Assessment, Evaluation and Reporting Handbook

2013 Edition

Grades 9 to 12

Waterloo Region District School Board

Learning Services:
School Effectiveness & Assessment

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       48 p.

Includes self-assessment forms and rubrics.
A practical support for teachers in assessing and evaluating students' learning, and in completing the Provincial Report Card.

1.Grading and marking (Students)--Ontario 2.Students--Rating of--Ontario
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Sincere appreciation is extended to the following educators who have contributed their expertise to the development of this resource document:

INTRODUCTION

Purpose of this Resource

This resource has been developed to clarify messages about effective assessment practices, to provide a practical support for teachers in evaluating students' learning and in reporting on students' progress and achievement, and to guide the implementation of *Growing Success* in the Waterloo Region District School Board.

This document:

o **supersedes** the *Waterloo Region District School Board Assessment, Evaluation and Reporting Handbook (2001)*

o is a **companion document** to *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (2010)* and *Reporting Student Learning – Guidelines for Effective Teacher-Parent-Student Communication (2010)*

The principles, models and practices that this resource presents have as their foundation *The Ontario Curriculum, Grades 9-12*, the policy document *Growing Success* and its companion document *Reporting Student Learning*, and the Waterloo Region District School Board policies and procedures. As evaluation and reporting procedures are adjusted and modified at the provincial and board levels, these changes will be announced through system memos and made available through school administrators.

This resource is focused on the processes for assessment, evaluation and reporting. For additional detail on the characteristics and components of the *assessment* process, and on the identification and description of assessment methods, tools, and strategies, please reference Ministry of Education curriculum, and the following policy and resource documents.
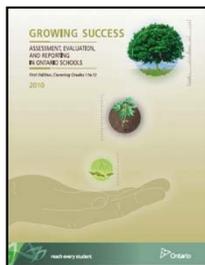
Growing Success
(2010)
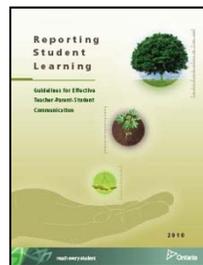
Reporting Student Learning
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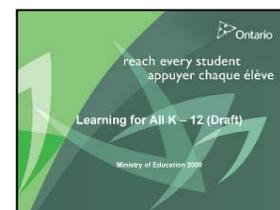
Learning for All
(Draft, 2009)

Assessment, Evaluation and Reporting

Growing Success and *Reporting Student Learning* highlight the relationships among assessment, evaluation and reporting:

Assessment **The process of gathering**, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a program or course.
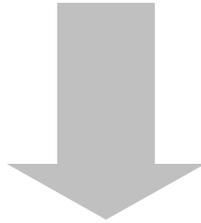
Evaluation **The process of judging** the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the program/course, often at the end of a period of learning.
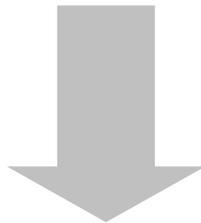
Reporting **The process of communicating** students' achievement of the curriculum expectations and the demonstration of Learning Skills and Work Habits. The Provincial Report Card represents a summary of a teacher's professional judgements about student achievement; it gives students descriptive feedback in comments, indicating what they have learned and need to learn, as well as providing guidance to help students improve their learning.

PRINCIPLES OF ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning.

The Seven Fundamental Principles

The following seven fundamental principles lay the foundation for rich and effective assessment, evaluation and reporting practices and help ensure that these practices are valid and reliable in order to lead to the improvement of learning for all students:

1   ***Teachers use practices and procedures that are fair, transparent, and equitable for all students***

Demonstrated by:
- Communicating learning goals and success criteria with students
- Ensuring fairness and equity by collecting and using assessment data in a manner that reduces sources of bias which can distort the accuracy of results
- Differentiating not only content, processes and products, but also assessment tools to meet the needs of individual students, based on consistent criteria
- Ensuring, whenever possible, that assignments for evaluation, tests and exams are completed under the supervision of a teacher

2   ***Teachers use practices and procedures that support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nations, Métis, or Inuit***

Demonstrated by:
- Referring to a student's Individual Education Plan (IEP) to determine any required accommodations, modifications or alternative program requirements. See *The Individual Education Plan (IEP) - A Resource Guide (2004)*.
- Ensuring effective and appropriate instructional and assessment practices that meet the unique needs of English Language Learners. See *English Language Learners – ESL and ELD Programs and Services, Policies and Procedures K-12 (2007)*.
- Employing effective and appropriate instructional and assessment practices that meet the unique needs of First Nations, Métis, and Inuit students. See *Ontario First Nation, Métis, and Inuit Education Policy Framework*.

3   ***Teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learning goals. As much as possible, they should also relate to the interests, learning styles and preferences, needs, and experiences of all students***

Demonstrated by:
- Planning assessment purposefully and carefully to gather evidence of learning
- Providing students with multiple and varied opportunities to demonstrate what they know and can do, and collect assessment data from observations, conversations and student products
- Utilizing a range of assessment methods and tools for gathering evidence of learning that are appropriately matched to curriculum expectations, considering the needs of students with a variety of learning styles

4 *Teachers use practices and procedures that are communicated clearly to students and parents/guardians at the beginning of the school year and at other appropriate points throughout the course*

Demonstrated by:
- Clearly communicating learning goals, success criteria and the processes that are used for assessing and evaluating student work
- Regularly communicating assessment practices and procedures, and the status of students' progress to parents/guardians

5 *Teachers use practices and procedures that 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*

Demonstrated by:
- Establishing an environment that encourages and promotes learning
- Providing students with multiple and varied opportunities to demonstrate what they know and can do, including observations, conversations and student products
- Collecting information on student learning throughout a period of instruction
- Utilizing student learning data on an ongoing basis in order to adjust teaching and learning strategies to meet the needs of the students

6 *Teachers use practices and procedures that provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning and achievement*

Demonstrated by:
- Coaching, by providing descriptive feedback to students frequently during learning, and allowing students opportunities to act on the feedback
- Ensuring feedback refers specifically to the success criteria and relates to the achievement of the learning goal
- Including feedback that assists in development of students' learning skills and work habits

7 *Teachers use practices and procedures that develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning*

Demonstrated by:
- Sharing learning goals and providing opportunities to co-create success criteria with students, and modelling their use to encourage students to assess their own learning
- Encouraging students to create, monitor and act on individual learning goals for improvement
- Utilizing peer- and self-assessment (not evaluation) that reference success criteria as a tool to assist students in achieving the learning goals

LEARNING SKILLS AND WORK HABITS

Student achievement must be reported separately from learning skills and work habits.

On the Provincial Report Card, for each course, teachers report on the students' development of the following six Learning Skills and Work Habits. (*Sample behaviours* are listed for each of the six Learning Skills and Work Habits, as shown below):

Responsibility	Organization
• Fulfills responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.	• 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	**Collaboration**
• Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision	• 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	**Self-Regulation**
• 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.	• 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.

The development of learning skills and work habits must be understood to be appropriate to the individual student and his or her grade level. The development of learning skills and work habits, which will reflect strategies that were used with the student, is reported using the following four indicator letters:

E	Excellent	- consistently demonstrates
G	Good	- usually demonstrates
S	Satisfactory	- sometimes demonstrates
N	Needs Improvement	- rarely demonstrates

Learning Skills and Work Habits – Collecting Evidence

> "The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement." *(Growing Success, p. 10)*

As students engage in learning, there are multiple opportunities for teachers to collect data on Learning Skills and Work Habits. For example:

- a group task offers the teacher an opportunity to teach and collect data related to *Collaboration*

- as the teacher works with students on time management skills (e.g., completing tasks and assignments on time), data could be collected which relates to *Organization*

- as the teacher provides strategies for students in meeting assignment deadlines, data could be collected to inform *Responsibility*.

Teachers need to collect and share data about the development of Learning Skills/Work Habits with students and parents/guardians throughout the semester/term.

Evidence of learning skills/work habits could be collected and organized using the following:

- Tracking sheets, e.g., those related to assignments, behavioural expectations, and learning skills
- Records of participation
- Portfolio samples with self, peer and teacher assessments of skills demonstrated
- Planning sheets and work organizers
- Planners (journals, homework)
- Anecdotal observations (e.g., class participation, conflict resolution)
- Self-assessment logs of learning skills

PURPOSES AND TYPES OF ASSESSMENT

Assessment should have as its goal the development of students as independent and autonomous learners.

Purposes of Assessment

Assessment, classified according to its **purpose**, can be thought of as assessment *for*, *as* or *of* learning.

Assessment *for* learning	The teacher provides students with descriptive feedback and coaching for improvement	Data will not be considered as assessment data for evaluation.
Assessment *as* learning	Teaching students to develop their capacity to be independent, autonomous learners who are able to: ○ set individual learning goals ○ monitor their own progress ○ determine next steps ○ reflect on their thinking and learning	
Assessment *of* learning	The teacher assesses a student's summative work at the end of a period of learning to determine to what degree (at what level) the student has achieved the learning goal	Data can be used as assessment data for evaluation.

Types of Assessment

The chart below describes the relationships between the **types** of assessment (*diagnostic*, *formative* and *summative*) and the **purposes** for assessment (*for*, *as* and *of* learning).

	Detail	Purpose(s) for Assessment
Diagnostic Assessment	- occurs before instruction begins - is a process of seeking and interpreting evidence - can include gathering data about student interests, preferences, prior knowledge - answers the question "Where is the student now?"	<u>Assessment for learning</u> **Purpose (teacher)**: - to determine what students already know and can do with respect to curriculum expectations - helps to determine instructional next steps and teaching points - may help to create instructional groupings
Formative Assessment	- occurs frequently - ongoing and embedded in instruction - takes place while students are still gaining knowledge and practising skills - involves the teacher modelling, supporting and guiding students (coaching) - guides in the determining of instructional next steps - aids the teacher in *differentiating instruction* to address individual student next steps	<u>Assessment for learning</u> **Purpose (teacher)**: - to monitor students' progress towards achieving learning goals - to provide descriptive feedback to students and determine instructional next steps <u>Assessment as learning</u> **Purpose (student)**: - to monitor his or her own progress towards achieving learning goals *(self-assessment)* - to provide feedback to other students *(peer assessment)*
Summative Assessment	- occurs at or near the end of a period of learning (a lesson or a series of lessons) - may be used to inform further instruction	<u>Assessment of learning</u> **Purpose (teacher)**: - to summarize learning at a given point in time - to make judgements about the quality of student learning on the basis of established criteria - provides assessment data for evaluation

THE ASSESSMENT AND EVALUATION PROCESS

Teachers need to plan assessment concurrently and integrate it seamlessly with instruction.

