

AVON MAITLAND DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE

NO. 377

SUBJECT: ASSESSMENT, EVALUATION AND REPORTING

Legal References: *Education Act: Section 265 (1) (g) Duties of Principal - Promote Pupils; O. Reg. 298 Operation of Schools: Section 20 Duties of Teachers - Effective Instruction, Report Cards, EQAO Tests; Ontario Student Record (OSR) Guideline; The Kindergarten Program; The Ontario Curriculum Grades 1-12; Guide to the Provincial Report Card Grades 1-12; Grades 1-8 & Grades 9-12 Subject Specific Exemplars; Growing Success: Grades 1-12, 2010; Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6, 2005; Ministry of Education Policy/Program Memorandum 155 Diagnostic Assessment in Support of Student Learning; Full-Day Early Learning-Kindergarten Program (Draft Version)*

Related References: *Form 377A Maplewood ConnectEd Kindergarten Manual; Form 377B Maplewood ConnectEd Elementary Manual; Form 377C Maplewood ConnectEd Secondary Manual; Form 377D Maplewood ConnectEd Elementary Administrators Manual*

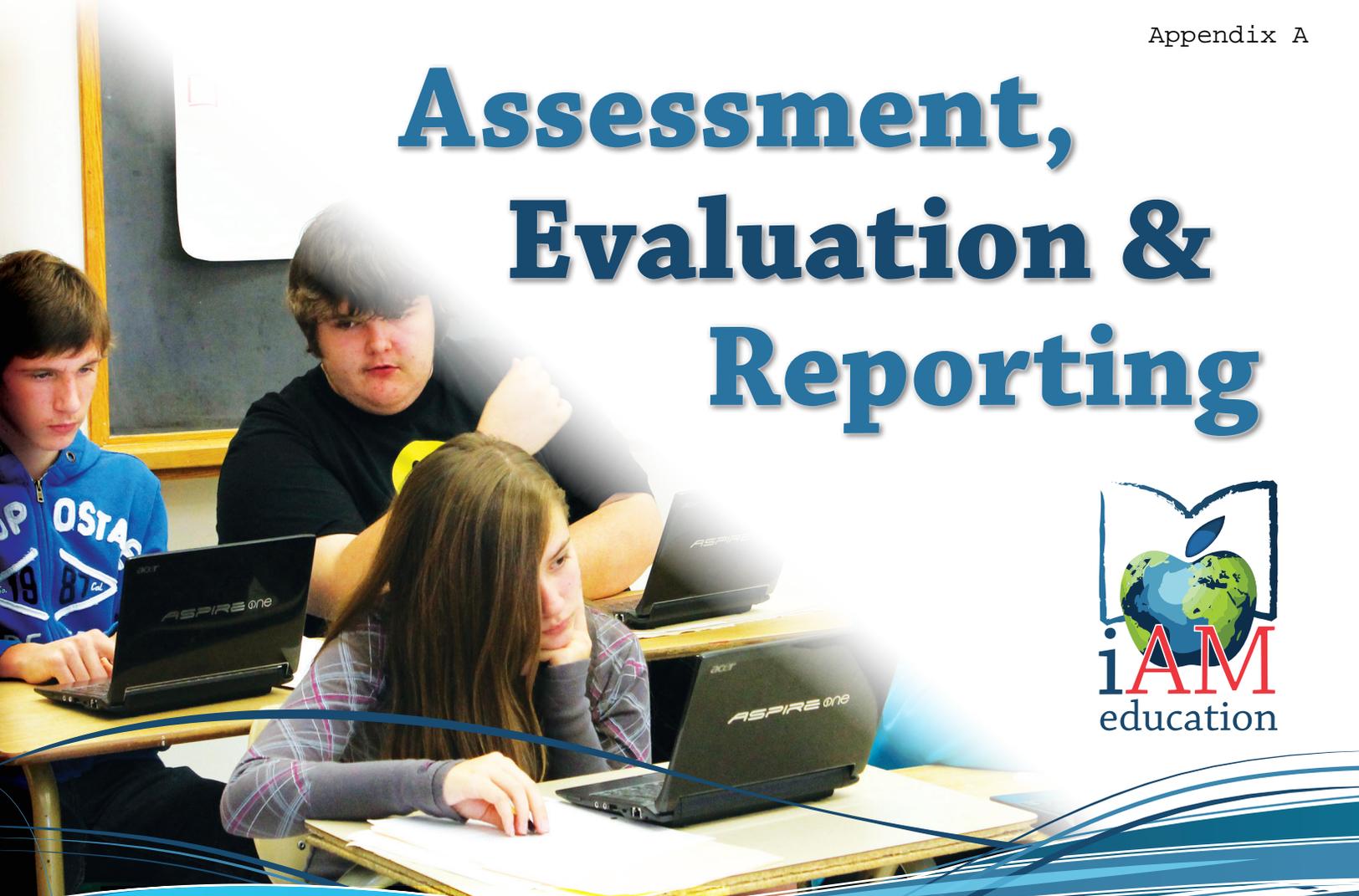
1. Improvement in Student Learning

- 1.1 Educators in Avon Maitland District School Board recognize that the main purpose of assessment and evaluation is to improve student learning.
- 1.2 Assessments need to be fair and yield accurate information about student achievement. The information guides teachers and the district in instructional approaches to students' needs and in assessing the overall effectiveness of classroom practices and programs. This leads to an evaluation and communication process that is clear, accurate and meaningful for students, parents and the system.

2. Procedure

Assessment, evaluation and reporting will be implemented in accordance with Avon Maitland District School Board's Assessment, Evaluation and Reporting Principles and Procedures K-12, attached as Appendix A.

Assessment, Evaluation & Reporting



The primary purpose of assessment, evaluation, and reporting is to improve student learning.
(*Growing Success* pg. 9)

Revised June 2013
© Avon Maitland District School Board

**Avon Maitland District School Board wishes to acknowledge and thank our
consultation partners.**

Program Department
Curriculum Leaders' Council
Learning Services Department
Special Education Advisory Council
Student Success Department
Principals/Vice-Principals
ETFO Members
OSSTF Members
OCTEA Members
School Council Members
Regional School Council Members
Parent/Guardian Community
Parent Involvement Committee
Student Representatives

Please be advised that resources and supports are posted in the Assessment and Evaluation FAQ Conference and can also be found at http://misalondon.ca/ae_01.html

These resources include:

- Understanding Learning Skills and Work Habits videos
 - Assessment and Evaluation Comment Framework
 - Developing the Comment Framework video
- Building a Report Card Comment for Elementary/Secondary (with subject specific examples)
 - Building a Report Card Comment for Students with Special Needs
- Building a Report Card Comment for Learning Skills and Work Habits in Elementary
- Building a Report Card Comment for Learning Skills and Work Habits in Secondary



Assessment, Evaluation and Reporting

Table of Contents

Part A: Introduction	<ol style="list-style-type: none"> 1. Purpose of Assessment, Evaluation and Reporting 2. The Seven Fundamental Procedures 3. References
Part B: Glossary	Glossary
Part C: Academic Honesty	Academic Honesty
Part D: Procedures	<ol style="list-style-type: none"> 1.0 The Ontario Curriculum and Achievement Charts 2.0 Learning Skills and Work Habits 3.0 Assessment for and as Learning 4.0 Evaluation and Assessment of Learning 5.0 Reporting on Student Achievement 6.0 Students with Special Education Needs 7.0 English Language Learners 8.0 Credit Recovery 9.0 Promotion, Acceleration and Retention of Students 10.0 EQAO and Board Standardized Testing 11.0 Ontario Secondary School Literacy Course
Part E: Appendices	<ol style="list-style-type: none"> 1. Learning Skills and Work Habits Rubric 2. Late and Missed Assignments <ol style="list-style-type: none"> a. Late and Missed Assignments Expectations b. Visual Process for Late and Missed Assignments c. Student Planner Sample 3. The Purposes of Assessment 4. Sample Diagnostic, Formative and Summative Assessment Appendix to be attached to the Annual System Memo 5. Kindergarten Reporting <ol style="list-style-type: none"> a. Kindergarten Checklist b. Kindergarten Report Card c. Maplewood Training Manual* 6. Elementary Progress Report <ol style="list-style-type: none"> a. Requirements and Overview b. Sample Progress Report 7. Elementary Provincial Report Card Requirements and Overview 8. Maplewood Training Manuals* <ol style="list-style-type: none"> a. Elementary b. Secondary c. Administrators 9. AMDSB's Alternative Report Card 10. Interventions <p>*not included in printed version, can be found under Information & Resources: Admin Procedures.</p>

PART A: INTRODUCTION

1. Purpose: The primary purpose of assessment, evaluation, and reporting is to improve student learning.

This document provides clear statements about Avon Maitland District School Board's (AMDSB) assessment, evaluation, and reporting practices, which are aligned with Ministry of Education policy. Avon Maitland District School Board educators are committed to designing and implementing authentic assessment strategies that promote improved student achievement, encourage students to set goals for learning, help establish plans for teaching, and assist parents/guardians in supporting the learning of the provincial curriculum expectations.

2. The Seven Fundamental Principles:

To support the implementation of the Ontario Provincial Secondary Assessment Policy, ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

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

3. Equity and Inclusive Education: This document is based on the principles outlined in the Equity and Inclusive Education in Ontario Schools Ministry of Education policy document.

In order to support valid and reliable assessment and evaluation, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the activities used, the purposes of instruction, and the needs and experiences of students;
- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement; and
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

4. References:

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

Course Profiles in all subject areas: Grades 9-12

Equity and Inclusive Education in Ontario Schools 2009

Full Day Early Learning – Kindergarten Program, 2010

Grades 1-8 Subject Specific Exemplars

Grades 9-12 Subject Specific Exemplars

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011

Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2011

Ontario Secondary Schools, Grades 9-12

Policy to Practice – A Teacher Resource Document

Special Education Handbook

The Individual Education Plan (IEP): A Resource

The Literacy Assessment Portfolio JK – 3 Manual

The Ontario Curriculum, Grades 1-8

The Ontario Curriculum, Grades 9-12: Curriculum Documents in all subjects

The Ontario Curriculum, Grades 9-12: Program Planning and Assessment

PART B: GLOSSARY

(All glossary terms are bolded within this document)

Accommodations - Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Achievement Chart - A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards. The Achievement Charts provide “criteria” and “descriptors”. The criteria are the subset of knowledge and skills that define each category. They identify the aspects of student performance that are assessed and/or evaluated, and serve as a guide to what teachers look for. The descriptors indicate the characteristics of the student’s performance, with respect to the particular criteria, on which assessment or evaluation is focused.

Achievement Levels - Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given subject/discipline. Level 3 is the “provincial standard”. Parents/guardians of students achieving at level 3 in a particular grade or course can be confident that their children will be prepared for work in the next grade or the next course. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

Alternative - the term used to identify alternative subjects/courses on the IEP. Alternative expectations are not necessarily derived from a provincial curriculum policy document or are modified so extensively that the Ontario Curriculum Expectations no longer form the basis of the student’s educational program. Learning expectations in the areas of Basic Literacy, Behaviour/Self Control, Communications, Orientation and Mobility are examples of Alternative programming.

Alternative Course - A non-credit course in which the expectations are individualized for the student and generally focus on preparing the student for employment (supported or independent) and/or community living. Examples of alternative courses include Transit Training and Community Explorations (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

Assessment – The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

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-yield 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/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Assignment for Evaluation - An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

Categories of Knowledge and Skills - Four broad areas of knowledge and skills within which subject/course expectations are organized (defined below). The categories are to be considered interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication and application.

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking – The use of critical and creative thinking skills and/or processes

Communication – The conveying of meaning through various forms

Application – The use of knowledge and skills to make connections within and between various contexts

Community Involvement requirement - The requirement that each secondary school student must complete at least forty hours of community involvement in order to graduate. The requirement is intended to help students develop an awareness and understanding of civic responsibility.

Compulsory Credit - A credit earned for successful completion of a course that is a requirement for graduation. Students must earn a total of eighteen compulsory credits in order to obtain the Ontario Secondary School Diploma. Fifteen of the credits are similar for all students, while the additional three credits are chosen by the student, one credit for each of three distinct groupings of courses.

Content standards - Standards that describe what students should know and be able to do. The content standards in the Ontario Curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that the students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Course Information Sheets (C.I.S) - are written and updated centrally, in co-operation with the Leaders' Councils. They outline the content, Overall Expectations, assessment and other information which is important for students and parents/guardians to know at the beginning of each course. Information which is produced centrally is not be changed by teachers, but teachers are encouraged to add their own school, department and classroom information.

Curriculum Expectations - The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Overall Expectations - describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade/course.

Specific Expectations - describe the expected knowledge and skills in greater detail.

Diagnostic Assessment - Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals. Information gathered from diagnostic assessment is not to be used to determine a student's most consistent level of achievement.

Equity - A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.

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.

Formative Assessment - Assessment that takes place during instruction in order to provide direction for improvement for individual students and for adjustment to instructional programs for individual students and for a whole class. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills. Information gathered from formative assessments conducted near the end of a unit may be used in conjunction with the unit summative evaluation to determine the most consistent level of achievement. Students must be given a reasonable amount of time to demonstrate their abilities.

Homework - Work that students do at home to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

“I” – The letter ‘I’ indicates that insufficient evidence is available to determine a letter grade or percentage mark on a student’s report card.

Identification, Placement, and Review Committee (IPRC) - A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student’s exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

Inclusive education – Inclusive education is education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Individual Education Plan (IEP) - A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Learning Goals - Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Learning Skills and Work Habits - The skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Metacognition - The process of thinking about one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning.

