



Administrative Procedures Memorandum

#: APC017

Assessment, Evaluation & Reporting in Secondary Schools A Companion Guide to Growing Success

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Memo To: Secondary Teaching Staff

From: Director of Education

ACCESSIBILITY:

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PURPOSE:

The purpose of this memorandum is to outline a common approach and a consistent practice of assessment, evaluation, and reporting in our secondary schools which actively and intentionally pursues the Waterloo Catholic District School Board vision: "Our Catholic Schools: heart of the community ~ success for each and a place for all."

This document is a companion to **Growing Success: Assessment, Evaluation, And Reporting in Ontario Schools 2010** published by the Ministry of Education, and provides further direction outlining policy specific to the Waterloo Catholic District School Board.

With this document, we work towards the realization of our vision by living our mission: "As disciples of Christ, educating and nurturing hope in all learners to realize their full potential to transform God's world."

The Vision and Mission of the Waterloo Catholic District School Board provides a distinctive lens for schools to serve students through a continually improving cycle of teaching and learning. In light of our Catholic faith tradition, a fundamental belief in the essential dignity of all learners governs all of our practice and has particular significance in the area of assessment, evaluation, and reporting. Designing and implementing authentic assessment, evaluation and reporting strategies which respect the uniqueness of the individual learner promotes improved student achievement of the provincial curriculum expectations, enabling students to achieve the Ontario Catholic School Graduate Expectations, which calls them to contribute meaningfully to the community.

REFERENCES:

- The Multi-Year Strategic Plan of the Waterloo Catholic District School Board (2010)
- **Growing Success (2010)**
- The Ontario Catholic School Graduate Expectations (1999)
- Ontario's Equity and Inclusive Education Strategy (2009)
- Learning for All (2013)
- The Ontario Curriculum, Grades 9-12 Curriculum Documents

- The Individual Education Plan: A Resource Guide (2004)
- APS017: Responsible Use of Information Technology and Electronic Data

FORMS:

- APC017-01F: Credit Recovery Learning Plan
- APC017-02F: Credit Recovery Profile/Recommended Course Placement

REPORTS:

- N/A

APPENDICES:

- Appendix A: Plagiarism and Cheating Guidelines
- Appendix B: Determining Midterm and Final Grades
- Appendix C: Late and Missed Assignments At-a-Glance
- Appendix D: Reporting Student Achievement At-A-Glance
- Appendix E: Grading and Reporting for Students on Individual Education Plans (IEPs)

COMMENTS AND GUIDELINES:

Preamble

The following guidelines draw heavily from *Growing Success* while responding to the distinctive lens and unique circumstances of the secondary schools in the Waterloo Catholic District School Board (WCDSB).

Note: Chapter indications in this document correlate to the chapters of the *Growing Success 2010* Ministry document.

Chapter 1: Fundamental Principles

The primary purpose of assessment, evaluation, and reporting is to improve student learning. *Growing Success* articulates seven fundamental principles which govern assessment, evaluation, and reporting to ensure that it is valid and reliable, and leads to the improvement of learning for all students. These principles ensure that assessment, evaluation, and reporting practices:

- Are fair, transparent, and equitable.
- Support all students regardless of need.
- Are planned according to curriculum expectations and student experience.
- Are communicated clearly and consistently.
- Are ongoing and varied in nature.
- Provide clear, specific, and meaningful feedback.
- Develop the self-assessment skills of students (*Growing Success*, 6).

Chapter 2: Learning Skills & Work Habits

There are six Learning Skills and Work Habits:

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

Examples of sample behaviours designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits can be found on page 11 of **Growing Success**. A student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-good, S-Satisfactory, N-Needs Improvement).

These skills and work habits will be clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. Although learning skills have a significant impact (positive or negative) on achievement, the evaluation of the learning skills will not be included in the determination of the student's percentage grade. In rare cases, for example in the health and physical education curriculum or with the mathematics process expectations, it is **not** possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement of a curriculum expectation. In these cases, teachers need to clearly identify the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate student achievement. For further clarification, refer to **Growing Success** page 10.

For students on an Individual Education Plan (IEP), assessment and evaluation of learning skills and work habits must be based on the identified strengths and needs in the student's Individual Education Plan.