THE ASSESSMENT AND EVALUATION PROCESS

PLANNING FOR ASSESSMENT
GOOD PLAN

GATHERING EVIDENCE OF LEARNING
GOOD DATA

APPLYING PROFESSIONAL JUDGEMENT
GOOD JUDGEMENT

PLANNING FOR ASSESSMENT	GATHERING EVIDENCE OF LEARNING	APPLYING PROFESSIONAL JUDGEMENT
☑ Starting with the Curriculum	☑ Triangulation of Assessment Data	☑ Content Standards – Curriculum Expectations
☑ Establishing Learning Goals	☑ Evidence of Learning – a Balanced Approach	☑ Performance Standards – The Achievement Chart
☑ Developing Success Criteria	☑ Responding to the Evidence – Providing Descriptive Feedback	☑ Assessment Data for Evaluation
☑ Planning Demonstration of Student Learning – Assessment *of* Learning	☑ Recording and Tracking Assessment Data	☑ Weighting Assessment Data
☑ Planning Demonstration of Student Learning for Students with Special Education Needs and ELLs	☑ Managing Group Work	☑ The Role of Final Evaluations
☑ Determining Student Strengths and Needs – Diagnostic Assessments	☑ Managing Late/Missed Assignments	☑ Managing Missing Assessment Data for Evaluation
☑ Embedding Assessment *for* and *as* Learning	☑ Managing Homework Completion	☑ Applying Achievement Levels to Judge Overall Performance
☑ Including Descriptive Feedback		☑ Grading: Assigning a Percentage Grade
See p. 12 for details	See p. 15 for details	See p. 19 for details

See Appendix B (p. 37) for an overview of instructional planning.

PLANNING FOR ASSESSMENT

"As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals." *(Growing Success, p. 29)*

When planning, teachers should ask the following questions:
- What curriculum expectations will be addressed?
- How can we interpret the curriculum expectations into learning goals for our students?
- What success criteria will be used to establish whether learning goals have been met?
- How will students demonstrate achievement of the learning goal(s)?
- What accommodations and/or modifications will be required for students with special education needs (refer to p. 24), or English Language Learners (refer to p. 26)?
- How will I determine what students already know and are able to do in order to direct instruction and supports appropriately?
- How will students' progress be tracked and aided during learning?
- How and when will feedback be provided in order to move students' learning forward?

A planning template can be an effective tool for the development of an assessment plan during a period of instruction. See Appendices C and D for sample planning templates.

Starting with the Curriculum

Curriculum expectations must be addressed and accounted for in instruction and assessment. *Overall* curriculum expectations are broad in nature, and several specific expectations are clustered underneath each overall expectation. Overall expectations are the focus for evaluation and reporting. 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.

The achievement chart identifies *four categories*, representing the areas of knowledge and skills into which the expectations are organized. The *achievement levels* described in the chart enable teachers to make judgements about student work that are based on clear performance standards.

Teachers must plan to gather assessment data in a balanced manner across all four categories within a period of instruction. See p. 16 for more information about the achievement chart, and a balanced approach to gathering data.

Establishing Learning Goals

Learning goals provide a **common understanding** of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.

Teachers establish learning goals based on the curriculum expectations (or on alternative expectations, as per a student's IEP). Learning goals are shared with students at or near the beginning of learning, and are referred to throughout a period of instruction.

Developing Success Criteria

Teachers must plan to assess and evaluate student work with reference to established criteria for the four levels of achievement that are consistent across the province, with level 3 being the provincial standard. The four levels of achievement appear on the applicable achievement chart for each subject.

Success criteria describe for students and teachers what successful attainment of the learning goals will look like. They provide **common understanding** of what contributes to success in learning in specific, student-appropriate language. As such, success criteria form the basis for assessment tools, such as:
- a checklist
- a rubric
- a check-bric
- an exit card (i.e., a student's self-assessment of learning)

Teachers may develop with students the criteria they will use to assess learning, helping students understand the evidence of learning required to demonstrate knowledge and skills.

Planning Demonstration of Student Learning – Assessment of Learning

The assessments *of* learning (summative assessments) that occur at the end of important segments of student learning are used to summarize and communicate what students know and can do with respect to the learning goal(s). These assessments *of* learning provide teachers with information they can use to determine to what degree a student has achieved the overall curriculum expectations.

Summative assessments must be planned at or near the beginning of learning. In his book, Understanding by Design, Grant Wiggins suggests that *backward design* provides a clear picture of what successful demonstrations of the learning goals look like. Learning activities and assessment *for* and *as* learning strategies are then designed to build student understanding and skills working towards (a) summative demonstration(s) of their learning.

In other words, planning a summative assessment that exemplifies the success criteria at the **onset** of learning ensures that teachers have a clear picture of the instructional strategies that are required in order for students to achieve the learning goal.

Planning for the Final Evaluation

Growing Success states that, in planning for *evaluation*, the following guideline is to be used:

- 70% of the grade will be based on assessment data for evaluation conducted throughout the course, reflecting the student's more recent, most consistent evidence of achievement

- 30% of the grade will be based on a final evaluation, ideally made up of 2 or 3 components, administered at or towards the end of the course

The final evaluation should:

- be based on evidence from one or a combination of forms, including: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content

- be of a type with which students are already familiar: for example, if an essay is chosen as a final evaluation task for a course, students should have had ample opportunity to practice and receive feedback on essay writing

- represent an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (Note that *comprehensive ≠ complex*)

- reflect consistency across concurrent sections of the same course

- be collaboratively developed

Appendix D (p. 39) provides a sample end-of-course evaluation planning template.

Planning Demonstration of Student Learning for Students with Special Education Needs and English Language Learners

As part of the planning process, special consideration will need to be given to the instructional requirements and assessment considerations for students with special education needs, and English Language Learners (ELLs). For more information regarding accommodations and/or modifications for students with special education needs, see p. 24. For more information regarding English Language Learners, see p. 26.

Determining Student Strengths and Needs – Diagnostic Assessments

Before a teacher begins learning activities, *diagnostic assessment(s)* should be administered in order to determine the current skill and/or knowledge level of the class or individual students with respect to the learning goal. The data gathered from diagnostic assessments are used by the teacher to provide entry points into the learning for individual students, to create flexible groupings of students based on learner strengths and next steps, and to plan the amount of time and focus that will be given to specific topics.

It is important that any diagnostic assessments reflect the learning to be demonstrated in the summative assessment. This allows the teacher to measure students' progress along the way, and to ascertain the growth that has taken place by the end of the period of instruction. It may also provide information that would help the teacher to adjust the summative task.

Embedding Assessment **for** *and* **as** *Learning*

Assessment should be planned concurrently and integrated seamlessly with instruction. Embedding assessment means planning for *learning* as part of the planning process for instruction. In implementing such a plan, assessment and instruction are inseparably linked: assessment becomes instruction—instruction becomes assessment. The plan is responsive to student needs and allows for flexibility and adjustments throughout a period of learning. Based on the students' progress with respect to learning goals, the teacher can determine instructional next steps for the whole group, for small groups, or for individual students requiring support in specific areas.

Assessment

Instruction
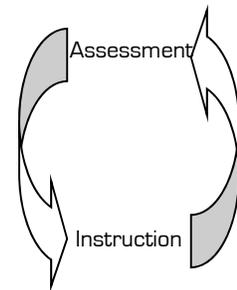
A variety of assessment strategies and tools should be considered during the planning process, and their selection will be dependent on the type and purpose of assessment information that will be collected. This is not a rigid plan; rather, a teacher must be flexible in the use of assessment strategies and tools depending on student needs during the period of learning. For example, a **rubric** may be appropriate for gathering summative data (assessment of learning) based on a number of success criteria; a **check-bric** could be used to gather formative data (assessment for learning) and to provide students with feedback based on a subset of the criteria.

Including Descriptive Feedback

Feedback provides students with descriptive information about how well their learning is progressing, and is explicitly linked to success criteria. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills, and the learning goals.

In planning for feedback, teachers must consider the **timing** (what are the points in the learning period when feedback will be critical) as well as the **type** of feedback (e.g., oral or written). It is, however, imperative to provide students with opportunities to act on the feedback being provided.

Depending on the task, feedback may come:

- from the teacher, to guide the student and to help the student address the success criteria that the student has yet to meet
- from other students (peer assessment), for ideas on how the student might improve his or her work
- from the student him/herself (self-assessment), to reflect upon the success criteria, and to identify areas for improvement

For more guidance on providing descriptive feedback, see page 16.

GATHERING EVIDENCE OF LEARNING

"In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations." *(Growing Success, p. 17)*

When considering the evidence of learning that will inform instruction and evaluation, teachers should ask the following questions:
- Am I providing a variety of means for students to demonstrate learning in the best way that they can?
- Are the data I gather balanced across the four categories of knowledge and skills in the achievement chart?
- When descriptive feedback is provided, what opportunities do students have to act on the feedback?
- How will assessment data be gathered and tracked, in order to determine how students are progressing with respect to the learning goal(s)? Which data will I use for evaluation?
- How will I manage group work, late/missed assignments, and homework completion in ways that provide learning opportunities for students without impacting students' achievement levels?