Modifications - Changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. For students with an Individual Education Plan (IEP), these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified. Grade-level expectations may also be modified to support the needs of English language learners. At the secondary level, when modifications are made to support English language learning needs, the principal works collaboratively with the classroom teacher to determine the integrity of the credit.

Observation - The ongoing process of watching, listening, and being attuned to students’ behaviour, emotional state, interests and abilities, patterns of development, and progress in learning in order to meet the needs of students and assess and evaluate their development and learning.

Outline of Course of Study - A document or series of documents, which describes the philosophy, organization, content (taught through units), assessment plan and resources of each credit and non-credit-bearing course for each school. It is filed with the department head and the school administration.

Peer Assessment - Assessment of a student's work or learning processes by classmates.

Performance Standards - Standards that describe student achievement of the curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement. The performance standards in the Ontario curriculum are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart describes four levels of achievement for four categories of knowledge and skills. The provincial standard is level 3.

Plagiarism - Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

Portfolio - A collection of samples of student work that the student, with teacher support, carefully selects and adds to on an ongoing basis to track what the student has learned throughout the year. Both teachers and students assess the work in portfolios. Because students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio, a portfolio is an especially powerful self-assessment tool.

Professional Judgement - Judgement 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. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Provincial Standard - Achievement of the expectations in a subject/course at level 3, as described in the achievement chart for the subject/discipline. Parents/guardians and teachers of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

“R” – The letter ‘R’ represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8.

Reporting - The process of communicating student achievement of the curriculum expectations. The report must always indicate the student's progress and achievement in relation to the learning expectations and the learning skills. Reporting may be precise, as with a level, letter grade, or percentage, or reporting may be more general, as in “Progressing Well”. For reporting of achievement with alternative curriculum expectations, reporting may be anecdotal and will align with the achievement of the expectations outlined in the IEP.

Rich Performance Task - An authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.

Rubric - A scale that uses brief statements based on the criteria provided in the achievement chart and expressed in language meaningful to students to describe the levels of achievement of a process, product, or performance.

Special Education Program - As defined in the Education Act, “an educational program for an exceptional pupil that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

Strands - Broad curriculum areas within a subject or course (e.g., in Language at the elementary level and in compulsory English courses at the secondary level, there are four strands: Oral Communication; Reading [elementary] / Reading and Literature Studies [secondary]; Writing; and Media Literacy [elementary] / Media Studies [secondary]).

Student-led Conference - A student-parent conference that engages the student in direct communication with the parents/guardians through the use of portfolios illustrating the student's achievement and learning. Students take the lead in walking their parents/guardians through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment.

Student Self-assessment - The process by which a student, with the ongoing support of the teacher, learns to recognize, describe, and apply success criteria related to particular learning goals and then use the information to monitor his or her own progress towards achieving the learning goals, make adjustments in learning approaches, and set individual goals for learning.

Student-teacher Conference - A teacher's planned dialogue with an individual student about the student's learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations, to monitor their progress, and to plan future instruction based on identified needs and interests.

Students with Special Education Needs - Students who have been formally identified as requiring special education supports and services by an Identification, Placement, and Review Committee (IPRC), as well as students who are not identified but who have an Individual Education Plan (IEP) and are receiving special education programs and services.

Success Criteria – Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning.

Summative Assessment - Evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations.

Units – Include clusters of expectations around core concepts or themes drawn from one subject or from across the curriculum and includes a variety of teaching/learning strategies, assessment strategies, assessment tools and resources.

PART C: ACADEMIC HONESTY

The Avon Maitland DSB values the highest standards of academic conduct. Research for essays, projects and assignments is an important part of learning. Teachers are required to work with their students to ensure that the work submitted reflects the highest level of academic honesty. A variety of methods, which are appropriate to the subject, grade and course type will be taught to help students avoid **plagiarism and cheating**. These lessons will also outline how **plagiarism and cheating** are detected.

Academic Dishonesty may be described as, but is not limited to the following:

Cheating – Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; and/or violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

Plagiarism - Intentionally imitating the language and thoughts of another without attribution, in order to represent them as one's own original work; submitting another individual's assignment, in whole or in part, and representing it as your own; using direct quotations, or large sections of paraphrased material without acknowledgement; copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one's assignment/essay to be copied by another student; and/or purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements.

Consequences for Academic Dishonesty:

Academic honesty is an attitudinal and behavioral issue. When it is clear that a student has not been academically honest, teachers, school support teachers and school administration must view the results as a serious matter, with progressively severe consequences.

Consequences for academic dishonesty must be discussed with the academic disciplinary team, which at a minimum must include administration, the department head (if applicable) and teacher. The student's parents/guardians (if the student is under the age of 18) will be notified of the infraction and the consequences.

The academic disciplinary team will consider a continuum of behavioral and academic responses and consequences based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student. The Academic Disciplinary Team, while taking into account the previous four factors, should work to bring a level of consistency in the application of the consequences within each division/department/school as deemed appropriate.

Consequences for academic dishonesty are not limited to but may include one or more of the following:

- discussion with the teacher and/or principal about the importance of academic honesty
- reduction in the student's evaluation of the learning skills and work habits
- resubmit the assignment
- complete an alternative assignment
- retake the test
- receive a mark penalty on the assignment
- loss of credit (requires consultation with Regional Superintendent)

An **Academic Disciplinary Team** can include:

- Principal/Vice-Principals
- Department Head
- Classroom Teacher
- Special Education Resource Teacher
- Student Success/Guidance Teacher(s)
- Superintendent of Education – Regional Superintendent
- Other members as determined by school

K	1-6	7-8	9-12		PART D: PROCEDURES
				1.0	THE ONTARIO CURRICULUM AND ACHIEVEMENT CHARTS
	√	√	√	1.1	The Ontario Curriculum for Grades 1 to 12 comprises content standards and performance standards . Assessment and evaluation will be based on both the content standards and the performance standards .
	√	√	√	1.2	Teachers of Grades 1 to 12 use the subject-specific Achievement Charts in the Ontario Curriculum documents as the framework for assessing, evaluating and reporting student achievement of the Curriculum Expectations (overall and specific) . The Achievement Charts enable teachers to make consistent judgements about the quality of student learning based on clear performance standards (four categories) and on a body of evidence collected over time.
	√	√	√	1.3	In all subjects and courses , students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills .
	√	√	√	1.4	Ontario uses a criterion-referenced assessment and evaluation system. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement, rather than by comparison with work done by other students, or through the ranking of student performance.
	√	√	√	1.5	Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on balance reflects the fact that 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. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary, and is reflected in the expectations themselves. Teachers should clearly indicate the categories being evaluated on any given assessment . The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication and application.

K	1-6	7-8	9-12	PART D: PROCEDURES	
√				1.6	<p>Teachers of Full Day Kindergarten programs will follow the principles outlined in the Full Day Early Learning – Kindergarten Program, 2010.</p> <p>Assessment and evaluation must represent all six areas of learning and reflect the child’s achievement of the overall expectations, based on their achievement of related specific expectations.</p>
	√	√	√	1.7	<p>Students’ demonstrations of their understanding of Overall Expectations are used for evaluation. The Specific Expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – content standards. Teachers should work to cluster specific expectations, around the overall expectations, during units of study.</p>
	√	√	√	1.8	<p>Teachers should outline curriculum expectations, learning goals, and assessment criteria to students as an ongoing part of daily instruction.</p> <p>Co-constructing success criteria with students has proven to be an effective strategy in order to build a clear understanding of the requirements of a task.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
			√	1.9	<p>Outlines of courses of study (see samples in Administrative Procedure 204) will include the following information:</p> <ul style="list-style-type: none"> ▪ The name of the Ministry’s curriculum policy document(s) from which the outline of the course has been developed; ▪ The name of the board, school, and department, as well as the names of the department head, the classroom program developers or teachers, and the dates of development and revision of the course outline; ▪ The course title, course type, grade, course code, and credit value; ▪ The prerequisite(s) if any; ▪ The overall curriculum expectations; and ▪ An outline of the course content, including unit titles in the sequence in which the material will be studied. ▪ Course Information Sheets are written and updated centrally, in co-operation with the Department Heads. They outline the content, Overall Expectations, assessment and other information, which is important for students and parents/guardians to know at the beginning of each course. Information, which is produced centrally, is not to be changed by teachers, but teachers are encouraged to add their own school, department and classroom information. ▪ Teaching strategies appropriate to the course type (i.e., strategies reflecting the appropriate balance of theoretical components and practical applications for the particular type of course) and teaching strategies appropriate to the range of students’ learning needs. All course materials must be pre-read and previewed (e.g., print, auditory, and visual resources) to determine appropriateness prior to use. ▪ Strategies for the assessment and evaluation of student performance appropriate to the course type and to the students’ range of learning needs; ▪ A description of how the course incorporates, as appropriate, consideration for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, environmental education, equity and inclusive education, financial literacy education, First Nation, Métis, and Inuit students, education policy framework, the role of information and communications technology, career education, cooperative education, health and safety); and ▪ The names of the textbook(s) and resource materials, which are essential to the course (See Administrative Procedure 280).

K	1-6	7-8	9-12		PART D: PROCEDURES
				2.0	LEARNING SKILLS AND WORK HABITS
	√	√	√	2.1	When evaluating the student’s level of achievement, teachers must only consider the student’s achievement of the curriculum expectations , unless a learning skill is embedded clearly in the curriculum expectation(s). Although learning skills have a significant impact (positive or negative) on achievement, they are not to be used to determine the student’s achievement level on any assessment .
	√	√	√	2.2	<p>Learning skills are assessed regularly and objectively according to consistent criteria that have been communicated clearly to students and parents/guardians throughout the terms/semesters.</p> <p>Attached is Appendix 1: Learning Skills and Work Habits Rubric. The sample behaviours listed in the rubric are intended to assist but not restrict teachers in their efforts to help students become effective learners.</p> <p>Students benefit when teachers discuss and model these skills, and when teachers and parents/guardians work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.</p>
	√	√		2.3	<p>The Elementary Progress and Provincial Report Cards have a clear focus on learning skills and work habits. This is indicated by the large portion of space dedicated on the first page of each report. It is the expectation of the Board that teachers comment thoroughly (i.e., using classroom examples) on at least 4 out of 6 learning skills and work habits.</p> <p>Commenting on four learning skills does not require a strength and next step for each selected learning skill. For example, if a student receives an “E” in Responsibility, it is unlikely that a next step is required. This student may require a next step in Self-Regulation. In this example, the teacher would have met the requirement of commenting on two learning skills and then would have to comment on two more to complete the reporting requirements for this section.</p> <p>All learning skills should be commented on at least once throughout the year.</p> <p>The student’s learning skills are reported using a four-level key (Excellent, Good, Satisfactory and Needs Improvement). All learning skills should be leveled with each report.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
			√	2.4	<p>For grades 9 -12, individual teachers will report on the student’s development of learning skills and work habits for each course, for each reporting period, using the mandatory letter symbols to indicate E-excellent, G-good, S-satisfactory, and N-needs improvement.</p> <p>Teachers may also include comments about the student’s learning skills and work habits in the “Comments” section of the report card provided for each course.</p>
	√	√	√	2.5	<p>Homework completion, for practice purposes, is tracked and assessed only under the learning skill of Responsibility.</p> <p>Summative assessments, that have a take-home component may be assessed, but should not be used in isolation as Assessment of Learning.</p> <p>Assignments for evaluation do <i>not</i> include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class.</p> <p>Please follow the guidelines outlined in AP No. 206: Homework Procedure.</p> <p>The principal is responsible for communicating school homework guidelines early in the school year for use by teachers, parents/caregivers and students. Please consider putting these guidelines in your school agenda/planner.</p>
√				2.6	<p>In Kindergarten, Personal and Social Development is one of the six program areas. Teachers regularly assess both overall and specific expectations in this area, many of which are precursors to the learning skills in future grades.</p>
					ATTENDANCE AND PUNCTUALITY
√	√	√	√	2.7	<p>While attendance and punctuality significantly impact student achievement, absences and lates are not used to determine a student’s level of achievement.</p>
	√	√	√	2.8	<p>If a student misses an assessment, please follow the guidelines outlined in Appendix 2: Late and Missed Assignments.</p>
	√	√		2.9	<p>On each report card, days absent and times late are to be recorded for that reporting period. In addition, on each report card, total days absent and total times late are to be recorded as accumulated totals from the start of the year to date.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
			√	2.10	For each individual course , secondary schools report the total number of classes missed over the total number of classes as directed in the attendance column. The number of times late will also be indicated in this column.
				3.0	ASSESSMENT FOR AND AS LEARNING
√				3.1	<p>Assessment and evaluation are intended to improve learning, and are the starting points for instruction and effective teaching.</p> <p>Well-rounded programs support and enable children to achieve the learning expectations through developmentally appropriate play-based activities that emphasize integrated learning and highlight connections between what is learned at school and their own experiences. It is the responsibility of the Early Learning Kindergarten team to work together to provide instruction and assessment that meets the individual needs of every child throughout the two years of the program. Students demonstrate a considerable range of achievement and their progress should be monitored closely, with team members working together to monitor, document and assess children’s learning.</p>
√	√	√	√	3.2	<p>Evidence of student achievement for assessment (and evaluation) is collected over time from three different sources – observations, conversations and student products.</p> <p>For example: formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests, etc.</p>
√	√	√	√	3.3	<p>Terms such as diagnostic, formative, and summative, which are used to identify the nature of assessment, have recently been supplemented with the phrases assessment for learning, assessment as learning, and assessment of learning.</p> <p>Please see Appendix 3: The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information for a complete description of these terms.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
√	√	√	√	3.4	<p>Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.</p> <p>Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.</p> <p>Multiple opportunities for feedback and follow-up should be planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers (assessment as learning).</p>
√	√	√	√	3.5	<p>The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others' learning.</p> <p>Group work provides students with opportunities to develop and practise skills in peer- and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills.</p>
√	√	√	√	3.6	<p>As a result of developing self-assessment skills, students learn to identify specific actions they need to take to improve, and to plan next steps - that is, to define their long- and short-term individual goals with increasing clarity and realism. Teachers begin by modelling the setting of individual goals for students. They also provide follow-up support, give specific feedback on the goals, and help students identify and record focused actions they can take to achieve their goals and procedures they can use to monitor their own progress.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
√	√	√	√	3.7	<p>Diagnostic assessment occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p> <p>Formative assessment occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p> <p>Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.</p> <p>Please see Appendix 4: Sample Diagnostic, Formative and Summative Assessment Appendix to be attached to the Annual System Memo, to be generated yearly, listing the board's recommended diagnostic, formative and summative assessment tools.</p>
				4.0	EVALUATION AND ASSESSMENT OF LEARNING
√	√	√	√	4.1	<p>Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.</p> <p>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 reporting.</p>
	√	√	√	4.2	<p>All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations.</p> <p>Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.</p>
√	√	√	√	4.3	<p>The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student's peers (e.g., self- or peer- evaluation)</p> <p>See related indicators 3.5 and 3.6 (re: self-assessment; peer-assessment; setting learning goals).</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
	√	√	√	4.4	<p>On each assessment of learning, teachers assign a level to the student's work in each of the Achievement Chart categories that are assessed, using a 13-point system (e.g., 1-, 1, 1+; 2-, 2, 2+; 3-, 3, 3+; 4-, 4, 4+, or R) or a 5-point system of level designations (e.g., 1, 2, 3, 4, R).</p> <p>Level 3 is the provincial standard on the 5-point system, while level 3- is the lower limit of the provincial standard on the 13-point system. The middle number within each level (3) indicates solid, consistent achievement within that range; the lower designation (3-) indicates some achievement in that category at the level below (2); the higher designation (3+) indicates some achievement in that category at the level above (4). The level 4+ designation indicates achievement in that category is consistently and thoroughly met at grade level.</p> <p>Reminder: To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a letter grade or percentage mark for that subject or course.</p>
	√	√	√	4.5	<p>Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.</p>
				5.0	REPORTING ON STUDENT ACHIEVEMENT
	√	√	√	5.1	<p>Teachers report student achievement through a variety of formal and informal reporting methods including the Provincial Report Card, interviews, conferencing, phone calls and letters to parents/guardians.</p> <p>The purpose of the report card is to provide information about a student's progress in school, his/her strengths and the necessary next steps needed to facilitate improvement. The Report card should encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home by detailing the strengths and next steps for improved student achievement.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
√	√	√	√	5.2	<p>Reporting timelines, including interview and portfolio schedules, are determined by the board and released via a system memorandum yearly according to the requirements of the Ministry of Education.</p> <p>Schools shall offer to parents/guardians, parent-teacher conferences during the first reporting period and arrange other conferences as needed throughout the year. Conferences may take a number of different forms, including: parent-teacher conferences; student-led conferences; and three-way conferences, with the teacher, parent and student.</p> <p>Although there are specific reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year/course, by means such as parent/guardian-teacher interviews, phone calls, checklists, and informal reports.</p>
	√	√		5.3	<p>The bottom section of page 2 of the Elementary Progress Report includes a School Use only section that is designed to provide teachers the opportunity to indicate contact information with parents/guardians and appears on the Progress Report as follows:</p> <p style="padding-left: 40px;">This space is for school use only and will be completed prior to filing this student report in the Ontario Student Record (O.S.R.).</p> <p style="padding-left: 40px;"><input type="checkbox"/> Parent/Guardian - Teacher Conference</p> <p style="padding-left: 80px;">Date: _____</p> <p style="padding-left: 40px;"><input type="checkbox"/> Report Card Envelope Returned with Signature</p> <p style="padding-left: 80px;">Date: _____</p> <p style="padding-left: 40px;">Teacher Signature: _____</p> <p style="padding-left: 40px;">Date: _____</p>

