of student achievement of the curriculum expectations.
- 1.3 Use the WCDSB expectations for Religion and Family Life and Human Sexuality to guide programming, assessment, evaluation and reporting across grades 1-8.
- 1.4 Use the *Ontario Curriculum Exemplar* documents to develop consistent understanding of the levels of achievement with staff, students and parents.
- 1.5 Reference the WCDSB Curriculum Planning Matrices as a sample resource to support term-by-term planning and reporting.
- 1.6 Report student achievement three times over the course of the school year using the electronic version of the Provincial Report Card.
- 1.7 Reference the *Guide to the Provincial Report Card, Grades 1-8, 1998* in completing the provincial report card.
- 1.8 Report student achievement using letter grades in grades 1-6 and percentage marks in grades 7-8.
- 1.9 Base the letter grade/percentage mark on the achievement of expectations addressed during the current reporting term only.

REPORTING ON SUBJECTS AND STRANDS

2.1 *The Guide to the Provincial Report Card, Grades 1-8, 1998* outlines ministry reporting policy. The following guidelines highlight ministry policy and provide teachers of WCDSB with direction in managing the reporting process.

Subject	Reporting Guidelines
Religious / Family Life Education	Report on student achievement of expectations addressed during the term through comments only. Do not assign a mark or grade. (WCDSB)
English	Report on achievement of expectations in all 3 strands each term (Reading, Writing, Oral & Visual Communication). Assign a separate grade / mark for each of the 3 strands. (Ministry)
French as a Second Language	Grades 4-8 – Report on achievement of expectations in all 3 strands each term (Oral Communication, Reading, Writing). Assign a separate mark / grade for each strand. (Ministry) Note: for grade four, first term oral communication is the only strand reported on. In the comment section note “_____ strands was not formally evaluated this term, the focus was on Oral Communications ”. (WCDSB)
Mathematics	Report on the expectations for the strands addressed each term (minimum 2 strands). In the comment section note “_____” strand was not formally evaluated this term ”. (WCDSB) <small>(strands)</small> Report on each strand at least twice over the school year. (Ministry)
Social Studies – Grades 1-6	Report on achievement of expectations for the strands addressed each term (Ministry).
History / Geography – Grades 7-8	Report on achievement of expectations addressed in both History and Geography each term. Assign separate marks for History and Geography. (Ministry)
Science & Technology	Report on achievement of the expectations for the strands addressed each term. Assign a single mark / grade. (Ministry)
Health & Physical Education	Report on expectations from at least 2 strands each term (Fundamental Movement Skills, Active Participation, Healthy Living). (WCDSB) (Note: Some expectations from the Healthy Living strand may be addressed through the Family Life program but achievement of the expectations should be reported on as part of Health and Physical Education.) (WCDSB) Assign a single mark / grade. (Ministry)
The Arts	Report on achievement of expectations in 2 strands each term (Visual Arts, Music, Drama / Dance). Report on each strand at least twice over the course of the school year. For strands not addressed include comment “_____ strand was not formally evaluated this term ”. (WCDSB) Assign a separate mark for each strand. (Ministry)

*Accommodations to the Ministry Reporting Guidelines may be required in some schools to address the needs of combined grade classes and/or small schools. Such accommodations would be made in consultation with the teachers, principal and School Superintendent.

3. ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

- 3.1 Teachers will use diagnostic assessment activities to determine students' strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. A variety of ongoing formative assessment methods and strategies will be used to monitor student performance and provide feedback to enhance and improve learning and instruction.
- 3.2 Throughout the learning process, teachers will periodically evaluate the level of student achievement through the use of a variety of methods and strategies including observation, conferencing, reflection, paper and pencil tests and performance assessments as appropriate to the grade level. These periodic evaluations will be summative in nature and take place at the end of a block of learning after students have had an opportunity to practice and improve knowledge and skills through formative activities. Summative evaluations may take place at appropriate times throughout or at the end of a unit of study.
- 3.3 Teachers will base their grading at reporting times on these periodic summative evaluations supported by teacher professional judgement, observations and evidence gathered during formative assessment activities. Teachers will assign grades based on performance appropriate to the reporting period. (see section 8)
- 3.4 Teachers will focus on assessing and evaluating the achievement of expectations related to the four categories of knowledge and skills in all subject disciplines. Despite the fact that the various subject disciplines use different terminology to identify the categories of knowledge and skills on the levels of achievement charts, all disciplines have expectations related to the same four groupings or categories (Knowledge and Understanding, Thinking, Communication and Application). Regardless of the grade level, as teachers assess, evaluate, and subsequently report on student achievement, they will focus on:
 - ◇ How students understand concepts related to the subject.
 - ◇ How students think through and arrive at their understanding (e.g., problem solve, reason, inquire . . .).
 - ◇ How students communicate their understanding and thinking (e.g., through written, verbal, drawing, numbers, symbols . . .).
 - ◇ How students apply their knowledge and understanding and make connections to demonstrate understanding.
- 3.5 As part of instruction, teachers will clearly state expectations for students in language appropriate to the grade level.
- 3.6 Parents and students, as appropriate, will be provided with information and access to grade level curriculum expectations for all subject disciplines as required and requested.

