Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Assessment, Evaluation and Reporting, Kindergarten to Grade 12
A Companion to *Growing Success*

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Memo To: All Administrators, All Teaching Staff

From: Director of Education

ACCESSIBILITY: To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

PURPOSE:

The purpose of this memorandum is to outline a common approach and a consistent equitable practice of assessment, evaluation, and reporting, rooted in the Ontario Curriculum, in our elementary and secondary schools to actively and intentionally pursue 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." Waterloo Catholic District School Board's Vision and Mission provides a distinctive lens for schools to serve all 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.

Note: Information in APC50 is presented in **two** distinct sections
- Kindergarten: Assessment, Evaluation, Reporting and the Communication of Learning
- Grades 1-12: Assessment, Evaluation and Reporting

REFERENCES AND RESOURCES:
- The Multi-Year Strategic Plan of the Waterloo Catholic District School Board (2018-2021)
- Growing Success (2010), Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020 and Growing Success, The Kindergarten Addendum, 2016
- PPM 155: Diagnostic assessment in support of student learning
- The Ontario Catholic School Graduate Expectations (2021)
- Ontario's Equity and Inclusive Education Strategy (2009)
- Learning for All (2013)
- Ministry of Education: Assessment and Evaluation (2020-2022 Curriculum and Resources)
- The Ontario Curriculum, Grades 1-12 Curriculum Documents (1999 – present)

- The Individual Education Plan: A Resource Guide (2004)
- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide
- APS017: Responsible Use of Information Technology and Electronic Data (2020)
- SPC050: Staff Procedures
- PPM 167: Online learning graduation requirement

FORMS:
- APC050-01F: Credit Recovery Learning Plan
- APC050-02F : Course Placement Recommendation Form
- APC050-03F: Late and Missed Assignment Tracking Sheet

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 E: Plagiarism and Cheating: Just Don't Do It! (Junior Resource)
- Appendix F: Plagiarism and Cheating: It's Academic Theft! (Intermediate/Senior Resource)

INTRODUCTION

The following guidelines respond to the distinctive lens and unique circumstances of all schools in the Waterloo Catholic District School Board. These guidelines reflect the current state of our evolving knowledge about the learning experience and are designed to move us closer to fairness, transparency, equity, and consistent practices. The resources draw heavily from *Growing Success*, but also consider documents from other Student Achievement branches of the ministry and pull from current educational research related to equity, assessment and learning. They have been developed in collaboration with representatives from a variety of schools, roles and experiences and validated by the system-level Assessment & Evaluation Committee which includes teachers and administrators, as well as the A&E Steering Committee made up of principals and superintendents and Executive Council.

As we consider our assessment, evaluation, and reporting practices, we work towards understanding the critical relationship between learning and believing, and between knowledge and faith as fundamental to understanding the mandate of our Catholic schools. In keeping with this broad mandate, we work to embed our Ontario Catholic School Graduate Expectations into our learning and assessment practices in terms of both knowledge and skills, as well as values, attitudes and actions formed by reason and faith (ICE 8).

FUNDAMENTAL PRINCIPLES

The primary purpose of assessment and evaluation is to improve student learning. To ensure that evaluation and reporting is based on valid and reliable data, all schools will use assessment and evaluation practices that are fair, transparent, and equitable for all students. To do this, evidence of learning must be collected over time and from a variety of sources using all three areas of the assessment triangle (observation, conversation, product). Furthermore, students need to be an active participant in this process. As such, teachers need to know their students. More precisely, the conditions for learning listed below must be in place in order for students to be successful:
- Students must be able to connect themselves to what they are learning;
- Learning needs to be connected to the real world;
- Clear goals must be articulated and regularly revisited for understanding;
- A sense of purpose needs to exist;

- There must be opportunities for students to demonstrate their learning in different ways;
- Promotion of the whole child - healthy, engaged, safe, supported and challenged;
  - Educators create environments in which all students feel valued and confident and have the courage to take risks and make mistakes
  - Educators, in their important professional role, show students that they care, and model a love of learning
- Promotion of well-being, equity, achieving excellence;
- A focus on meaningful modern competencies – Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Learning to Learn/Self-Aware and Self-Directed Learning; Collaboration; Communication; Global Citizenship.