Chapter 3: Performance Standards – The Achievement Chart

Along with the curriculum expectations, there are performance standards outlined in the achievement chart in the curriculum documents for every subject area. The achievement chart identifies four categories which help teachers to focus not only on students' acquisition of knowledge, but also on their development of the skills of thinking, communication, and application. Within each category, the chart provides criteria and descriptors for each level of achievement (**Growing Success**, 18).

Chapter 4: Assessment FOR Learning and AS Learning

The primary purpose of assessment is to improve student learning. This requires a culture in which student and teachers 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.

For a detailed description of the three kinds of assessment (assessment **for** learning, assessment **as** learning and assessment **of** learning), the nature of the assessment (diagnostic, formative and summative), and the uses of assessment information, see **Growing Success**, table 4.1, page 31.

Chapter 5: Evaluation

The primary purpose of evaluation is to improve student learning. Evaluation is based on assessment of learning which takes place at strategic times throughout the course, often at the end of a period of learning. Evidence of student achievement is collected over time from three sources: **observations**, **conversations** and **student products** (e.g. tests or exams, and/or assignments for evaluation which include rich performance tasks, demonstrations, projects and/or essays).

Assignments for evaluation should:

- Be completed, whenever possible, under the supervision of the teacher to ensure equity for all students.
- Include group projects only if individual student achievement can be evaluated independently and individual marks can be determined. **Evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or the students' peers.**
- **Not** include ongoing homework that students complete to consolidate their learning or to prepare for the next class.

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 (refer to APC017-BX: Appendix B). Teachers will consider:

- All evidence collected through observations, conversations and products.
- All evidence for evaluation that the student has completed or submitted.
- The number of test/exams, assignments for evaluation not completed or submitted.
- Different weighting assigned to various pieces of evidence (e.g. performance tasks).

While there is no minimum number of assessments required for each reporting cycle, it is expected that each category (knowledge, thinking, communication and application) would be represented in a report card mark.

When calculating the final 30%, all four evaluation categories must be represented between the Culminating Evaluation and Final Examination.

Evaluating Achievement of Expectations during the Term/Semester

A student’s achievement of the overall curriculum expectations will be evaluated using **levels** in accordance with the achievement charts in the provincial curriculum documents, and will be reported using percentage marks. It is expected that **both professional judgement and mathematical calculations will inform the determination of percentage marks** (Growing Success, 40). Refer to Reporting Student Achievement At-A-Glance (APC017-DX: Appendix D).

The following conversion chart shows the alignment of the four levels of achievement to percentage marks:

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

Conversion Chart

WCDSB Policy	R+	30-49	Indicates that the student is able to achieve some expectations in limited ways; however, achievement is insufficient to be considered passable.
	R	15-29	Indicates that the student has difficulty achieving most of the expectations.
	R-	0-14	Indicates that the student has difficulty achieving any expectations. * See lower limit restrictions below.

Gradebook (enCOMPASS for success) Users: Gradebook is not a replacement for professional judgement. While the tool provides the ability to weight assignments, tests and quizzes, it is no substitute for a teacher’s judgement regarding a student’s demonstration of skills and knowledge at a reporting period. The mark ranges act as indicators of insufficient evidence of achievement, and therefore should not necessarily be included in a calculated mark placed on a report card. Teachers should use the Gradebook tool to look for trends over time to determine the most recent and most consistent level of achievement.

Reporting Considerations

- **The Meaning and Use of “I”**

For grades 9 and 10 courses only, the code “I” (insufficient evidence) is used on a student’s mid-term and final report card in the following circumstances:

- A student has enrolled late in the term with limited or no evidence of achievement
- A student, due to extenuating circumstances beyond his/her control (e.g. protracted illness), has insufficient evidence of achievement

Consultation with administration prior to entering the code “I” on the mid-term and final report card is **required**.

A student will not earn a credit where the code “I” is used as a final mark. There is, however, the opportunity for credit recovery if there has been some evidence of achievement of the overall expectations for the course.

For grade 11 and 12 courses, the code “I” (insufficient evidence) may **not** be used.

- **Lower Limit at Reporting Time (Midterm and Final)**

When reporting **midterm** and **final** grades, marks within the range of 0-20% will be recorded as **20%** on the report card. For consideration of the use of I for Grade 9 and 10, please see the section “Meaning and Use of I”.