'Triangulation' of Assessment Data

Observations

Conversations

Student products
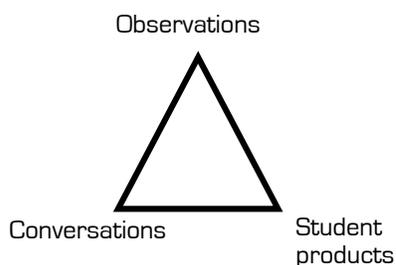
Before teachers can apply professional judgement, they must gather evidence of learning. *Growing Success* states that evidence of learning must be collected over time from three different sources – *observations*, *conversations*, and *student products*. The use of three sources is referred to as **triangulation of assessment data**.

Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. In incorporating assessment tasks from all three sources, teachers **differentiate** the way in which individual students will demonstrate their learning.

Sample Tools for Triangulating Assessment Data

Observations *[a planned process of focused anecdotal notes]*	Conversations *[posing questions to make student thinking explicit]*	Student Products *[produced by a student as a way of demonstrating learning]*
- observations of processes and strategies - self-reflections - formal observations - notes from discussion circles - running records - questioning - presentations - observations of student discussions (listening and speaking skills) - problem solving process - group skills - etc.	- conferences (about talking through reasoning and verbalizing processes) - discussions - journals - moderated online forums - focused learning conversations - portfolio conferencing - questioning during processes - follow-up questions - etc.	- performance tasks - assignments - tests/quizzes/exams - reader responses/blogs - portfolios - videos/podcasts - journals/logs - projects, including electronic - demonstrations/labs - exhibits/web pages - research papers - essays - etc.

Evidence of Learning – A Balanced Approach

In gathering assessment data, teachers are guided by the **achievement charts**, which are located in the curriculum documents for all subjects. The achievement chart is a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards, under the following categories:

> **Knowledge and Understanding** - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)
> **Thinking** - The use of critical and creative thinking skills and inquiry and problem solving skills and/or processes
> **Communication** - The conveying of meaning through various forms
> **Application** - The use of knowledge and skills to make connections within and between various contexts

Teachers will consider these achievement chart categories when planning, instructing, assessing and evaluating.

It is important that the evidence of learning (assessment data) gathered from learning activities reflect a balance of the four categories across a body of evidence. Curriculum expectations may be related to one or more categories in the achievement chart. There is no requirement that every single learning activity be assessed using all four categories in the achievement chart; however, rich performance tasks for evaluation would address several or all categories.

To achieve balance when developing learning activities and assessment tools, teachers should consider the chart below, which provides a sample list of *action verbs* associated with the achievement chart and expectations in the Ontario Curriculum policy documents:

Knowledge and Understanding		Thinking		Communication		Application	
Arrange	Identify	Analyze	Explore	Articulate	Instruct	Adapt	Help
Calculate	Interpret	Appraise	Find	Challenge	Justify	Adjust	Incorporate
Check	Label	Ask	Gather	Clarify	Present	Apply	Integrate
Classify	Locate	Assess	evidence of	Compare	Propose	Combine	Invent
Compare	List	Challenge	Inquire	Describe	Reflect	Connect	Lead
Connect	Organize	Classify	Inspect	Discuss	Report	Correct	Make
Contrast	Prioritize	Collect	Investigate	Engage	Respond	Create	Modify
Define	Recognize	Conclude	Monitor	Explain	Teach	Demonstrate	Participate
Differentiate	Record	Conduct	Predict	Express	Write	Design	Perform
Distinguish	Solve	Contrast	Prioritize	Give		Develop	Produce
Estimate	Test	Differentiate	Research	reason(s)		Devise	Revise
Evaluate	Write	Examine	Review			Display	Show
Explain		Experiment				Estimate	Support
Generalize						Evaluate	Use
						Exhibit	Utilize

Responding to the Evidence – Providing Descriptive Feedback

Descriptive feedback helps students learn by providing them with **precise** information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Feedback can be communicated both orally and in written form.

Feedback must be explicitly linked to success criteria. Comments such as "Good job" or "Keep up the great work" constitute praise, as opposed to feedback.

A teacher considers:
- which of the success criteria were met by the student in a way that showed relative strength, and
- which success criteria were met in a way that showed a need for improvement in that area, a next step.

Feedback Strategies

Adapted from Susan Brookhart: How to Give Effective Feedback to Your Students

Feedback Strategies Can Vary In ...	In These Ways ...	Recommendations for Good Feedback
Timing	• when given • how often	• Provide immediate feedback for knowledge of facts (right/wrong) • Provide feedback while there is still time to act on it
Focus	• focus on product • focus on processes	• Make comments about strengths and areas for improvement related to success criteria • Make comments that position the student as the one who takes the next step • Avoid personal comments
Amount	• how many points made • how much about each point	• Balance and prioritize - pick the important points • Choose points that relate to major learning goals • Consider the student's developmental level
Mode	• oral • written • visual/ demonstration	• Provide feedback in the mode most appropriate to the individual student: Would a comment in passing the student's desk suffice? Is a conference needed? Is written feedback most effective/required? • Interactive feedback (talking with the student) is best when possible • Use demonstration if "how to do something" is an issue or if the student needs an example
Audience	• individual • group/class	• Individual feedback, when communicating specific information about an individual's performance • Group/class feedback is effective if most of the class missed the same concept

Recording and Tracking Assessment Data

Evaluation has two distinct processes:

Marking refers to the assigning of a *number* or *level* for a single task or performance. Marking involves a judgement, and relates to assessment *of* learning.	**Grading**, which occurs later in the evaluation process, is the assignment of a percentage grade on a report card to represent student achievement over a period of time. For information on grading, please see p. 22.

In addition to recording data for assessment *of* learning, assessment *for* and *as* learning (diagnostic and formative) must also be tracked to document the progress that the students are making towards achievement of the learning goals. There are several effective tools (e.g., check-brics, rubrics, observation logs, etc.) that can be used for the purpose of tracking student progress, including class and student profiles.

Software can aid a teacher in gathering, recording, tracking, weighting and summarizing *assessment data for evaluation*. Data that are diagnostic and formative in nature must not be included with the assessment data for grading, since the purpose of diagnostic and formative data is to help teachers differentiate instruction, inform students about how to improve their work, enable teachers to track improvement, etc. For this reason, teachers will need to develop alternative methods of managing diagnostic and formative assessment data.

Important Considerations When Gathering Data

Some of the data that are gathered, though important, will pertain to learning skills and work habits, and not to academic achievement; these data are <u>not</u> included for grading purposes.

Managing the issues of homework completion, group work, and late/missed assignments is a challenge. Teachers must carefully consider how to separate the evaluation of academic achievement from learning skills/work habits as outlined below:

Homework Completion

Homework completion (e.g., practice of the day's learning) is not a curriculum expectation, but it is a very important learning skill. Marks must not be assigned for doing homework, but summative classroom tasks can be designed that use the learning from the homework assignments.

Group Work

Self and peer assessment promote learning. Students are provided opportunities to understand and assess their own work and the work of others, but the task of marking is the responsibility of the teacher. The student's mark must reflect the judgement of the teacher, and not the judgements of students.

Late/Missed Assignments

Many experts in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not motivate students to change their behaviour. Students must understand that there may be consequences for not completing assignments for evaluation or for submitting those assignments late.

Lateness is an issue of student responsibility and time management, as well as academic fairness. It must be made clear to students early in the school year that they are responsible for providing evidence of their achievement of the overall expectations within a time frame negotiated with the teacher. Marks may not be deducted for assignments that are handed in late; rather, instances of lateness can be reflected in the student's Learning Skills and Work Habits.

In the case of missed assignments, assigning a mark of *zero* places a judgement on unseen work. Until the student demonstrates his or her learning, recording a mark of *incomplete* is the appropriate teacher response.

Appendix E (p. 40) provides strategies for encouraging students to take responsibility for their work.

Refer to the WRDSB Administrative Procedure 1660 (Appendix G, p. 42) for information regarding the process for addressing late and missed assignments.

APPLYING PROFESSIONAL JUDGEMENT

"Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence…" *(Growing Success, p. 39)*

The following questions may help to guide teachers in their application of professional judgement:
- Is my judgement based on the big ideas or central learning that is reflected in the overall expectations?
- What does the evidence of learning I have collected really tell me about a student's level of achievement of the overall expectations for the course?
- How can I categorize, organize and weight the assessment data in a way that reflects the relative importance of, and/or time spent on, each topic?
- Do the components of the final evaluation reflect the most important ideas of the course?
- Where there is missing assessment data for evaluation, has that overall expectation been demonstrated in other ways?
- Is the percentage grade I am assigning in line with the student's overall achievement level (as demonstrated most recently, most consistently)?

Content Standards - Curriculum Expectations

Content standards (curriculum expectations) tell us what students are expected to learn.

Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. *Specific expectations* describe the expected knowledge and skills in greater detail. Specific expectations are grouped under numbered headings, or "sub-organizers", each indicating the overall expectation to which the group of specific expectations corresponds.

Curriculum expectations must be accounted for in instruction and assessment, but **evaluation focuses on students' achievement of the overall expectations**.

Performance Standards – Four Levels of Achievement (The Achievement Chart)

Performance standards (from the achievement chart) tell us how we will know students are learning.

Levels of achievement (**performance** standards) are outlined in the achievement chart for each subject, and describe the degree to which students have met the curriculum expectations (**content** standards) and have been able to demonstrate what they know and can do.

Teachers will ensure that assessment data gathered are balanced with respect to the four categories of the achievement chart. All categories are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. The relative importance of each of the categories may vary for different subjects and courses.

Assessment Data for Evaluation

> "Teachers will weigh all evidence of student achievement in light of […] considerations and will use their professional judgement to determine the student's report card grade." *(Growing Success, p. 39)*

Assessment data for evaluation may include:	The following data must *not* be used for evaluation purposes:
☑ data gathered from observations from summative tasks, based on clear criteria (in the form of rigorous, focused anecdotal notes) ☑ documentation from individual conferencing with students ☑ performances and products on which the students were required to prove learning (assignments for evaluation: projects, performance tasks, tests/quizzes, etc.) ☑ processes, if identified as curriculum expectations (i.e. in Math)	✖ diagnostic assessments ✖ practice tasks (formative) ✖ learning skills and work habits ✖ attitudes and behaviours ✖ homework completion* ✖ participation or effort ✖ attendance

* The *learning* from homework is a factor in achievement. The *doing* of the homework is a learning skill. If students are expected to have acquired the knowledge and skills and are asked to *demonstrate* it on a task that is completed at home, then this is summative data and can be included in the mark. However, summative tasks completed outside of the teacher's supervision (e.g., at home) may not be reliable data on which to base evaluation.

