



PROCEDURE

Title: **REPORTING STUDENT ACHIEVEMENT, K-12**

Procedure No.: **5015a**
Effective Date: 2011 Sept. 1

Department: Learning Support Services

Reference(s):

- Assessment, Evaluation and Reporting Student Achievement Policy #5015
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- Growing Success: The Kindergarten Addendum, Assessment, Evaluation and Reporting in Ontario Schools, 2016
- Reporting Student Learning, Guidelines for Effective Parent-Teacher-Student Communication, 2010
- Thames Valley District School Board, Equity and Inclusive Education Policy #2022
- The Ontario Student Record (OSR) Guideline, 2000
- Ontario's Education Equity Action Plan, 2017

In elementary schools, there are three formal reporting periods during the school year: fall, winter and the end of the school year. In secondary schools, there are two formal reporting periods per semester: mid-term and end of term.

Communication with parents/guardians and students about student achievement should be continuous throughout the year/course, by means such as conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. 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 assist parents/guardians in supporting learning at home. (*Growing Success*, 2010, p. 53-54) The formal reports should serve as confirmation of student achievement that has been communicated throughout the school year.

Learning Support Services will communicate the elementary reporting dates to school in accordance with existing agreements and reporting timelines. Secondary administrators will provide reporting dates to staff in September.

1.0 Roles and Responsibilities, K-12

School administrators will ensure that the Thames Valley District School Board Assessment and Evaluation Procedure and Reporting Student Achievement Procedure are communicated to, and followed by, all educators.

Administered By: Learning Support Services

Amendment Date(s): 2017 June 27, 2022 May 2
(Previously Assessment and Evaluation Procedure)

Teachers will maintain ongoing communication with students, parent(s)/guardian(s), colleagues (e.g., Early Childhood Educator, English Second Language Teacher, Learning Support Teacher, Student Success Teacher, Guidance Counsellor, Indigenous Graduation Coach), and school administrators, in order to provide a comprehensive overview of student achievement.

Teachers will communicate directly with parents/guardians at any point in the year when students under eighteen years of age are struggling with concepts/expectations in order to collaboratively determine next steps.

ECEs will contribute to the Communication of Learning Reports by collaborating with the teachers involved in instruction.

Kindergarten Specialty Teachers will provide Kindergarten homeroom teachers with their anecdotal comments electronically. The Kindergarten homeroom teacher will apply their professional judgement regarding which comment(s) will be incorporated in the Kindergarten Communication of Learning.

Teachers will communicate with parents/guardians of students under eighteen years of age in advance of progress report and/or report card distribution when a student's achievement is reported as 'Progressing with Difficulty' or 'R' on the Elementary Provincial Report Card, or below 50% on the Provincial Report Card, Grades 9-12.

School administrators will work collaboratively with teachers to address and resolve any reporting concerns that may arise.

School administrators will assume final responsibility for making decisions regarding any reporting concerns that may arise.

School administrators will read and sign the reporting templates to ensure *Growing Success* and the Reporting Student Achievement Procedure are followed.

Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period. (*Growing Success*, 2010, p. 49).

2.0 Reporting Periods

There are three formal reporting periods for elementary schools. (*Growing Success*, 2010).

Reporting Period 1	September – end of October	Kindergarten Communication of Learning: Initial Observation or Progress Report	Term 1
Reporting Period 2	September – end of January	Kindergarten Communication of Learning or Term 1 Report Card	Term 1
The first Kindergarten Communication of Learning and Term 1 Report Card shall reflect the student's learning and growth from September to the end of the second reporting period.			

Reporting Period 3	February – June	Kindergarten Communication of Learning or Term 2 Report Card	Term 2
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Elementary schools are required to provide a progress report/report card for a student who has been registered at the school for a minimum of 42 calendar days (including weekends, holidays and PA Days) during the reporting period.

If a student attended any school for 42 consecutive days during the reporting period and then transferred to another school within/outside the board or started home schooling, the TVDSB school in which the student was last enrolled is responsible for ensuring that a report card is generated and sent home. However, since there are up to 20 weeks of school in some reporting periods, it is possible that a student may receive a report card from more than one school during each reporting period.

Secondary schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians two times a semester. The first report must be issued during the fall.

3.0 Kindergarten Communications of Learning

For the Initial Observation Report, educators will provide an overview of the student's key learning and growth in learning during the fall of the school year, along with information about next steps in learning. This overview will serve as the basis for discussion with parents/guardians and as a support for parents'/guardians' ongoing participation in their child's learning.