K	1-6	7-8	9-12	PART D: PROCEDURES
	√	√	√	<p>5.4 Teachers will take various considerations into account before making a decision about the grade/mark to be entered on the report card. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.</p> <p>The teacher will consider:</p> <ul style="list-style-type: none"> - all evidence collected through observations, conversations and student products - all the tests/exams and assignments for evaluation that the student has completed or submitted - the number of tests/exams or assignments for evaluation that were not completed or submitted – please see Appendix 2: Late and Missed Assignments - the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course - that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others. <p>Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.</p> <p>Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement and the best interests of the student to determine the student’s report card grade. The report card grade represents a student’s level of achievement of the overall curriculum expectations, as demonstrated at that point in time.</p> <p>The grade should reflect the student’s most consistent level of achievement with special consideration given to more recent evidence.</p>
√				<p>5.5 Kindergarten Reports</p> <p>Kindergarten teachers are required to report achievement according to the schedule provided each year by System memo. Please see Appendix 5: Kindergarten Reporting Supports, as follows:</p> <ul style="list-style-type: none"> 5a Kindergarten Checklist 5b Kindergarten Report Card 5c Kindergarten Maplewood Training Manual* <p>*Found under Information & Resources: Admin Procedures.</p>
	√	√		<p>5.6 Elementary teachers are required to follow the Reporting Requirements for the Elementary Progress Report, as indicated in Appendix 6: Progress Report Requirements.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES																																						
	√	√		5.7	<p>The first provincial elementary report card will reflect the student’s achievement of the overall curriculum expectations introduced and developed from September to January/February of the school year, as well as the student’s development of the learning skills and work habits during that period. Please see Appendix 7: Elementary Provincial Report Card Requirements.</p> <p>The second provincial report card will reflect the student’s achievement of the overall curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student’s development of the learning skills and work habits during that period.</p> <p>The second provincial report card displays the results of the first report card in order to provide parents/guardians with an overview of the student’s achievement.</p>																																						
	√	√		5.8	<p>Teachers will use the Elementary Progress Report and the first formal report card to inform parents/guardians on the general progress students are making towards achievement of the overall curriculum expectations.</p> <p>Guidelines for indicating progress, teachers will use their professional judgement in its application:</p> <p>Progressing Very Well is checked if the student is above the provincial standard (consistent achievement at level 3+ to 4+).</p> <p>Progressing Well is checked if the student is at or approaching provincial standard (consistent achievement at level 2+ to 3+).</p> <p>Progressing With Difficulty is checked if the student is regularly below the provincial standard (consistent achievement at level 2 and below).</p>																																						
	√			5.9	<p>In grades 1-6, letter grades are used to report achievement as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Level R</th> <th colspan="2">Level 1</th> <th colspan="2">Level 2</th> <th colspan="2">Level 3</th> <th colspan="2">Level 4</th> </tr> </thead> <tbody> <tr> <td>LOW (-)</td> <td rowspan="3">R or I</td> <td>1-</td> <td>D-</td> <td>2-</td> <td>C-</td> <td>3-</td> <td>B-</td> <td>4-</td> <td>A-</td> </tr> <tr> <td>MID</td> <td>1</td> <td>D</td> <td>2</td> <td>C</td> <td>3</td> <td>B</td> <td>4</td> <td>A</td> </tr> <tr> <td>HIGH (+)</td> <td>1+</td> <td>D+</td> <td>2+</td> <td>C+</td> <td>3+</td> <td>B+</td> <td>4+</td> <td>A+</td> </tr> </tbody> </table> <p>All subjects/strands require a value. Value choices include: NA (not applicable or not taught); a level; an R; or an I.</p>		Level R	Level 1		Level 2		Level 3		Level 4		LOW (-)	R or I	1-	D-	2-	C-	3-	B-	4-	A-	MID	1	D	2	C	3	B	4	A	HIGH (+)	1+	D+	2+	C+	3+	B+	4+	A+
	Level R	Level 1		Level 2		Level 3		Level 4																																			
LOW (-)	R or I	1-	D-	2-	C-	3-	B-	4-	A-																																		
MID		1	D	2	C	3	B	4	A																																		
HIGH (+)		1+	D+	2+	C+	3+	B+	4+	A+																																		

K	1-6	7-8	9-12	PART D: PROCEDURES										
		√		5.10	In grades 7-8, percentages and/or R/I are used to report achievement as follows:									
						Level R	Level 1		Level 2		Level 3		Level 4	
					LOW (-)	R or I	52%	1-	62%	2-	72%	3-	84%	4-
					MID		55%	1	65%	2	75%	3	90%	4
				HIGH (+)	58%		1+	68%	2+	78%	3+	96% or 100%	4+	
				<p>All subjects/strands require a value. Value choices include: NA (not applicable or not taught); a level; an R; or an I.</p> <p>It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.</p>										
			√	5.11	In grades 9-12, on the <u>First Report</u> (previously called midterm), student achievement can be reflected in the following ways:									
						Level R	Level 1		Level 2		Level 3		Level 4	
					LOW (-)	Blank (gr. 11 and 12) or 39% or I* for gr. 9 and 10	1-	50-52%	2-	60-62%	3-	70-72%	4-	80-86%
					MID		1	53-56%	2	63-66%	3	73-76%	4	87-94%
				HIGH (+)	1+		57-59%	2+	67-69%	3+	77-79%	4+	95-100%	
				<p>It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.</p> <p>*An I may not be used in grades 11 and 12.</p> <p>See related indicators 5.16 (grade below 50), 5.17 (blank mark for grades 11 and 12), 5.18 and 5.19 (use of I), 5.20 (use of R/I/blank/grade below 50) and 5.21 (use of 27% or 39%).</p>										

K	1-6	7-8	9-12	PART D: PROCEDURES										
			√	5.12	In grades 9-12, on the <u>Final report</u> , student achievement can be reflected in the following ways:									
						Level R	Level 1		Level 2		Level 3		Level 4	
					LOW (-)	27% or	1-	50-52%	2-	60-62%	3-	70-72%	4-	80-86%
					MID	39% or	1	53-56%	2	63-66%	3	73-76%	4	87-94%
				HIGH (+)	I* for gr. 9 and 10	1+	57-59%	2+	67-69%	3+	77-79%	4+	95-100%	
					<p>**An I may not be used in grades 11 and 12.</p> <p>It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.</p> <p>See related indicators 5.16 (grade below 50), 5.17 (blank mark for grades 11 and 12), 5.18 and 5.19 (use of I), 5.20 (use of R/I/blank/grade below 50) and 5.21 (use of 27% or 39%).</p>									

K	1-6	7-8	9-12	PART D: PROCEDURES	
			√	5.13	<p>In all Secondary courses, seventy per cent of the final grade is based on evaluation conducted throughout the course (Formative assessments can be taken into consideration to determine this mark). This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.</p> <p>The teacher converts the student's achievement level to a percent. The teacher may adjust the grade accordingly to reflect any evaluation(s) that were missed and for which evidence of achievement of the overall expectations has not been provided through other means or activities.</p> <p>Throughout this process, the teacher should be making decisions on the grade based on his/her professional judgement and the best interests of the student. Computerized mark book programs should only be used for organization of marks and not as a substitution for teacher's professional judgement.</p> <p>Thirty per cent of the final grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.</p> <p>A credit is granted and recorded for every course in which the student's final percentage mark is 50 percent or higher.</p>
			√	5.14	<p>If the end of course evaluation calculation (70% plus 30%) results in a final mark of 46, 47, 48 or 49%, the teacher in consultation with school administration, may adjust the final mark as appropriate.</p> <p>If the final mark is below 50%, a credit is not granted.</p>
	√	√		5.15	<p>The code R represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement. The R signals that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations. It also indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning.</p> <p>When appropriate, parents/guardians will be consulted in the process of reporting an R.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
			√	5.16	<p>A grade below 50 per cent signals that additional learning is required before the student begins to achieve success in meeting the course expectations. It also indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning.</p> <p>The appropriate mandatory report card comment must be placed in the comment space when a mark below 50 is assigned:</p> <p>First/Midterm Report Card: <i>“Insufficient achievement of curriculum expectations; credit at risk”</i>.</p> <p>Strengths and next steps for improvement should also be included.</p> <p>Final Report Card: <i>“Insufficient achievement of curriculum expectations; no credit granted”</i>.</p> <p>Strengths and next steps for improvement should also be included.</p>
			√	5.17	<p>For grade 11 or 12 courses, a blank (no mark) may be placed on the First Report/midterm report, but a percentage must be given on the final report. The appropriate mandatory report card comment must be placed in the comment space.</p> <p>First/Midterm Report Card only (grades 11 and 12): <i>“Insufficient achievement of curriculum expectations: credit at risk.”</i></p> <p>Strengths and next steps for improvement should also be included.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES
	√	√	√	<p>5.18 For grades 1-10, 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.</p> <p>Teachers will use their <i>professional judgement and the best interests of the student</i> to determine when the use of an “I” is appropriate and seek final approval for its use, from the principal, and school team, where appropriate.</p> <p>There may be instances where grade 9 and 10 students who receive an I on their final report card may be considered for credit recovery.</p> <p>Please insert the appropriate mandatory comment:</p> <p>First/Midterm Report Card (grades 1-8, grade 9 and 10 courses) <i>“An I has been assigned due to insufficient evidence of achievement of the curriculum expectations. An immediate discussion with the teacher is required”.</i></p> <p>Strengths and next steps for improvement should also be included.</p> <p>Final Report Card (grades 1-8, grade 9 and 10 courses) <i>“An I has been assigned due to insufficient evidence of achievement of curriculum expectations”.</i></p> <p>Strengths and next steps for improvement should also be included.</p>
	√	√	√	<p>5.19 For grades 1-10 only, the use of the code I on a student’s report card, including the final report card, is appropriate when evidence of a student’s achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.</p> <p>For example, if a student has not been enrolled in the school for such a time as to receive instruction in the minimum amount of required subjects/strands (e.g., 3 out of 4 arts strands or 4 out of 5 math strands), for the reporting period, the student shall receive an I and the following comment shall be added to the report card:</p> <p><i>“An I has been assigned due to insufficient evidence of achievement of the curriculum expectations”.</i></p>
	√	√	√	<p>5.20 For students who receive an R, I, blank or a grade below 50, teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs, and promote success in learning, as well as the kind of parental support that will be required.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
			√	5.21	A final mark of 27% can <u>only</u> be given when a student does <u>not</u> complete the final evaluation (0) and term work is 39%. A range of final marks from 27%-49% can be given when a student's term mark and exam mark results in a mark below 50%.
			√	5.22	General commenting on both the First Report (midterm) and Final Report should reflect both Strengths and Next Steps for Improvement, and may also include comments on the student's development of learning skills and work habits . See related indicator 2.4 (re: commenting on Learning Skills and Work Habits).
	√	√		5.23	The use of NA is reserved for the following reason: The student did not receive instruction in the strand (e.g., Native languages, French, dance, etc.).
	√	√	√	5.24	"French" box – Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for the subject/strand (e.g., Math, Science, Social Studies, Health, Physical Education, Arts and any secondary course). For example, this box is checked if at least one of the Arts strands is taught in French. Use the space for comments to indicate if some of the other strands are taught in English.
√	√	√	√	5.25	The school administration ensures that appropriate report card comments are being used by teachers. Teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents/guardians will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart . The comments should describe in overall terms what students know and can do and should provide parents/guardians with personalized, clear, precise, and meaningful feedback. Teachers should strive to help parents/guardians understand how they can support their children at home.
√	√	√	√	5.26	It is expected that principals will support best practice and encourage teachers to generate their own comments, rather than selecting from a prepared set of standard comments.
	√	√	√	5.27	All sentence starters, found at the bottom of the last page of the elementary provincial report card and the first report/midterm for secondary schools are to be completed at home. In this way, they can be completed in collaboration with the parent, which strengthens the home-school relationship.

