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Subject **ASSESSMENT, EVALUATION AND REPORTING**

References

[Policy 3115 – Accessibility Standards for Customer Service](#)
[Policy 3130 – Equity and Inclusive Education](#)
[Policy 4106 – Homework](#)
[Policy 4107 – Late and Missed Assignments](#)
[Policy 4180 – Assessment, Evaluation and Reporting of Student Achievement](#)
[Policy 4181 – Cheating and Plagiarism](#)
[Policy 4182 – Lower Limit of the Range of Percentage Marks on Report Cards, Grades 9 - 12](#)
[APM A1410 – English as an Additional Language](#)
[APM A7125 – Equity and Inclusive Education](#)
[APM A7610 – Ontario Student Record \(OSR\)](#)
[APM A8000 – French as a Second Language: Core French](#)
[APM A8005 – French as a Second Language: French Immersion](#)
[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013](#)
[English Language Learners ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007](#)
[Equity and Inclusive Education Strategy, 2009](#)
[Finding Common Ground: Character Development in Ontario Schools, K–12, 2008](#)
[The Kindergarten Program, 2016](#)
[First Nation, Métis and Inuit Policy Framework, 2007](#)
[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools 2010](#)
[Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)
[Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016 with updated Appendix, 2018](#)
[Individual Education Plans Resource Guide 2004](#)
[Learning for All, 2013](#)
[Human Rights, Equity and Inclusive Education, Considerations for Program Planning, Ontario Curriculum Grades 1 to 12, 2022](#)
[The Ontario Curriculum: Elementary](#)
[The Ontario Curriculum: Secondary](#)
[The Ontario Curriculum, Grades 1 – 8: Mathematics, 2020](#)
[The Ontario Curriculum, Grades 9 – 12: Course Descriptions and Prerequisites, 2018](#)
[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)
[STEP: Steps to English Proficiency A Guide for Users, 2015](#)
[The Ontario Student Record \(OSR\) Guideline, 2000](#)
[The Ontario Student Transcript \(OST\) Manual, 2013](#)
[The K-12 School Effectiveness Framework \(2013\): A Support for School Improvement and Student Success](#)

[SCDSB Evaluation and Reporting Site](#)

Contact School Services

1. Rationale

- 1.1. The Simcoe County District School Board (SCDSB) provides this Administrative Procedures Memorandum (APM) for Assessment, Evaluation and Reporting to assist teachers in planning instruction, gathering accurate assessment data, and using this information to adjust or guide programming of curriculum expectations, along with learning skills and work habits. Following these procedures will ensure that classroom instruction and assessment practices are consistent, that feedback to students is accurate, and that communication to parents/guardians is clear.

2. Context

- 2.1 *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016* outlines the assessment and evaluation of learning for students in Junior and Senior Kindergarten programs.
- 2.2 *Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020* updates reporting requirements in elementary mathematics to align with *The Ontario Curriculum Grade 1-8: Mathematics, 2020*.
- 2.3 Culturally Responsive and Relevant Assessment and Evaluation in the *Ontario Grade 9 Mathematics Curriculum, 2021*, and the *Ontario Grade 9 Science Curriculum, 2022*, reflects and affirms students' racial and social identities, languages and family structures. It involves careful acknowledgement, respect, and understanding of the similarities and differences among students, and between teachers, in order to respond effectively to student thinking and promote student learning.
- 2.4 The *Ontario Curriculum for Grades 1 – 12* in all subject areas outlines the four categories of the achievement chart on which teachers will base their assessment of student work. The achievement charts in all curriculum policy documents Grades 1 – 12 remain in effect.
- 2.5 *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 (Growing Success)* outlines the requirements for the assessment of student achievement Grades 1 – 12.
- 2.6 The School Effectiveness Framework (SEF) is a tool for schools to identify strengths and areas requiring improvement in order to reach all students and improve student achievement.
- 2.7 The *Ontario Curriculum for Grades 1 – 12* in all subject areas outlines program planning for Human Rights, Equity and Inclusive Education that indicate essential professional expectations related to diversity and inclusion. Diversity is valued when all members of the school community feel safe, welcomed, and accepted. Every SCDSB student is supported and inspired to succeed in a culture of high expectations for learning.

- 2.8 Assessment, Evaluation and Reporting (AER) are integral components of the school curriculum. *Growing Success* states that our procedures are to ensure that assessment, evaluation, and reporting are valid and reliable. Based on the seven fundamental principles from *Growing Success*, teachers provide opportunities for the improvement of learning for all students by using practices and procedures that:
- 2.8.1 are fair, transparent, and equitable for all students;
 - 2.8.2 support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who voluntarily identify as Indigenous;
 - 2.8.3 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 lived experiences of all students;
 - 2.8.4 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;
 - 2.8.5 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;
 - 2.8.6 provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and,
 - 2.8.7 develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

3. Guiding Principles

- 3.1 Successful implementation of assessment and evaluation policies and practices are contingent on the shared responsibility of the principal, the teachers, the students, and the parents/guardians.
- 3.2 The school's AER practices must align with the directions set out in the following policies:
- 3.2.1 *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*;
 - 3.2.2 *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools 2010*;
 - 3.2.3 *Growing Success: The Mathematics Addendum, Grades 1 to 8*;
 - 3.2.4 SCDSB Policy 4180 – Assessment, Evaluation and Reporting of Student Achievement;
 - 3.2.5 SCDSB Policy 4106 – Homework;
 - 3.2.6 SCDSB Policy 3130 – Equity and Inclusive Education;
 - 3.2.7 SCDSB Report Card Expectations (APPENDIX A);
 - 3.2.8 SCDSB Kindergarten Reporting Timelines (APPENDIX B); and,
 - 3.2.9 all other related SCDSB AER policies and the associated APMs.
- 3.3 Assessment and evaluation are based on the provincial curriculum expectations (i.e. content standards) and the achievement charts (i.e. performance standards). Marks, levels and grades should only reflect a student's achievement relative to the content and performance standards and should not include learning skills and work habits, except in cases where there are learning skills embedded in the expectations (e.g. the living skills in the health and physical education curriculum).

- 3.4 Professional judgement 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. Professional judgement includes knowledge of the student and the student data derived from products, conversations and observations.
- 3.5 Professional practice includes purposeful planning with ongoing reflection and adaptive change to meet individual student learning needs and interests, and the lived experiences of all students.
- 3.6 Ministry established timelines throughout the year will be adhered to, ensuring communication of school, board and provincial student achievement processes used for AER. The SCDSB Reporting Timelines Grades K – 12 will be used to guide the process (APPENDIX C).
- 3.7 AER practices will reflect and respond to the needs of each learner and the diversity of all learners.

4. Definitions

- 4.1 Assessment is defined as the process of gathering, from multiple and varied sources, information that accurately reflects how well a student is demonstrating achievement of the curriculum expectations in a subject or course. Information must be gathered using a variety of assessment *for* learning, assessment *as* learning, and assessment *of* learning practices (e.g. observations, conversations, and products). Assessment feedback provides valuable information for students, teachers, Designated Early Childhood Educators (DECEs) and parents/guardians to guide the student towards improvement. It also provides information to guide teachers in their selection of instructional approaches and the overall effectiveness of programs and classroom practices.
- 4.2 Assessment *for* learning is 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 timely and specific feedback and determine next steps in instruction. Assessment *for* learning is an evidence-based instructional strategy that takes place while the student is still learning and serves to promote continual and ongoing student progress.
- 4.3 Assessment *as* learning is 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.
- 4.4 Assessment *of* learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. Assessment *of* learning occurs at or near the end of a cycle of learning.