- **Pass/Fail Consideration at End of Semester**

If the calculation of a percentage grade falls between 47-49%, the teacher will use professional judgement, in consultation with the program head/principal, to adjust the grade to 46% or 50%. To assist in this determination, teachers will consider a student’s achievement of overall expectations, including activities completed as assessments for learning. Teachers, using the wide variety of student achievement data, will use professional judgement when determining a final grade of 46 or 50 for any student whose calculated mark sits between 47 and 49. A mark of 50% on a final report card will indicate that the student was granted the credit; a mark of 51% indicates the student earned it.

Cheating and Plagiarism

Cheating and plagiarism are forms of academic theft. They are serious matters which have significant implications for student learning and the moral climate of the school.

- **Cheating** is a form of deceit which involves the intentional use of improper access to materials to complete an assignment or test. Cheating constitutes the use of material on paper, through digital devices, or by any other means of retrieving information, including oral communication or body language.
- **Plagiarism** occurs when an individual intentionally or unintentionally uses information or represents another person’s words, facts, ideas, translations, images (photographs, art work, graphs, etc.) or audio as his/her own by not giving credit to the creators. Plagiarism includes purchasing, copying, stealing or cutting and pasting some or all of another person’s work and submitting it as his/her own. Plagiarism may occur when a student fails to properly reference and cite sources or paraphrase information.

As a part of the ongoing cycle of instruction and assessment, teachers should employ strategies to ensure that students avoid cheating and plagiarism (see APC017-AX: Appendix A).

In instances where a student is suspected of cheating or plagiarism, teachers will follow the procedures outlined in APC017-AX: Appendix A.

Consequences of Plagiarism and Cheating

All forms of cheating and plagiarism, whether intentional or unintentional, are unacceptable and demand consequences. Teachers will take into consideration the following when implementing consequences:

- The grade level/maturity of the student
- The number and frequency of the incidents
- The individual circumstances of the student
- Intentional versus unintentional actions (determining factors may include student knowledge of proper practice, intent to deceive, prior instruction in appropriate citing, referencing, and paraphrasing)

Term work (70%)

- In instances of cheating or plagiarism, student products (tests, assignments for evaluation) will receive a mark of “0” on the assessment until it has been redone or revised under the supervision of a teacher, or an alternate assignment is completed and submitted. The resubmitted test or assignment for evaluation will be considered late and is subject to the late policy.
- Repeat offenses of cheating and plagiarism may result in a “0” for each individual assignment for evaluation or test. In consultation with program heads and/or administrators, teachers will use professional judgement to determine the appropriate evaluation of student learning.

Culminating course activities (30%)

- **Intentionally plagiarized culminating course activities** will receive a mark of “0” for the component of the culminating activity that has been plagiarized. The student is not required to re-do that component. If, however, there is a rough draft or other stage of the process that is not plagiarized, the teacher may consider this work to determine the grade on the culminating activity.
- **Unintentional plagiarism on culminating course activities** will receive a mark of “0” until the plagiarized assignment is redone and evaluated. If the re-write is not submitted, that component of the culminating activity will receive a mark of “0.”
- **Cheating on an exam** will result in a mark of “0” for any section where it is clear that cheating has occurred.

Late and Missed Assignments for Evaluation / Missed Tests

Term Work (70%) and Culminating Course Activities (30%)

- There are strong and often divergent opinions on the approach to late and missed assignments. Many stakeholders are of the opinion that late and missed assignments should result in mark deductions; on the other hand, educational researchers in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not make students change their behaviour or help them be successful in the community, workplace, college or university.
- The WCDSB policy takes into account both views, and is designed to enhance current effective assessment and evaluation practices that motivate and facilitate completion of work and demonstration of learning. Suggestions for effective strategies to help prevent and/or address late and missed assignments can be found in **Growing Success**, page 43. **Professional Judgement** is critical in determining the strategy that will most benefit student learning (see page 152 of **Growing Success** for the definition of **professional judgement**). School-level Student Success teams provide additional supports, and school-developed protocols need to be followed when required to determine the strategy that will best assist students in completing and submitting work.
- Throughout the semester, it must be clearly communicated to students that they are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. It is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students. Assessment and evaluation practices also need to support students who will predictably struggle with completing tasks without additional interventions. Supportive intervention strategies (communicating with parents, collecting work in stages, holding student-teacher conferences, student contracts for pre-arranged extensions, etc.; also see APC017-CX: Appendix C of this document) **prior** to assignment deadlines also are effective in assisting students to submit work on time.