<div align="right">(Growing Success 6).</div>

We know that parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education.
- Both parents/guardians and students will be kept fully informed about the student's progress.
- Schools will have procedures in place to ensure parents and guardians are aware of the expectations for their child in the various grades.
- Parents and guardians have the information they need to interpret their child's report card and to work with teachers to improve student learning.

The prime purpose of assessment and evaluation is to improve student learning. All assessment should lead to HOPE. "Our faith calls us to be engaged with the world around us, to have hope and to inspire it in others." (*Renewing the Promise* 11)

KINDERGARTEN: ASSESSMENT, EVALUATION, REPORTING AND THE COMMUNICATION OF LEARNING (COL)

The assessment, evaluation and reporting policy for Kindergarten aligns with the content, philosophy, and intent of The Kindergarten Program, 2016, and the Ontario Catholic School Kindergarten Program, 2019. These programs work together to provide integrated and faith-based learning experiences through play and inquiry, and are designed to be developmentally appropriate for young children. Assessment is conducted alongside instruction and is an integral part of the learning based on a view of the child as "competent and capable of complex thinking, curious, and rich in potential". The policy recognizes that children enter at different stages of development and with diverse backgrounds and experiences, and they will also leave kindergarten demonstrating variations in growth and learning.

ASSESSMENT 'FOR' LEARNING AND 'AS' LEARNING

The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners in relation to the overall expectations outlined in The Kindergarten Program, 2016. The overall expectations are connected with the following four frames: Belonging and Contributing; Self-Regulation and Well-Being; Demonstrating Literacy and Mathematics Behaviours; and Problem Solving and Innovating. Educators engage in assessment "for" learning as they observe, document, and reflect on what children are saying, doing, and representing (the process of pedagogical documentation) and provide students with feedback designed to move them forward in their learning. Educators engage in assessment "as" learning when they support children in goal setting, monitoring their own progress, determining their next steps, and reflecting on their thinking and learning. During this process, instruction is tailored to suit a student's individual needs and interests. Educators develop and maintain a collaborative, complementary, and reciprocal relationship with children and families to support this process.

EVALUATION

Evaluation involves the judging, interpreting, and summarizing of evidence of learning at a given point in time to determine children's growth and learning in relation to the overall expectations outlined in The Kindergarten Program, 2016. The overall expectations are connected with the following four frames: Belonging and Contributing;

[Self-Regulation and Well-Being](); [Demonstrating Literacy and Mathematics Behaviours](); and [Problem Solving and Innovating.]()

Evidence of key learning, growth in learning, and next steps for evaluation are based on:

- Pedagogical documentation that is collected and analyzed over time including observations, conversations, and demonstrations of learning in the form of anecdotal observations, notes and jottings, photos and videos, and samples of student work;
- Information shared by educators, children, and families;
- Multiple sources of evidence to increase the reliability and validity of the evaluation of learning.

COMMUNICATING INFORMATION ABOUT CHILDREN'S LEARNING

Communication with parents and families about a child's learning should be ongoing throughout the year and should include a variety of formal and informal means. Communication about learning should provide information that will support children in their learning, help educators to plan for learning, and assist parents and families in supporting learning at home. Strengthening the home-school relationship will support the overall growth and development of the child. Three formal written reports will be provided during the school year including:

- The **Kindergarten Communication of Learning: Initial Observations** will be issued at the end of the first reporting period, between October 20 and November 20. The Kindergarten Communication of Learning: Initial Observations is intended to provide parents with an *overview* of initial observations of their child's learning and early evidence of growth in learning in relation to the overall expectations in *The Kindergarten Program* (2016) and with information about appropriate next steps to further the child's learning.
- The **Kindergarten Communication of Learning** will be issued at two points in the school year: at the end of the second reporting period, between January 20 and February 20, reflecting the child's growth in learning since September; and at the end of the third reporting period, towards the end of June, reflecting the child's growth in learning since January/February. The Kindergarten Communication of Learning is intended to provide parents with descriptions, written in plain language and including anecdotal comments, about their child's strengths and growth in relation to the overall expectations *within each frame* of *The Kindergarten Program*. Educators should discuss next steps in the child's learning with the parents to inform them of their plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

It is expected that teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.