- 4.5 Equity in AER is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, religion/creed, racialized and Indigenous identities and other aspects of identity.
- 4.6 Evaluation is the process of judging the quality of student learning on the basis of established criteria and a value to represent that quality. Evaluation is based on an analysis of all assessment data that provide evidence of achievement of the overall expectations of the subject/course. Evaluation occurs at strategic times throughout the subject/course, often at the end of a period of learning.
- 4.7 Reporting practices provide consistent detailed strengths and next steps to support student learning. Teachers report student achievement through formal reporting methods using the Kindergarten Communication of Learning: Initial Observation (KCL: IO) and the Kindergarten Communication of Learning (KCL), elementary progress report card, elementary provincial report cards, and the provincial report cards, Grades 9 – 12. An alternative report card may be used to report student achievement where the expectations of the Ontario Curriculum do not form the basis of the student's program (e.g. students with Alternative Curriculum goals in their Individual Education Plan [IEP]).
- 4.8 For Kindergarten, a student's learning will be communicated in three categories: key learning, growth in learning and next steps in learning.
- 4.9 For Grades 1 – 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. A letter grade may range from R to A+.
- 4.10 For Grades 7 – 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. A percentage mark may range from zero percent to 100 percent (see item 11.7 for more information about assigning a mark of zero).
- 4.11 Using the provincial report card, all students must receive reporting that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade.

5. Roles and Responsibilities

- 5.1 The board will:
 - 5.1.1 support professional learning strategies to promote ongoing classroom assessment practices that ensure learning for all students; and,
 - 5.1.2 ensure that all learning environments inspire and empower learners in alignment with the board's mission and vision and the SCDSB Strategic Priorities.
- 5.2 Principals will:
 - 5.2.1 monitor the implementation of the SCDSB and Ministry AER policies through the use of the Board Operational Plan and School Action Plans (SAPs);

- 5.2.2 communicate the board's AER policies to the school community;
 - 5.2.3 promote regular communication between teachers, students and parents/guardians;
 - 5.2.4 provide AER professional learning opportunities for teachers to examine instruction and assessment as a means of promoting evidence-based practices, including culturally responsive pedagogy;
 - 5.2.5 ensure that the program and AER for students with special education needs are met as outlined in their IEP;
 - 5.2.6 ensure that students and/or parents/guardians receive a formal written report of student achievement three times yearly in elementary schools, and twice per semester in secondary schools (APPENDIX C). Alternative schools and Continuing Education schools establish reporting timelines based on program length and expectations;
 - 5.2.7 establish timelines for teachers for the completion of report cards using the SCDSB school year calendar;
 - 5.2.8 establish timelines for student-involved conferences at least once per year in elementary schools and once per semester in secondary schools;
 - 5.2.9 analyze student achievement data to identify achievement and opportunity gaps and develop strategies to close those gaps;
 - 5.2.10 centre Indigenous perspectives to build intercultural understanding and ensure that the cultures, histories, and contexts of Indigenous students and their families are acknowledged and valued;
 - 5.2.11 ensure that the SCDSB AER procedures for Multilingual Learners (MLL) are followed;
 - 5.2.12 accommodate for significant faith days;
 - 5.2.13 review assessments regularly to ensure that they are free from negative bias and discrimination;
 - 5.2.14 ensure confidentiality of data generated as the result of AER procedures;
 - 5.2.15 ensure that teachers embed instruction to develop and promote honesty, academic integrity and the recognition of the work of others;
 - 5.2.16 establish and communicate school consequences for cheating and plagiarism based on the following four factors:
 - 5.2.16.1 the grade level of the student,
 - 5.2.16.2 the maturity of the student,
 - 5.2.16.3 the number and frequency of the incidents; and,
 - 5.2.16.4 individual mitigating circumstances;
 - 5.2.17 provide instruction to students to enable them to produce authentic work and cite sources; and,
 - 5.2.18 ensure that students who cheat or plagiarize resubmit the assigned work or show alternative evidence of their learning for assessment.
- 5.3 Teachers will:
- 5.3.1 complete a provincial report card, Grades 1 – 8 (all three pages) and file it in the Ontario Student Record (OSR) folder for each student who has been enrolled in the school for more than six weeks (42 calendar days) from the commencement of the reporting period (calendar days include holidays, professional learning days and weekends) when:
 - 5.3.1.1 students transfer to another school;
 - 5.3.1.2 students retire from the school; or,
 - 5.3.1.3 at the end of each of the three designated reporting periods (Progress Report, Report Card 1, Report Card 2) in elementary

- and two times each semester (First Report Card [mid-term] and Final Report Card) in secondary.
- 5.3.2 adhere to the SCDSB policy and guidelines for AER (APPENDIX E);
 - 5.3.3 follow reporting timelines based on the timelines established by the principal and the SCDSB school year calendar;
 - 5.3.4 complete provincial report cards for each student using software provided by the SCDSB, following the expectations, timelines and procedures outlined in APPENDICES A – E;
 - 5.3.5 develop learning goals and success criteria with relevant and engaging learning tasks;
 - 5.3.6 design assessments that are free from negative bias and discrimination;
 - 5.3.7 regularly provide students with specific and timely feedback on their work, identifying strengths and next steps for improvement;
 - 5.3.8 return all work submitted by students for assessment with feedback, except for diagnostic assessment which would be used to inform instruction and not evaluation;
 - 5.3.9 monitor student use of descriptive feedback;
 - 5.3.10 use triangulation of data (e.g. conversations, observations and products) and professional judgement in assessing, evaluating and reporting student learning;
 - 5.3.11 use assessment *for*, *as*, and *of* learning data to identify achievement gaps and develop culturally responsive strategies to close those gaps;
 - 5.3.12 engage students in the ongoing assessment process including the establishment of timelines for work to be submitted;
 - 5.3.13 maintain regular communication with students and parents/guardians regarding student achievement of curriculum expectations;
 - 5.3.14 provide parents/guardians and students with information regarding the assessment and evaluation procedures, including the importance of submitting assignments for evaluation on time, including the consequences for late or missing assignments;
 - 5.3.15 plan for instruction and assessment related to the development of learning skills and work habits for all students;
 - 5.3.16 although *Growing Success* states it is not necessary for teachers to comment on all subjects/strands in the one space provided on the elementary progress reports, SCDSB practice is that the elementary progress reports will include strengths and next steps related to mathematics and literacy. All other subjects reported by the teacher as progressing with difficulty will also include strengths and next steps;
 - 5.3.17 ensure that all students receive reporting, using the provincial report card, that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade;
 - 5.3.18 centre Indigenous perspectives to build intercultural understanding and ensure that the cultures, histories, and contexts of Indigenous students and their families are acknowledged and valued.
 - 5.3.19 follow the specific SCDSB AER procedures for students with an IEP and MLL students (section 8 and 12);
 - 5.3.20 follow AER guidelines to determine a student's final letter grade or percentage mark;
 - 5.3.21 use resources and supports as required to assist with AER; and,
 - 5.3.22 refer to the Frequently Asked Questions (FAQs) in APPENDIX F and consult with school administration.

- 5.4 Students will:
- 5.4.1 actively engage in learning and assessment activities;
 - 5.4.2 demonstrate their knowledge and skills and learn to monitor their personal progress in learning through ongoing reflection and metacognition (i.e. assessment as learning);
 - 5.4.3 share the responsibility for learning by demonstrating their achievement of the curriculum expectations based on timelines established with their teachers and peers;
 - 5.4.4 communicate their strategies and goals in response to teacher and peer feedback;
 - 5.4.5 communicate concerns about personal achievement with teachers;
 - 5.4.6 complete an Individualized Pathway Plan (IPP) (Grades 7 – 12);
 - 5.4.7 complete the student comment section of the elementary and secondary provincial report cards; and,
 - 5.4.8 present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days, and others, when they will be absent from school.
- 5.5 Parents/Guardians are encouraged to:
- 5.5.1 support student engagement in learning;
 - 5.5.2 communicate regularly about student achievement to the classroom or subject teacher and to school administration, as required;
 - 5.5.3 monitor student's progress by attending student-involved conferences and by returning the parent/guardian comment section of the elementary and secondary provincial report cards;
 - 5.5.4 understand learning expectations and how students demonstrate their learning; and,
 - 5.5.5 make a request to the principal at the beginning of the school year, to the extent possible, for religious accommodation.