Weighting Assessment Data

> "Since classroom assessment is a human process involving the interaction of teacher and students, it requires professional judgement. […] All assessment involves a degree of measurement error, and classroom assessments, by their very nature, tend to be more prone to such error than standardized and provincial assessments." *(Cooper, D., Talk About Assessment, p. 269)*

In gathering and analyzing assessment data, teachers should use their **professional judgement** in considering a **thoughtful weighting** of all of the assessment data they have gathered.

Professional judgement is a term used to describe the informed and thoughtful considerations teachers use when determining a student's grade. These considerations reflect the teacher's professional knowledge of the curriculum and expectations, the evidence of learning gathered during assessments, the teacher's knowledge of the students and their learning styles, the context and conditions of the assessments, and the criteria and standards of success.

The nature of teaching and learning requires the application of professional judgement in decisions about student performance. Based on knowledge of the program, and the descriptors in the achievement levels, the teacher uses a body of summative assessment evidence for a student, and applies professional judgement in determining the achievement level that best describes overall performance of the student.

> These additional questions may help to further refine teachers' application of professional judgement:
> - Have extenuating circumstances impeded a student's ability to demonstrate his or her ability?
> - Were the student's results on a task inconsistent with their most recent performance?
> - Did the assessment task allow the student to fully demonstrate his or her ability? If not, should I consider not counting this task for evaluation purposes?
> - Has the student already demonstrated achievement of an overall expectation in other ways?

The Role of Final Evaluations

Within the 70%-30% guideline (as detailed on p. 13), there is an assumption that a teacher's professional judgement will ultimately inform the final percentage grade. A teacher's professional judgement includes: permission to change weighting; permission to omit a mark; permission to change marks to reflect a student's current or improved level of understanding.

Schools can begin to administer components of final evaluations once more than half of a course has been completed.

- For full year schools, final evaluations must not begin until March.
- For semester 1 courses, final evaluations must not begin until mid-November.
- For semester 2 courses, final evaluations must not begin until mid-April.

Missing Assessment Data for Evaluation

The term "assignment for evaluation" in *Growing Success* refers to any assessment that has been assigned for the purpose of evaluation and inclusion in the student's grade.

Missing assignments for evaluation will be marked as incomplete. In determining a student's overall achievement level during the evaluation process, the teacher should consider the number of assignments for evaluation not handed in to the teacher as <u>one of the factors</u> in determining the degree to which the student has demonstrated **achievement of the overall expectations**.

Appendix E (p. 40) provides a number of strategies for encouraging students to take responsibility for their work.

Cheating and Plagiarism

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty through cheating and plagiarism impede the learning process and threaten the educational environment for all students.

It is the responsibility of Board staff and parents/guardians to help support students in striving for excellence and producing work with integrity. One way they can do this is to help students understand the meaning and consequences of cheating and plagiarism.

Since academic dishonesty affects the learning environment of all, it is the responsibility of all stakeholders in the learning community to report any suspected incidents of cheating and plagiarism to teachers and administrators.

> *Plagiarism: the use or close imitation of the language and thoughts of another without attribution in order to represent them as one's own original work*
>
> *Cheating: the attempt to give or obtain assistance in an academic exercise with the intent to dishonestly represent the outcome*

School Administrators will clearly communicate information on cheating and plagiarism (i.e., what constitutes cheating and plagiarism and consequences for cheating and plagiarism) with staff, students and parents/guardians at the beginning of each school year. Any suspected incidents of cheating and plagiarism must be reported to the teacher and administration.

School staff will explore the issues of cheating and plagiarism with students (e.g. model correct referencing of sources in handouts, review the definition and consequences of plagiarism, etc.) at the beginning of the school year/course for all subject areas to ensure students' understanding of the meaning of cheating and plagiarism and the consequences to their learning. "Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned" *(Growing Success, page 42).*

School Staff will make a deliberate effort to nurture the eight universal attributes outlined in WRDSB's Policy Statement (Board Policy 2004, revised 2010) on Character Development, thereby creating an environment where cheating and plagiarism are discouraged.

Refer to the WRDSB Administrative Procedure 1660 (Appendix G, p. 42) for information regarding the process for addressing cheating and plagiarism.

Applying Achievement Levels to Judge Overall Performance

Teachers will use the achievement charts in The Ontario Curriculum, Grades 9-12 to review the assessment information gathered and evaluate each student's achievement of the overall expectations by responding to the question: "What is the student's most recent, most consistent level of achievement of the curriculum expectations for the subject or strand?"

The achievement levels are the reference points for evaluating student performance and determining percentage grades. Percentage grades on the report card are <u>directly linked</u> to levels of achievement.

The achievement chart, found in the curriculum document for each subject/discipline, is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline.

Grading: Assigning a Percentage Grade

When using numerical assessment data, calculating the average (*mean*) or the most frequent achievement level (*mode*) can serve only as a potential *starting point* to judge overall achievement. Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. This will ensure that evaluation is a fair and true reflection of the whole picture describing a student's achievement.

> A percentage grade is assigned based on the achievement observed **most consistently**. Special consideration, also, should be given to evidence of learning that is **more recent**.

Teachers will assign a percentage grade on the report card, and retain the evidence gathered to help prepare individualized comments for students. Percentage grades are intended to communicate to students and to parents more than a numerical average; they serve to communicate student achievement of the overall curriculum expectations as it relates to the four levels of achievement and to the provincial standard (i.e., the student is well prepared to continue work in this subject area). In the case of insufficient evidence, a code "I" can replace the percentage grade (for grade 9 and 10 only).

When aligning a student's overall level of achievement to a report card percentage grade, refer to the *Guide to Achievement Levels and Percentage Grades* on page 23.

A credit is granted and recorded for every course in which the student's final percentage grade is 50 per cent or higher. Students whose final grade is below 50 per cent and who do not receive a credit may be considered for Credit Recovery (refer to p. 33). Procedures for responding to such cases are outlined in the ministry policy document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*.

The following chart can be used to align a student's overall level of achievement to a report card percentage grade. **The chart should be applied to a critical body of evidence and not to a single assessment task.**

Guide to Achievement Levels and Percentage Grades

Report Card Description	Achievement Level	Growing Success% Grade Range	WRDSB Suggested Grade	Explanation
The student has demonstrated the required knowledge and skills with a high degree of effectiveness.	4+	95 - 100	95 - 100	Exemplary level 4 achievement
	4	87 - 94	90	Solid level 4 achievement
	4-	80 - 86	83	Level 4 achievement with evidence of some level 3
The student has demonstrated the specified knowledge and skills with considerable effectiveness.	3+	77 - 79	78	Level 3 achievement with evidence of some level 4
	3	73 - 76	75	Solid level 3 achievement
	3-	70 - 72	72	Level 3 achievement with evidence of some level 2
The student has demonstrated the required knowledge and skills with some effectiveness.	2+	67 - 69	68	Level 2 achievement with evidence of some level 3
	2	63 - 66	65	Solid level 2 achievement
	2-	60 - 62	62	Level 2 achievement with evidence of some level 1
The student has demonstrated required knowledge and skills with limited effectiveness.	1+	57 - 59	58	Level 1 achievement with evidence of some level 2
	1	53 - 56	55	Solid level 1 achievement
	1-	50 - 52	52	Level 1 achievement with some evidence of below level 1
The student has not demonstrated the required knowledge and skills.	No credit is granted	Grades 9-10: I*	Grades 9-10: I*	Insufficient evidence to determine a percentage grade
		45*	45*	Achievement below level 1 (below 50%) – sufficient evidence to determine a percentage grade
		Grades 11-12: 35 - 45*	Grades 11-12: 35 - 45*	Achievement below level 1 (below 50%).
		0*	0*	The student has demonstrated no evidence of learning

* Refer to the WRDSB Administrative Procedure 1660 (Appendix G, p. 42) for information regarding the process for addressing percentage marks 50% and below.

STUDENTS WITH SPECIAL EDUCATION NEEDS: MODIFICATIONS, ACCOMMODATIONS, AND ALTERNATIVE PROGRAMS

"*Special education program* means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil." *(Education Act, S.1(1))*

A student's Individual Education Plan (IEP) describes his or her educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
- modified learning expectations, with the possibility of accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. To provide the most effective programming possible to support student achievement for students with special education needs, it is especially important to review and ensure the ongoing effectiveness of instructional strategies. Assessment for students with special education needs should be an **ongoing and continuous process** that is an integral part of the daily teaching and learning process.

Teachers working with students who have special education needs use assessment and evaluation strategies to:

- specify and verify the student's needs;
- support well-informed decisions about the student's program;
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps;
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement.

Ongoing Assessment and Program Adjustment

Information from ongoing assessment gathered by the teacher may indicate that the IEP needs to be adjusted. In consultation with the in-school team and/or the special education teacher, the student, and the student's parents, assessment strategies may be adjusted in one or more of the following ways:

- developing new learning expectations or revising annual program goals, if learning is proceeding at a faster rate than anticipated in the plan;
- chunking learning expectations into smaller steps or adjusting annual program goals, if learning is proceeding at a slower rate than anticipated in the plan;
- altering the teaching and assessment strategies used and/or the type of individualized equipment or level of human support provided.