"We look to the future of Catholic education with great hope because we are blessed to have so many committed and faith-filled educators and leaders whose witness to faith provides a compelling example to our young people. The Catholic education community is encouraged to support opportunities for faith formation for all members of the community in ways that are inviting, engaging and purposeful." (*Renewing the Promise* 24)

GRADES 1-12: ASSESSMENT, EVALUATION AND REPORTING

LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of a student's learning. There are six Learning Skills and Work Habits:

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

(*Growing Success* 11)

The learning skills and work habits are evaluated and reported as follows:

- 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 grade at reporting time. (*Growing Success* 10).

PERFORMANCE STANDARDS - THE ACHIEVEMENT CHART

The Achievement Chart outlines performance standards for every subject area, and therefore the curriculum becomes the foundation of all evaluation measurements. It also 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* 16-18).

The four categories consist of:

- **Knowledge/Understanding –** Subject-specific content acquired in each grade/course and the comprehension of its meaning and significance;
- **Thinking –** the use of critical and creative thinking skills and/or processes;
- **Communication –** the conveying of meaning through various forms (oral, visual, written, performance);
- **Application –** the use of knowledge and skills to make connections within and between various contexts to demonstrate the ability to transfer knowledge and skills to new situations.

While not every assignment must reflect evaluation in every category, teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to all four categories throughout the term/semester, and that achievement of particular expectations is considered within the appropriate categories. All categories of the Achievement Chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses (*Growing Success* 17).

Levels of Achievement are also represented in the Achievement Chart:

- **Level 1 –** significantly below provincial standard and grade/course curriculum expectations;
- **Level 2 –** approaching provincial standards and grade/course curriculum expectations;
- **Level 3 –** achieving provincial standard and grade/course curriculum expectations;
- **Level 4 –** surpassing provincial standard with a high degree of effectiveness; this should **not** be interpreted as going beyond grade/course curriculum expectations (*Growing Success* 18; Conversion Chart 40).

Our current method of evaluation is based on the grade-specific Ontario Curriculum which identifies criterion-referenced standards for each subject area to ensure evaluation of student achievement that is fair, reliable and transparent (*Growing Success* 17).

ASSESSMENT 'FOR' LEARNING AND 'AS' LEARNING

The primary purpose of assessment is to improve student learning and to help children become self-regulating and autonomous learners. This requires a culture in which students 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 in order to gather information that presents an accurate reflection of student achievement (*Growing Success* 30).

"Assessment for the purpose of improving student learning is seen as both 'assessment for learning' and 'assessment as learning'. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning" (Ministry of Education: Assessment and Evaluation 2022).

EVALUATION

Evaluation is based on assessment of learning which takes place at strategic times throughout the term/semester, often at the end of a period of learning. Triangulating data (collected over time from three types of sources:

observations, student-teacher conversations and student products) increases the reliability and validity of the evaluation of student learning.

Assignments for evaluation should:

- Include a variety of tasks to allow students to meet expectations and extend learning;
- 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 judgment of the student or the student's peers;
- Not include ongoing homework that students complete to consolidate their learning or to prepare for the next class (*Growing Success* 39).

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Teachers will consider:

- All evidence collected through observations, conversations and products.
- All evidence for evaluation that the student has completed or submitted.
- The number of tests/exams and assignments for evaluation not completed or submitted; different weighting assigned to various pieces of evidence.

It is expected that each category (knowledge and understanding, thinking, communication and application) would be represented in a report card mark during a term/semester. *Please refer to APC050-BX – Determining a Midterm and Final Grade*.

REPORTING STUDENT ACHIEVEMENT

While it is the expectation that communication to parents regarding student achievement is continuous throughout the term/semester, formal reporting of student achievement occurs:

- Secondary –Progress Report, Mid-term Report and a Report Card at the end of semester (February and June);
- Elementary – Progress Report (November) and a Report Card (February and June).
- Kindergarten- Communication of Learning (COL), Initial Observations (November) and Communication of Learning (COL) Report (February and June)

In grades 1-6, student achievement will be reported on the Elementary Provincial Report Card using a letter grade with a plus or minus sign as appropriate. Achievement in grades 7-12 will use percentage marks aligned with the levels of achievement (*Growing Success* 56).