- Schools will inform students and their parents about the consequences and procedures for students who submit assignments late, fail to submit assignments or are absent for tests. Parents and students will be advised that failure to complete evaluation activities reduces the body of evidence upon which the teacher can evaluate student achievement of the curriculum expectations, and could jeopardize the attainment of the credit. Course Student Information System (SIS) forms will refer to the board policy for late and missed assignments for evaluation and missed tests.

Procedures for Late/Missed Assignments for Evaluation during the Term (all regularly-scheduled classes, including Quiet Days)

Teachers will support students in meeting the learning expectations through a variety of assessment opportunities with the appropriate level of challenge, thereby helping students to demonstrate their level of achievement:

1. Pre-arranged extensions to due dates are not subject to a late penalty.
2. Legitimate reasons for missed deadlines will be taken into consideration; teachers will use professional judgement to grant an extension to the due date with no late penalty.
3. A student who misses a test for legitimate reasons will re-write the test or an alternate test upon his or her return to school, or at a time and date determined by the teacher in consultation with the student.
4. If a student misses a test because of truancy, the student will re-write the test or alternate test at a time and date determined by the teacher and communicated to the parents. The teacher will evaluate the test and assign a level. The level will then be **lowered** by one third (e.g. a level 3 will be adjusted to a 3-); the teacher will record both levels for consideration at mark reporting time. If the student is truant for the re-write, the teacher will assign a "0" for the test and contact parents. If a student repeatedly misses tests, teachers must notify administration.
5. If an assignment for evaluation is not submitted on time, teachers will ask the student to identify the reason for not completing the assignment for evaluation by the required due date. Teachers will determine a revised due date and/or outline an alternate assignment. In determining the revised due date, teachers will identify supportive interventions, as required by school policy, to assist the student in completing the assignment including working with a school Student Success team through ongoing Credit Rescue during the term, communicating with parents, completing the assignment under teacher supervision, etc. Teachers are expected to track/document these interventions using their personal mark recording systems or a school-developed form - e.g. "Request to Achieve", etc.
6. When the assignment is submitted on the revised due date, the teacher will evaluate the assignment and assign a level. The level will then be **lowered** by one third (e.g. a level 3 will be adjusted to a 3-); the teacher will record both levels for consideration at mark reporting time.
7. If the student does not complete the assignment by the revised due date, parents will be contacted and informed that the late penalty of a third of a level per school day will continue to be applied up to the full value of the assignment. Additional supportive interventions that will assist the student in completing the assignment need to be implemented and may include working with the school's Student Success team following Student Success protocols established at the school to assist students in submitting work. Teachers are required to track/document all opportunities provided for work completion.
8. Late and missed assignments will be reflected in the assessment of learning skills/work habits.

Procedure for Incomplete/Missed Culminating Activities

Teachers will provide sufficient time for students to complete culminating activities which will be part of the final 30% of their overall course mark. If students do not complete the assignment within the allotted time, teachers will notify parents and, according to their professional judgement, may:

- Provide an alternate due date, where a legitimate reason can be taken into consideration.
- Allow students to finish the portions of the culminating activity which are incomplete during the two-hour Credit Rescue period at the end of exams.
- Assign a “0” for the portions of the culminating activity which remain incomplete.

Teachers will discuss the above options with students prior to the end of term and before exams, and notify parents.

Students who would miss their final examination due to an approved planned absence will be expected to notify their teacher and make arrangements before the examination period begins. **Completion of the final assessment will be determined, at the discretion of the teacher and in consultation with administration, before the exam period begins or within the allotted Examinations days.**

Students who miss their final examination due to illness or bereavement will be expected to contact their guidance counsellor or administrator as soon as possible for validation and to make alternate arrangements.

At mark reporting time, teachers will ensure that mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement.