Comments in the Kindergarten Communication of Learning Reports will focus on each student's learning and growth related to overall expectations in each of the four frames. These comments will support each student's achievement, growth, and next steps in learning. Comments about a child's learning should provide parent(s)/guardian(s) with personalized descriptions, written in a narrative in plain language (*Growing Success: Kindergarten Addendum*, 2016, p. 13-15).

4.0 Elementary Progress Reports

In the fall, teachers will use the Elementary Progress Report Card to inform parents/guardians of the progress students are making towards achievement of the curriculum expectations for each subject/strand.

The Ministry has set the provincial standard or target for achievement at Level 3 (Letter grade B or 70%-79%). Teachers will use professional judgement to determine the progression status based on evidence of student achievement.

Teachers will check one of the following to indicate progress:

- *Progressing Very Well*
Student achievement is meeting or surpassing the provincial standard. (Typically, letter grades B to A+ / Numerical grades 74 to 100)
- *Progressing Well*
Student achievement is approaching the provincial standard. (Typically, letter grades C to B- / Numerical grades 64 to 73)
- *Progressing with Difficulty*
Student achievement is not currently meeting the provincial standard. (Typically, letter grades R to C- / Numerical grades below 50 to 63)

5.0 Reporting on Learning Skills/Work Habits

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. (*Growing Success*, 2010, p.10). Sample descriptors are provided in *Growing Success* (2010, p. 11) to assist, but not restrict, teachers when reporting on student progress in Learning Skills and Work Habits. The homeroom teacher will complete the Learning Skills and Work Habits section of reports. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement." In the elementary panel, homeroom teachers will incorporate information from all teachers of their classes to determine the final assessment of Learning Skills and Work Habits.

6.0 Reporting on Curriculum Expectations

Non-homeroom teachers will include their first initial and last name (e.g., M. Gupta) following the comments that they include on a student's Progress Report and/or Report Card(s).

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*, 2010, p. 39)

Progress Reports	Report Cards
Language	
• Report on overall Language Achievement and provide comments.	• Provide a letter grade/percentage and comments for all strands.
French as a Second Language	
Core	Core

Progress Reports	Report Cards
- Grade Four – based on Listening and Speaking only. - Grade Five to Eight – Report on overall French Achievement. - Comment optional; however, required if progressing with difficulty. French Immersion - Comment on overall French Achievement required. Core/Immersion - Check the appropriate box to indicate the type of program the student is enrolled in. “French” Box - Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand.	- Grade Four – Provide a letter grade and comments for Listening and Speaking strands only for Report 1. - Grade Four – Provide a letter grade and comments for all four strands for Report 2. - Grade Five to Eight – Provide a letter grade/percentage and comments for all strands for Report 1 and Report 2. Core/Immersion - Check the appropriate box to indicate the type of program the student is enrolled in. “French” Box - Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand.
Native Language (If Applicable)	
- Report on overall Native Language Achievement. Indicate the Native language in the space provided (e.g., Ojibwe, Oneida). - Comment optional; however, required if progressing with difficulty.	Provide a letter grade/percentage and comments. Indicate the Native language in the space provided (e.g., Ojibwe, Oneida).
Math	
Report on overall math achievement and provide comments.	Provide a letter grade/percentage mark and comments.
Science	
- Report on overall Science Achievement. - Comment optional; however, required if progressing with difficulty.	Provide a letter grade/percentage mark and comments for science and technology. In the space provided for comments, indicate which strands were reported for the appropriate period.
Social Studies	
- Report on overall Social Studies Achievement. - Comment optional; however, required if progressing with difficulty.	Grades 1 – 6: Provide a letter grade and comments for social studies. In the space provided for comments, indicate which strands were reported for the appropriate period.