K	1-6	7-8	9-12		PART D: PROCEDURES
√	√	√	√	5.28	<p>If parents/guardians and students do not wish to complete the sentence starters, comment on or discuss the report card, parents/guardians should sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents/guardians should keep the other parts of the report card for their own records.</p> <p>If requested, parents/guardians who wish to keep a copy of their child's and/or their own comments should be provided with a photocopy of the tear-off section by the school.</p> <p>If unsuccessful after several attempts to obtain the tear off section from parents/guardians, please use the stamp, provided to you by the Board, to indicate that numerous attempts were made to retrieve the signed tear-off section.</p>
√	√	√	√	5.29	<p>Teachers and principals are responsible and accountable for the information, which is sent home under their signature.</p> <p>Completed Kindergarten reports, Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period.</p>
			√	5.30	<p>When a percentage has been adjusted to reflect late and/or missed assessments/evaluations the following mandatory report card comment must be included:</p> <p><i>“This mark reflects missed assignments” or “This mark also reflects missed assignments”.</i></p> <p>Strengths and next steps for improvement must also be included.</p> <p>See Appendix 2: Late and Missed Assignments.</p>
			√	5.31	<p>If a student withdraws from a course, enter a W in the Credit Earned column of the report card(s) issued subsequent to the withdrawal.</p> <p>For students (including students with Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the First Report/midterm report card is issued in a semestered school, or more than five instructional days after the second report is issued in a non-semestered school, also enter the student's percentage mark at the time of withdrawal in the “Percentage Mark” column.</p>
			√	5.32	<p>“SHSM” Box – Grades 11 and 12. Check this box on the First Report/midterm and final report card for semestered courses when a student is taking the course as a credit towards a Specialist High Skills Major.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
	√	√	√	5.33	<p>Please see Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools Appendix 2: Progress Report Card and Provincial Report Card Templates (pg. 97) for blank samples of all reports. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</p> <p>All teachers are required to use the Ministry provided electronic templates to complete reports.</p> <p>ConnectEd Manuals on the use of the electronic reporting systems are attached as Appendices, as follows:</p> <p style="text-align: center;">Appendix 8a: Elementary Maplewood Manual Appendix 8b: Secondary Maplewood Manual Appendix 8c: Administrator Maplewood Manual</p> <p>Found under Information & Resources: Admin Procedures.</p>
√	√	√	√	5.34	<p>A completed Provincial Report Card, Grades 1–8 (all three pages), or an exact copy of it, will be filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period:</p> <ul style="list-style-type: none"> ▪ at the time of his or her transfer to another school; or ▪ at the time of his or her retirement from school; or ▪ at the end of each of three reporting periods, the first to occur during the fall.
				6.0	STUDENTS WITH SPECIAL EDUCATION NEEDS
√	√	√	√	6.1	<p>Whenever Accommodations are made to address a student’s learning needs, or Alternative or Modified expectations are identified for a student, these Accommodations, Modifications or Alternative expectations are outlined in an IEP and are communicated to parents/guardians.</p>
	√	√	√	6.2	<p>In evaluating a student for whom an IEP has been created, teachers assign a percent/grade to reflect the student’s level of achievement of the curriculum expectations as outlined in their IEP.</p>
√	√	√	√	6.3	<p>For students whose subjects or courses are identified as “Accommodated only”, the IEP box is <u>not</u> checked and no statement is included.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
	√	√		6.4	<p>For an elementary student whose subject or strand has modified expectations, the IEP box must be checked and the following statement entered in addition to Strengths/Next Steps for Improvement:</p> <p><i>“The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade ___ expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”</i></p> <p>This is required for the Elementary Provincial Report Card only.</p>
			√	6.5	<p>For secondary students with modifications to a course, the principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide if the student is working towards a credit for the course. This decision will be communicated to the parents and the student by the principal or designate.</p> <p>If some of the student’s learning expectations for a course are modified and the student is working towards a credit for the course, it is sufficient simply to check the IEP box.</p> <p>If the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the following statement entered in addition to Strengths/Next Steps for Improvement:</p> <p><i>“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”.</i></p> <p>A zero (0) is entered in the “Credit Earned” column.</p>
	√	√	√	6.6	<p>Students with an Individual Education Plan who require modified or alternative expectations would rarely receive an R. Consultation with your Special Education Consultant is recommended.</p>
	√	√	√	6.7	<p>Students identified by Identification Placement Review Committee (IPRC) and placed in a SCC-UN (Self-Contained Class – Undifferentiated) or SCC-DES (Self-Contained Class – Destinations) have curriculum expectations taken from the Ontario curriculum and must have their progress reported on the Ontario Provincial Report Card.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
	√	√	√	6.8	<p>For students identified by IPRC in SCC-UN or SCC-DES who have “alternative” programming described on their IEP, the principal may request activation of the additional box(es) on the Ontario Provincial Report to report progress for the “alternative” programming expectations detailed in the IEP when there is one or few subjects/courses that are described as “alternative”.</p> <p>Alternatively, the principal may request access to the Special Education Alternative Report Card for reporting on progress within the “alternative” curriculum. The principal must notify the Special Education Consultant responsible for the school of the students registered to the programme accessing the Alternative Report Card and the teacher assigned to the programme. For access to the Alternative Report Card, please contact the Superintendent of Learning Services or the System Principal for Learning Services.</p>
				ALTERNATIVE REPORTING	
	√	√		6.9	<p>When an elementary student is working from Alternative curriculum expectations for one or two subjects/courses only and the determination has been made to access the Provincial Report Card for reporting, achievement will be measured relative to the Annual Goals and Learning Expectations described in the IEP. The student’s progress may be noted with the use of the following terms: awareness, developing, consolidation and generalization.</p> <p>The IEP box is checked and the following statement is included in addition to Strengths/Next Steps for Improvement:</p> <p><i>“The comments are based on achievement of the number of alternative learning expectations in the IEP, which are not based on the Ontario Curriculum”.</i></p> <p>The mark/grade will be left blank.</p> <p>Strengths and next steps for improvement should also be included.</p>
			√	6.10	<p>If a secondary student’s IEP lists Alternative learning expectations for one or two subjects and the determination to use the Provincial Report Card has been made, it is neither required nor advisable to assign percentage marks to represent the student’s achievement of the expectations. In those cases, the teacher will check the “IEP” box for that course and will include the following statement:</p> <p><i>“The comments are based on achievement of the number of alternative learning expectations in the IEP, which are not based on the Ontario Curriculum”.</i></p> <p>Strengths and next steps for improvement should also be included.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
	√	√	√	6.11	<p>The term Alternative is used to identify alternative programs and alternative courses/subjects listed on the student’s IEP. Alternative expectations are not necessarily derived from a provincial curriculum policy document, or they are modified so extensively that the Ontario Curriculum Expectations no longer form the basis of the student’s educational program.</p> <p>Alternative learning expectations are generated in the areas of:</p> <ul style="list-style-type: none"> • Behaviour/Self Control • Communications • Orientation & Mobility • Basic/Daily/Living Skills • Physical/Motor • Social Skills • Basic Literacy • Basic Numeracy <p>For students who require “alternative” expectations, evaluation of achievement will be based on the “alternative” expectations detailed in the student’s IEP rather than on the regular subject/course and/or grade curriculum expectations.</p> <p>Student progress with “alternative” expectations will be described anecdotally using the following descriptors: emerging, developing, consolidating, generalizing.</p>
	√	√	√	6.12	<p>When a student in regular class placement is working from Alternative curriculum expectations for the majority of subjects/courses, using an Alternative report card format for both elementary and secondary students is appropriate. Teachers will use the board-developed Special Education Alternative Report Card. Permission for the use of the Special Education Alternative Report Card for any student not registered in a Self Contained Class – Developmental Disability is required from the Superintendent of Education (Learning Services – Special Education). Students registered in SCC-DD are granted permission automatically. Achievement will be measured relative to the Annual Goals and Learning Expectations described in the IEP.</p> <p>See attached Appendix 9: Special Education Alternative Report Card.</p>
	√	√	√	6.13	<p>Percentage marks for “alternative” curriculum are <u>not</u> assigned on either the Provincial Report Card or the Special Education Alternative Report Card to represent the student’s achievement of the Alternative curriculum expectations.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
	√	√	√	6.14	For students with alternative expectations using the Provincial Report Card, the “ IEP ” box is checked for that course and will include the following statement: “The comments are based on achievement of the number of alternative learning expectations in the IEP , which are not based on the Ontario Curriculum”. Strengths and next steps for improvement are also included.
	√	√	√	6.15	Students identified by IPRC and placed in a SCC-DD (Self-Contained Class – Developmentally Disability) full time (placement “special education class full time”) receiving “alternative” programming must have their achievement reported on the Special Education Alternative Report Card. Progress is reported based upon the achievement of the alternative programming expectations for Annual Goals and Learning Expectations detailed in the student’s IEP . Strengths and next steps for improvement are included within the comments.
	√	√	√	6.16	<p>Students identified by IPRC and placed in a SCC-DD (self-contained class – developmentally disability) part time (placement “special education class with partial integration”) receiving some “alternative” programming and some Ontario curriculum programming must have their achievement reported for all subjects/courses. The principal may choose to report progress using the Special Education Alternative Report Card for the “alternative” programming and using the Ontario Provincial Report Card for Ontario curriculum expectations. For access to the Special Education Alternative Report Card, the principal must notify the Special Education Consultant responsible for the school.</p> <p>Alternatively, for secondary students only, the principal may choose to report progress for all subjects/courses using the Ontario Provincial Report Card for Ontario Curriculum and request activation of the additional box on the Ontario Provincial Report Card to report progress for the “alternative” programming expectations detailed in the IEP.</p> <p>Percentage marks on the Ontario Provincial Report Card are not assigned to represent the student’s achievement of the Alternative curriculum expectations.</p>
	√	√	√	6.17	The Special Education Alternative Report Card will be attached to the Ontario Provincial Report Card. The reports must be distributed in accordance with the appropriate elementary and secondary reporting schedules.

K	1-6	7-8	9-12		PART D: PROCEDURES
				7.0	ENGLISH LANGUAGE LEARNERS
	√	√		7.1	When an elementary student’s achievement is based on expectations modified from the grade-level curriculum expectations to support English language learning needs, teachers will indicate this by checking the “ESL/ELD” boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).
	√	√		7.2	The ESL/ELD box should <i>not</i> 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).
	√	√		7.3	In Grades 1-8, English language learners with modified expectations would rarely receive an R.
			√	7.4	When a secondary 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.
			√	7.5	For a secondary 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.
			√	7.6	If a student is not working towards a credit in a course (e.g., is in an alternative program or is placed in a credit-bearing course with an alternative set of expectations), a zero (0) is entered in the Credit Earned Column.
				8.0	CREDIT RECOVERY
			√	8.1	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. All credit recovery programs must be consistent with the Ministry’s Growing Success document. For more information on the guiding principles, see page 85 of the document.