In determining a percentage mark for the report card for a student who has missed tests or submitted one or more assignments for evaluation late, and for which the teacher has recorded two marks, the teacher will consider both levels recorded for the test(s) or late assignment(s) when considering the overall most consistent, most recent level of achievement in accordance with the achievement chart.

In determining a Report Card mark for a student who has missed tests and/or has missed submitting one or more assignments for evaluation and a zero has been recorded, the teacher will consider the student’s most consistent, most recent level of achievement in accordance with the achievement chart and will use professional judgement to lower the range within the level (level 2 is adjusted to 2-) or to lower the level itself if warranted (level 2 is adjusted to level 1) in consultation with the program head or administration where appropriate.

Recording Student Achievement

There are many acceptable methods of collecting and recording evidence of student achievement. When using electronic methods, it is extremely important that only Board Approved **GREEN** Apps be used to ensure that student information is safe and secure (please see APS017 – Responsible Use of Information Technology and Electronic Data); use of other methods to document student achievement must also remain private and confidential.

Please use the following as an example of the confidentiality expected when dealing with student marks:

	Documentation: Paper	Documentation: Electronic
Examples	<ul style="list-style-type: none"> • Individualized mark/comment pages • “stickies” on curriculum expectation charts 	<ul style="list-style-type: none"> • Photos/videos to support pedagogical documentation • Copies of student work
Safe & Secure Practices	<ul style="list-style-type: none"> • Housed within file folders, duo-tangs, binders which are not readily viewable by the public • Placed in a secure place at the end of the day (behind a locked door) 	<ul style="list-style-type: none"> • Storage of electronic records should ONLY use WCDSB Board approved GREEN Apps (D2L, google drive, encompass) • Do not transport marks on a USB key, unless it is encrypted (password-protected)

Chapter 6: Reporting Student Achievement

Formal reporting of achievement occurs twice in a semester; in addition, a progress report will be provided to parents early in each semester. It is the expectation that communication to parents regarding student achievement is continuous throughout the semester. This ongoing communication should be designed to provide detailed information that will encourage students to set personal goals for learning, help teachers in their planning and assist parents in supporting their child's learning. Communication can take the form of parent-student-teacher conferences, student portfolios, phone calls, emails and informal reports.

“Specialist High Skills Major (SHSM)” Box: Grades 11 and 12

When a student is taking a course as a credit towards a Specialist High Skills Major, check the “SHSM” box on the first and final report cards.

Teacher Comments

In writing comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should use student- and parent-friendly language, and should avoid language that simply repeats the wording of curriculum expectations or the achievement chart. Teachers will make reference to particular strands and/or assignments. The comments should describe in overall terms what the students know and can do, and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers are encouraged to compose and use personalized comments on report cards.

Chapter 7: Students with Special Education Needs

Procedures for reporting student achievement vary according to the IEP. In the case of an IEP with accommodations only, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations as identified in the IEP (refer to APC017-EX: Appendix E).

IEP with Accommodations – Working for Credit

When there are **accommodations** only (the student is meeting grade level expectations) the IEP box is **not** checked and **no** reference is made to the student receiving accommodations in the report card comment section. Teachers will assign a percentage mark to reflect the student's level of achievement.

IEP with Modifications – Working for Credit

When some of the student's learning expectations for a course are **modified** from the curriculum expectations, but the student is **working towards a credit**, the teacher will check the IEP box for every course to which the plan applies. **No** statement is made. Enter the percentage mark, and the appropriate report card comment. Teachers will complete an evaluation of the learning skills and work habits based on the strengths and needs identified in the IEP.

IEP with Modifications – Not Working for Credit

When the student's learning expectations are modified to such an extent that the expectations for the course are **not** being met and the principal deems that credit will **NOT** be granted, check the IEP box. Enter a percentage mark for the course, and the appropriate report card comment. Teachers must include the following comment:

“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.”

Subject specific comments will be used for strengths and next steps for improvement.

Evaluate the learning skills and work habits based on the student's strengths and needs as identified in the IEP. A zero is entered in the credit earned column.

IEP with Alternative Expectations-Not Working for Credit

In those instances where the student's learning expectations are alternative (not derived from the provincial curriculum expectations), check the IEP box. Leave the mark box blank. Complete evaluation of learning skills and work habits on the Provincial Report Card based on the strengths and needs in the IEP Teachers must include the following comment:

“Not working for Credit. See attached anecdotal report.”