DETERMINING A REPORT CARD GRADE: GRADES 1 TO 12

Judgment that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. Teachers should use their assessment tools to look for trends over time.

Grades should be determined using the most recent and most consistent level of achievement; there should be no averaging. Therefore, a calculated mark generated by an electronic recording tool should not be used on a report card without a teacher's professional judgment. *Please refer to APC050-BX – Determining a Midterm and Final Grade*.

REPORTING CONSIDERATIONS

The Meaning and Use of "I":

For Grades 1-8, the use of an "I" on the report card indicates insufficient evidence of achievement, where there may be multiple factors including illness, attendance, etc. Using an "I" is at the discretion of the classroom teacher but must be done in consultation with the principal.

For Grades 9 and 10, the code "I" (insufficient evidence) is used on a student's mid-term/first term and/or final report card for the following circumstances only:
- A student has enrolled late in the term with limited or no evidence of achievement.
- A student, due to extenuating circumstances beyond his/her/their control (e.g., protracted illness), has insufficient evidence of achievement.

Consultation with administration prior to entering the code "I" on the report card is required. In Secondary, 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 (*Growing Success* 42).

LATE AND MISSED ASSIGNMENTS

The WCDSB policy promotes current effective assessment and evaluation practices that motivate and facilitate the completion of work and demonstration of learning. Educators will clearly communicate expectations to students and parents regarding late assignments, and outline consequences. It should be made clear that students do not have an automatic right to submit work late; students and teachers require deadlines as a reasonable management strategy. Choosing not to submit work jeopardizes valid assessment by the teacher. When students do not complete and submit work on time, interventions and consequences will take into consideration the following: grade level, maturity, pathway, the number, frequency and severity of the policy violations, and the individual circumstances of the student.

Effective assessment and evaluation is based upon the triangulation of evidence of student learning. When students do not submit products to the teacher, there is little evidence (other than conversations, observations) for teacher assessment correspondence. It is therefore the responsibility of the student, guided by the teacher, to ensure that the highest quality evidence of learning is available. The expectation of the WCDSB is that all assignments are complete and submitted according to the predetermined due date. **For Grade 1-6**, it is the policy of the WCDSB that marks not be deducted from student work in order to reflect a late or missed assignment. Teachers will notify students and parents of a late/missed assignment, and through conversation, reasonable steps for work completion will be recommended.

The late and missed assignment procedures for **Grades 7-12** are designed to motivate students to submit high quality evidence of their learning; it is not intended to impact the way such achievement is reported. Late and missed assignments will be reported in the learning skills and work habits sections of the report card (*Growing Success*, 46). Often students who consistently submit assignments late, or not at all, experience a variety of other difficulties which influence their ability to complete tasks. Teachers may use a number of strategies to help prevent and/or address late and missed assignments. Students must understand, however, that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Using their professional judgment, teachers may decide to deduct marks for late assignments, up to and including the full value of the assignment. It is important that the supports for students be appropriate to their age and learning profile (For a list of potential interventions in *Growing Success* 43).

Professional judgment is critical in determining the strategy/intervention that will most benefit student learning (*Growing Success* 152). Interventions for students in grades 1-8 may be different than those for students in grades 9-12, but the focus should always be on supporting students in providing evidence of learning. It is not to be a punitive process; rather it is an opportunity for students to demonstrate their abilities even though a deadline has been missed. *Please refer to APC050-CX – Late and Missed Assignments at a Glance and APC050-03F – Late and Missed Assignments Tracking Sheet.*

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. Students are expected to demonstrate academic honesty on all assignments, projects, tests, etc.

As a part of the ongoing cycle of instruction and assessment, it is the shared responsibility of teachers, library technicians/librarians and other educators to employ strategies to ensure that students avoid cheating and plagiarism. These strategies should be employed early in the school year and returned to consistently throughout.

RESPONDING TO PLAGIARISM AND CHEATING

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

- 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).