K	1-6	7-8	9-12	PART D: PROCEDURES	
			√	8.2	<p>The credit recovery team is a subset of the school’s Student Success team, responsible for determining the placement of students in credit recovery programs. The team convenes periodically, as required, to determine placement of a student who has failed a course.</p> <p>The credit recovery team must include, at a minimum, the school principal, the student success teacher and a member of the guidance team. Where appropriate, other staff, including professional support staff, subject teachers, credit recovery teachers, and a Special Education resource teacher may be included on the team.</p> <p>For a student with an IEP, the Special Education Resource Teacher should be included on the team.</p>
			√	8.3	<p>For every student who fails a course, the subject teacher must complete and submit to the credit recovery team, a Recommended Course Placement Form that is limited to the teacher’s recommendations, which states one of the following options:</p> <ul style="list-style-type: none"> • repeating the entire course • summer school • credit recovery • night school (if applicable)
			√	8.4	<p>When credit recovery is recommended by the teacher, as described above, the subject teacher must provide the following information:</p> <ul style="list-style-type: none"> • the final percentage mark for the course • a breakdown of all percentage marks for the course • reasons for supporting a recommendation for credit recovery
			√	8.5	<p>Although the professional opinion of the subject teacher is the primary impetus for a credit recovery placement, there may be exceptional circumstances when the credit recovery team determines that credit recovery is the most appropriate placement for a student who has not been recommended for placement by the subject teacher.</p> <p>In these cases, the principal may require the subject teacher to submit a modified Recommended Course Placement Form with the following components:</p> <ul style="list-style-type: none"> • the final percentage mark of the course • a breakdown of all percentage marks for the course, which must be attached to the Recommended Course Placement Form and may be presented in whatever form the subject teacher employs for recording percentage marks

K	1-6	7-8	9-12	PART D: PROCEDURES	
			√	8.6	<p>When the credit recovery team identifies a student as eligible for a credit recovery program, the subject teacher is required to complete a Credit Recovery Profile and submit it to the team. The team is responsible for providing the profile to the credit recovery teacher.</p> <p>The Credit Recovery Profile should include such items as:</p> <ul style="list-style-type: none"> • units/concepts/expectations not successfully achieved; and • relevant information related to learning skills and work habits
			√	8.7	<p>For students who are recommended for and accept admission into a credit recovery program, a Credit Recovery Learning Plan will be developed by the credit recovery teacher, in consultation with the student, and will be shared with his or her parents/guardians, if the student is under the age of eighteen.</p> <p>The learning plan should include such items as the following:</p> <ul style="list-style-type: none"> • attendance expectations • workload expectations • how units of instruction will be covered • which units of instruction will be covered • whether or not a culminating activity/end task will be required • how a final percentage mark will be determined
			√	8.8	<p>Credit recovery is not available to students who withdraw from a course. Students are not eligible for credit recovery to earn credit for a course of a different type, grade or level in the same subject or for a course that they have neither taken nor failed.</p>
			√	8.9	<p>The final grade must be determined individually and will be determined as follows:</p> <p>70% of the grade will be determined either solely by the student's performance in the credit recovery program or by merging the percentage marks that the student received for the successful achievement of course expectations in the original course and the percentage marks determined through evaluation conducted during the credit recovery program.</p> <p>30% will be based on the final evaluation, which will be based on one or a combination of an examination, a performance, and/or an essay.</p>
			√	8.10	<p>A student who does not meet the expectations outlined in his or her credit recovery learning plan may fail in the attempt to recover the credit. This failing grade is reported on the transcript for Grade 11 and 12 courses each time the student attempts a course, unless the student withdraws prior to the completion or submission of the culminating activity.</p>

K	1-6	7-8	9-12		PART D: PROCEDURES
				9.0	PROMOTION, ACCELERATION AND RETENTION OF STUDENTS
√	√	√	√	9.1	<p>Each student should be assessed to ensure that decisions are made in his/her best interests in order to promote, accelerate and retain properly.</p> <p>Research indicates that, in most cases, retention at grade level is not effective. Promotion with required remediation, enrichment, or other intervention programs should be the norm in district schools.</p> <p>Retention of a student should not be based solely on any single factor. Steps should be taken throughout the school year to support students at risk of being retained. See Appendix 10: Interventions.</p>
	√	√		9.2	At the end of the school year, there are three options for students: students are promoted to the next grade level, students are retained at grade level, or students are accelerated to a more advanced grade level.
	√	√		9.3	Normally, no student will be retained or accelerated more than once during the years from grade one to grade eight. Retention or acceleration could occur at the end of any grade level.
	√	√		9.4	A recommendations regarding promotion or retention of a student should be made by the school team in consultation with parents/guardians and, where appropriate, the student. The recommendation should then be forwarded to the regional superintendent for final consideration.
	√	√		9.5	When students have been deemed to be exceptional by an Identification, Placement and Review Committee (IPRC) , they are assigned to a placement designed to meet their needs. In most cases, this Promotion, Acceleration and Retention Procedure will not apply.
	√	√	√	9.6	When reintroduced into a regular classroom from a self-contained special education placement, the student should be assigned to a grade according to age, if appropriate.
	√	√		9.7	Any student who has been retained in an elementary school should be enrolled in an appropriate secondary school program by September of the calendar year of his/her fourteenth birthday, unless, in extraordinary circumstances, it is in the best interests of the child to continue in an elementary placement. The superintendent responsible for learning services must be consulted.
				10.0	EQAO AND BOARD STANDARDIZED TESTING
	√	√	√	10.1	EQAO, Gauss, and any other group testing will be administered as directed by the Board.

K	1-6	7-8	9-12	PART D: PROCEDURES	
	√			10.2	<p>All grade 3 and 6 students will be assessed each year in the areas of reading, writing and mathematics.</p> <p>Grade 3 and 6 EQAO assessments are not to be used in a student's evaluation.</p> <p>The principal is also authorized to exempt a student from part or all of an assessment in a situation where the student's participation would be harmful. Before exempting any student, the principal is required to consult with the student's teacher and parents and obtain written parental consent.</p> <p>Follow the EQAO completion requirements in the Administration and Accommodation guides provided.</p> <p>Follow the Administration Guide developed by EQAO for principals and teachers when administering the assessments in the primary and junior divisions. Administering the assessments according to the guidelines will ensure province-wide consistency before, during and after the administration.</p> <p>Follow the Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English-language learners and exemptions for students writing the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6).</p>
			√	10.3	<p>Grade 9 students registered in academic or applied mathematics will be assessed each year.</p> <p>An exemption may be considered if the full range of permitted accommodations has been considered and it is determined that the student still would not be able to provide evidence of learning under these conditions. The decision about any exemption must be made on an individual basis.</p> <p>Follow the Administration Guide developed by EQAO for principals and teachers when administering the assessments in grade 9. Administering the assessments according to the guidelines will ensure province-wide consistency before, during and after the administration.</p> <p>Follow the Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English-language learners and exemptions for students writing the Grade 9 Mathematics Assessments.</p>

K	1-6	7-8	9-12	PART D: PROCEDURES	
			√	10.4	Grade 9 Mathematics: Teachers will mark a minimum of 75% of the assessment , including at least one open response question per strand and count the mark for between 15-30% of the student's grade for the course .
			√	10.5	<p>All students in their second year of secondary school must write the Ontario Secondary School Literacy Test (OSSLT), which is a diploma requirement. The OSSLT is administered by EQAO and is an assessment of the ability of students to read and write at a provincial standard.</p> <p>Deferrals are intended for students who have not yet acquired a level of proficiency in English advanced enough to complete the OSSLT successfully. This may include students who have been identified as exceptional, students who are registered in ESL/ELD courses or students who have been unsuccessful in acquiring the reading and writing skills appropriate for Grade 9. Deferrals may also be granted for students who are unable to write the OSSLT during the scheduled administration due to illness, injury or other extenuating circumstances. Deferrals are granted to students on an individual basis.</p> <p>Follow the Administration Guide developed by EQAO for principals and teachers when administering the OSSLT assessment. Administering the assessment according to the guidelines will ensure province-wide consistency before, during and after the administration.</p> <p>Follow the Guide for Accommodations, Special Provisions and Exemptions which provides information and directions to assist principals and teachers in making decisions about accommodations for students with special education needs, special provisions for English-language learners and exemptions for students writing the OSSLT Assessment.</p>
		√		10.6	The Gauss Math Contest is for Grade 7 and 8 students and is a part of the Canadian Mathematics Competition. Tests will be distributed by the board office. The test is written by 20% of a school's Grade 7 students and 20% of a school's Grade 8 students. Teachers are to administer the test in May of each year. Upon completion, tests are to be returned to the administration office, program department, for central scoring. It is important to note that central scoring of the Gauss Test does not in any way preclude families of schools from organizing their own scoring.
		√		10.7	Gauss Mathematics Certificates of Distinction (ranked top 25% of contestants), Certificates of Outstanding Achievement (highest score in Grade 7 and 8 overall) and Certificates of Participation will be forwarded to the schools for distribution to students.

K	1-6	7-8	9-12		PART D: PROCEDURES																		
				11.0	ONTARIO SECONDARY SCHOOL LITERACY COURSE																		
			√	11.1	A provincial curriculum and course materials have been provided to teachers of the Ontario Secondary School Literacy course (OSSLC). Teachers must follow the assessment guidelines prescribed in the Ontario Secondary School Literacy Course curriculum.																		
			√	11.2	The final 30% assessment will be developed centrally, administered to all AMDSB OSSLC students and moderated by OSSLC teachers.																		
			√	11.3	The following table will be used for OLC30/40 reporting purposes only: <table border="1" data-bbox="646 632 1468 827"> <thead> <tr> <th></th> <th>Approaching</th> <th>Achieving</th> <th>Exceeding</th> <th>Significantly Exceeding</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td rowspan="3">39%</td> <td>54%</td> <td>68%</td> <td>84%</td> </tr> <tr> <td>Mid</td> <td>57%</td> <td>72%</td> <td>90%</td> </tr> <tr> <td>High</td> <td>60%</td> <td>76%</td> <td>96% or 100%</td> </tr> </tbody> </table>		Approaching	Achieving	Exceeding	Significantly Exceeding	Low	39%	54%	68%	84%	Mid	57%	72%	90%	High	60%	76%	96% or 100%
	Approaching	Achieving	Exceeding	Significantly Exceeding																			
Low	39%	54%	68%	84%																			
Mid		57%	72%	90%																			
High		60%	76%	96% or 100%																			

PART E: APPENDICES

1. Learning Skills and Work Habits Rubric
2. Late and Missed Assignments
 - a. Late and Missed Assignments Expectations
 - b. Visual Process for Late and Missed Assignments
 - c. Student Planner Sample
3. The Purposes of Assessment
4. Sample Diagnostic, Formative and Summative Assessment Appendix to be attached to the Annual System Memo
5. Kindergarten Reporting
 - a. Kindergarten Checklist
 - b. Kindergarten Report Card
 - c. Maplewood Training Manual*
6. Elementary Progress Report
 - a. Requirements and Overview
 - b. Sample Progress Report
7. Elementary Provincial Report Card Requirements and Overview
8. Maplewood Training Manuals*
 - a. Elementary
 - b. Secondary
 - c. Administrators
9. AMDSB's Alternative Report Card
10. Interventions