4. ASSESSMENT & EVALUATION OF ACHIEVEMENT AND LEARNING SKILLS

- 4.1 When determining the student's level of achievement and assigning a percentage grade, teachers will consider the student's achievement of the identified curriculum expectations. In cases where expectations have been modified for students on IEP's or for English language learners the student's level of achievement will be determined in light of the modified expectations. (see sections 9-10)
- 4.2 Learning skills have a significant impact (positive or negative) on achievement; however, the evaluation of the learning skills will not be included in the determination of the student's level of achievement. In rare cases, some subject disciplines (e.g., Health and Physical Education)

explicitly include learning skills as curriculum expectations. In such cases, student achievement of these expectations will be considered in the determination of the student's overall level of achievement.

- 4.3 Each term learning skills will be assessed according to criteria which have been clearly identified and communicated to students and will be reported separately from student achievement of the subject specific curriculum expectations. The *Guide to the Provincial Report Card Grades 1-8*, outlines sample learning skills indicators (see Appendix F). Teachers will determine expected learning skills indicators appropriate to the grade level for focus each term.
- 4.4 The student's demonstrated learning skills across all subject disciplines will be evaluated using the four-point scale (E-excellent, G-good, S-satisfactory, N-needs improvement).

5. ABSENCE AND LATES

- 5.1 While absences and lates may significantly impact on student achievement, attendance and punctuality will not be used in determination of the student's grade. If a student is absent for a period of time and does not provide evidence of expectations addressed during their absence (e.g., may not complete missed assignments or evaluations), evidence of achievement will be considered as incomplete, recorded and treated as such at reporting times. (See section 8)

6. USING THE LEVELS OF ACHIEVEMENT

- 6.1 Teachers will use the levels of achievement in the various *Ontario Curriculum* documents to guide their assessment, evaluation, grading and reporting of student achievement in all subject disciplines. **When assessing**, teachers will use the expectations of the curriculum and the levels of achievement to guide them in determining **what to assess** and **what to look for**.
- 6.2 **When evaluating**, teachers will use the levels of achievement to help them clarify what they see. **Based on the evidence provided by students**, they will make periodic judgements on the student's level of achievement. At reporting time, teachers will reference the levels of achievement to assist them in determining the students' most consistent overall level of achievement. Teachers will not limit the number of students who may be assigned a particular level, including level 4 but will evaluate all student performance individually according to the criteria of the achievement levels.
- 6.3 **When grading**, teachers will assign a letter grade (Gr. 1-6) / percentage mark (Gr. 7-8) to represent and report the student's level of achievement. The grade/mark assigned is a **symbol** of the level of student achievement.

The grade/mark assigned will reflect the level of performance as identified on the "Achievement of Curriculum Expectations" grading scale on the Provincial Report Card and referenced in Appendix B of the *Guide to the Provincial Report Card 1998*. (See Appendix C)

- 6.4 **When reporting**, teachers will communicate student achievement by recording the percentage mark/letter grade on the provincial report card. This symbol of performance will be supported by teacher comments reflecting the criteria descriptors for the level of achievement.

7. RECORDING AND TRACKING STUDENT ACHIEVEMENT THROUGHOUT THE TERM

- 7.1 Teachers will work towards consistent **use of level designations** when assessing and evaluating and recording student achievement throughout the term. The level designations (**1-4**) with **+** or **-** will be used to indicate the range of performance within the levels. The **R** designation will be used to indicate that, based on evidence provided, the student is not yet successful in achieving the expectations for the designated grade level.

7.2 Teachers will use the symbol “I” (Incomplete) to record that insufficient evidence was provided by the student (i.e., assignment not completed, not handed in, etc.). The “I” designation is for **tracking purposes only** throughout the term. This designation will assist the teacher in assigning a letter grade/percentage mark at reporting times (see section 8.4 - 8.7).

8. GRADING

8.1 At reporting times, teachers will assign grades (letter grade / percentage mark) based on the evidence provided by the student and the student’s most consistent overall level of achievement throughout the term.

8.2 Within each of the levels of achievement teachers will see a range of student performance. If a student demonstrates a solid performance at a level, the teacher will assign a grade in the middle of the range (e.g., assign a B for a solid, consistent level 3 performance). If the teacher sees some signs of performance at the lower level, the grade assigned would be at the lower end of the grading range (e.g., assign a B- if there are occasional signs of level 2 performance). Likewise the teacher will assign a grade at the upper end of the range if there are signs of performance at the higher level (e.g., assign a B+ if there are occasional signs of level 4 performance).

8.3 For students performing consistently at level 1(D or 50-59%) consideration should be given to developing an A1 form. Suggested accommodations to improve student achievement of grade level expectations and/or learning skills should be recorded. Parents and the principal should be advised and the A1 form is filed in the student’s OSR.

8.4 Teachers will assign an **R** (Grades 1-6) or **% mark below 50** (Grades 7-8) as a **symbol** to indicate that evidence provided by a student does not demonstrate the required knowledge and skills for the designated grade level. This designation is a flag to indicate that **remediation and intervention are required**. Teacher comments will identify steps to be taken by the student, parent, and teacher to address student needs and improve learning.