Use the WCDSB Anecdotal Report to record achievement of alternative expectations identified in the IEP and comment on strengths and next steps for improvement. This anecdotal report must accompany the Provincial Report Card - Grades 9-12 at regular reporting times. A zero is entered in the credit earned column.

Chapter 8: English Language Learners

A variety of types of accommodations may be used to support English Language Learners as they develop English language proficiency. Please see page 77 of **Growing Success** for accommodations related to instructional strategies. However, recognize English Language Learners may also have special education needs.

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. Ministry policy for English Language Learners states that students can be eligible for both English as a Second Language (ESL)/English Literacy Development (ELD) and special education services.

Accommodations can relate to instructional strategies, learning resources, and assessment strategies. Modifications relate to curriculum expectations. For examples, see page 78 of **Growing Success**.

Reporting Student Achievement for English Language Learners:

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

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

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

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

Chapter 9: E-Learning

E-learning is one of a number of alternative methods school boards can use to supplement traditional classroom teaching in order to deliver credit courses to Ontario secondary school students who require a more flexible learning option for a variety of reasons (e.g. low student enrolment in particular course offerings, unique scheduling and personal situations). School boards deliver provincially developed e-learning credit courses through the provincial Learning Management System (LMS).

Teachers using online courses and tools, whether through the provincial LMS or another learning management system, must abide by the assessment, evaluation, and reporting policies outlined in **Growing Success** and by the directives for the delivery of those courses outlined in [E-Learning Ontario: Policy Document, 2006](#).

Chapter 10: Credit Recovery

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

The **Guiding Principles** outlined on page 84 of **Growing Success** are intended to provide a consistent framework for the development of credit recovery programs across the province.

The **Student Success Team** is responsible for determining the placement of students in credit recovery programs (**Growing Success**, 85).

The **Process for Determining Eligibility for Credit Recovery** begins with the classroom teacher and involves the principal and the Student Success Team: refer to page 86 of **Growing Success** for details on the process.

The **Credit Recovery Profile** (Form APC017-02F) is completed by the classroom teacher and submitted to the Student Success Team. It outlines units/concepts/expectations not successfully achieved and relevant information related to the learning skills and work habits of a student who is identified as eligible for credit recovery (**Growing Success**, 87). Classroom teachers must include any incomplete assignments and tests with the completed form.

The **Credit Recovery Learning Plan** (Form APC017-01F) is developed by the credit recovery teacher on the basis of the Credit Recovery Profile. The learning plan is intended to address the student's individual needs and includes items such as which units of instruction will be recovered and how a final percentage mark will be determined. Refer to page 87 of **Growing Success** for additional items to include in the learning plan.

There are **Credit Recovery Limitations** to be considered: A credit can only be recovered within two years of when it was unsuccessfully completed; a student can only recover a credit for a course s/he has already completed; and there is no minimum percentage grade required in the original course for eligibility in credit recovery (**Growing Success**, 88).

Credit Recovery Programming, Assessment and Evaluation

Seventy percent of the credit recovery grade can be based solely on the student's performance in the credit recovery program (Option 1) or based on a combination of evidence from the original course and evidence from credit recovery (Option 2). Thirty percent of the mark will be based on a final evaluation (based on the entire course) administered toward the end of the credit recovery course: see page 89 of **Growing Success** for a detailed explanation of two options and the 70/30 breakdown.

Continuing Education: Optional After-School Credit Rescue / Recovery Program

The school will select staff to deliver an after-school program, and will determine the length of the program, meeting times, and subject areas to be covered. The school will complete the existing form for the Learning Opportunities Grant and submit to school superintendent for approval.

Once approval has been given, the school superintendent will forward a copy to the school and St. Louis. St. Louis will administer the program by ensuring that staff is in-serviced on register and time sheets. St. Louis staff will process all hiring forms through the Human Resources Department.

For a program to run, there must be a minimum of 10 students in one or more subject areas. For groups less than 10 in number, the school will provide a budget number to St. Louis to make up the difference.

Students must report for each session. The instructor will determine the length of time they must stay. The instructor must be present for the total length of time as indicated on the register.