**not included in printed version, can be found under Information & Resources: Admin Procedures.*

Appendix 1

Grade 1 - 12 LEARNING SKILLS RUBRIC

<i>CRITERIA</i>		<i>E = EXCELLENT</i>	<i>G = GOOD</i>	<i>S = SATISFACTORY</i>	<i>N = NEEDS IMPROVEMENT</i>
RESPONSIBILITY	Commitment	Highly motivated in fulfilling commitments and responsibilities.	Fulfills commitments and responsibilities.	Fulfills commitments and responsibilities, but irregularly.	Rarely fulfills commitments and responsibilities.
	Completes work	Homework, assignments, class work are completed consistently, with thoroughness and care.	Homework, class work, assignments are completed consistently.	Homework, class work, assignments are completed frequently.	Homework, class work, assignments are frequently incomplete.
	Responsible	Able to manage own behaviour consistently without supervision, as a role model of others.	Able to manage own behaviour consistently without supervision.	Able to manage own behaviour regularly.	Unable to manage own behaviour.
ORGANIZATION	Planning & meeting goals	Plans and meets goals completely and on time.	Plans and frequently meets goals.	Sometimes plans and meets goals.	Infrequently plans and meets goals.
	Prioritize & time management	Consistently prioritizes tasks/goals. Effective time management skills.	Able to prioritize tasks/goals. Good time management skills.	Difficulty in prioritizing tasks/goals. Adequate time management skills.	Unable to prioritize tasks/goals. Weak time management skills.
	Uses resources	Gathers information to complete tasks without support. Always prepares for class and brings required equipment.	Gathers information to complete tasks with little support. Usually brings required equipment.	Gathers information to complete tasks with regular support. Sometimes brings required equipment.	Unable to gather information to complete tasks without support. Rarely brings required equipment.
INDEPENDENT WORK	Independent	Clarifies assignments, meets deadlines, uses resources and seeks assistance as needed.	Usually clarifies assignments, meets deadlines, uses resources and seeks assistance as needed.	Often requires direction in clarifying assignments, meeting deadlines, using resources and seeking assistance.	Needs repeated direction to clarify assignments. Misses deadlines, requires suggestions for resources and assistance.
	Uses class time	Consistently uses class time to complete tasks.	Regularly uses class time to complete tasks.	Sometimes uses class time to complete tasks.	Rarely uses class time to complete tasks.
	Supervision	Follows instructions effectively and completes assigned tasks with minimal assistance or supervision.	Proceeds willingly and requires only occasional assistance and/or supervision.	Needs some help to get started and works with periodic assistance and/or supervision.	Needs significant encouragement and supervision to begin assigned tasks.
COLLABORATION	Flexible	Comfortably accepts roles and share of work in groups consistently.	Willing to accept roles and share of work in groups regularly.	Willing to accept roles and share of work in groups on occasion.	Unwilling to accept roles and share of work in groups.
	Open-minded	Actively listens to others' ideas.	Listens attentively to others' ideas.	Occasionally listens to others' ideas.	Inconsistently attentive to others' ideas, except when topics are of personal interest.
	Working with others	Works with a variety of others through conflicts with consensus.	Able to work with conflict while working with others. Able to delegate as well as listen and apply instructions.	Usually able to work through conflict with support. Able to listen and apply instruction regularly.	Works with others reluctantly, or under teacher supervision. Has difficulty listening and applying instructions from peers.
	Problem solving	Works effectively with group to solve problems using information, resources.	Works with group to solve problems using information, resources.	Works with group to solve problems using information, resources with some support.	Difficulty working with group to solve problems and use information, resources.
INITIATIVE	Use of new ideas	Motivated to explore thinking beyond classroom ideas/procedures presented.	Extends thinking beyond classroom ideas/procedures presented.	Sometimes extends thinking beyond ideas/procedures presented.	Rarely extends thinking beyond ideas/procedures presented.
	Innovation	Plans new tasks or challenges independently.	Frequently attempts new activities.	Begins activities with some teacher assistance.	Infrequently tries new activities.
	Curiosity	Highly curious and interested in all aspects of learning.	Curious and interested in many aspects of learning.	Curious and interested in certain aspects of learning.	Unwilling to ask questions unless topics are of personal interest.
	Advocacy	Advocates appropriately for self and others, with great confidence.	Will speak up for the rights of self and others appropriately.	Will speak up for the rights of self and others, but sometimes inappropriately.	Speaks up for self only, and usually inappropriately.
SELF-REGULATION	Goal setting	Confidently sets own goals and able to monitor progress independently.	Able to set own goals and requires little direction.	Able to set own goals but requires some direction.	Unable to set own goals and work without direction.
	Self-aware	Reflects honestly on self and seeks assistance when needed, after own attempt.	Reflects honestly on self and often seeks assistance when needed.	Reflects on self when encouraged and sometimes seeks assistance when needed.	Rarely reflects on self and often needs to be encouraged to seek assistance.
	Motivation	Highly motivated to meet personal needs and goals for learning.	Often demonstrates adequate motivation to meet personal needs and goals for learning.	Motivation is evident to meet personal needs and goals for learning, but irregular.	Needs assistance to become involved in activities to meet needs and goals for learning.
	Perseverance	Highly confident while persevering during class activities.	Generally confident while persevering during class activities.	Will persevere during class activities with little support.	Little evidence of perseverance during class activities.

Appendix 2a: Late or Missed Assignments

The purpose of assessment and evaluation is to improve student learning. While the teacher and the student play the largest role in the assessment process, the involvement of administrators and school teams, along with the student's parents/guardians, should also be considered. Communication is key. It may range from informal whole group instruction or notes/emails to others, to the formal communication of a phone call, or conference.

Grades 1 to 6: In Grades 1 to 6, late and missed assignments for evaluation will, most commonly, be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. However, repeated incidents of missed assignments could result in the application of an "I" on the student's report card. An "I" represents insufficient evidence of the curriculum expectations to evaluate/score.

Grades 7 to 12: Late and missed assignments can affect the overall evaluation of the assignment (e.g., mark penalty/deduction) and may also be noted on the report card as part of the evaluation of the student's development of learning skills and work habits.

Schools must inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **Please see Appendix 4a as an example of a student planner insert.**

See Appendix 2b, which details a visual process for late and missed assignments.

Role of the Administration

The administration of the school will:

- ✓ assume final responsibility for making decisions in unresolved issues regarding assessment and evaluation, including late or missed assessments
- ✓ involve the school team when a student's progress is a concern
- ✓ provide in-service concerning the board's assessment and evaluation procedures
- ✓ monitor the application of the Board's procedures with respect to assessment and evaluation, including the appropriate use of "R", "I", "NA", late/missed deductions and marks below 50%.

Role of the Teacher

It is the duty of a teacher to teach diligently and faithfully and to encourage the pupils in the pursuit of learning. In Avon Maitland, this role takes the following form:

- ✓ ensure that the assessment has reasonable timelines, including a due date, and a possible extension for larger assessments
- ✓ ensure that the student is aware of the expectations (curriculum expectations, learning goals, and success criteria) within the assessment, the achievement categories being evaluated and their weightings, and the due date of the assessment
- ✓ communicate any possible consequences for late and missed assignments
- ✓ provide meaningful class time for each assessment
- ✓ ensure that the needs of the exceptional student is met, consistent with the strategies outlined in the IEP
- ✓ provide assessment for learning opportunities before the assessment of learning in order for a student to demonstrate/practice the curriculum expectations that will be assessed
- ✓ provide descriptive feedback in a timely manner that will allow the student to improve his/her achievement
- ✓ differentiate to meet the individual needs of students

If the student's progress is a concern:

- ✓ communicate with student and parents/guardians at various checkpoints during the duration of the assessment
- ✓ involve school educational support staff, such as the SERT, Student Success Teacher, Student Services personnel and school administration, when the completion of the assessment by the due date is a concern
- ✓ provide other opportunities for the student, when mitigating circumstances suggest it is appropriate, to demonstrate his/her achievement of the subject/course expectations covered in the assessment

If the student does not complete the assessment by the due date:

- ✓ communicate in a timely manner with parents/guardians and student, formally (phone call, conference), concerning the missed deadline
- ✓ ensure that remediation is provided to the student to promote completion of the assessment, with the involvement of the appropriate support staff
- ✓ students may receive a lower score in learning skills and work habits (e.g., Good to Satisfactory)

- ✓ determine if the assessment should be evaluated with a mark deduction due to its lateness after considering the course's year and level of study if applicable, and the reasonable effort that has been made to differentiate the assessment. Total deductions should not exceed 10% for late assignments.

If the student does not complete the assessment by the end of the extension:

- ✓ determine if the assessment must be evaluated with an "I" (insufficient evidence of the curriculum expectations to evaluate) or mark deduction, or if more time should be provided to the student to complete the assessment. If more time is permitted, imposing an additional and heavier mark deduction should not be used since the focus needs to be on learning and improving student achievement
- ✓ students may receive a lower score in learning skills and work habits (e.g., Good to Satisfactory)
- ✓ communicate with the student where the expectations assessed in the assignment will be next assessed, if applicable, with the purpose of reassuring the student that overall expectations are assessed a number of times in the subject/course

Moving forward, after the assessment:

- ✓ ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement
- ✓ conference with the student concerning next steps for improvement before the next assessment

Role of the Student

The student will be diligent in attempting to master such studies as are part of the program in which the student is enrolled. In Avon Maitland, diligence takes the following form:

- ✓ pay attention to the expectations of assessment and the due date of the assessment
- ✓ communicate to the teacher when the evaluation/success criteria of the assessment based on course expectations is unclear
- ✓ pay attention to any possible mark and/or learning skills deductions due to not handing the assessment (or portions of the assessment) in by the appropriate date(s)
- ✓ use class time for each assessment productively
- ✓ request further support from the teacher or support staff when having difficulty
- ✓ meet early deadlines that are part of the assessment where the teacher plans to track your progress to provide feedback
- ✓ use the descriptive feedback given by the teacher and/or from peers to improve your assessment

If the student's progress is a concern:

- ✓ communicate in a timely manner with your teacher concerning the progress of the assessment
- ✓ communicate with your parents/guardians concerning the progress of the assessment
- ✓ consider seeking further support from school staff, such as the SERT or Student Success Teacher
- ✓ take advantage of any other opportunities the teacher provides to assist in your completion of the assignment

If the student does not complete the assessment by the due date:

- ✓ reflect on any reasons why this late assessment was not completed by the due date
- ✓ communicate with the teacher concerning this late assessment
- ✓ communicate with parents/guardians concerning this late assessment
- ✓ take advantage of support provided to you to complete the assessment
- ✓ be aware of any mark deduction and/or learning skills deduction due to its lateness

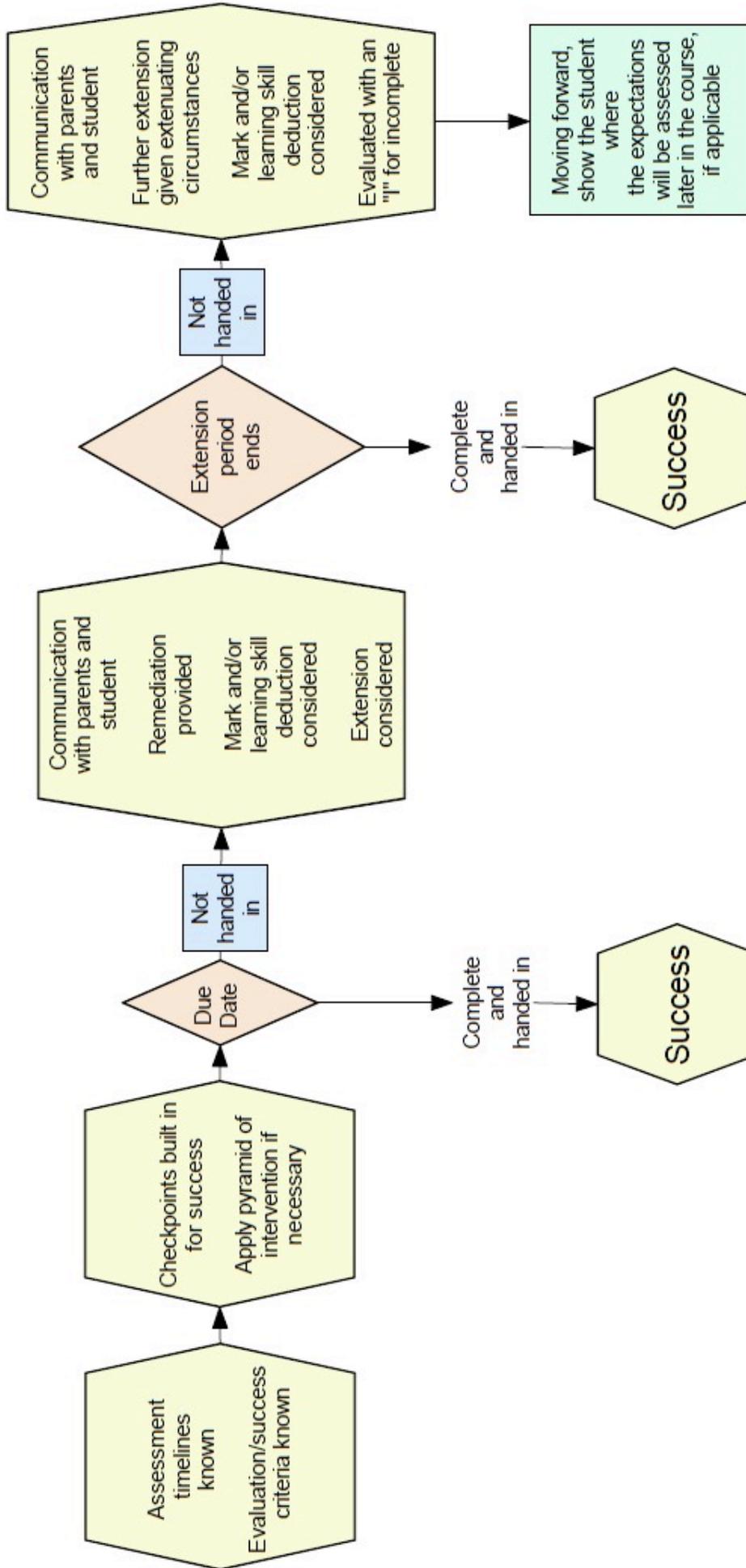
If the student does not complete the assessment by the end of the deadline window (missed assignment):

- ✓ conference with the teacher concerning the impact of the "I" on this assessment
- ✓ pay attention as to where the expectations assessed in the assignment will be next assessed

Moving forward, after the assessment:

- ✓ use the "next step" strategies and opportunities provided to you for improvement before the next assessment

APPENDIX 2b



APPENDIX 2c: Grades 1-12 Student Planner Sample

The Avon Maitland District School Board's Assessment, Evaluation and Reporting Principles and Procedures align with the Ministry of Education's Growing Success 2010 Assessment and Evaluation document and outline the following student responsibilities and consequences:

Grades 1-12: Completing tests/exams/projects/assignments in their own work.

An Academic Disciplinary School Team will determine the consequences for cheating and plagiarizing. Consequences for academic dishonesty are not limited to, but may include one or a number of the following:

- discussion with teacher and/or principal about the importance of academic honesty;
- reduction in the student's evaluation of the learning skills and work habits (e.g. from Good to Satisfactory);
- resubmit the assignment;
- complete an alternative assignment;
- retake the test;
- receive a mark penalty on the assignment; and/or
- loss of credit (requires consultation with Regional Superintendent).

A variety of methods, which are appropriate to the subject, grade and course type will be taught to help students avoid plagiarism/cheating. These lessons will also outline how plagiarism/cheating are detected.

Providing evidence of their learning within established timelines.

Grades 1 to 6: Late and missed assignments for evaluation will, most commonly, be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. However, repeated incidents of missed assignments could result in the application of an "I" on the student's report card. An "I" represents insufficient evidence of the curriculum expectations to evaluate/score.

Grades 7 to 12: The consequences for students who submit an assignment late or do not complete assignments for evaluation, can include:

- a mark deduction up to 10% on the assignment;
- receiving an I (insufficient evidence to evaluate/score) and/or
- learning skills reduction (e.g. Good to Satisfactory).