(Adapted from Growing Success, p. 70-74)

*We **modify** a program but we **accommodate** a student*

Use of the Provincial Report Card with Students with IEP's Reflecting Accommodations/Modifications

	Characteristics	Credit	On the Report Card …
Accommodation	• refers to special teaching and assessment strategies or individualized equipment • enables student to learn and demonstrate learning • does not alter the provincial curriculum expectations for the grade	Credit bearing	• Do not check IEP box • Do not describe support or accommodations in the comment section

Modification	• allows full range of achievement from levels 1 to 4 based on expectations identified in the IEP
	• represents a change to the program
	• refers to changes in expectations that differ in some way from regular grade expectations and may differ from:
	   • grade level
	   • number and/or complexity of the grade level expectations
		Credit bearing	• Check IEP box

		Credit **not** granted (modified to such an extent that <u>the principal</u> deems the credit will not be granted)	• Check IEP box • Record the following comment: *"This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."*

Use of the Provincial Report Card with Students with IEP's Reflecting Alternative Expectations

> "In a very few instances, where none of the student's learning expectations are derived from the curriculum expectations in the Ontario curriculum for Grades 9 to 12, an alternative format may be used to report the student's achievement (e.g., the evaluation section of the IEP)." *(Growing Success, p. 63)*

	Characteristics	Credit	On the Report Card …
Alternative Course	• refers to a non-credit course • expectations are individualized for the student, and focus on preparing the student for employment (supported or independent) and/or community living and participation • sample alternative courses include "K"-courses, as well as speech remediation, social skills, orientation/mobility training, and personal care programs	Non-credit Course (used towards completion of requirements for the Certificate of Accomplishment)	• Achievement is reported on the Alternative Report Card and attached to the Provincial Report Card • If the student's IEP reflects both alternative expectations and Ontario Curriculum, then both the Alternative Report Card and Provincial Report Card are used

Use of the Alternative Report Card

A Provincial Report Card is required for all students. In addition, the Alternative Report Card must be used for students who are being assessed through alternative programming. For example:
- The Ontario Curriculum courses (accommodated and/or modified) will be reported in the Provincial Report Card, **AND**
- The alternative courses will be reported in the Alternative Report Card

In some cases, the only information on the Provincial Report Card will be the demographic information at the top of the page. The Alternative Report Card is sent home to parents/guardians at the same time as all report cards.

ENGLISH LANGUAGE LEARNERS (ESL/ELD)

> "It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English Language Learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment." *(Growing Success, p. 77)*

ESL and ELD

An English Language Learner (ELL) is a student in an ESL or ELD program.

> **English as a Second Language (ESL)** is for students whose first language is a language other than English and who have age-appropriate first-language literacy skills and educational backgrounds.
>
> **English Literacy Development (ELD)** is for students whose first language is a language other than English, and who have had limited or no prior schooling in any language. These students have significant gaps in their education and need intensive support for a longer period of time (school based socialization, adapted texts, can make good use of computer skills).

From "ESL/ELD A Reference Guide for Teachers" (WRDSB)

Courses in ESL (English as a Second Language)

Courses in ESL are designed for English Language Learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. (Most English Language Learners are in this group).

The five ESL courses are based on *levels of proficiency* in English.

Course	Course Type	Course Code	Credit Value	Prerequisite
ESL Level 1	Open	ESLAO	1	-
ESL Level 2	Open	ESLBO	1	ESL Level 1 or equivalent*
ESL Level 3	Open	ESLCO	1	ESL Level 2 or equivalent*
ESL Level 4	Open	ESLDO	1	ESL Level 3 or equivalent*, or ELD Level 5
ESL Level 5	Open	ESLEO	1	ESL Level 4 or equivalent*

* "Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

Courses in ELD (English Literacy Development)

Courses in ELD are designed for English Language Learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in *any* language. These students are from areas of the world where educational opportunities have not been consistently available. The students (i) have significant gaps in their education, and therefore have more to catch up on; and (ii) need more intensive support for a longer period of time.

Course	Course Type	Course Code	Credit Value	Prerequisite
ELD Level 1	Open	ELDAO	1	-
ELD Level 2	Open	ELDBO	1	ELD Level 1 or equivalent*
ELD Level 3	Open	ELDCO	1	ELD Level 2 or equivalent*
ELD Level 4	Open	ELDDO	1	ELD Level 3 or equivalent*
ELD Level 5	Open	ELDEO	1	ELD Level 4 or equivalent*

* "Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

Use of the Provincial Report Card with English Language Learners

	Characteristics	Credit	On the Report Card …

Accommodation	• Provided for the purpose of ensuring the student receives appropriate support, especially in linguistically and culturally demanding subjects such as History or Science
	• Appropriate **accommodations** include:
	  • *a variety of instructional strategies (e.g., extensive use of visual cues, peer tutoring, strategic use of students' first languages)*
	  • *a variety of learning resources (e.g., use of visual materials, simplified texts, and bilingual dictionaries)*
	  • *scaffolded assessment strategies (e.g., chunking, oral interviews, graphic organizers and cloze sentences)*
		Credit bearing	• Do not check ESL/ELD box
			• Do not describe support or accommodations in the comment section

Modification	• Indicates student is an English Language Learner (ELL) and program has been adapted using appropriate modifications
	• Provided for the purpose of aligning instruction and assessment with the student's level of development in ESL or ELD
	• Appropriate **modifications** include:
	  • *modified expectations (e.g., modification of some or all of the course expectations)*
	  • *simplified complexity, qualify expectations, alternate assessment tasks*
		Principal will determine if credit bearing	• Check ESL/ELD box
			• Student's percentage grade reflects the student's level of achievement in the **adapted** program

If appropriate accommodations and modifications are in place, most ELLs should achieve curriculum expectations. If a student is struggling to meet the expectations, it may be necessary to adjust the accommodations or modifications in the student's program.

> It takes 5-7 years for ESL students to catch up to their peers (7-9 years for ELD)   (Cummins, 1981)

IEPs and English Language Learners (ELL)

In cases where ELLs also have an IEP, ESL/ELD needs must be considered in the determination of the expectations of the IEP.

Some newly arrived and culturally diverse students have special learning needs. Some special needs may be evident during the initial reception interview, especially if these needs have been identified in the home country, or as they relate to physical ability such as for students with a hearing impairment.

Some students may have special education needs that have **not been previously identified**. It is important not to identify students as having special learning needs on the basis of performance or behaviour that reflects the normal process of second language acquisition or that reflects a lack of opportunity to learn the knowledge and skills being tested.

When an ELL has been identified as exceptional, the ESL/ELD staff should work closely with the special education staff, subject teachers, and parents/guardians to develop the IEP that will best serve the student's needs. It may be necessary to use an interpreter in order to facilitate communication.

English Language Learners and Learning Skills/Work Habits

ELLs are a richly heterogeneous group. They bring with them a variety of languages, ethno-cultural perspectives and educational experiences. Teachers will need to consider the influence of these factors when assessing the Learning Skills and Work Habits of ELLs. Some key influences are: **language proficiency, prior educational experience, acculturation process and ethno-cultural perspective**. (See your ESL Department Head for more information.)

REPORTING STUDENT ACHIEVEMENT

COMPLETING THE PROVINCIAL REPORT CARD

The Purpose of the Provincial Report Card

The Provincial Report Card:
- details achievement of curriculum expectations for each semester or term
- reports the student's overall development of learning skills and work habits
- includes next steps for future student learning
- provides an opportunity for parents/guardians to comment on student achievement, student goals, and shared responsibilities of home and school to support improved student learning

Entering Course Grades or Codes

Teachers will provide a percentage grade representing the student's overall level of achievement at the end of pre-determined reporting periods, including a final percentage grade at the completion of each course. *Insufficient evidence* and *course withdrawals* require special consideration (see below).

Use of the "I" Code

For **Grades 9 and 10 only**, the code "I" will be used on a student's interim or final report card to indicate that **insufficient evidence** is available to determine a percentage grade.

Teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interest of the student. Examples may include:

- evidence of a student's achievement is insufficient because the student has enrolled in the course very recently

- a protracted illness has affected the student's attendance and/or ability to provide sufficient evidence of achievement

- there have been limited opportunities for the teacher to collect evidence of learning that accurately reflects the student's overall level of achievement used to assign a percentage grade (i.e., critical evidence is not provided through: submitted work, attempted tests, participation in class discussions/activities)

When an "I" is assigned for **insufficient evidence**, the following comment should be included:

"Insufficient evidence for evaluation"

In cases where the teacher does not have sufficient evidence to determine a percentage grade but has been able to collect *some* evidence of what a student has learned, strengths and next steps for improvement should be indicated in the report card comments.

A student who receives an "I" on the final report card in a Grade 9 or 10 course to indicate insufficient evidence **will not receive a credit** for the course.

Withdrawals

If a student withdraws from a course, a "W" is automatically placed in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal.

For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, the student's percentage grade at the time of withdrawal is also entered in the "Percentage Mark" column.

Learning Skills and Work Habits

All six Learning Skills and Work Habits must be reported on in the Provincial Report Card. Reporting entails:

- Using E, G, S or N to indicate a student's development of Learning Skills and Work Habits for each course
- The option of including comments about the student's Learning Skills and Work Habits in the "Comments" section of the report card provided for each course

Refer to page 8 for information on Learning Skills and Work Habits.

Report Card Comments

In composing comments for the Provincial Report Card, teachers should strive to use language that parents will understand. Comments should focus on what students **have learned**, describe significant **strengths** and identify **next steps** for improvement.

For students whose achievement is recorded at below 50 per cent, the teacher's comment should describe remedial measures that are planned, or strategies that have been developed to address the student's learning needs, as well as the kind of parental support that will be required.

See the section *Writing Effective Report Card Comments* on page 30 for more detail about the structure of comments in the "Strengths/Next Steps for Improvement" box.

Teachers may also include comments about the student's Learning Skills and Work Habits in the "Comments" section of the report card provided for each course.

Check boxes – IEP, ESL/ELD

The "IEP" box must be checked when a student's achievement is based on expectations *modified* from the course curriculum expectations, in order to support students with special education needs.

See the section, *"Students with Special Education Needs: Modifications, Accommodations and Alternative Programs"* (page 24) for further detail.

The "ESL/ELD" box must be checked when a student's achievement is based on expectations *modified* from the course curriculum expectations, in order to support the language learning needs of English Language Learners.

See the section, *"English Language Learners (ESL/ELD)"* (page 26) for further details.

It is possible for both the IEP and ESL/ELD box to be checked when modifications have been made to address both language learning needs and special education needs.