In instances where a student is suspected of cheating or plagiarism, teachers will ask students about the suspected occurrence and then determine further actions necessary. *Please refer to APC050-AX – Plagiarism and Cheating Guidelines, APC050-EX – Plagiarism: Just Don't Do It! Junior Resource and APC050-FX – Plagiarism: It's Academic Theft! Intermediate and Senior Resource.*

THE USE OF "R" ON REPORT CARDS

- Grades 1-8: Code "R" may be used when student achievement falls below level 1;
- Grades 9-12: A percentage mark will be used for achievement below 50%. The lowest mark on the report card will be 20%; this is deemed an indicator of further interventions required.

STUDENTS WITH SPECIAL EDUCATION NEEDS

Based on assessment data, a student who has been identified with a diverse learning profile may receive an Individual Education Plan (IEP). An IEP may include instructional, environmental and assessment accommodations, and modified and/or alternative learning expectations that are updated at least twice per year, once per term/semester.

Parents must be invited to consult on the IEP within the first 30 days of the school year and at each of the formal reporting periods throughout the year. IEPs are working documents and can be revised at any time with appropriate consultation. Consultation and the outcome of the consultation must be noted on the consultation pages of the IEP. Consultation at Progress Report Card time, however, may not result in significant changes to the IEP due to timeline constraints.

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.

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.

REPORTING STUDENT ACHIEVEMENT FOR MULTILINGUAL LEARNERS ACCESSING ESL AND/OR ELD PROGRAMS OR SUPPORTS

A variety of types of accommodations and strategies may be used to support **Multilingual students** as they develop English language proficiency (*Growing Success* 77).

However, recognized **students who are learning English** 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 **students learning the language of instruction**

Accommodations can relate to instructional strategies, learning resources, and assessment strategies; modifications relate to curriculum expectations (*Growing Success* 78).

These measures ensure inclusion and equity for many students in an increasingly multicultural environment. Students can be eligible for both ESL/ELD and special education services. When a student in the ESL/ELD program is being considered for Special Education services, it is imperative that the teacher of MLs (Elementary) or their Monitor (Secondary) be involved in the decision-making process.

E-LEARNING

WCDSB e-Learning (or online 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 learning credit courses through the provincial virtual learning environment (vLE; more commonly referred to as D2L).

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*.

CREDIT RECOVERY (SECONDARY)

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 are intended to provide a consistent framework for the development of credit recovery programs across the province (*Growing Success* 84). *Please refer to APC050-01F – Credit Recovery Learning Plan and APC050-02F – Course Placement Recommendation Form*.

TERMS AND DEFINITIONS

ACHIEVEMENT CHART - A provincial guide to be used by teachers to make professional judgments about student work based on clear performance standards.

PEDAGOGICAL DOCUMENTATION - Involves ongoing gathering, documentation, and analysis in collaboration with the child, and parents, of a wide range of evidence of the child's thinking and learning (in the form of observation notes, photographs, videos, and products created by the child) in order to support and extend the child's learning on the basis of insight into that child's particular stage of development and ways of thinking and learning.

PROFESSIONAL JUDGEMENT - Informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

ASSESSMENT "AS" Learning - The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

ASSESSMENT "FOR" LEARNING - The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-impact instructional strategy that takes place while the student is still learning and serves to promote learning.

ASSESSMENT "OF" LEARNING - The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to

communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

EVALUATION - The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

REPORTING - Refers to both the official and unofficial communication of a student's performance. This can be as a feature of the provincially identified periods during the school year or the more informal process of communicating at touch points based on board and school practices. In the case of students with special needs there are specific reporting templates and guidelines to be followed.

EVIDENCE OF LEARNING - Reflects a balance of observation, conversation and product that is used by the teacher, in conjunction with the student, to establish the most consistent, most current measure of a student's learning.

ALTERNATIVE REPORT CARD - Report card in an alternative format to the Provincial Report Card for students receiving an alternative curriculum.

MEANING/USE OF "R" ON REPORT CARDS - The code "R" represents achievement that falls below level and is used in the evaluation and reporting of student achievement in Grades 1 to 8. This designation signals that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. It indicates the need for development of strategies to address the student's specific learning needs in order to support his/her success in learning. When appropriate, parents will be consulted in this process.

MEANING/USE OF "I" ON REPORT CARDS - For grades 1 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interest of the student.