Note:

- (i) **R / % mark below 50** does not automatically assume service by the special education teacher.
- (ii) R’ suggests that extensive remediation and intervention are required. Any required program accommodations are the initial responsibility of the classroom teacher. Accommodations, as recorded on an A1 form, should be in place and the parents should have been notified when introduced into the student’s program before the R appears on the Provincial Report Card.
- (iii) When there is a need for additional consultation and assistance regarding programming, the teacher may bring forward concerns, as documented on an A1 form to the In-School Team (principal, special education teacher, and ESL as appropriate). Based on review of the A1 form, consideration may be given to the development of an IEP.

8.5 If a student has missed or failed to complete a number of evaluations such that in the teacher’s professional judgement, there is insufficient evidence to validate even level 1 achievement, the teacher should assign an **R** (Grades 1-6) or **% mark below 50** (Grades 7-8) and include as part of the comments the following statement: “_____ **has provided (little, minimal, insufficient) evidence of achievement**”. The teacher should then comment on steps the student must take to provide necessary evidence of achievement.

- 8.6 When extenuating circumstances result in a student having missed, or is continuing to miss, a number of evaluations and in cases where a student has failed to complete a number of evaluations, the teacher will consider the following to determine whether there is sufficient evidence to make a valid and reliable judgement about student achievement.
- ◇ Has the student demonstrated the expectations of the missed evaluation(s) through other subsequent assignments or in another context deemed appropriate by the teacher?
 - ◇ What is the student's most consistent level of achievement on the completed evaluations with particular emphasis on the more recent achievements as appropriate?
 - ◇ What is the student's motive or reason for the missed evaluations?
- 8.7 If, in the teacher's professional judgement, after reviewing the collection of evidence, the student has demonstrated achievement of the expectations of the missed evaluations through subsequent summative evaluations or in another context, (e.g., class work, formative assessment activities) the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student's overall level of achievement based on the weight of this evidence.
- 8.8 If, in the teacher's professional judgement, however, the student has not demonstrated achievement of expectations of the missed evaluations in subsequent summative evaluations or in another context and/or the student does not have a valid motive or reason for the missed evaluations, the teacher may determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations but will use professional judgement to adjust the range within the level or to lower the level itself, if warranted. The teacher will then assign the corresponding grade to proportionately reflect the evidence of achievement demonstrated by the student.
- 8.9 Teachers of **grades 7-8** will assign only **3 percentage marks** to reflect **the range of performance within a level**. By doing so, teachers will avoid having to specify criteria to reflect differences of performances at a single percentage range. In keeping with the holistic grading scale for grades 1-6, the 3 percentage marks will reflect performance at the lower end of the range, mid-range and higher end of the range. The suggested breakdown of percentage marks listed below is consistent with practice currently in place in WCDSB secondary schools.

Level 4	83%	89%	94%+
Level 3	72%	75%	78%
Level 2	62%	65%	68%
Level 1	52%	55%	58%
Below 50%	35%	40%	45%

- 8.10 The percentage mark entered for the grade average on the Grade 7-8 Report Card will be the mark determined through mathematical calculation by averaging the assigned grades for **all** students within the grade.

9. INDIVIDUAL EDUCATION PLAN (IEP)

- 9.1 An IPRC is not required for the development of an IEP within WCDSB. When an IEP is put in place, parents must be consulted. The IEP must be reviewed at each reporting period and changes made to the student's program as required.
- 9.2 **Procedures for reporting student achievement vary according to the IEP.** In the case of an IEP with **accommodations**, the teacher identifies teaching strategies, supports and services required for a student to access the curriculum and demonstrate achievement of the provincial grade-level expectations. In the case of an IEP with **modified expectations**, the teacher identifies the modified/alternate expectations in the IEP not on the report card.

In the case of an IEP with **alternative expectations**, the teacher identifies expectations, other than those found in the *Ontario Curriculum* policy documents, in order to meet the needs of students. Such expectations are usually related to skills development (i.e., social skills, anger management, life skills etc).

	IEP with Accommodations Only	IEP with Modified Grade Level Curriculum (with or without Accommodations)	IEP with Alternative Expectations
(i) IEP Box	<p>9.3 The IEP box is not checked off.</p> <p>Note: In cases where a student is working on grade level expectations with or without accommodations and also has an IEP for alternative expectations related to learning skills, the IEP box is not checked off.</p>	<p>9.4 The IEP box is checked off for each subject or strand within a subject to which the IEP applies.</p>	
	<p>Accommodations in language may be extended to include other subject areas (e.g., Science, French). In such cases, this should be indicated on the IEP by including an appropriate reference to where accommodations are required (e.g., reading across the curriculum, writing across the curriculum. etc.)</p>	<p>Modifications in language may be extended to include other subject areas (e.g., Science, French). In such cases, this would be indicated in the IEP. Separate learning expectations for each modified subject would be developed.</p>	
(ii) Grade / Mark	<p>A grade/mark is assigned to reflect achievement of the grade level expectations.</p> <p>Note: A student receiving accommodations in order to access the regular grade level curriculum and demonstrate learning, could potentially be assigned a grade/mark corresponding to any of the four levels of achievement. A level 1 or 4 designation should constitute a flag that their program may need to be reviewed.</p>	<p>A grade/mark is assigned to reflect achievement of the modified curriculum expectations as outlined in the IEP. The Learning Expectations pages of the IEP must be completed for every subject, or strand within a subject.</p> <p>Note: Since students are evaluated in light of the learning expectations outlined in their IEP, a student could potentially be assigned a grade/mark corresponding to any of the four levels of achievement. Since the learning expectations are already modified, a level 1 or 4 designation should constitute a flag that the student's program may need to be reviewed.</p>	<p>9.5 Note: For IEP's with alternative expectations the mark box should be left blank.</p>