Recording Student Attendance

In the *first* reporting period, the Provincial Report Card reports the number of classes the student has missed, as well as the total number of classes held, for each course. In addition, the Provincial Report Card reports the number of times the student has been late for class. On the *second* and *final* reports, the Provincial Report Card reports the cumulative totals for each item.

It is important that teachers track attendance in their own records for the purpose of reconciling attendance records, reporting, and/or engaging in conversations with parents and/or students.

Ongoing Parent/Guardian Communication

The Provincial Report Card is only one among several means used by teachers for reporting student achievement to parents and students. Communication about student achievement should be continuous throughout the year and should include, in addition to the report card, parent/guardian-student-teacher conferences, portfolios of student work, interviews, phone calls, informal reports, etc.

Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and to assist parents/guardians in supporting learning at home.

WRITING EFFECTIVE REPORT CARD COMMENTS

"On the provincial report cards, it is essential that the comment and the […] percentage mark for a subject/course work together to convey a clear and consistent message about the student's achievement of the curriculum expectations. […] The comment should provide clear, meaningful, and personalized reflections on the student as a learner in the particular subject/course." *(Reporting Student Learning, p. 5)*

Effective Report Card comments provide specific details about a student's achievement of the overall curriculum expectations.

Report card comments should provide students and parents with *personalized, clear, precise,* and *meaningful* feedback. Comments should be error-free, and avoid slang or colloquial language.

Effective comments focus on and refer to:
- specific aspects of knowledge, skills, and other criteria identified in the curriculum, or on the learning skills and work habits, that are most relevant to the student's achievement or development in the reporting period;
- significant strengths that the student has demonstrated and should try to continue to demonstrate;
- key next steps for improvement that:
  - address the student's most significant learning needs;
  - provide concrete next steps for the student;
  - provide specific suggestions for how parents can support the student's learning or the development of learning skills and work habits.

Effective comments are personalized – that is, tailored to the individual student – and refer, where possible and appropriate, to:
- specific evidence of learning, or of learning-skill development, gathered from conversations, observations, and student products;
- the student's interests, learning preferences, and readiness to learn.

Effective comments are written in clear and simple language, using vocabulary that is easily understood by both students and parents, rather than educational terminology taken directly from the curriculum documents, and conveys a positive tone.   *(from Reporting Student Learning, 2010)*

Below is a sample Grade 10 Mathematics *interim* report card comment that exemplifies the three parts above:

Juan understands and applies principles of trigonometry effectively. Throughout the construction task, he successfully solved real life problems in surveying and construction. Juan should use problem solving processes to assist in solving unfamiliar problems.

Here is a sample Grade 12 Biology *final* report card comment that also shows the three parts:

Liia understands most of the processes that occur within living organisms. She has some difficulty linking biological concepts as they relate to overall functioning of living organisms. Liia is encouraged to regularly review her class notes and other resources shared in class to strengthen her understanding.

Descriptors of 'Effectiveness'

The achievement charts include the word 'effectiveness' in many places. While the criteria and descriptions from the achievement charts would *not* make effective Report Card comments, teachers often choose to comment on *effectiveness* in Report Card comments.

Here are some wording options that offer more specificity when creating comments:

Accuracy	*Appropriateness*
Breadth	*Clarity*
Depth	*Flexibility*
Fluency	*Logic*
Precision	*Relevance*
Significance	

Sample Learning Skills and Work Habits Comments

The examples below are based on the *sample behaviours* listed for Learning Skill/Work Habits:

Responsibility	Organization
John participates actively in most classroom activities.	*Shay develops logical plans for completing her work, and usually follows work through to completion.*
Neha usually completes assignments in the time allotted.	*Since starting to use a time management system, Theo has made some gains in his use of class time.*
Amil needs to take responsibility for his own behaviour and ensure he is not disrupting others.	*Hugh usually completes his work independently, and asks questions when he needs further clarification or direction.*
Independent Work	**Collaboration**
Koby is encouraged to manage his time more appropriately by monitoring his work and keeping the lesson goal in mind.	*Leah responds positively to others when working in groups, and fulfills her responsibilities as a group member.*
Dane uses his time appropriately during work periods by focusing on the task at hand.	*Olin gets along well with others and is able to resolve conflicts positively.*
Iris requires frequent refocusing by the teacher in order to complete assigned tasks.	*Tina is encouraged to contribute more of her ideas during group work.*
Initiative	**Self-Regulation**
Liam enthusiastically seeks out new learning opportunities.	*Ella needs to work in a more focused way toward completing the identified learning goals.*
Toya is encouraged to accept the challenges presented to her in the classroom.	*Cara routinely engages in self-assessment, pinpointing her own strengths and areas for improvement, and takes steps to improve.*
Dyan shows a genuine interest in learning, and approaches learning opportunities positively.	*Omar sometimes becomes discouraged when challenges arise in his work, and is encouraged to seek assistance when needed and to use information available to him in the classroom.*

E-LEARNING

"Teachers who teach using online courses and tools, whether through the provincial LMS or another learning management system, must abide by the provincial assessment, evaluation, and reporting policies outlined in [Growing Success]. In addition, school boards offering e-Learning courses through the provincial LMS must follow the directives for the delivery of those courses outlined in *E-Learning Ontario: Policy Document, 2006*." *(Growing Success, p. 80)*

Growing Success states:	What this means for assessment, evaluation and reporting in WRDSB:
Online courses meet the same rigorous assessment and evaluation standards as courses taught in traditional classrooms.	The same precepts, messages and understandings that surround assessment and evaluation for courses taught in traditional classrooms apply to e-Learning as well.
This is achieved through: • the design of courses and their related assessment and evaluation instruments and strategies	See the information in the *Planning for Assessment* section of the chapter, "The Assessment and Evaluation Process" (p. 12).
• the variety and robustness of tools within the learning management system, such as chats, threaded discussions, blogs, whiteboards, rubrics, quizzes, student tracking tools, news items and other teacher feedback tools	See the information in the *Gathering Evidence of Learning* section of the chapter, "The Assessment and Evaluation Process" (p. 15).
• provisions for teacher mediation of e-Learning courses (including allowing teachers to modify the course content to meet their students' needs), and for teacher training related to the delivery of online courses	See the information in the *Applying Professional Judgement* section of the chapter, "The Assessment and Evaluation Process" (p. 19).
• implementation strategies put in place by school boards and teacher training provided by the ministry	Teachers delivering e-Learning courses will continue to receive professional development related to instruction, assessment and evaluation.
(Adapted from Growing Success, p. 81)	

CREDIT RECOVERY

Credit Recovery is designed to help students meet the expectations of a course they have completed, but for which they have received a failing percentage grade. There may also be cases where students who receive an "I" on a report card may be considered for Credit Recovery.

See **Guiding Principles** for providing a consistent framework for the development of Credit Recovery programs *(Growing Success, p. 84).*

Process for Determining Eligibility for Credit Recovery

A Recommended Course Placement Form, mark report and Credit Recovery Profile is completed by the subject teacher of a student who has failed a course, including recommendations for one of the following options:
- Repeating the entire course
- Summer school
- Night school
- Credit Recovery

The final decision to place a student in Credit Recovery is the responsibility of the School Credit Recovery team *(Growing Success, p.86).*

Credit Recovery Learning Plan

Once a student is recommended for and accepts admission into a Credit Recovery program, a Credit Recovery Learning Plan will be developed by the Credit Recovery teacher. The Plan will be developed in consultation with the student, and shared with the student's parents/guardian if the student is under 18.

The Credit Recovery Learning Plan should include items such as attendance expectations, workload expectations, ways in which units of instruction will be recovered and which units will be included, whether or not a culminating activity/task is required, and how a percentage grade will be determined.

Credit Recovery Assessment and Evaluation

The overall expectations for which the student originally demonstrated achievement below Level 1 will be assessed and evaluated in the Credit Recovery program. For the calculation of the final percentage grade, the following guideline is given:

- 70% of the grade is based on achievement in Credit Recovery OR a merging of the marks that the student received for the successful achievement of course expectations in the original course and the marks determined through evaluation conducted during Credit Recovery.
- 30% of the grade is based on a NEW final evaluation. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations of the course through a variety of tasks/evidence.

The same precepts for applying professional judgement (see p. 19) apply to Credit Recovery.
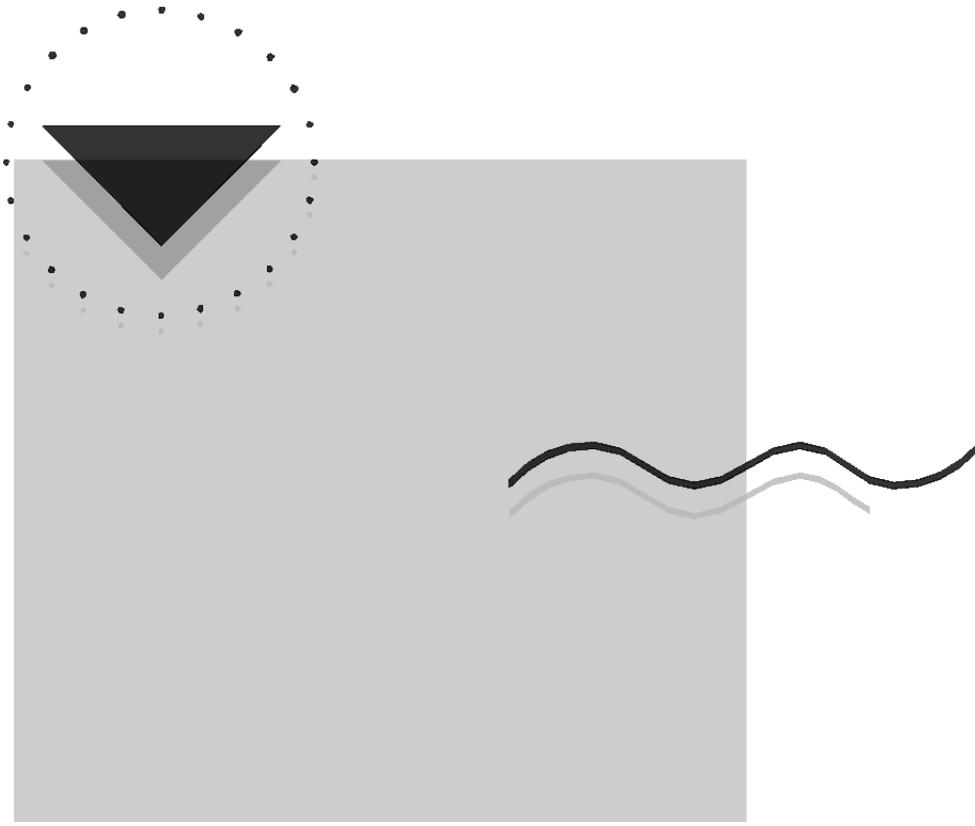
Appendices