Progress Reports	Report Cards
History / Geography	
- Report on overall History and/or Geography achievement. Use an N/A if one of the subjects was not reported on in the term. - Comment optional; however, required if progressing with difficulty.	Grades 7 – 8 Provide a percentage mark and comments for history and/or geography. When students are instructed in only one of history or geography for the reporting period, parents/guardians should be informed at the beginning of the reporting period. If either history or geography is not part of the student's program for Report 1 or Report 2, this should be noted in the comments, and the appropriate "NA" box should be checked. Achievement in both history and geography must be reported at least once in the school year, for either Report 1 or Report 2.
Physical Education/Health	
- Report on both overall Physical Education and Health Achievement. - Comment optional; however, required if progressing with difficulty.	Provide a letter grade/percentage and comment for Physical Education and Health.
Arts	
- Report on overall achievement in a minimum of 3 of the 4 strands. - Comment optional; however, required if progressing with difficulty.	Provide a letter grade/percentage mark and comments for three of the four strands in the columns headed Report 1 and Report 2. Achievement in each of the four strands must be reported at least once in the school year for Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the "NA" box for that strand should be checked.
Unlabelled Space: Additional Subject One unlabelled space is provided on the Elementary Provincial Report Cards for an additional subject chosen by schools and/or boards. Record student achievement for the additional subject in the same way as for other subjects, showing the letter grade/percentage mark for each reporting period if the additional subject is taught in both reporting periods.	

7.0 Additional Considerations (Elementary and Secondary Panels)

7.1 English Language Learners

When a student's learning and growth in learning are based on expectations modified from the grade level curriculum expectations to support English language learning needs, educators will check the "ESL" (English as a Second Language) box.

7.2 Individual Education Plan (IEP)

When a student has an accommodated, modified, and/or alternative program, the IEP box on the Report Card is checked as noted below.

7.2.1 IEP with Accommodations Only

If the student's IEP requires only accommodations to support learning, educators will not check the "IEP" box. Key learning, growth in learning, and next steps in learning are based on the expectations in the curriculum.

7.2.2 IEP with Modified Expectations

If the expectations in the IEP are based on, but vary from, the expectations of the regular program, educators must check the "IEP" box for the frame/subject/course and include the following statement:

Kindergarten: "Program expectations have been modified to meet the needs of the child." (Growing Success: Kindergarten Addendum, 2016, p. 15)

Grades 1 – 12: "This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations." (Growing Success, 2010, p. 61)

7.2.3 IEP With Alternative Learning Expectations

Where a student's IEP identifies alternative learning expectations, the educator must check the "IEP" box for the subject/course and include the following statement:

"This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum." (Growing Success, 2010, p. 62)

Comments and progress noted on report cards should be in alignment with students' Individual Education Plans.

8.0 Use of N/A in the Elementary Panel

In the event that a student has not received instruction in a subject/strand, the teacher will check the N/A box and include a comment (e.g., History was not taught during Term 1.).

9.0 Use of Code 'I' (in Grades 1 - 10)

Code 'I' may be used on rare occasions on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the students. Teachers will include a comment as to the reason that an "I" was selected.

For example:

- the student has enrolled in the school very recently (less than 42 calendar days).
- there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code 'I' may only be given after consultation with the school administrator.

10.0 Use of Code 'R' or Marks Less than 50%

The code 'R' represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. Both 'R' and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade curriculum expectations. 'R' and percentage marks below 50 per cent indicate the need for the development of strategies to address the student's specific learning needs in order to support their success in learning (*Growing Success*, 2010, p. 41).

When assigning an 'R', or a percentage mark below 50%, parents/guardians shall be informed before the report card is issued.

In Grades 1 to 8, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an 'R' (*Growing Success*, 2010, p. 41).

11.0 Use of Code 'AL' (Elementary Panel)

The code 'AL' is used on the rare occasions for students in Grades 1 to 8, who are having a subject reported using an alternative format.

This is used in two identifiable situations:

- where a student is in Reach Ahead program
- where a student has it established in an IEP that they will be receiving an Alternate Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher must provide an explanatory comment in the subject comment field to explain how that subject will be reported.
- Students who are receiving a letter grade/percentage mark based on alternative learning expectations as established in an IEP would not have the letter grade/percentage mark substituted with AL for that subject. They would receive the letter grade/percentage mark with the explanatory comments.

In Developmental Education Class placements, where the student's program is not based on expectations from the Ontario curriculum, the Alternate Report Card is used to report achievement. When using this alternative format, teachers should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

12.0 COMPLETION OF GRADE 9-12 PROVINCIAL REPORT CARDS

The following procedures align with Ministry of Education requirements provided in *Growing Success* (2010), its fundamental principles and expectations and Board policy, Assessment and Evaluation in schools K-12.

For Grades 9-12, a student's achievement of the overall expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. (*Growing Success*, 2010, p. 40)

While all curriculum expectations must be accounted for in instruction and assessment, evaluation focuses on students' achievement of the overall expectations. (*Growing Success*, 2010, p. 38)