	IEP with Accommodations Only	IEP with Modified Grade Level Curriculum (with or without Accommodations)	IEP with Alternative Expectations
(iii) Report Card Comments	The IEP does not need to be referenced and a ministry or board statement is not required.	<p>The IEP must be referenced. This ministry statement must appear in the comment section of the report card:</p> <p><i>“The (grade/mark) for (subject/strand) is based on the expectations in the IEP, which vary from the regular grade ___ expectations.”</i></p>	<p>Note: For IEP’s with alternative expectations, the learning skills section of the provincial report card should be completed (as appropriate) as well as any other subject area that is not alternative, including subjects that are modified and/or accommodated.</p> <p>This statement must appear in the comment section of the provincial report card for each subject or learning skills that are alternative. “See attached Anecdotal Report.” <u>The WCDSB Anecdotal Report (see Appendix A) must be completed and attached to the Provincial Report Card.</u></p>
(iv) ESL/ELD Considerations	<p>In cases where an English language learner also has an IEP for accommodations only, the IEP box is not checked off.</p> <p>The IEP does not need to be referenced and no ministry or board statement is required. The ESL box not checked.</p>	<p>In cases where an ELL also has an IEP with modified curriculum, both the ESL and the IEP boxes are checked.</p> <p>ESL needs must be considered when the expectations in the IEP are being determined.</p> <p>The grade/mark will reflect achievement of the expectations as outlined in the IEP. An English language learners with an IEP aligned to his/her stage of language development would rarely receive an R indicating that remediation is required.</p>	

	IEP with Accommodations Only	IEP with Modified Grade Level Curriculum (with or without Accommodations)	IEP with Alternative Expectations
		The IEP must be referenced. This statement must appear in the comment section of the report card: <i>“The (grade/mark) for (subject/strand) is based on the expectations in the IEP, which vary from the regular grade ___ expectations.”</i>	
(v) Insufficient Evidence of Achievement	In cases where a student with an IEP has provided insufficient evidence of achievement to validate even level 1 achievement of the identified curriculum expectations a mark designation of R / % mark below 50 should be assigned. Such a designation should rarely occur without prior communication with parents and should constitute a flag that the student’s program may need to be reviewed. The statement “_____” has provided (little, minimal, insufficient) evidence of achievement ” should appear in the comment section of the report card. Next steps to address lack of achievement, motivation, attendance etc should supplement this statement.		

10. ENGLISH AS A SECOND LANGUAGE (ESL) AND ENGLISH LITERACY DEVELOPMENT (ELD)

10.1 ESL (English as a Second Language) and ELD (English Literacy Development) boxes are provided for all subject areas. Currently WCDSB does not differentiate between these two types of program support. The ESD designation will not be used.

10.2 When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents. Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

In completing the report card, teachers *do not* check the modification box to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language). *English Language Learners – ESL and ELD Programs and Services. Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*

- 10.3 Teachers should be prepared to identify for parents the accommodations or modifications they are implementing to address the student's development of language proficiency and achievement of subject expectations. When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents (2.8.2 ESL/ELD policy, page 27)
Strategies for ESL programming or accommodations can be found in *Supporting English Language Learners; A practical guide for Ontario educators; Grades 1 to 8; 2008*, and *Many Roots Many Voices, Supporting English language learners in every classroom. A practical guide for Ontario educators*
- 10.4 Unless otherwise indicated, the Provincial Report Card assumes that the grade/mark reflects achievement of the grade level expectations. Depending upon the student's stage of language proficiency and the subject in question, the student may or may not require modifications to the grade level expectations. When modifications to the grade level expectations are required, the teacher must include the following statement in the comment section for the subject area:
- “The (grade / mark) for (strand / subject) is based on the achievement of the expectations in the ESL program which vary from Grade ____ expectations.”**
- In this case, the grade/mark assigned is based on the modified expectations identified for the student given their stage of language proficiency. Teachers identify appropriate expectations by using the Stages of Second-Language Acquisition for English Language Learner (ELL).
- 10.5 In cases where an ELL also has an IEP with modifications, the IEP statement should be used instead of the ESL statement (section 9). The mark assigned is based on expectations as outlined in the IEP. ESL needs should be considered in the determination of the expectations of the IEP.
- 10.6 An ELL with an IEP aligned to his/her stage of language development would rarely receive an R indicating that remediation is required.
- 10.7 ELL's should be given time to develop English language skills before achievement is assessed by criteria used for other students. In some cases it may be appropriate to avoid giving a mark in a particular subject or all subjects on the report card (e.g., recently arrived student; student who has missed so much schooling that few expectations can be evaluated). In this case teacher comments on the provincial report card should note that insufficient evidence of achievement is available at that time and the teacher should comment on student progress as appropriate. Comments should begin: “_____ has just arrived and is in the beginning stages of English language acquisition. An evaluation mark will not be provided for this term”
- 10.8 Teachers should ensure that parents of English language learners understand the basis for a grade/mark assigned and how it relates to proficiency in English and proficiency in the subject area.
- 10.9 In some cases, it may be necessary to modify expectations in the French as a Second Language (FSL) program depending on the ELL's prior background and program requirements.