6. Learning Skills and Work Habits

- 6.1 The six learning skills and work habits are:
- 6.1.1 **Responsibility**; the student:
 - 6.1.1.1 fulfills responsibilities and commitments within the learning environment;
 - 6.1.1.2 completes and submits class work, homework, and assignments according to agreed-upon timelines; and,
 - 6.1.1.3 takes responsibility for and manages own behaviour.
 - 6.1.2 **Organization**; the student:
 - 6.1.2.1 devises and follows a plan and process for completing work and tasks; and,
 - 6.1.2.2 establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.
 - 6.1.3 **Independent work**; the student:
 - 6.1.3.1 independently monitors, assesses, and revises plans to complete tasks and meet goals;
 - 6.1.3.2 uses class time appropriately to complete tasks; and,
 - 6.1.3.3 follows instruction with minimal supervision.
 - 6.1.4 **Collaboration**; the student:

- 6.1.4.1 accepts various roles and an equitable share of the work in a group;
- 6.1.4.2 responds positively to the ideas, opinions, values and traditions of others;
- 6.1.4.3 builds healthy peer-to-peer relationships through personal and media-assisted interactions; and,
- 6.1.4.4 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.
- 6.1.5 **Initiative**; the student:
 - 6.1.5.1 looks for and acts on new ideas and opportunities for learning;
 - 6.1.5.2 demonstrates the capacity for innovation and a willingness to take risks;
 - 6.1.5.3 demonstrates curiosity and interest in learning;
 - 6.1.5.4 approaches new tasks with a positive attitude; and,
 - 6.1.5.5 recognizes and advocates appropriately for the rights of self and others.
- 6.1.6 **Self-Regulation**; the student:
 - 6.1.6.1 sets individual goals and monitors progress towards achieving them;
 - 6.1.6.2 seeks clarification or assistance when needed;
 - 6.1.6.3 assesses and reflects critically on own strengths, needs, and interests, identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; and,
 - 6.1.6.4 perseveres and makes an effort when responding to challenges.
- 6.2 The development of learning skills and work habits is an integral part of a student's learning.
- 6.3 It is expected that teachers plan instruction to help students develop learning skills and work habits. As students move through the grades, they develop and then consolidate learning skills and work habits to become more effective learners.
- 6.4 Learning skills and work habits are reported on separately to reflect their critical role in the student's progress in achievement of the curriculum expectations and should not be considered in the determination of a student's letter grades or percentage marks, unless, as previously noted, they are a component of specific curriculum expectations.
- 6.5 Achievement of the curriculum expectations in some areas of the curriculum is closely tied to the learning skills and work habits. It is expected that in these cases teachers will clearly identify the evidence that will be collected to assess and evaluate the student's achievement of those specific expectations. This process will allow teachers to clearly communicate to students and parents/guardians when learning skills and work habits will have an impact on the determination of a student's letter grade(s) or percentage mark(s).
- 6.6 Evaluation of learning skills and work habits will be based on data gathered and documented for individual students. All learning skills and work habits will be reported on in each reporting period using four levels: E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement.

- 6.7 Comments related to the learning skills and work habits on the elementary report cards will focus on students' strengths, and next steps needed to develop.
- 6.8 Teachers of Grades 1 - 12 have the opportunity to utilize, where appropriate, the Learning Skills and Work Habits Comment Frameworks found on the SCDSB Evaluation and Reporting site.

7. Achievement Chart Categories

- 7.1 All ministry curriculum documents from Grades 1 – 12 include achievement charts that identify four categories of knowledge and skills: knowledge and understanding, thinking, communication, and application. All four categories are interrelated and reflect the wholeness and interconnectedness of learning. The categories help teachers focus on students' acquisition of knowledge and on the development of thinking, communication, and application skills and enable consistent judgment about the quality of student learning based on clear performance standards.
 - 7.1.1 Curriculum expectations will be assessed and evaluated according to the achievement chart categories (i.e. performance standards) in a balanced manner. In all subjects and courses, students should be given numerous culturally responsive and relevant opportunities including land-based, where appropriate, to demonstrate the full extent of their achievement of the curriculum expectations (i.e. content standards) across all four achievement chart categories (i.e. performance standards). Assessment and learning tasks must include clear and transparent descriptions connecting curriculum expectations to the achievement chart category or categories, depending on the complexity of the task. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

8. Accommodations and Modifications for Students

- 8.1 Accommodations refer to differentiated 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. The opportunity for accommodations must be provided for **all** students regardless of whether they have a formal identification or an IEP.
- 8.2 Accommodations eligible during Education Quality and Accountability Office (EQAO) assessments must be consistent and part of classroom accommodations. Information on permitted accommodations can be found in the following EQAO documents:
 - 8.2.1 for the primary division (Grades 1 – 3) and junior division (Grades 4 – 6) assessments of reading, writing, and mathematics: *Guide for Accommodations, Special Provisions and Exemptions*;
 - 8.2.2 for the Grade 9 assessment of mathematics: *Guide for Accommodations and Special Provisions*; and,
 - 8.2.3 for the Ontario Secondary School Literacy Test: *The Ontario Secondary School Literacy Test Guide for Accommodations, Special Provisions,*

Deferrals, and Exemptions: Support for Students with Special Education Needs and English Language Learners.

- 8.3 Modifications are changes made to the age-appropriate, grade-level expectations for a subject or course in order to meet a student's learning needs.
- 8.3.1 For students with an IEP, these changes could include: expectations from a different grade level; significant changes (i.e. increase or decrease) in the number and/or complexity of the expectations. 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. When modifying the grade level for a student, appropriate baseline data must be collected and represented on the student's IEP to support the modifications.
- 8.3.2 Grade-level expectations may also be modified to support the needs of MLLs. At the secondary level, when modifications are made to support MLL needs, 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. Communication with the student, parents/guardians, and teaching team needs to be clear regarding the modifications made to the course.
- 8.4 Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (i.e. secondary school courses). Alternative programs/courses are provided in both the elementary and the secondary school panels.
- 8.5 Teachers, in consultation with the Strengths and Needs Committee (SNC), will develop and implement strategies that accommodate and/or modify programs to meet the needs of all learners, including, but not limited to, MLL.

9. Completion of Student Work and Late and Missed Assignments

- 9.1 In all subjects, teachers must provide students with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.
- 9.2 Teachers will plan for major assignments to be completed in stages, to support student learning of time management skills and include assessment as learning with timely descriptive feedback, throughout the learning process, so that students receive the critical feedback they need to ensure their success.
- 9.3 Teachers will include student input in setting timelines to encourage student responsibility in meeting deadlines set for assessment of learning tasks. It is the combined responsibility of the student and teacher to seek solutions to problems that arise regarding assignment timelines and completion dates. A variety of interventions must occur.
- 9.3.1 When there are mitigating circumstances, teachers and students will negotiate extended deadlines (e.g. using a student and teacher agreement form for assignment completion), set an alternative assignment, and/or offer out of class time to meet with students to discuss a solution.