Appendix A: Assessment Practices - Professional Self-Assessment Tool

This profile is provided for teachers to gauge their progress toward best practice in assessment and evaluation

Awareness	Beginning Implementation	Consolidation	Refinement
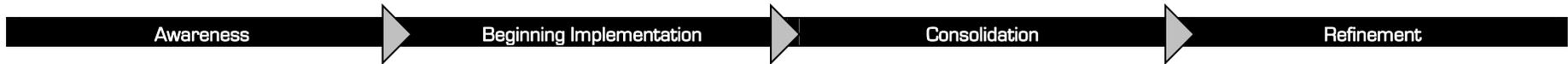
Are my assessment and evaluation practices tied to the provincial curriculum?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Assessment practices may or may not match curriculum expectations □ Provincial achievement levels are not the reference point for evaluation	□ Beginning to develop assessment practices that match the curriculum expectations □ Provincial achievement levels are beginning to be used as reference points for evaluation	□ Most assessment practices match the curriculum expectations □ Provincial achievement levels are regularly used as reference points for evaluation	□ Assessment practices are reflected on and refined to match curriculum expectations □ Provincial achievement levels are consistently used as reference points for evaluation

Am I clear about my purpose for assessment?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Use assessments for a single purpose (e.g., only for summative/ marking)	□ Use assessments for a limited range of purposes (e.g., summative, some formative check-ins)	□ Use diagnostic, formative and summative assessments appropriately for planning, coaching and marking	□ Use diagnostic, formative and summative assessments appropriately with clear purpose shared with students/parents/guardians

Do I set clear targets by developing clear success criteria with my students?

Awareness	Beginning Implementation	Consolidation	Refinement
□ No written criteria, vague criteria or criteria not known to students until work is marked	□ Have specific written success criteria for work, but criteria is not developed/shared with students at the outset	□ Specific criteria are developed/shared with students before work is started (e.g., deconstruction of exemplars)	□ Students are taught to continually compare their work against the criteria and the exemplars, and revise as needed

Do I use a balance and variety of assessment methods, tools and strategies?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Familiar with different forms of assessment □ Only mark the products of student work	□ Know a variety of methods, but often rely on one method □ Mark products and provide informal oral feedback on process as students work	□ Use a variety of methods (observation, conversations with students, student products) □ Assess and evaluate both the product and process of student work	□ Assessment methods and tools are best suited for what is being assessed □ Process and product assessed using best tool - balance between the two depends on student age and curriculum expectations

Are peer and self-assessment a part of my formative assessment practices?

Awareness	Beginning Implementation	Consolidation	Refinement
□ I struggle with knowing how to use self- and peer assessment to improve student learning	□ Students are involved in self- and peer assessment, but are not provided an opportunity to improve their learning	□ Teacher teaches and models objectivity, discretion, accuracy, consistency, etc., to improve self- and peer assessment □ Appropriate tools are provided to facilitate self and peer assessment to improve student learning	□ A purposeful balance of self, peer and/or teacher assessments are used when appropriate □ Students are competent with giving and receiving feedback

Do I provide timely, effective descriptive feedback?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Feedback is given upon the completion of work in the form of marks and/or short comments	□ Feedback is irregular, is not descriptive, or is communicated only at grading times	□ Formative descriptive feedback is given regularly before work is completed to allow students an opportunity to act on it	□ Descriptive feedback is systematically planned and communicated, in formal and informal modes

Awareness	Beginning Implementation	Consolidation	Refinement
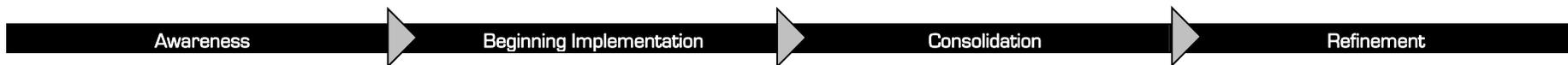
Are my evaluation practices based on sufficient evidence of achievement?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Grades are based on one opportunity which students had to demonstrate learning for each given expectation □ Marks are averaged	□ Grades are based on a few opportunities to demonstrate learning □ Averaging of marks no longer the method used for determining grades	□ Grades are based on multiple opportunities to demonstrate learning in a variety of contexts, for specific purposes	□ Grades are based on the most consistent demonstration of learning across the categories in the achievement chart

Do I differentiate my assessment and evaluation practices appropriately based on student needs, including students with IEPs and ELLs?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Familiar with the ways assessment is modified: by tool (e.g., oral test instead of written), breadth, depth, time, etc.	□ Beginning to modify assessments based on students' needs	□ Modifying assessments based on students' needs using a range of strategies	□ Routinely modify assessments appropriately for a wide variety of needs, and consider student profiles and education plans including the involvement from support staff where needed

Do I separate learning skills and work habits from student achievement?

Awareness	Beginning Implementation	Consolidation	Refinement
□ Familiar with the learning skills/work habits □ Evidence is not gathered for learning skills/work habits	□ Learning skills/work habits are assessed only informally and little evidence of development gathered □ Beginning to collect data on learning skills/work habits, but not in a systematic way	□ Evidence of the development of learning skills/work habits is collected using appropriate tools □ Achievement marks reflect purely achievement alone, and learning skills evaluation are based on clear evidence	□ Students' learning skills/work habits are assessed in a variety of ways, at multiple times, based on the most consistent evidence, and reported separately from achievement

Are my assessment practices equitable and inclusive?

Awareness	Beginning Implementation	Consolidation	Refinement
□ I struggle with knowing how to provide choice in instruction and assessment	□ I provide some choice in assessments as a way to differentiate for some learners	□ I provide choice as a way of allowing students to demonstrate their learning in a mode that suits their preferences or learning styles	□ I differentiate not only content, processes and products, but also assessment tools to meet the unique needs of individual students

Do I promote (not discourage) learning by using assessment and evaluation practices that (check off below):

□ Are not unexpected surprises

□ Provide specific, timely feedback telling students how to improve

□ Use assessment data to inform my instruction

□ Consider a student's most consistent achievement

□ Gather a body of assessment evidence

□ Weight assessment data according to the proportion of the curriculum documents they represent

□ Treat cooperative group situations with care

Adapted from Self-Assessment Growth Plan, Halton D.S.B.

Appendix B
Overview of Instructional Planning

Cluster of Expectations — Diagnostic Assessment — Instruction (Gradual Release)* — Summative Assessment

Feedback — Practice — Formative Assessment — Feedback — Practice

Period of Instruction

Cluster of Expectations — Diagnostic Assessment — Instruction (Gradual Release)* — Summative Assessment — Cluster of Expectations

Feedback — Practice — Formative Assessment — Feedback — Practice

Period of Instruction

*Refers to the **Gradual Release of Responsibility Model**, a term first coined by Pearson & Gallagher (1983) to describe this dynamic in the classroom, basing their model on the ideas of Russian educational theorist Lev Vygotsky.

Appendix C
SAMPLE TEMPLATE: Course Assessment and Evaluation Plan *(70% of Grade)*

Course: _____

✔ *Check **all** that apply*

Department: _____

			GOOD PLAN		Purpose/Type			Achievement Categories				Assessment Mode			Feedback			GOOD JUDGE-MENT
					For/As Learning		Of Learning											
Overall Expectation(s)		Unit/Topic:			Diagnostic	Formative	Summative	Knowledge / Understanding	Thinking	Communication	Application	Observation	Conversation with Students	Student Product	Teacher Feedback	Peer Assessment	Self-Assessment	Approx. Weight (summative tasks only)
		Assessment Tasks																

GOOD PLAN   **GOOD DATA**

70%

Appendix D
SAMPLE TEMPLATE: Final Evaluation Plan *(30% of Grade)*

Course:

Department:

✔ *Check all that apply*

Details for the Final Evaluation:

Approximate date / Time requirements	Components of the Final Evaluation ⬇ *(Overall expectation(s) addressed)*	Achievement Chart Categories				Assessment Mode			Weight (approx.)
		Knowledge / Understanding	Thinking	Communication	Application	Observation	Conversation with Students	Student Product	

PROVIDE ADDITIONAL DETAILS: **30%**

Appendix E
Promoting Student Responsibility

The following strategies have been identified as the most effective approaches used to promote student responsibility:

- ✓ **Plan** for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute

- ✓ **Collaborate** with other staff to prepare a part- or full-year calendar of major assignment dates for every class to minimize the impact of multiple assignments or summative assessment tasks in a short period of time

- ✓ **Communicate** with students and/or parents/guardians about due dates and late assignments

- ✓ **Hold** teacher-student conferences

- ✓ **Encourage** students to develop better time-management skills (e.g. by using planning tools)

- ✓ **Ask** the student to clarify the reason for not completing the assignment

- ✓ **Consider** legitimate reasons for missed deadlines

- ✓ **Require** the student to complete missing assignments (i.e., the consequence for not having done the work is doing the work – *Damian Cooper*)

- ✓ **Provide** alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so

- ✓ **Refer** the student to the School Success Team (SST) or School-Based Team (SBT)

- ✓ **Review** the need for extra support for English Language Learners

- ✓ **Review** whether students require special education services

- ✓ **Use** counselling or peer tutoring to try to deal positively with problems

- ✓ For First Nation, Métis, and Inuit students, **involve** Aboriginal counsellors and members of the extended family

- ✓ **Understand** and **take into account** the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system

- ✓ **Conference** with parents if the problem persists

- ✓ **Set up** a student contract

Adapted from Growing Success, p. 43

Learning Skills/Work Habits and Achievement

For each student, for each course

HOW
the student learns

Learning Skills/Work Habits

Six Learning Skills/Work Habits:

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

Assessed and **Reported** as:

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

The Provincial Report Card

WHAT
the student learns

Curriculum Expectations

Four Achievement Chart Categories:

1. Knowledge and Understanding
2. Thinking
3. Communication
4. Application

Evaluated using the Achievement Chart
to determine the
STUDENT'S LEVEL OF ACHIEVEMENT
with respect to the
Provincial Standard

Percentage grade based on achievement of overall expectations.
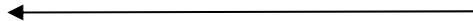
Administrative Procedure 1660

ASSESSMENT, EVALUATION, REPORTING GRADES 7-12

Responsibility:	*Superintendent of Learning Services*
Legal References:	*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*
Related References:	*Administrative Procedure 1260 – Student Discipline* *WRDSB Assessment, Evaluation, and Reporting Handbook 9-12* *WRDSB Assessment, Evaluation, and Reporting Handbook 1-8* *Board Policy 2010 – Assessment, Evaluation and Reporting*

1. **Preamble**

    1.1 The procedures that follow provide the process for responding to late and missed assignments, cheating and plagiarism, and lowest report card marks. The principal shall ensure that school communications and courses of study reflect these procedures.