11. FRENCH AS A SECOND LANGUAGE (FSL)

- 11.1 The Ontario Curriculum: French as a Second Language: Core French Grades 4-8 emphasizes the development of oral communication skills with gradual introduction to reading and writing. This expectation should be stressed in initial communication with parents early in the school year.
- 11.2 Unless otherwise indicated, the Provincial Report Card assumes that the grade/mark reflects achievement of the grade level expectations. This is true of students who require accommodations. When modifications to the grade level expectations are required, the teacher must include the following statement in the comment section for the subject area: **“The grade/mark for French (or a specific strand in French) is based on the expectations in the IEP, which vary from the Grade _____ expectations.”**
- 11.3 The French teacher should be prepared to discuss with parents how the FSL program has been accommodated and/or modified to meet student needs.
- 11.4 If there is no IEP in place and the student is unable to demonstrate grade level expectations even in very limited ways with accommodations, the student should be given an “R” or a mark “Below 50”. This is an indication that extensive remediation and program modifications may be required. In the comment section of the report card, the teacher should indicate what strategies are being put into place to assist the student to develop the required knowledge and skills in French. Accommodations, as recorded on an A1 form, should be in place and the parents should have been notified when introduced into the student’s program before the “R” appears on the Provincial Report Card.
- 11.5 If a student has provided little evidence of achievement and the French teacher is unable to provide an accurate evaluation of student performance, an “R” or a mark “below 50” should be assigned. The following statement should be placed in the comment section of the report card along with any additional appropriate comments about areas for improvement or next steps.

“ _____ has provided little (minimal) evidence of achievement in French.”

12. REPORTING STUDENT ACHIEVEMENT

- 12.1 A Provincial Report Card must be completed for any student who has been in attendance for more than six weeks as per OSR Guidelines.
- 12.2 All WCDSB elementary schools will distribute The Provincial Report Card three times over the course of the school year on system designated dates. Distribution dates will be determined centrally and communicated to schools prior to the start of the school year.
- 12.3 Teachers will complete report cards using the electronic version of the Provincial Report Card installed on the school network. Teachers may reference the Report Card Comment Builder as a resource to personalize comments on strengths, weaknesses and next steps in all subject areas.
- 12.4 As appropriate, teachers will involve students in the reporting process. Schools will arrange formal parent-teacher-student conferences for all students during term 1. Conferences for term 2 and 3 will be arranged upon parent and/or teacher request.

- 12.5 The Provincial Report Card will be completed for all students who are working on expectations from the *Ontario Curriculum*.

In rare cases where the Provincial Report Card is not appropriate (i.e., student's IEP outlines alternative expectations) the WCDSB Anecdotal Report will be used to report student's strengths, weaknesses and next steps. (see section 9.10)

In the case of a student who may be working on alternative expectations but also on expectations from the *Ontario Curriculum* in some subjects, the Provincial Report Card would be completed as appropriate and the Anecdotal Report would be attached. The comment "**See attached Anecdotal Report**" would be entered as appropriate on the Provincial Report Card.

The Anecdotal Report is posted in electronic format on the board's StaffNet.

13. PARENT RESPONSE FORMS

- 13.1 Schools will provide parents of all Grade 1 students with information about the Provincial Report Card. Program Services will provide this information to schools in the Term 1 reporting period.
- 13.2 Schools will provide parents with resources to support the completion of the Response Form (see sample Appendix B).
- 13.3 Schools will file a copy of the completed/signed Response Form (page 3) with the Provincial Report Card for all students each term. Schools will be responsible for the collection of these Response Forms. Schools must make a significant effort to collect the Response Forms (page 3). Whereby parents/guardians do not submit a Provincial Response Form, a blank copy of the form will be entered into the OSR with the statement "**NOT RETURNED**" printed on the Response Form. (See sample Appendix H).
- 13.4 In cases whereby a parent or guardian returns a Provincial Report Card Response Form (page 3) that does not communicate comments directly related to their child's achievement of school goals and home support, the principal will request the parent or guardian to re-submit the response form (See sample letter – Appendix G).
- 13.5 The principal will not include in a student's OSR any Provincial Response Form that contains comments inappropriate to the intent of the form.

Whereby parents/guardians do not resubmit a Provincial Response Form, a blank copy of the form will be entered into the OSR with the statement "**NOT RETURNED**" printed on the Response Form.