- 9.3.2 If an assessment *of learning* is missed due to illness, or other legitimate reasons, including significant faith days, it is the responsibility of the student to provide a note from their parent/guardian to the subject teacher indicating the reason for the absence. In the case of a student who is 18 of age or older, the student may provide their own note explaining their absence.
- 9.3.3 There are times when previously approved commitments conflict with scheduled assessments *of learning*. It is the responsibility of the student and/or parent/guardian to make alternate arrangements with the classroom teacher prior to the assessment *of learning*.
- 9.4 If a student is truant on the day of a summative assessment, the consequence could be an alternative assessment, completion of the assignment during non-classroom time, or it may be recorded as an incomplete assessment. It is important that parents/guardians of students under 18 years of age are made aware of any missed assessments and the expectation that the student complete the work.
- 9.5 Teachers are to make referrals for students who are consistently not completing assignments as indicated by 'I' in the teacher's mark book. When appropriate, teachers may be asked to participate in subsequent meetings to support student engagement and to seek solutions for assignment completion. Referral supports include, but are not limited to, parents/guardians, the school administration, guidance, special education, board support staff, Indigenous community supports and/or the student success team.
- 9.6 In the case of student suspension, the classroom teacher shall provide the student and/or parent/guardian with any material the student may be responsible for during their absence. Alternative arrangements for missed assessments will need to be established during re-entry procedures.
- 9.7 For a student accepted into a suspension/expulsion program, the subject teacher shall be required to supply the equivalent of up to five instructional days of work for the student. Beyond the fifth day, programming shall be the responsibility of the suspension/expulsion program teacher, with the understanding that the subject teacher may be consulted.
- 9.8 In some cases, when student/parent/guardian/teacher communication, teacher/student interventions and referrals meet with no success, a teacher may deduct marks for late assignments, up to and including the full value of the assignment. When marks are deducted, or zeros are assigned, teachers must use their professional judgement to ensure that the resulting final grade does not misrepresent the student's actual achievement relative to the overall expectations.
- 10. In-progress Support Linked to Instruction, Assessment, Evaluation and Reporting**
- 10.1 While assessing for learning through conversations, observations and products, teachers will adjust instruction and feedback with ongoing monitoring to ensure student progress.
- 10.2 Ongoing, specific and descriptive feedback is provided and documented for students and parents/guardians to promote an understanding of student strengths and needs.

- 10.3 Opportunities for students to re-do/re-submit and/or to complete alternative assessments are provided.
- 10.4 Conferences to understand mitigating circumstances, discuss learning challenges and develop classroom interventions should be part of student and parent/guardian communication.
- 10.5 When appropriate, resource supports, differentiated program planning, and referrals should be recorded by the SNC.
- 10.6 Teachers of Grades 7 and 8, along with the student success teacher and special education resource teacher (SERT) from their partner schools and the elementary student success teachers, engage in transition planning.

11. Evaluation

- 11.1 Kindergarten teachers and DECEs must continually observe, monitor, document, and evaluate each student's learning, and Kindergarten teachers report on the key learning, growth in learning and next steps in learning of the Kindergarten expectations to parents/guardians and the students themselves.
- 11.2 The final letter grade (Grades 1 – 6) or percentage mark (Grades 7 – 12) represents the quality of the student's overall achievement of the expectations for the subject/course and reflects the corresponding level of achievement as described in the achievement chart for that subject/course. The final grade or mark should reflect the student's most consistent level of achievement with special consideration for most recent achievement.
- 11.3 For Grades 1 – 12, 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 their achievement of related specific expectations.
 - 11.3.1 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.
 - 11.3.2 Evidence of student achievement for evaluation is collected over time from three different sources: observations; conversations; and, student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning and is the basis of professional judgement.
 - 11.3.3 Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or other products. 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.
 - 11.3.4 Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement with special consideration for most recent achievement.
 - 11.3.5 Teachers must be prepared to provide triangulated evidence for their professional judgement.

- 11.4 Teachers of Grades 1 – 8 may use the code 'R' to report achievement below level 1 (Grades 1 – 6) and below 50 percent (Grades 7 and 8).
- 11.5 When a student in Grades 1 – 10 has provided insufficient evidence for a teacher to assess achievement, a teacher may use the code 'I' in a mark book and/or on a student's report card, including a final report card. Teachers will use their professional judgment to determine when the use of 'I' is appropriate and in the best interest of the student.
- 11.6 In Grades 9 and 10, a student who receives an 'I' on the final report card to indicate insufficient evidence will not receive a credit for the course; however the student may be considered for credit recovery by the student success team. The code 'I' cannot be used for Grade 11 and 12 courses.
- 11.7 For students in Grades 9 – 12, a mark of zero may be given when a teacher is unable to collect any evidence of student learning. A mark of zero can only be assigned after interventions outlined in *Growing Success* (page 44) have been implemented.
- 11.8 As per *Growing Success*, 70 percent of a student's grade should be based on evaluations that occur throughout the course, while the final 30 percent of the grade will be calculated through a form of culminating activity/task.
- 11.9 When planning a form of culminating activity/task, teachers should take into consideration the course they are evaluating, and how best to have students demonstrate their understanding of the overall expectations for the course. Additional considerations include:
- 11.9.1 The culminating activity/task should take place at or towards the end of the course and may span over multiple days or even weeks.
 - 11.9.2 The culminating activity/task may be composed of multiple parts, including observation, product and conversation-based formats.
 - 11.9.3 Teachers should consider the format of the culminating activity/task that is most appropriate for their students (e.g. a written examination is not always the best form of culminating activity/task to determine a student's understanding of the curriculum expectations).
 - 11.9.4 The culminating activity/task should allow students an opportunity to demonstrate their understanding of the overall expectations of the course.
 - 11.9.5 When scheduling and planning for the culminating activity/task, teachers are encouraged to take into consideration time for students to seek feedback.
- 11.10 The final three days of the semester will be used to support students in achieving their maximum level of success in the course. Secondary schools will run feedback, recovery and improvement days for students. Students requiring an opportunity to receive feedback from an assessment, to rescue or recover a credit or to improve on an area of missed expectations can attend and meet with teachers and support staff. Teachers and support staff will communicate with students who will benefit most from attending this opportunity; however, all students will be able to attend. There will be no new instruction those days, but it is an opportunity for students to work more closely with their teacher if they require feedback, credit recovery or an opportunity to improve on an area of missed expectations. When planning for these days, teachers should:

- 11.10.1 use class time to provide students with descriptive feedback on their culminating activity/task, if not already provided;
- 11.10.2 allow time for students to apply feedback given on their culminating activity/task, if not already provided;
- 11.10.3 provide opportunities for students to demonstrate their understanding of overall expectations that they may have previously missed or not demonstrated a clear understanding of; and,
- 11.10.4 discuss next steps that students should apply in future courses.

12. Reporting Practices

- 12.1 Informal, ongoing methods that teachers may use to report to parents/guardians include interviews, conferences, phone calls, letters and other electronic means of communication. It is critical that parents/guardians of a student who is experiencing difficulty are contacted to discuss any issues well in advance of the completion of the formal report card.
 - 12.1.1 Teachers of Grades 9 – 12 are expected to communicate with parents/guardians about the progress of any student who is not progressing well and/or may be at risk of not achieving a full credit by week six of the semester, or by week four of the semester for a half credit.
- 12.2 Various methods for communicating achievement to students and parents/guardians are:
 - 12.2.1 students in Kindergarten will receive the KCL: IO and the KCL reports used by the SCDSB;
 - 12.2.2 regular reporting to students on results of individual assessments;
 - 12.2.3 formal provincial report cards for students in Grades 1 – 12;
 - 12.2.4 elementary progress report cards;
 - 12.2.5 student involved conferences, including a conference form;
 - 12.2.6 the IPP (Grades 7 – 12);
 - 12.2.7 assessment completion contract for re-negotiated deadlines; and,
 - 12.2.8 interpreter through Language Line.
- 12.3 The provincial report cards Grades K – 12 focus on two distinct but related aspects of student achievement: demonstration of learning skills and work habits and achievement of curriculum expectations.
 - 12.3.1 Kindergarten classes will use the KCL: IO between October 20 and November 20 as established by the SCDSB school year calendar. Schools will use the KCL twice a year. The first KCL will be sent home between January 20 and February 20, and the second KCL will be sent home towards the end of June (APPENDIX B).
 - 12.3.2 Elementary schools will use the elementary progress report card between October 20 and November 20, as established by the SCDSB school year calendar. Schools will use the elementary provincial report cards twice a year. The first provincial report card will be sent home between January 20 and February 20, and the second provincial report card will be sent home towards the end of June (APPENDIX C).
 - 12.3.3 In secondary, the provincial report cards, Grades 9 – 12, are issued to parents/guardians two times each semester. The first report card in semester one will go home in November and the final report card in

February. In semester two, the first report card is issued in April and the final report card is issued in July (APPENDIX C).