APPENDIX 3: THE PURPOSES OF ASSESSMENT

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for learning “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p.2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<p>Assessment as Learning “Assessment <i>as</i> learning focuses on explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p.42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<p>Assessment of Learning “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p.55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1 to 12, 2010, p. 31.

APPENDIX 4: SAMPLE DIAGNOSTIC, FORMATIVE AND SUMMATIVE ASSESSMENT APPENDIX TO BE ATTACHED TO THE ANNUAL SYSTEM MEMO

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Data	Collection and Communication
<p>Assessment for learning “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p.2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. <p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills. 		
<p>Assessment as Learning “Assessment <i>as</i> learning focuses on explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p.42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher. 	-	
<p>Assessment of Learning “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p.55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 		

APPENDIX 5a

Avon Maitland District School Board Kindergarten Checklist

Student:		OEN:	Total Days Absent:
Grade:	Teacher:	Report Date:	Total Times Late:
Board: Avon Maitland District School Board		School:	
Address: 62 Chalk Street North Seaforth ON N0K 1W0		Address: ON	
		Principal:	Telephone:
<input type="checkbox"/> <i>English as Second Language (ESL)</i>		<input type="checkbox"/> <i>Individual Education (IEP)</i>	
DW - Developing Well		D - Developing	
DA - Developing with Assistance		NA - Not Yet Assessed	

Language	Mathematics
Reading	Number Sense and Numeration
Demonstrates an interest in reading	Counts objects using one-to-one correspondence
Demonstrates awareness of concepts of print	Counts using correct number sequence
Identifies letters by name	Identifies sets with more or fewer/less
Identifies letter sounds	Relates numbers to anchors of 5 and/or 10
Uses reading strategies as appropriate	Recognizes some quantities without having to count
Writing	Composes and decomposes number quantities
Demonstrates an interest in writing	Measurement
Writes simple messages using pictures/phonics	Uses appropriate measurement terms
Writes about personal experiences and/or stories	Geometry and Spatial Sense
Uses classroom resources to support writing	Identifies attributes of two-dimensional shapes
Oral	Patterning and Algebra
Listens in a variety of contexts	Identifies, creates and extends repeating patterns
Responds appropriately in a variety of contexts	Data Management and Probability
Follows directions in different contexts	Sorts objects and describes attributes used to sort objects
Uses language to express thinking/feelings/experiences	Makes concrete graphs to represent objects or data
Identifies and generates rhyme	Science and Technology
Media	Exhibits awareness of natural/constructed environments
Responds critically to a variety of media materials	Selects/uses materials/tools to carry out constructions
Personal and Social Development	Conducts simple investigations through exploration
Acts and talks in appropriate ways with peers and adults	Health and Physical Activity
Takes turns in activities and discussions	Demonstrates healthy and safe choices
Uses appropriate strategies to solve social problems	Participates willingly in a variety of movement activities
Recognizes personal interests/strengths/accomplishments	Demonstrates gross motor control
Exhibits responsibility for personal belongings/materials	Demonstrates fine motor control
Exhibits self-reliance	The Arts
Willing to try new activities	Engages in dramatic play
Demonstrates self-control	Communicates ideas through dance and movement
Follows routines in the school environment	Responds to a variety of musical activities
Demonstrates co-operative behaviours	Explores a variety of tools and art materials

Strengths and Next Steps for Improvement:

Parent/Guardian comments on Student Achievement:

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

Teacher's Signature: _____

Principal's Signature: _____

Parent/Guardian's Signature: _____

Date: _____



APPENDIX 5b
KINDERGARTEN REPORT - JUNE

Student:	OEN:	Total Days Absent:
Teacher:	Date:	Total Times Late:
School:		Placement for September:
Address:		
Principal:	Telephone:	

DW - Developing Well D - Developing DA - Developing with Assistance NA - Not Yet Assessed

Expectations		Teacher's Comments
PERSONAL AND SOCIAL DEVELOPMENT Self Awareness and Self Reliance Social Relationships Awareness of Surroundings <input type="checkbox"/> ESL <input type="checkbox"/> IEP		
LANGUAGE Oral Communication Reading Writing Understanding of Media Materials <input type="checkbox"/> ESL <input type="checkbox"/> IEP		
MATHEMATICS Number Sense and Numeration Measurement Geometry and Spatial Sense Patterning Data Management and Probability <input type="checkbox"/> ESL <input type="checkbox"/> IEP		
SCIENCE AND TECHNOLOGY Exploration and Experimentation Use of Technology <input type="checkbox"/> ESL <input type="checkbox"/> IEP		
HEALTH AND PHYSICAL ACTIVITY Health and Well-Being Physical Development and Activity <input type="checkbox"/> ESL <input type="checkbox"/> IEP		
THE ARTS Visual Arts Music Drama and Dance <input type="checkbox"/> ESL <input type="checkbox"/> IEP		

Teacher's signature: _____ Principal's signature: _____

APPENDIX 6a - ELEMENTARY PROGRESS REPORT REQUIREMENTS

In the fall, **Grades 1 to 8** teachers will use the Elementary Progress Report Card to inform parents/guardians of the progress students are making towards achievement of the curriculum expectations. There are 33 lines available in the subject space of the Progress Report. Please see the number in brackets to indicate the suggested number of lines that should be allocated to each subject. This does not preclude a teacher from requesting a space to comment; however, the mandatory requirements listed below must be met first. Select the NA box to indicate not applicable for subjects that are not reported. All comments must be written in sentence format. When first commenting on a subject or strand, the subject or strand should be clearly stated. For example, “In math...” or “In Number Sense...”, etc.

Please follow these guidelines when commenting within the Elementary Progress Report:

Subject (Suggested number of lines)	Requirements
Language (8-10)	Language comments should include Strengths and Next Steps for Improvement for reading and writing. Comments for Oral Communication and Media Literacy are optional.
Mathematics (8-10)	Math comments should include Strengths and Next Steps as appropriate.
French (3-4)	French comments should include Strengths and Next Steps for Improvement as appropriate.
Science and Social Studies (3-4)	Comments should be included for at least one of either science or social studies and should outline Strengths/Next Steps for Improvement as appropriate.
Health and Phys. Ed. (3-4)	Comments should be included for at least one of either Health or Physical Education and should outline Strengths/Next Steps for Improvement as appropriate.
Arts (3-4)	Comments should be included for at least one of visual arts, music, drama or dance and should outline Strengths/Next Steps for Improvement as appropriate.

Subject Comments

In writing comments, teachers should focus on what students have learned, describe strengths, and identify next steps for improvement. Teachers should use language that parents/guardians will understand and should avoid language that simply repeats the curriculum expectations or achievement chart. The comments should describe in overall terms what students know and can do and should provide parents/guardians with personalized, clear, precise, and meaningful feedback. Teachers should also help parents/guardians understand how they can support their children at home (GS p.64).

Learning Skills and Work Habits Comments

For **Grades 1 to 8**, the homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student’s demonstration of the skills and comment on “strengths” and “next steps for improvement” for at least 4 of the 6 learning skills. Other teachers wishing to highlight some aspect of a student’s development of learning skills and work habits should collaborate with the homeroom teacher. Organization of the Learning Skills Comment box should be reflected in the following manner:

Strengths:

Next Steps:

Date:

Student:	OEN:	Days Absent:	Total Days Absent:
----------	------	--------------	--------------------

AMDSB Progress Report Overview

The term “report” refers to the indicator recorded on a report card.
The term “comment” refers to the comment provided on the report card.

Principal:

Telephone:

(Space for Board Information)

Dear Parents/Guardians:

The Avon Maitland District School Board’s mission is to: “Engage, Inspire, and Innovate...Always Learning”. Our priorities are to create positive, inclusive learning environments and to maximize student outcomes. After much public consultation we have established a list of five outcomes: collaboration, communication, creativity, critical thinking and problem solving. Our parents and teachers will work together to develop all of these outcomes with all of our students. To learn more about our Board, we invite you to visit our website at yourschools.ca or call us at 1-800-592-5437.

Ted Doherty
Director of Education

Learning Skills and Work Habits

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

Responsibility

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

Organization

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates, and uses information, technology, and resources.

Independent Work

Strengths/Next Steps for Improvement

Learning Skills & Work Habits Achievement:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Report achievement of all 6 areas using E, G, S or N

- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

Initiative

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for independent learning.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriate learning opportunities.

Self-Regulation

- Sets own individual goals and plans to achieve them.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on own learning.
- Identifies learning opportunities and sets goals.
- Perseveres and makes an effort to complete tasks.

Learning Skills & Work Habits Comments:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Use headings, “Strengths:” and “Next Steps:” to organize comments
- Comment for at least 4 learning skills that are pertinent for the individual student using teacher professional judgement (see section 2.3).

Appendix 6a

Student:

Special Education: Do not include the IEP Modified Comment.

ESL/ELD – Achievement is based on expectations modified from the curriculum for the grade to support English language learning needs.			
Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well

Guidelines only, Teachers should also use their professional judgment in the selection of these levels:

PVW – above the standard (3+ to 4+)

PW – at or approaching provincial standard (2+ to 3+)

PWD – regularly below the standard (2 and below)

Subject Comments:

- Completed in sentence format
- **If a subject/strand is not reported, use NA.**
- First comment for a particular subject should begin with the subject or strand, for example: “In math,...” or “In Number Sense,...”
- Use professional judgement to provide comments on the following subjects, using
 - Language – Reading/Writing required, Oral Communication/Media optional
 - Math, French – comment on all strands taught as appropriate
 - One of either Science or Social Studies (Grades 1-6)
 - One of either Science/History/Geography (Grades 7-8)
 - One of either Health or Physical Education
 - One of either Visual Arts/Music/Drama/Dance

Teacher’s Signature
(not a facsimile or stamp)

Principal or Vice-Principal’s Signature
(not a facsimile or stamp)

School Use Only:

- Completed by the homeroom teacher on the school’s copy of the Report Card and then filed in the O.S.R.

This space is for school use only and will be completed prior to filing this student report in the Ontario Student Record (O.S.R.).

Parent/Guardian - Teacher Conference

Date: _____

Report Card Envelope Returned with Signature

Date: _____

Teacher Signature: _____

Date: _____

Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
		Principal:	Telephone:	

[Space for Board Information]

Dear Parents/Guardians,

The Avon Maitland District School Board's mission is to: "Engage, Inspire, and Innovate...Always Learning". Our priorities are to create positive, inclusive learning environments and to maximize student outcomes. After much public consultation we have established a list of five outcomes: collaboration, communication, creativity, critical thinking and problem solving. Our parents and teachers will work together to develop all of these outcomes with all of our students. To learn more about our Board, we invite you to visit our website at yourschools.ca or call us at 1-800-592-5437.

Ted Doherty
Director of Education

Learning Skills and Work Habits

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

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

Strengths/Next Steps for Improvement

Strengths:
John usually demonstrates responsibility by fulfilling commitments within the classroom. He demonstrates organizational skills by coming to class prepared and ready to learn (e.g., bringing his agenda and learning materials). John uses his time wisely in order to ensure that all of his assigned tasks are completed. With encouragement, he participates in group conversations.

Next Steps:
John is developing collaboration skills by working with others to build consensus. During class discussions and learning opportunities, John prefers to be a quiet participant rather than assume a leadership role. As he is a respected member of his classroom community, he is encouraged to extend his participation to new experiences that provide leadership opportunities.

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.		IEP – Individual Education Plan NA – No instruction for subject/strand		
Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		X		John is consistently using visual cues to read and solve unfamiliar words. He is encouraged to work to reread and self-correct when reading to ensure he is comprehending as he reads. With minimal guidance, John is making appropriate choices during independent reading. In his writing of a personal narrative, John demonstrated a good understanding of the success criteria related to this form. He will continue to work to ensure the ideas he generates are relevant to the topic he is writing about.
French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		X		
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA				In French, John relies on visual and verbal cues to communicate orally. John is encouraged to introduce basic French vocabulary into his oral exchanges to increase comfort with the language.
Mathematics <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	X			In math, John understands the relationship between addition and multiplication. He lacks knowledge of earlier multiplication facts which hampers his exploration of further facts. John needs to use visual models to help understand multiplication and practise facts to seven times seven.
Science and Social Studies <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		X		In social studies, John located the regions, provinces and territories of Canada on a map and accurately used an atlas to locate a specific place. When creating maps, he is reminded to use symbols and a legend.
Health and Physical Education Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			X	In physical education, John participated actively and regularly in our soccer and cross country units. He is encouraged to take on leadership roles in this area by acting as a "ref" in school intramural programs.
Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			X	
The Arts Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA				In music, John created an effective way to help remember the names of the notes on the five line staff in the treble clef. He requires more practise with singing in tune by matching his voice to a note played on the piano.
Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA				
Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA		X		
Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA		X		

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

Teacher's Signature

X

Principal's Signature

X

[Space Designated for Board]

This space is for school use only and will be completed prior to filing this student report in the Ontario Student Record (O.S.R.).

* Parent/Guardian - Teacher Conference

Date: _____

* Report Card Envelope Returned with Signature

Date: _____

Teacher Signature: _____

Date: _____

APPENDIX 7

ELEMENTARY PROVINCIAL REPORT CARD REQUIREMENTS

Complete sentences are required for reporting on the provincial report cards. Comment using the Strengths and Next Steps for Improvement format. **All subjects/strands require a value.**

Value choices include: NA (not applicable or not taught); a mark; a level; an R; or an I.