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD



ANECDOTAL REPORT CARD

DATE:

<p>Student:</p>	<p>Days Absent:</p> <p>Times Late:</p>	<p>Total Days Absent:</p> <p>Total Times Late:</p>
<p>Grade:</p>	<p>School:</p> <p>Address:</p>	
<p>Teacher:</p>	<p>Principal:</p>	<p>Telephone:</p>

STRENGTHS/WEAKNESSES/NEXT STEPS

Teacher's Signature: _____ Principal's Signature: _____



The Provincial Report Card Grades 1 – 8

Appendix B

Response Form

The Response Form (page 3) is part of the Provincial Report Card and must be filed in the Ontario Student Record (OSR) each term. Page 3 provides an opportunity for students and parents to reflect on student achievement. Students and parents may wish to consider the following questions when completing the Response Form:

STUDENTS

- What is something that you do well in school?
- What do you want to learn more about?
- How do you need to improve your learning?
- What will you do to improve your work or your effort?
- How can your teacher or your parents help you?

PARENTS

- What do you see as being a real strength for your child?
- What do you see your child doing well?
- Where have you seen your child struggling or having difficulty?
- What does your child need to do to improve or progress?
- What steps will you take to help your child?

“ACHIEVEMENT OF CURRICULUM EXPECTATIONS” PROVINCIAL GRADING SCALE

<p>A- A A+</p> <p>80 – 100%</p>	<p>The student has demonstrated the required knowledge and skills.</p> <ul style="list-style-type: none"> • demonstrates an understanding of all or almost all of the required concepts • applies knowledge and skills consistently and independently with accuracy • selects, modifies or creates appropriate strategies • communicates knowledge and understanding consistently with clarity, precision and confidence. <p>Achievement exceeds the provincial standard.</p>
<p>B- B B+</p> <p>70 – 79%</p>	<p>The student has demonstrated most of the required knowledge and skills.</p> <ul style="list-style-type: none"> • demonstrates an understanding of most of the required concepts • applies knowledge and skills consistently and independently with minor errors and/or omissions • selects appropriate strategies • communicates knowledge and understanding with some clarity and precision. <p>Achievement meets the provincial standard.</p>
<p>C- C C+</p> <p>60 – 69%</p>	<p>The student has demonstrated some of the required knowledge and skills.</p> <ul style="list-style-type: none"> • demonstrates an understanding of some of the required concepts • applies appropriate knowledge and skills with limited assistance with several errors and/or omissions • uses appropriate strategies • communicates knowledge and understanding with some clarity and precision. <p>Achievement approaches the provincial standard.</p>
<p>D- D D+</p> <p>50 – 59%</p>	<p>The student has demonstrated some of the required knowledge and skills in limited ways.</p> <ul style="list-style-type: none"> • demonstrates an understanding of simple concepts with assistance • applies required knowledge and skills with assistance with major errors and/or omissions • used a limited range of appropriate strategies with assistance • communicates knowledge and understanding unclearly and imprecisely with assistance <p>Achievement falls much below the provincial standard.</p>
<p>R</p> <p>Below 50%</p>	<p>The student has not demonstrated the required knowledge and skills.</p> <ul style="list-style-type: none"> • is unable to demonstrate an understanding of concepts or apply skills appropriate to the grade level • requires assistance, accommodations and/or program modification to develop the required knowledge and skills. <p>Extensive remediation is required.</p>

**TEACHER REFERENCE
ELEMENTARY GUIDELINES
FOR ASSESSMENT, EVALUATION, GRADING AND REPORTING
GRADES 1-8**

Teachers of Grades 1-8 will:

1. Clearly state expectations for students in language appropriate to the grade level as part of daily instruction. (3.5)
2. Use subject specific levels of achievement as the reference point for all assessment practice. (1.2)
3. Use a variety of assessment methods and strategies appropriate to the grade level including observation, conferencing, reflection, paper & pencil tests, performance assessments. (3.2)
4. Focus on assessing, evaluating and reporting on 4 categories of knowledge and skills across all subject areas (Knowledge and Understanding, Thinking, Communication and Application) (3.4)
5. Provide parents and students as appropriate with access to the *Ontario Curriculum* grade level expectations. (3.6)
6. Evaluate and report achievement of curriculum expectations and learning skills separately. (4.2)
7. Use the level designations (1-4) with + or -, (R) or (I) to evaluate and record achievement throughout the term. (7.1)
8. Base levels of achievement on the criteria identified on the subject specific levels of achievement and the grade level curriculum expectations without limit to the number of students who may be assigned a particular level of achievement, including level 4. (6.2)
9. Assign letter grades (1-6) or percentage marks (7-8) at reporting times based on evidence provided by the student through summative evaluations throughout the term; track and use diagnostic and formative assessment data to provide feedback, improve learning and support teacher professional judgement when assigning grades at reporting times. (6.3)
10. Grade student performance at reporting times by converting the student's most consistent, overall level of achievement to the letter grade (1-6) or percentage mark (7-8) using a three-point range; consider the student's most recent performance in determining the level of achievement and subsequent grade. (8.2, 8.9)
11. Base the letter grade or percentage mark assigned at reporting times on achievement of the expectations addressed during the term only. (1.9)
12. Assign grades to reflect achievement of learning expectations identified on a student's IEP. (9.2)
13. Apply professional judgement in determining the student's grade at reporting times in cases of missed or incomplete summative evaluations. (8.5 – 8.6)
14. Use the electronic version of the Provincial Report Card available on the school network to report student achievement three times over the course of the school year; enter comments for strengths,