- 12.4 The report cards from Grades K – 12 provide space for teachers to make anecdotal comments about each student’s achievement of curriculum expectations or, in the case of the elementary progress reports, progress towards achievement of the expectations.
 - 12.4.1 For the KCL and the KCL: IO there are spaces provided for teachers to describe in plain language, including anecdotal comments, a student’s strengths and growth in relation to the over-all expectations within each frame of the Kindergarten program.
 - 12.4.2 For all teachers, the comments should be personalized to each student and written in parent-friendly language. Each comment needs to describe in overall terms what students know and can do and should provide parents/guardians with specific, clear, precise, and meaningful feedback. Teachers should also try to help parents/guardians understand how they can support their children at home.
 - 12.4.3 Teachers of students accessing the expectations of the Ontario Curriculum for Grades 1 to 8 have the option to use the comment frameworks, which are located on the SCDSB Evaluation and Reporting site and personalize those comments.
 - 12.4.4 For students with achievement that falls below the provincial standard, teachers shall include next steps to suggest remediation and/or preparation that will be required for success in the next grade or course as part of their final report card comments.
 - 12.4.5 An alternative format (e.g. the evaluation section of the IEP) may be used to record achievement in the very few instances where none of the expectations in *The Ontario Curriculum, Grades 1 – 8* form the basis of the student’s program. The use of page 3 of the report card is recommended for student use wherever possible.

- 12.5 Reporting on Students with Special Education Needs
 - 12.5.1 For students in Kindergarten, the key learning, growth in learning and the next steps in learning must reflect the expectations and goals outlined in the student’s IEP.
 - 12.5.2 Report card marks and comments for children in Grades 1 – 12 with special education needs must reflect educational assessment that is based on the expectations and goals defined in the student’s IEP.
 - 12.5.3 A student may have curriculum modified for only one subject area (i.e. program differs from the appropriate grade level), and, therefore, a subject specific plan will be part of the IEP for that particular subject. For example, a student may have a language-based learning disability and have a subject specific plan for language/English, and not for mathematics. However, the language disability will affect all areas of the curriculum and accommodations may have to be put into place to support the student’s learning, and to support the demonstration of knowledge of those materials. A student may have a modified program in language/English, with an IEP for language, but “accommodations only” to intervene for the language component of all other subject areas.
 - 12.5.4 All students can achieve the provincial standard at the grade level in which they are currently working. When a student is on a modified

program, achieving level 3 or 4, the expectations for achievement need to be increased in complexity and/or in number. Communicating with the student and the parent/guardian, is essential to ensure understanding of the possibility that the student's grades/marks may be lower in the next reporting period, as the expectations will be closer to grade level expectations. It is important that the student and parent/guardian continue to recognize this as progress; the goal being that the student will work as closely to grade level expectations as possible.

- 12.5.5 Assigning an 'R' to a student who is on an IEP is a contradiction. Being on an IEP indicates that the student is receiving modifications and accommodations for that subject area. If the student is being supported according to their strengths and needs, then an 'R' for such a student should be the exception. An 'R' for a student on an IEP (which is a working document and designed for success) means that the accommodations and modifications that are in place are not supporting the student's achievement.
- 12.5.6 On the KCL and the KCL: IO, the IEP box will be checked if the expectations in the IEP are based on, but vary from, the expectations of the regular Kindergarten program. The following statement will be used: *"Program expectations have been modified to meet the needs of the child."*
- 12.5.7 On the elementary progress report, the IEP box is to be checked for subjects and strands that have modified expectations. The IEP statement is not used in the elementary progress report.
- 12.5.8 In elementary and secondary schools, if the student's IEP requires only accommodations to support learning in a particular subject or strand, teachers are not to check the IEP box. No IEP statement is required. The letter grade or percentage mark is based on the regular grade expectations.
- 12.5.9 If the student is working towards achievement of modified expectations for a subject or strand, the IEP box must be checked on the elementary provincial report card. The following statement must also be included in the section "Strengths/Next Steps for Improvement":
"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."
Teachers should modify this statement to reflect the individual student's program. For a student whose program is taken from expectations from another grade level, the statement can be amended to read:
"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from Grade X expectations."
When the student is working on a modified program using grade level expectations, the statement can read:
"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."
When a student's program is a combination of expectations from the current grade and from other grades, the full statement should be used.
- 12.5.10 For students in Grades 9 – 12, if the student has an IEP that identifies modified expectations for a course, the IEP box must be checked for that

- course. If the student is working towards a credit in a modified course, it is sufficient simply to check the IEP box. If the principal determines that the learning expectations are modified to such an extent that a credit will not be granted, the following statement must be included in the “Comments” section, along with comments about the student’s achievement: *“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”*
- 12.5.11 In Kindergarten, where a child’s IEP identifies alternative learning expectations, the educator must check the IEP box for the frame and must include the following statement: *“Key learning, growth in learning, and next steps in learning are based on alternative learning expectations in the IEP.”*
- 12.5.12 In both elementary and secondary, when the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student’s achievement of the expectations. Where a grade or mark is not given, no IEP statement is required. In some cases, and where a clearly articulated assessment tool is used, a letter grade or percentage mark may be used to represent the achievement of the expectations. In such cases, the IEP box must be checked for the subject or course and the following statement is to be included: *“This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario Curriculum.”*
- 12.5.13 Communication with parents/guardians, and documentation of this communication in the SNC or student success records, is essential in ensuring that they are aware of whether their child’s program is modified, alternative or “accommodated only”. This communication takes place during the IEP consultation process and throughout the year.
- 12.5.14 Every student will be issued a provincial report card. If a student’s program is based fully or in part on an alternative curriculum, the provincial report card should be used for reporting where possible. The increased space for learning skills and work habits on the elementary provincial report card may make it easier to use this report for students on an alternative curriculum. If any parts of the program cannot be reported on using the provincial report card, the report card addendum or the skills development report can be used and attached to the provincial report card. For students registered in K courses, please see APPENDIX D.
- 12.6 Reporting on MLLs
- 12.6.1 If a student has modified expectations as determined by observable language behaviours on the initial Steps to English Proficiency (STEP) and continued observations on the STEP continuum to meet their language learning needs, the reporting and evaluation will be based on the recorded modified expectations.
- 12.6.2 Teachers will check the ESL/ELD box on the progress reports and report cards to indicate that modifications have been made to the curriculum expectations to meet the language learning needs of the student.
- 12.6.3 Teachers will **not** check the ESL/ELD box to indicate a student is participating in an English as a Second Language (ESL) program or an

English Language Development (ELD) program or in cases where accommodations have been provided for MLLs.

13. Next Steps for Secondary Student Success

13.1 Teachers shall use anecdotal SNC records and the student success database to document student strengths, areas of weakness and intervention strategies for students who have been identified as “at-risk”.

13.1.1 For secondary students with achievement of less than 50 percent, teachers shall:

13.1.1.1 complete recommended course placement forms to document the recommended next step for students including but not limited to credit recovery, summer school, or repetition of the course;

13.1.1.2 complete credit recovery profile forms to document student achievement relative to the overall course expectations and to describe the specific learning needs that will assist a teacher in developing the credit recovery learning plan; and,

13.1.1.3 provide learning materials to be incorporated in the credit recovery program.

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Issued under the authority of the Director of Education

Simcoe County District School Board Report Card Expectations**References:**

- *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*
- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*
- *Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020*
- APM A1460 - Assessment, Evaluation and Reporting
- Simcoe County District School Board (SCDSB) Elementary/Secondary Reporting Guidelines
- MISA Comment Framework 2011

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement (Growing Success, pg. 8). ***Professional judgement is 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*** (Growing Success, pg.152).

In the SCDSB, professional judgement is also informed by teachers' knowledge of the students in their programs and/or courses.