2. **Overview**

    2.1 The WRDSB Assessment, Evaluation, and Reporting Handbooks provide documentation (e.g., definitions, prevention strategies, detection processes, assessment planning, communications) to support teacher and administrator implementation of the procedures.

3. **Late and Missed Assignments**

    3.1 The following describes the procedure for responding to late and missed "major" assignments (i.e., assignments that comprise part of the critical body of evidence for evaluation and reporting purposes) for all students in grades 7 to 12 courses, regardless of course type. Teachers must ensure that multiple prevention strategies, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students in meeting assignment completion timelines.

    3.2 Communication must occur between the student, parent/guardian, and teacher to clarify the reason for any missed assignments. The teacher will inform (e.g., phone call, email, letter) the student and parent/guardian that the assignment has been missed, the consequences and next steps. It is recommended that, for students in grades 7 to 10, teachers make an effort to phone the parent/guardian before informing through other methods.

    3.2.1 Next steps may include, but are not limited to:
    - student referral to the in-school intervention support (e.g., student success teacher, administration, special education, guidance, ESL teacher, etc.)
    - a negotiated extension
    - an alternative opportunity for the student to demonstrate the same expectations

    3.3 The teacher will determine a date where he/she will no longer accept an assignment for marks.

    3.4 An assignment may only receive a mark with no deductions or an incomplete (i.e., "I"). A zero may not be assigned for any missed or late assignments.

    3.5 A student's provincial report card Learning Skills and Work Habits sections (e.g., Responsibility, Organization) must be used to reflect late and/or missed assignments.

4. **Cheating and Plagiarism**

4.1 The following describes the procedure for responding to cheating and plagiarism with all students in grades 7 to 12 courses. Teachers and administrators must ensure that multiple prevention strategies, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students.

4.2 If a student is suspected of cheating or plagiarizing, the teacher will inform administration and meet with the student to determine the nature and extent of the incident and the student's understanding of the situation and intent.

4.3 Consequences will be progressive in nature (as defined in the Administrative Procedure 1260 – Student Discipline) and will take into consideration the following factors:
- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

4.3.1 Consequences will be based on factors outlined above and may include the following:
- student redoing part or all of the assignment or assessment (e.g., exam)
- student completing an alternative assignment or assessment
- limit student access to recognitions (e.g., school awards, scholarships)

4.3.2 In consultation with administration, additional consequences related to the student's behaviour may be determined (e.g., detention, suspension, etc.) as per the school's progressive discipline process.

4.3.3 In cases of plagiarism and cheating, administrators and/or teachers will communicate information to the parent/guardian about the infraction and the consequences.

4.3.4 A student's provincial report card Learning Skills and Work Habits sections (e.g., Responsibility, Self-regulation) must be used to reflect incidents of cheating and plagiarism.

5. **Percentage marks 50% and below**

5.1 The following describes the procedure for responding to report card marks that are below 50% for all students in grades 7 to 12 courses, regardless of course type. Teachers must ensure that multiple strategies and early interventions, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students in being successful in their courses.

5.2 For students who, in the teacher's professional judgement, are progressing toward a provincial report card mark of less than 50%, the teacher shall follow the school's process for providing appropriate early interventions prior to the reporting periods.

5.3 The principal will ensure that there is a process in place for reviewing provincial report card marks below 50%.

5.4 Students who have provided insufficient evidence of learning or who are achieving below 50% will be assigned a provincial report card mark:
- ranging from 35% to 45% or a zero for grade 11 and 12 courses. A zero may be assigned only when the student has demonstrated no evidence of learning (i.e., critical evidence is not provided through: submitted work, attempted tests, participation in class discussions/activities). A potential zero must be reviewed with the principal prior to entry on the provincial report card.
- of "I" (i.e., insufficient evidence) or, in exceptional circumstances and with principal consultation, 45% (i.e., achievement below level 1) for grade 9 and 10 courses
- of "I" (i.e., insufficient evidence) or "R" (i.e., (i.e., achievement below level 1) for grade 7 and 8 courses

5.5 Students in grades 9 to 12 shall not be assigned a provincial report card mark that falls in the range from 46% to 49%. In these circumstances, teachers, in consultation with the department head and/or an administrator, will assign a provincial report card mark:
- of 45% or 50% for grade 11 and 12 courses
- of "I" (i.e., insufficient evidence), 50%, or in exceptional circumstances and with principal consultation, 45% (i.e., achievement below level 1) for grade 9 and 10 courses
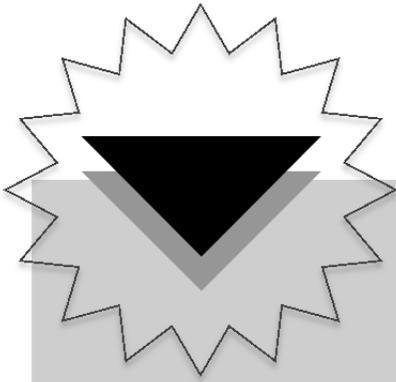
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and

Glossary

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Accommodations

…. refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Achievement Levels

…. describe the degree to which students have met the grade level curriculum expectations and have been able to demonstrate what they know and can do. The levels are defined by the Ministry of Education and establish standards for student achievement.

Assessment

…. is the gathering and acting upon of data about a student's progress and achievement. (see also: *Evaluation*)

Category

…. is a cluster of knowledge and skills that represents a major component of the achievement chart for a subject area in the Ontario Curriculum. Four categories are common to all subjects, and four achievement levels are described for each category.

Criteria

…. are the identified characteristics of student performance that are being assessed or evaluated.

Criterion-Referenced Assessment

…. measures a student's performance in relation to set success criteria or standards.

Diagnostic Assessment

…. occurs before instruction begins so teachers can determine students' strengths and needs relative to new learning, instructional next steps, teaching points and instructional groupings. (see also: *Formative* and *Summative Assessment*)

Evaluation

…. is the application of judgement and the assignment of value (a mark, a grade) to an assessment. (see also: *Assessment*)

Exemplars

…. are level 3 and 4 examples of student work that demonstrate the characteristics and the quality of work required to achieve at a high standard in the subject area in which students are working.

Formative Assessment

…. is conducted to guide decisions on improving learning by providing practice opportunities for students and coaching opportunities for teachers.   (see also: *Diagnostic* and *Summative Assessment*)

Grading

…. is the summarizing percentage grade assigned during the evaluation process for reporting purposes that is based on a body of evidence.   (see also: *Marking*)

Gradual Release of Responsibility

…. is a high-yield instructional strategy that involves scaffolding instruction and providing appropriate amounts of support to students based on their needs. For example, the teacher first models a new strategy, then explicitly teaches and works with students. After that, the teacher coaches students as they attempt to complete tasks on their own. Finally, students work independently, with feedback from the teacher.

Individual Education Plan (IEP)

…. describes a student's individualized educational program, including accommodations and/or modifications and/or alternative expectations, when necessary.

Learning Goals

…. are brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations. (see also: *Success Criteria*)

Marking

…. refers to the assigning of a number or level for a single task or performance. Marking involves a judgement, and relates to assessment of learning.

Modifications

…. are changes to the expectations that differ in some way from the regular grade expectations. Expectations may differ in that they are derived from a different grade level or they are a change in the number and/or complexity of the regular grade level expectations. When a student has modifications to their regular expectations, then we say they have a "modified" program. It represents a change to the program.

Peer Assessment

…. is the reflective practice in which a student makes observations about a peer's performance in relation to specific criteria. Peer assessment enables a student to provide feedback to another student in ways that promote improved performance.

Peer assessment data must not be used for grading purposes. (see also: *Self-Assessment*)

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

Provincial Standard

…. is achievement of the expectations in a subject/course at level 3, as described in the achievement chart for the subject/discipline. Parents/guardians and teachers of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses. (see also *Criterion-Referenced*)

Reliability

…. is the degree to which an assessment or evaluation is consistent and stable in measuring what it is intended to measure. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the assessment or evaluation occurs or who does the scoring. (see also *Validity*)

Self-Assessment

…. is the reflective practice in which a student makes observations about her/his own performance in relation to specific criteria. Self-assessment enables a student to monitor his or her own learning and make the necessary adjustments (assessment *as* learning).

Self-assessment data must not be used for grading purposes.   (see also: *Peer Assessment*)

Success Criteria

…. are standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.   (see also: *Learning Goals*)

Summative Assessment

…. occurs at the end of important segments of student learning. Summative assessments are used by students to summarize and communicate what they know and can do with respect to curriculum expectations.   (see also: *Diagnostic* and *Formative Assessment*)

Validity

…. is the extent to which assessment and evaluation procedures measure what was intended. To be valid, assessment and evaluation methods must be aligned with program expectations and be appropriate to the purpose.