15. Use designated comments in cases where curriculum expectations are alternative or modified and an IEP is in place, when an R or mark below 50 has been assigned, or when particular strands in various subject areas are not being addressed (e.g., Mathematics, Arts, FSL) (8.7, 9.4, 9.11, 10.4, 11.4, 11.7)
16. Arrange a formal reporting conference session for parents of students at the end of term 1 and upon request of the parent or teacher at the end of term 2 and/or term 3. (12.3)
17. Ensure that the completed/signed Response Forms are filed in the OSR each term with a copy of the Provincial Report Card. (12.6)
18. Use the WCDSB Anecdotal Report Card in rare cases where the Provincial Report Card is not appropriate. (12.7)

Record of Achievement	Report Card Grade		Interpretation	Report Card Comment
	Grades 1-6	Grades 7-8		
4+	A+	94-100	<p>Higher Range (Level +) Indicates solid, consistent demonstration of all indicators for the level and possibly some signs of performance at the level above</p> <p>Mid Range (Level) Indicates solid, consistent demonstration of most of the indicators for the level</p> <p>Lower Range (Level -) Indicates demonstration of some of the indicators for the level and possibly some signs of performance at the level below</p>	<p><i>subject specific comments for strengths, areas for improvement and next steps</i></p>
4	A	89		
4-	A-	83		
3+	B+	78		
3	B	75		
3-	B-	72		
2+	C+	68		
2	C	65		
2-	C-	62		
1+	D+	58		
1	D	55		
1-	D-	52		
R	R	45 40 35	when student has provided evidence but achievement does not meet grade level expectations.	<i>subject specific comments for strengths, areas for improvement and next steps</i>
R	R	45 40 35	when student has <u>not</u> provided evidence to validate achievement at even level 1	<i>“_____has provided little/no/minimal evidence of achievement.”</i>
I	Level of Achievement and mark/grade may be adjusted to reflect lack of evidence provided by student.		<p><i>Incomplete Evidence of Achievement</i></p> <ul style="list-style-type: none"> ◇ <i>Used only as a designation that student has not provided evidence of achievement (to assist teacher in determining report card mark).</i> ◇ <i>Used throughout term to evaluate, record and track achievement</i> ◇ <i>Not used as a report card mark; mark/grade determined by teacher based on professional judgement and evidence provided by student.</i> 	
IEP Box is checked			(when expectations have been modified and are not at grade level....)	<i>“The (grade/mark) for (subject/strand) is based on the expectations in the IEP which vary from the Grade__ expectations.</i>
IEP Box is not checked			(when expectations are at grade level and accommodations are in place ...)	<i>Subject specific comments for strengths, areas for improvement, next steps.</i>
ESL Box is checked			(when expectations have been modified and are not at grade level....)	<i>“The (grade/mark) for (strand/subject) is based on achievement of expectations in the ESL program which vary from the grade __ expectations.</i>
ESL Box is not checked			(when expectations are at grade level and accommodations are in place ...)	Subject specific comments for strengths, areas for improvement, next steps. Comments can begin with: “With ESL accommodation strategies _____is able to....”

SAMPLE LEARNING SKILLS DESCRIPTIONS

(REFERENCE: GUIDE TO THE PROVINCIAL REPORT 1998, APPENDIX D, P. 29)

The following nine learning skills appear on the Provincial Report Card for Grades 1 to 6 and Grades 7 and 8. Under each learning skill are listed some examples of behaviour that would constitute evidence of this skill. These lists are not exhaustive. They are designed to assist teachers but certainly not to limit or confine their observations. Teachers need not use the lists if they have other relevant observations to report.

Independent work

- attends regularly and is punctual
- works well without supervision
- completes tasks and assignments on time and with care
- accepts responsibility for own behaviour
- follows routines and instructions without supervision
- identifies and pursues learning goals and tasks independently
- responds and participates in a variety of learning activities
- selects learning materials, resources, and activities independently
- persists with tasks
- follows schedules and uses planners to organize time effectively
- adheres to established time lines
- explores, selects, and uses a variety of learning strategies

Initiative

- welcomes new tasks and seeks new opportunities for learning
- responds to challenges
- seeks challenges and takes risks
- is interested in and curious about objects and events
- observes, questions, and explores
- seeks additional and new information from library books, CD-ROMs, and other resources
- identifies problems to solve and conducts experiments
- approaches new learning situations with confidence
- demonstrates a positive attitude towards learning
- generates questions for further inquiry
- investigates and obtains information independently
- develops original ideas and innovative procedures
- attempts a variety of learning activities
- seeks assistance when necessary
- participates in co-curricular activities

Homework completion (work habits)