The Seven Fundamental Principles, based on the *Principles for Fair Student Assessment Practices for Education in Canada*, ensure valuable and reliable assessment and evaluation for all students as 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 voluntarily identify as Indigenous;
- 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 and enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Report Card Comments	<p>The comments should describe in overall terms what the students know and can do, and will provide parents/guardians with personalized, clear, precise and meaningful feedback (p.64). Comments will be completed based on strengths and next steps reflective of student learning needs.</p> <p>Using the provincial report card, all students must receive reporting that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade.</p>	
Subject Area and Strands	Report 1 and 2 Requirements (Grades 1 through 6 use letter grades, Grades 7 and 8 use percentage marks.)	Growing Success Page and APM References
Language Arts <ul style="list-style-type: none"> • Reading • Writing • Oral Communication • Media Literacy 	<p>All 4 strands must be reported on in each reporting period.</p> <p>One letter grade/percentage mark required in each strand in Report 1 and Report 2.</p>	57
French (Core) <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>Only the Listening and Speaking strands will be reported on in the Progress Report and Report 1. All 4 strands must be reported on in Report 2.</p> <p>One letter grade/percentage mark required in the requisite strands based on the reporting period (see above).</p>	57 A8000 (4.2)
French (Immersion) <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>In Grades 2-8 French Immersion, comments and grades shall reflect all 4 strands for Report 1 and Report 2. One letter grade/percentage mark is required in each strand in Report 1 and Report 2.</p> <p>In Grade 1 French Immersion, only the Listening and Speaking strands will be reported on in the Progress Report and Report 1. All 4 strands must be reported on in Report 2.</p> <p>One letter grade/percentage mark is required in the requisite strands based on the reporting period (see above). A comment is included on the Progress Report if the student is Progressing with Difficulty.</p> <p>On Report 1, comments shall only reflect the Listening and Speaking strands. The Reading and Writing boxes on the report card should be left blank. Please note that this will flag an ONSIS error, which is to be expected. No further action is required.</p> <p>In the comment section or through another form</p>	57 A8005 (9.3, 9.4)

	of communication to parents/guardians, the following statement may be added: <i>The assigned grade and comment reflect only the Listening and Speaking strands during this reporting period, as the priority is to increase students' confidence and proficiency in oral communication.</i>	
Native Language (if applicable)	One letter grade/percentage mark required in each reporting period.	57
Mathematics <ul style="list-style-type: none"> • A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes • B. Number • C. Algebra • D. Data • E. Spatial Sense • F. Financial Literacy 	<p>One letter grade/percentage mark is required in each reporting period. Teachers should fill in the letter grade/percentage that best reflects the overall learning of the student. When assigning a grade or mark, consideration should be given to the student's integrated learning across the strands taught in each reporting period. Comments will describe significant strengths demonstrated by the student and identify next steps for improvement; they may also describe growth in learning. When appropriate, teachers may make reference to particular strands in their comments.</p> <p>Schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in <i>The Ontario Curriculum, Grades 1–8: Mathematics, 2020</i>. It is the expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.</p>	<i>Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020</i> (replaces the policy for mathematics described on page 58 of <i>Growing Success</i>)
Science and Technology <ul style="list-style-type: none"> • A. Science, Technology, Engineering and Mathematics (STEM) Skills and Connections • B. Life Systems • C. Matter and Energy • D. Structures and Mechanisms • E. Earth and Space Systems 	At least one letter grade/percentage mark is required in each reporting period. In the space provided for comments, indicate which strands are being reported on in the given period.	58
Social Studies (Grades 1 – 6) <ul style="list-style-type: none"> • Heritage and Identity • People and Environments 	At least one letter grade/percentage mark is required in each reporting period. In the space provided for comments, indicate which strands are being reported on in the given period.	58
History Grade 7	A minimum of one subject must be reported on in Report 1 and Report 2. Check the 'NA' box if a subject is not being	58

<ul style="list-style-type: none"> • New France and British North America, 1713–1800 • Canada, 1800–1850: Conflict and Challenge <p>Grade 8</p> <ul style="list-style-type: none"> • Creating Canada, 1850–1890 • Canada, 1890–1914: A Changing Society <p>Geography</p> <p>Grade 7</p> <ul style="list-style-type: none"> • Physical Patterns in a Changing World • Natural Resources around the World: Use and Sustainability <p>Grade 8</p> <ul style="list-style-type: none"> • Global Settlement: Patterns and Sustainability • Global Inequalities: Economic Development and Quality of Life 	<p>taught during 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 in the comments.</p> <p>When students are instructed in only one of history or geography for the reporting period, parents/guardians should be informed at the beginning of the reporting period.</p>	
<p>Health and Physical Education</p> <p>Health Education:</p> <ul style="list-style-type: none"> • Healthy Living • Living Skills <p>Physical Education:</p> <ul style="list-style-type: none"> • Active Living • Movement Competency • Living Skills 	<p>A letter grade/percentage mark must be entered for both Health and Physical Education on both Report 1 and Report 2.</p> <p>Each strand must be reported on at least once during the year.</p> <p>Schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in <i>The Ontario Curriculum, Grades 1–8, Health and Physical Education (2019)</i>. It is the expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.</p>	58

<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Music • Visual Arts 	<p>At least 3 of 4 strands are reported on in Report 1 and Report 2. Each of the strands must be reported on at least once during the school year. Check the 'NA' box for the strand not reported on.</p> <p>The revised provincial report card includes a separate French box with each of the four Arts. The statement in <i>Growing Success</i> remains unchanged, "Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for the subject/strand" (p.59).</p>	<p>59</p>
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Reporting Symbols	Teachers are required to enter a letter grade/percentage mark into all subject areas on the provincial report card. If teachers are unable to provide a letter grade/percentage mark for a student, the field cannot be left blank. One of the following options must be selected in consultation with the school administration.	Growing Success Page References
<p>Use of 'I'</p>	<p>For Grades 1 – 10, the code 'I' may be used in an assessment tracking document 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>For the report card, teachers will use their professional judgment to determine when the use of 'I' is appropriate and in the best interests of the student. For example, teachers may find it appropriate to use 'I' when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.</p> <p>Late or missed assignments: teachers and school teams will consider a variety of strategies and resources such as those listed on page 43 of <i>Growing Success</i> to ensure prevention of, and/or address, late or missed assignments.</p>	<p>42-43</p>

<p>Use of ‘R’ and Mark below 50 percent</p>	<p>The code ‘R’ represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 – 8.</p> <p>For achievement below level 1 in Grades 9 – 12, percentage marks below 50 percent are assigned.</p> <p>Both ‘R’ and marks below 50 percent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. ‘R’ indicates the need for the development of strategies to address the student’s specific learning needs in order to support their success in learning.</p> <p>Parents/guardians will be notified when an ‘R’ is used on the report card prior to sending the report card home.</p> <p>In Grades 1 – 8, students with an Individual Education Plan (IEP) who require modified or alternative expectations, and beginning MLLs with modified expectations, would rarely receive an ‘R’.</p>	<p>41</p>
<p>Use of “NA”</p>	<p>The use of “NA” is appropriate when a student did not receive instruction in a particular strand or subject area.</p> <p>Common examples might include a student below Grade 4 who did not receive instruction in French, or a student who was not participating in a Native language program.</p>	<p>57-59</p>
<p>Reporting on Modified Curriculum</p>		
<p>IEP Box</p>	<p>Teachers will check the IEP box for the subject or strand to indicate that modifications have been made to curriculum expectations. The IEP statement <i>“This letter grade/percentage mark is based on the achievement of the 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.”</i> must be included.</p> <p>The IEP box will not be checked off for those students receiving accommodations only.</p>	<p>61</p>
<p>ESL/ELD Box</p>	<p>Teachers will check the ESL/ELD box to indicate that modifications have been made to curriculum expectations to address the language learning needs of MLLs.</p> <p>Teachers will not check the box to indicate that a student is participating in an ESL or ELD course, or if they have been receiving accommodations.</p>	<p>76</p>