The following is the reporting schedule for subjects and strands for **Grades 1 to 8:**

Subject	Requirements
Language	Strands: Fill in the letter grade/percentage mark for each of the four strands for language in the column headed Report 1 or Report 2.
Math	Strands: Fill in the student's letter grade/percentage mark for at least four of the five strands for mathematics in the column headed Report 1 or Report 2. Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement in a strand is not reported, it should be noted by checking the "NA" box for that strand.
French	Fill in the letter grade/percentage mark for all strands in the column headed Report 1 or Report 2. Core/Immersion: Check the appropriate box to indicate the type of program in which the student is enrolled.
Science	Fill in the student's letter grade/percentage mark for science and technology in the column headed Report 1 or Report 2.
Social Studies (Grades 1-6)	Fill in the student's letter grade for social studies in the column headed Report 1 or Report 2.
History/ Geography (Grades 7-8)	Fill in the student's percentage mark for history and/or geography in the column headed Report 1 or Report 2, as appropriate. When students are instructed in only one of history or geography for the reporting period, parents/guardians should be informed at the <u>beginning</u> of the reporting period. If either history or geography is not part of the student's program for Report 1 or Report 2, this should be noted by checking the appropriate "NA" box for that subject. Achievement in both history and geography must be reported at least once in the school year, in either Report 1 or Report 2.
Health Education/ Physical Education	Fill in the student's letter grade/percentage mark for health education and physical education in the column headed Report 1 or Report 2. Comment on both health and physical education.
The Arts	Fill in the student's letter grade/percentage mark for both visual arts and music on both Report 1 and Report 2. Comment on both visual arts and music in both reporting periods. Fill in the student's letter grade/percentage mark for Dance on either report 1 or report 2, and comment. Fill in the student's letter grade/percentage mark for Drama on either report 1 or report 2, and comment. 3 of 4 Arts strands must be reported each term. When achievement in a strand is not reported for Report 1 or Report 2, check the "NA" box for that strand.

AMDSB Report Card Overview/Principal's Checklist

Attendance: Ensure days absent and times late are recorded.

NOTE: All subjects/strands require a value.

Value choices include: NA; a letter grade, a pegged percentage mark; an R; or an I.

Special Education:

- Accommodations: No IEP box is checked (see section 6.3).
- Modified Curriculum Expectations (see section 6.4):
 - Check the IEP box for each of the subjects/strands modified.
 - Include this comment for each subject/strand that is modified: "This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

English Language Learners: Refer to Section 7.0 of A,E&R Procedures

Learning Skills & Work Habits Achievement:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Report achievement of all 6 areas using E, G, S or N (see section 2.3).

Learning Skills & Work Habits Comments:

- Completed by the homeroom teacher in collaboration with other teachers who work with the student(s)
- Comment for at least 4 learning skills (see section 2.3) that are pertinent for the individual student using teacher professional judgement.
- All learning skills should be commented on at least once throughout the year.

Student:

OEN:

Grade: 01

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			English Language: <ul style="list-style-type: none"> Letter Grade, I or R for Grades 1-6 Pegged Percentage Grades (e.g., 62, 65, 68), I or R for Grades 7-8 Report on all 4 strands. Comment using Strengths and Next Steps.
French <input type="checkbox"/> NA Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended			French: <ul style="list-style-type: none"> Letter Grade, I or R for Grades 1-6 Pegged Percentage Grades (e.g., 62, 65, 68), I or R for Grades 7-8 Report and comment on all 3 strands for French Immersion and Core French Comment using Strengths and Next Steps. Check the appropriate box to indicate Core or Immersion
Native Language <input type="checkbox"/> NA <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA			Oral Communication, Reading, Writing Native Language: <ul style="list-style-type: none"> Select the NA box to indicate not applicable.
Mathematics <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Measurement <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			Mathematics: <ul style="list-style-type: none"> Letter Grade, I, R or NA for Grades 1-6 Pegged Percentage Grades (e.g., 62, 65, 68), I, R or NA for Grades 7-8 Report on at least 4 of 5 strands each term. All strands must be reported on at least once throughout the year. (If a strand is not reported on, use NA .) Comment using Strengths and Next Steps.
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Science & Technology: <ul style="list-style-type: none"> Letter Grade, I or R for Grades 1-6 Pegged Percentage Grades (e.g., 62, 65, 68), I or R for Grades 7-8 Indicate the topic for the strand(s) (e.g., Structures and Mechanisms, Matter and Energy) being reported Report on all strands over the course of the year. Comment using Strengths and Next Steps.

Appendix 7

Subject	Report	
	1	2
Social Studies		
<input type="checkbox"/> ESL/ELD		
<input type="checkbox"/> IEP		
<input type="checkbox"/> French		
Health and Physical Education		
Health Education: Healthy Living, Living Skills		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
<input type="checkbox"/> French		
Physical Education: Active Living, Movement Competence, Living Skills		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
<input type="checkbox"/> French		
The Arts		
<input type="checkbox"/> French		
Dance		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
Drama		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
Music		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
Visual Arts		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
<input type="checkbox"/> French <input checked="" type="checkbox"/> NA		

Social Studies – Grade 1-6:

- Letter Grade, I or R for Grades 1-6
- Indicate the topic for the strand(s) (e.g., Heritage and Citizenship, Canada and World Connections) being reported.
- Report on all strands over the course of the year.
- Comment using Strengths and Next Steps.

History & Geography – Grades 7-8:

- Pegged Percentage Grades (e.g., 62, 65, 68), I, R or NA for Grades 7-8
- History & Geography must be reported and commented on at least once in either Report 1 or 2.
- Report on all strands over the course of the year.
- If History or Geography is not reported on, use NA.
- Comment using Strengths and Next Steps.

Health & Physical Education:

- Letter Grade, I or R for Grades 1-6
- Pegged Percentage Grades (e.g., 62, 65, 68), I or R for Grades 7-8.
- Report and comment on both Health and Physical Education.
- Comment using Strengths and Next Steps.

The Arts:

- Letter Grade, I, R or NA for Grades 1-6 / Pegged Percentage Grades (e.g., 62, 65, 68), I, R or NA for Grades 7-8.
- Report and comment on Visual Arts and Music in each term.
- Report and comment on Drama and Dance for alternate terms.
- Achievement in each of the 4 strands must be reported at least once in the school year. (If a strand is not reported on, use NA)
- Comment using Strengths and Next Steps.

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

Student:	Grade:	OEN:	Teacher:
	01	:	
Student's Comments			
• My best work is:			
• My goal for improvement is:			
Student's Signature <input type="text"/>			

Student Comment & Goal Setting:

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

Appendix 7

Student: |

OEN: |

Grade: 01

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

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

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

Teacher's
Signature

X

Principal's
Signature

X

Teacher's Signature
(not a facsimile or stamp)

Principal or Vice-Principal's Signature
(not a facsimile or stamp)

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

Student: _____

Parent's/Guardian's Comments

• My child has improved most in:

• I will help my child to:

I have received this report card.

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

Tear off section:

- Parent/Guardian Comments
- Parent Signature to acknowledge the receipt of the Report Card
- Request to discuss the report
- If unsuccessful after several attempts to obtain the tear off section from parents/guardians, please use the stamp, provided to you by the Board, to indicate that numerous attempts were made to retrieve the signed tear-off section (See section 5.28).
- If requested, parents/guardians who wish to keep a copy of their child's and/or their own comments should be provided with a photocopy of the tear-off section by the school (See section 5.28).
- This section is to be returned to the teacher, attached to the report card, and filed in the OSR.

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



SPECIAL EDUCATION PROGRESS REPORT

Reporting Date:

Student:	Grade:	This Report Period #	Total to Date #
Teacher:	Principal:	Late Arrivals	Total Late
School:	School Telephone:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>
School Address:		Days Absent	Total Absent
		<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>

Basic Daily Living Skills	
----------------------------------	--

Communications	
-----------------------	--

Social Skills	
----------------------	--

Physical Motor	
-----------------------	--

APPENDIX 9

Basic Literacy	
-----------------------	--

Basic Numeracy	
-----------------------	--

Behaviour / Self Control	
---------------------------------	--

Orientation and Mobility	
---------------------------------	--

Other:	
---------------	--

To Parent(s)/Guardian(s) or Students: this copy of the report card should be retained for reference.

Teacher's Signature

Principal's Signature

Response Form (to be completed, signed and returned)

Student _____

Date _____

School _____

Teacher _____

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

Large empty rectangular box for comments.

I have received the progress report.

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

 Parent's/Guardian's Signature

 Parent's/Guardian's Name (please print)

 Student's Signature

Telephone (Day) _____

Telephone (Evening) _____

APPENDIX 10

INTERVENTIONS

The Teacher's Perspective

It is important to begin early in the primary grades to intervene to meet the needs of the student.

- 1) Early and On-going Identification (EOID) from kindergarten to grade three
- 2) The involvement of parents/guardians in supporting the child
- 3) The support of School Team Meetings (Special Education Resource Teacher, Principal, Classroom Teacher)
 - It is important to begin early, to contact the special education teacher for team meeting forms
 - Referrals—for example, speech and language, occupational therapy, a pediatrician—may be helpful
- 4) Remedial strategies will assist the child. Home involvement is important.
- 5) Use of a variety of teaching strategies
 - Best teaching practices, programs, materials, resources
 - Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 is an excellent resource document
- 6) The Enhanced School Team Meeting (Special Education Consultants, Special Education Resource Teacher, Principal, Avon Maitland District School Board Student Support Personnel) will provide teaching strategies
- 7) Consultation with peers to share and to collaborate on ideas
- 8) Consultation with Avon Maitland District School Board resource personnel (Coordinators, Primary Language Resource Teachers).

The Principal's Perspective

- 1) Develop and implement a review process for students at risk at the initial September or October staff meeting.
- 2) Attend Early and Ongoing Identification meetings.
- 3) Schedule a specific time for School Team meetings so that teachers are aware of when and where—for example, Thursday, 8:00 a.m. Follow through the procedures as outlined in the Special Education Handbook.

- 4) Have each homeroom/classroom teacher review the class OSRs each September using Form 376 Promotion, Acceleration and Retention Checklist. A copy of the form must be returned to the principal so tracking can take place.
- 5) Have teachers collect data regularly using various assessment instruments, such as:
 - Kindergarten Resource Binder (concepts about print, phonological awareness, letter identification, letter sounds)
 - Running Records – K-8
 - Avon Maitland PM Benchmarks Binder
 - Avon Maitland District School Board Primary Literacy Portfolio
 - Brigance Grades 4 to 8
 - Provincial Exemplars
 - EQAO
 - Comprehensive Attitude Strategies and Interests (CASI) – gr. 4-6, 7-8
 - Ontario Assessment Instrument Pool (OAIP) instruments
 - See Special Education Assessment Manual
- 6) Assist in acquiring resources for example, board personnel and appropriate materials.

Interventions to Consider Prior to a Retention Decision

NOTE: The following in no way reflects an exhaustive list.

Suggested Intervention	Primary Division	Junior Division	Intermediate Division
Use of software that targets skill development in an area of weakness e.g. The Academy of Reading.		✓	✓
Access checklists from the S.E.R.T. that provide diagnostic data that will offer insight into the child's areas of strength and weakness.	✓	✓	✓
Certain checklists may provide insight into the child's learning style (visual, tactile, auditory)	✓	✓	✓
Provide daily lessons to encourage short and/or long term memory skills.	✓	✓	
Develop language/vocabulary skills with a "word of the day/week"	✓	✓	✓
Use the computer software in the school that affords "drill and practice" activities.	✓	✓	
Use of adult volunteers for review and drill of a skill that is an area of weakness.	✓	✓	
Prepare a home reading and/or writing program developed by the teacher, which includes careful instructions for the parent in assisting the child in the use of all reading strategies.	✓	✓	
Provide access to supplemental texts or workbooks for home use. Older texts often have more questions for review and are organized with less information on each page.		✓	✓
Prepare a dictionary of mathematical terms and formulas for home use and study. This could also be provided for classroom use.	✓	✓	✓
Develop a list of commercial workbooks for the family to consider as a purchase (reading and math).	✓	✓	

Suggested Intervention	Primary Division	Junior Division	Intermediate Division
Prepare home reading materials that are taken from “old readers”. With an attractive cover they become more expendable than the class library collection.	✓		
Arrange access to peer tutors or “homework buddies”.		✓	✓
Provide the name of a tutor for the family to consider.	✓	✓	✓
Offer recess or after school remedial groups for the student who requires additional assistance.		✓	✓
Provide the family with a list of games that develop, encourage and reinforce math skills.	✓	✓	
Prepare an alternate reading list for home use.		✓	✓
Suggest magazine subscriptions that will afford interest reading material.		✓	✓
Provide home lists of sight words.	✓		
Develop in-service opportunities for the parent(s)/guardian(s) so that they become familiar with teaching strategies to implement at home that complement the school program.	✓	✓	
Develop guidelines for the family with regard to homework skills i.e. study habits.		✓	✓
Request School Team Meetings early in the year to express concerns and allow brainstorming of strategies by your colleagues.	✓	✓	✓
Provide intensive remedial assistance for 4 to 6 weeks under the direction of the S.E.R.T. and as a result of School Team Meetings	✓	✓	✓
Utilize Primary Language Intervention Program strategies to address weaknesses in reading skill development.	✓		

Suggested Intervention	Primary Division	Junior Division	Intermediate Division
Enlist the support of district personnel for ideas, programs, materials and advice.	✓	✓	✓
Develop positive communication with the family early to determine the best “next steps”	✓	✓	✓
Avail yourself of all professional development opportunities. <i>There are always new things to learn!</i>	✓	✓	✓
Consider creative grade/level groupings for a primary class i.e. a streaming of the students who may require a more intensive approach, for a year, to meet the demands of the curriculum. With the parents’ consent, the school could develop a class that resembles a “reading readiness” group. A very strong knowledgeable, experienced teacher is required in this situation.	✓		