- follows directions and completes homework on time and with care
- puts forth a consistent effort
- shows attention to detail
- demonstrates interest in and enthusiasm for homework assignments
- organizes materials and equipment for effective use
- begins work promptly
- follows directions and completes tasks
- chooses and uses materials and equipment correctly, safely, and creatively
- uses time efficiently
- perseveres with complex projects that require sustained effort
- attends to the task at hand
- demonstrates flexibility and adaptability

Use of information

- effectively interprets and synthesizes information
- integrates learning from various subjects/areas of learning
- gathers information effectively, using a variety of techniques and sources
- shows regard for accuracy in analysing and evaluating information
- recognizes when assignments and projects would benefit from additional information and identifies the type of information needed
- identifies and uses a variety of facilities, equipment, supplies, evidence, research, expert opinions, and discussion to gather information and solve problems
- considers all information and alternatives before reaching a conclusion
- demonstrates creativity in assessing information and ideas and draws relevant conclusions
- organizes information logically and creatively and manages it effectively
- selects appropriate research procedures and uses them effectively
- asks questions to clarify meaning and ensure understanding
- uses information-retrieval technology effectively

Cooperation with others

- takes turns
- listens to, acknowledges, and considers differing opinions
- willingly works with others
- follows classroom and school procedures
- assumes responsibilities in groups, the classroom, and the school
- helps others
- volunteers
- considers both the immediate and long-term effects of his or her actions on others
- respects the rights, property, and opinions of others
- shares resources, materials, and equipment with others
- shares in cleaning duties after an activity
- works and plays cooperatively with others
- establishes positive relationships with peers and adults
- responds and is sensitive to the needs and welfare of others

Conflict resolution

- resolves conflicts when they occur
- resolves conflicts independently
- resolves conflicts in socially acceptable ways
- negotiates to solve problems and resolve conflicts
- mediates differences of opinion
- listens to understand conflicts before acting or offering a resolution
- assists others to resolve conflicts appropriately
- seeks positive solutions to conflicts
- uses a variety of strategies to resolve conflicts appropriately
- helps the group to identify and use strategies for conflict resolution

Class participation

- participates in class and group activities
- willingly works with new groups
- accepts various roles within the class and group, including leadership roles
- accepts a share of the work to be done
- contributes to cooperative problem solving
- helps to complete class and group activities or projects
- works towards the goals of the class and group
- helps to motivate others and encourages others to participate
- communicates well with class and group members
- helps the class and group to work together

- contributes information and ideas to the class and group
- questions the ideas of the group to seek clarification or agreement
- shows respect for the ideas of others in the class and group
- supports ideas and observations of the group with facts and details
- listens to others without interrupting
- paraphrases points of view to help understanding
- recognizes contributions of group members through encouragement, support, or praise
- seeks consensus before making decisions
- shares responsibility for carrying out decisions
- shares responsibility for difficulties encountered during an activity

Problem solving

- solves problems independently
- uses analysis to clarify problems
- devises a plan to solve the problem
- carries out the plan
- records the process and the results
- checks the solutions/results
- evaluates the plan, solution, or result
- devises alternative solutions or ways of solving a problem
- makes connections between different problems and solutions
- applies successful strategies to new problems
- chooses appropriate materials and equipment to solve problems
- develops original ideas and creative approaches to solve problems
- applies logic in solving problems

Goal setting to improve work (with assistance, with peers, independently)

- identifies appropriate criteria for assessing work
- uses identified criteria to assess work
- assesses own work
- identifies goals
- identifies specific steps or actions needed to reach goals or to improve
- evaluates own success in reaching goals
- identifies strengths and areas for improvement in own work
- perseveres to achieve goals
- revises goals or steps and strategies when necessary
- identifies and pursues goals independently
- accepts comments on performance from others
- uses others' comments to improve work and monitor learning

**REQUEST FOR RESUBMISSION OF PARENT RESPONSE FORM
(PAGE 3 PROVINCIAL REPORT CARD)*****School Letterhead***

Date

Name and address

Dear _____,

I received a copy of the Provincial Report Card "Response Form" that you completed for your (son/daughter).

The Response Form is intended to be kept in (child's name) permanent school record (the Ontario Student Record (O.S.R.)). Comments on this form should pertain to (his/her) achievement, goals and home support, as indicated at the top of the form. Because the comments you have made in writing do not reflect the intent of the form, it cannot be kept in the O.S.R. and so it is being returned to you.

I encourage you to pursue any concerns you have regarding your child's progress with the teacher as per the Waterloo Catholic District School Board Communication Guidelines for Parents and Staff policy (APC001). I invite you to re-submit a response form for the permanent record. A blank copy is attached.

Sincerely,

Principal

Attachment

LEARNING • GROWING • TRANSFORMING THE WORLD TOGETHER

w w w . w c d s b . e d u . o n . c a



**Waterloo Catholic District School Board
Response Form**

Student:	Grade:
School:	Teacher:
Date:	

Parent's/Guardian's and student's comments for student achievement, goals and home support:

Not Returned

Date

I have received the report card.

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

Parent's / Guardian's Signature

Parent's / Guardian's Name (PLEASE PRINT)

Student's Signature

Telephone Number