Additional Information		
Reporting Requirements and Filing of Report Cards	<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 their transfer to another school; • at the time of their retirement from school; or, • at the end of each of three reporting periods, the first to occur during the fall. <p>If a student is enrolled in the school for at least 42 calendar days and is not receiving an alternate report card, they should have marks reported in report period 1 for at least one subject studied in report period 1.</p> <p>If a student is enrolled in the school for at least 42 calendar days and is not receiving an alternate report card, they should have marks reported in report period 2 for at least one subject studied in report period 2.</p>	OSR Guidelines
Ontario Student Record	<p>Completed 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>	49
Progress Report Requirements (Elementary)	<ul style="list-style-type: none"> • Progress reports are intended to become a central part of rich discussion with students and their parents/guardians in the context of proactive interviews or conferences that will establish a positive tone for the remainder of the school year. • It is not necessary for teachers to comment on all subjects/strands in the one space provided. • All strands in all subjects must have the progress indicator box completed (i.e. progressing with difficulty, progressing well, progressing very well). Progress need only be indicated for the strands covered to date for those subjects where the use of NA is applicable. 	56, 64, 66

	<ul style="list-style-type: none"> • Comments on the progress report should reflect the students' strengths and next steps related to literacy and numeracy as demonstrated in all subject areas. If, in a particular subject area, the "progressing with difficulty" box is checked, then a comment for that particular subject area is required. In keeping with the intent of assessment <i>for</i> learning, the use of qualifiers is discouraged on the progress report. • Comments should be written in parent/guardian friendly language and be actionable and attainable for the student. 	
Reporting on Learning Skills and Work Habits		
<p>Learning Skills and Work Habits as demonstrated in the following six categories:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work • Collaboration • Initiative • Self-regulation 	<p>Teachers will use the following letter symbols to report on students' development of the six learning skills and work habits: E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement.</p> <p>In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on the "strengths" and "next steps for improvement".</p>	55

Learning Skills and Work Habits: Sample Behaviours

Growing Success, Page 11

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfils 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	<p>The student:</p> <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 Work	<p>The student:</p> <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	<p>The student:</p> <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 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	<p>The student:</p> <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	<p>The student:</p> <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.

Kindergarten Reporting Timelines

From *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016 with updated Appendix, 2018*

Communication of Learning	Kindergarten Year 1 and Year 2
Kindergarten Communication of Learning: Initial Observation	October 20 - November 20
Kindergarten Communication of Learning	January 20 - February 20 (reflecting student learning since September)
Kindergarten Communication of Learning	Towards the end of June (reflecting student learning since January/February)

Information regarding student learning will be communicated in three categories:

Key to Learning refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of key learning (p. 14).

Growth in Learning refers to positive developments in learning that the child has demonstrated over the reporting period, in relation to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing growth in learning (p. 14).

Next Steps in Learning refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning (p. 14).

Kindergarten Communication of Learning: Initial Observations (KCL: IO)

The KCL: IO report encourages early and ongoing communication between the parents/guardians and the educator team about the child's learning.

The Initial Observations report is designed to identify and describe the child's learning during the fall of the school year and to provide parents/guardians with clear, detailed, and straightforward information about their child's learning, growth in learning, and next steps in learning in relation to the overall expectations in the Kindergarten program.

In Kindergarten, examples of learning from classroom documentation should be used to provide evidence of the child's learning in a play environment. These rich examples can be the starting point for discussion with parents/guardians about the child's learning as it relates to the program expectations.

It is understood that the teacher and the early childhood educator have collaborated in observing, monitoring, and assessing the development of the child, as well as in communicating with the child's family during the school year.

First and Second Term Communication of Learning will be based on the Four Frames

In Kindergarten, the learning expectations are connected with four “frames”:

Belonging and Contributing, Self-Regulation and Well-being,

Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.

Children’s learning in these four areas is evaluated and described in this report.

<p>Belonging and Contributing focuses on children’s:</p> <ul style="list-style-type: none"> • sense of connectedness to others; • ability to form relationships and make contributions as part of a group, a community, and the natural world; • developing understanding of how people relate to one another and to the world around them. <p>What children learn in connection with this frame provides them with a sense of being personally connected to various groups and communities and lays the foundation for developing the traits and attitudes required for responsible citizenship.</p>	<p>Self-regulating and Well-being focuses on children’s:</p> <ul style="list-style-type: none"> • ability to understand their own thoughts and feelings, to see that others may have different thoughts and feelings, and to respect those differences; • ability to understand and manage their emotions and impulses, find ways to deal with distractions, and be aware that their actions have consequences; • awareness of their physical and mental health and wellness. <p>What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.</p>
<p>Demonstrating Literacy and Mathematics Behaviours focuses on children’s:</p> <ul style="list-style-type: none"> • ability to communicate their thoughts and feelings in various ways, using their bodies, words, symbols, images, constructions, and/or other forms of expression; • “literacy behaviours” – the various ways in which children use language, images and materials to express ideas and emotions as they respond to words and stories, begin to think critically, and begin to read and write; • “mathematical behaviours” – the various ways in which children use concepts of number and pattern during play and inquiry; process various kinds of information; and begin to grasp mathematical relationships, concepts, skills and processes; • curiosity about literacy and mathematics and love of learning in general, as they develop the habit of learning for life. <p>What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.</p>	<p>Problem Solving and Innovating focuses on children’s:</p> <ul style="list-style-type: none"> • desire to explore the world out of natural curiosity, which develops their minds, their senses, and their bodies; • desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking; • confidence to explore the innovative thoughts and activities that naturally arise with an active curiosity, and to apply those ideas as they interact with others and the world. <p>What children learn in connection with this frame will help them develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives.</p> <p>What children learn in connection with all four frames lays the foundation for developing traits and attitudes they will need to become active, contributing, responsible citizens and healthy, engaged individuals who take responsibility for their own and others’ well-being.</p>

Reporting Timelines Grades 1 – 12**Elementary**

Progress Report	November
Term 1	February
Term 2	June

Secondary

	Semester One	Semester Two
Term 1	November	April
Term 2	February	July

Additional Information - Secondary

Students Registered in K Courses

The chart below will assist you in determining whether a percentage mark or the alpha mark of "ALT" should be assigned.

IEP Statement Type	IEP field checked?	IEP Comment	Credit Earned	Mark	Course Type
<i>Accommodation</i>	No	No	1.00	%	NA
<i>Modified – credit earned course code ends with a B</i>	Yes	No	1.00	%	NA
<i>Modified – no credit earned course code ends with a 1</i>	Yes	Yes	0.00	%	M
<i>Alternative Learning – K courses ending with 0 (zero)</i>	Yes	No	0.00	ALT	A
<i>Alternative Learning – NOT receiving mark – Secondary Learning Centre KEN and KMM courses ending with a K Semester 1 Final only</i>	Yes	No	0.00	ALT	A
<i>Alternative Learning – receiving mark -Secondary Learning Centre KEN and KMM courses ending with a K</i>	Yes	Yes	0.00	%	A

Building Report Card Comments

In the SCDSB, teachers will use clear language that parents/guardians understand and will avoid using direct quotations from the curriculum expectations or the achievement chart.

When appropriate, teachers may make reference to particular strands. The comments should describe in over-all terms what students know and can do, and should provide parents/guardians with personalized, clear, precise and meaningful feedback. Teachers should also strive to help parents/guardians understand how they can support their child at home (Growing Success, p. 64). Comments will:

- focus on what students have learned;
- describe significant strengths;
- identify next steps for improvements; and,
- use the most consistent and most recent evidence of learning when creating the comment.

Reporting Guideline Checklist

- Using the provincial report card, all students must receive reporting that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade.
- Reports are a collaborative process – ensure that comments flow and reflect consistency from teacher to teacher. All teachers who teach the student should have input. If discrepancies between homeroom and other teachers exist, they must be explained.
- Every student shall have a provincial report card. If a student's program is based fully or in part on an alternative curriculum, the provincial report card should be used. If any parts of the program cannot be reported on using the provincial report card, the report card addendum or the skills development report card can be used and attached to the provincial report card.
- Please use complete sentences and Canadian spelling throughout the document.
- Write in the present tense, unless writing about a specific event in the past, and active voice. (*e.g. "She writes..." is better than "She is able to write..."*).
- The IEP statement must be included for students who have an IEP for modified language and/or math and the IEP box must be checked. The IEP comment will populate automatically; however, it requires amendment according to an increase/decrease and grade notation. Do not check the IEP box when the IEP requires accommodations only. **Please include IEPs with your reports.** Comments should reflect some variable or differentiated comments, including learning skills – an addendum may be added for comments that reflect alternative programming noted in a student's IEP.
- Comments must reflect the current achievement charts.
- Teachers must maintain records of evidence that support the report card evaluation.
- A comment must be provided for every letter grade or percentage mark reported (*Growing Success*, p. 2).
- For the learning skills section of the report card, please use the following as guidelines for completion:
 - a mark for each of the learning skills; and,
 - highlight the student's strengths and next steps to improve their achievement of learning skills and work habits.
- Parents/guardians must be informed in advance of 'I's, 'R's and 'D's.**
- For subjects not yet reported on, include this statement: "(Subject) was not assessed this term." and check "NA" box for Report 1 or 2.

- When commenting in subject boxes, it is not necessary to fill the entire comment box.
- Highlight the strand for FSL, Social Studies, Science and Technology.
- NA checked for French (primary) and Native Language (all).
- History/Geography
 - *7/8 – each subject at least once per year.*
 - *NA and comment for subject not taught.*
- Health/Physical Education
 - *Reported separately each term.*
- Arts - at least 3 of 4 strands are reported on in Report 1 and Report 2.
 - *Achievement in each (4) strands reported at least once/year in either Report 1 or Report 2.*
 - *NA box for strands not taught and comment.*
- Names of subjects do not have capitals, with the exception of French.

Place completed, edited and proofread reports in the office with IEPs and a class list.

Sign reports prior to handing them in – this is an indicator that your reports are ready to go home. If your administrator reads the report cards online, please sign them following this review.

Should you have corrections to make, please return the signed revised reports with the original reports.

Frequently Asked Questions (FAQs)

Note: all page references pertain to *Growing Success*

1.	<p>Q. How many learning skills and work habits does a teacher report on?</p> <p>A. The teacher reports on all learning skills and work habits by virtue of indicating E, G, S or N. For elementary students, the number of learning skills for which anecdotal comments are included will be based on a teacher’s professional judgment related to the strengths and specific next steps for improvement for individual students.</p>
2.	<p>Q. Is a teacher required to comment on strengths and next steps for improvement for each strand taught?</p> <p>A. Yes. In accordance with <i>Growing Success</i> (p. 2) SCDSB teachers will provide parents/guardians with feedback on their child’s performance which includes strengths and next steps for improvement for every strand reported on. Report cards should be thorough and comprehensive.</p>
3.	<p>Q. How does a teacher determine the final grade or mark for the report card?</p> <p>A. “Determining a report card mark or grade will involve the teacher’s professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.” (p. 39)</p> <p>“For Grades 7 – 12, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks.” (p. 40)</p> <p>Further, “teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of the particular expectations is consistent with the appropriate categories.” (p. 17)</p>
4.	<p>Q. What is appropriate report card language?</p> <p>A. Teachers will use language that parents/guardians will understand and should avoid language that repeats the language of curriculum expectations or the achievement chart. (p. 64)</p>
5.	<p>Q. Why is there an emphasis on assessment <i>for</i> and <i>as</i> learning?</p> <p>A. “The primary purpose of assessment is to improve student learning.” Assessment <i>for</i> and <i>as</i> learning establishes where the student is in their learning, where they are going and what needs to be done to get them there. These forms of assessment help teachers to compose comments that identify individual student strengths and their needs for specific next steps to improve the student’s learning. (p. 28)</p>
6.	<p>Q. Should teachers report on all curriculum expectations?</p> <p>A. “In Grades 1 – 12, all specific curriculum expectations must be accounted for in instruction and assessment; however, evaluation (report cards) focuses on students’ achievement of the overall expectations.” (p.38)</p>

7.	<p>Q. How should late and missed assignments be considered when determining a student's grade for reporting purposes?</p> <p>A. The board has developed a policy related to late and missed assignments for evaluation that is represented in the Assessment, Evaluation and Reporting APM. Policy 4107 – Late and Missed Assignments provides a consistent framework for all schools. It is expected that teachers and school teams will use a variety of strategies, as described in Growing Success (p. 43), to ensure that students submit their assignments for evaluation and meet timelines. The professional judgment of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning. (p. 46)</p>
8.	<p>Q. Can a report card addendum or the skills development report card still be used for students who are on an alternative curriculum?</p> <p>A. Every student shall have a provincial report card. If a student's program is based fully or in part on an alternative curriculum, the provincial report card should be used. If any parts of the program cannot be reported on using the provincial report card, the report card addendum or the skills development report card can be used and attached to the provincial report card.</p>
9.	<p>Q. When is the IEP statement used for the elementary report cards?</p> <p>A. The IEP box should be checked for those students receiving modified or alternative programming. When an IEP box is checked, teachers must select a "modified" or "alternative" IEP statement. The IEP box should not be checked for those students receiving accommodations.</p> <p>The following statements automatically populate the comment box: <i>"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."</i></p> <p>Teachers may wish to modify this statement to reflect the individual student's program. For a student whose program is taken from expectations from another grade level, the statement can be amended to read: <i>"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations."</i></p> <p>When the student is working on a modified program using grade level expectations, the statement can read: <i>"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."</i></p> <p>When a student's program is a combination of expectations from the current grade and from other grades, the full statement should be used. Reference page 62.</p> <p>In the elementary progress report the IEP box is to be checked for subjects and strands that have modified expectations. The IEP statement is not used in the elementary progress report.</p>

10.	<p>Q. When is the IEP statement used for secondary report cards?</p> <p>A. For students in Grades 9 – 12, if the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for every course to which the plan applies. If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the “IEP” box. If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of Ontario Secondary Schools, Grades 9 – 12: Program and Diploma Requirements, 1999 [currently under revision]), teachers must include the following statement in the “Comments” section (along with comments about the student’s achievement):</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>Reference page 62.</p>
11.	<p>Q. What is the meaning of ‘R’ and when can I use this code?</p> <p>A. The code ‘R’ represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 – 8. For achievement below level 1 in Grades 9 – 12 percentage marks below 50 percent are assigned. (p. 41)</p>
12.	<p>Q. What is the meaning of ‘I’ and when can I use this code?</p> <p>A. For Grades 1 – 10 the code ‘I’ may be used on a student’s report card to indicate that insufficient evidence is available to determine a letter grade or percentage mark. Teachers will use their professional judgment to determine when the use of ‘I’ is appropriate and in the best interest of the student.</p> <p>In Grades 9 and 10 a student who receives an ‘I’ on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students who receive an ‘I’ on their final report card may be considered for credit recovery. (p. 42)</p> <p>In Grades 11 and 12 ‘I’ cannot be used.</p>
13.	<p>Q. What is the reporting requirement for an elementary student who arrives late or leaves early during a reporting period?</p> <p>A. Students enrolled for 6 calendar weeks from the commencement of a reporting period require a provincial report card. (Reference: SCDSB Numbered Memorandum #86-09/10)</p> <p>If the student is enrolled in the school for at least 42 calendar days between November 21 and February 21 and not having an alternate report card, should have marks reported in report period 1 for at least one subject studied in report period 1.</p> <p>If the student is enrolled in the school for at least 42 calendar days between February 21 and June 30 and not having an alternate report card, should have marks reported in report period 2 for at least one subject studied in report period 2.</p>
14.	<p>Q. How do I report on an MLL whose program has been modified?</p> <p>A. Teachers will check the ‘ESL/ELD’ box on the report to indicate that modifications have been made to curriculum expectations. (p. 76) Use the language, anecdotal notes and observations gathered both in the STEP continuum and based on the modifications of some or all of the curriculum expectations that may be required to support MLLs, especially for students who are in the early stages of learning English or those who have limited prior schooling.</p>

15.	<p>Q. Are teachers required to provide a written comment for each letter grade or percentage mark on a student's report card?</p> <p>A. Yes. Using the provincial report card, all students must receive reporting that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade.</p>
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