GROWING SUCCESS

Assessment, Evaluation, and Reporting in Ontario Schools

First Edition
Covering Grades 1-12
Growing Success Policy

● The purpose of the new assessment, evaluation and reporting policy document is to:
  – update, clarify, consolidate, and co-ordinate policy;
  – achieve fairness, transparency, equity, and consistency across the province in the assessment, evaluation and reporting of student learning.

● The new policy document supports the government’s three core priorities for education:
  – high levels of student achievement;
  – reducing gaps in student achievement;
  – increased public confidence in publicly funded education.
Growing Success Policy

- These slides:
  
  (1) outline key policies and messages;

  (2) align with the chapters in *Growing Success*. 
Growing Success Policy

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Chapter 1

Fundamental Principles
Fundamental Principles

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

- Seven fundamental principles. Teachers use practices and procedures that:
  - are fair, transparent, and equitable for all students;
  - support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
  - are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
Fundamental Principles

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
Chapter 2

Learning Skills and Work Habits in Grades 1 to 12
Learning Skills and Work Habits in Grades 1 to 12

- Six learning skills and work habits:
  - Responsibility
  - Organization
  - Independent Work
  - Collaboration
  - Initiative
  - Self-regulation

- Emphasized on all progress report cards and provincial report cards

- Sample behaviours provided for all LS/WH
Learning Skills and Work Habits in Grades 1 to 12

- Sample behaviours for **Responsibility** are that the student:
  - fulfils responsibilities and commitments within the learning environment;
  - completes and submits class work, homework, and assignments according to agreed-upon timelines;
  - takes responsibility for and manages own behaviour.
Learning Skills and Work Habits in Grades 1 to 12

- To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades.

- The *Growing Success* policy document (see page 10) provides clarification and examples of when it is not possible to separate the evaluation of the development of the learning skills and work habits from the evaluation of the achievement of the curriculum expectations in the determination of a student’s grades.
Chapter 3

Performance Standards –
The Achievement Chart
The Ontario curriculum for Grades 1 to 12 comprises content standards and performance standards.

Assessment and evaluation of student learning will be based on both the content standards and the performance standards.

The content standards are the curriculum expectations, which describe the knowledge and skills that students are expected to develop and demonstrate.

The performance standards are outlined in the achievement chart that appears in all the curriculum documents.
The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;

- guide the development of high-quality assessment tasks and tools (including rubrics);

- help teachers to plan instruction for learning;

- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;

- establish categories and criteria with which to assess and evaluate students’ learning.
Performance Standards – The Achievement Chart

- The achievement chart:
  - supports criterion-referenced assessment and evaluation
  - identifies four categories of knowledge and skills
    - Knowledge and Understanding
    - Thinking
    - Communication
    - Application
  - identifies four levels of achievement
    - Level 3 is the provincial standard
Chapter 4
Assessment for Learning and as Learning
Assessment for Learning and as Learning

- Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- The primary purpose of assessment is to improve student learning.

- Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. 
Assessment *for* Learning and *as* Learning

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
Assessment *for* Learning and *as* Learning

- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.
Chapter 5

Evaluation
Evaluation

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

- Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

- Evaluation focuses on students’ achievement of the overall expectations.
Evaluation

- 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.

- The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or the student’s peers.
Evaluation

● Evidence of student achievement for evaluation is collected over time from observations, conversations, and student products.

● Student products may be in the form of tests or exams and/or assignments for evaluation.

● Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
Evaluation

- Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

- To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.
Evaluation

- To determine a student’s report card grade, teachers will consider:
  - all evidence collected through observations, conversations, and student products;
  - the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted;
  - the number of tests/exams or assignments for evaluation that the student did not complete or submit;
  - the different weights assigned to various pieces of evidence.
Evaluation

- Grades 1-6
  - Anecdotal comments, letter grades, “R”, and “I” used on report card
- Grades 7-8
  - Anecdotal comments, percentage marks, “R”, and “I” used on report card
- Grades 9-10
  - Anecdotal comments, percentage marks, and “I” used on report card
- Grades 11-12
  - Anecdotal comments and percentage marks used on report card
Evaluation

● Code “R” for Grades 1-8 and percentage marks below 50 per cent for Grades 9-12:

  – represent achievement that falls below level 1;

  – signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations;

  – indicate the need for the development of strategies to address the student’s specific learning needs in order to support success in learning.
Evaluation

- Grades 9-12  Marks below 50 per cent

  - Individual boards will work collaboratively with their school communities to determine the lower limit of the range of percentage marks below 50 per cent that teachers may record on the provincial report cards.

  - It is important that a consistent approach is adopted among all the schools of a board.
Evaluation

- Code “I” for Grades 1-10:
  - may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.
  
  - For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student. For example:
    - the student has enrolled in the school very recently;
    - there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.
Evaluation

● Students’ Responsibilities With Respect to Evidence for Evaluation

  – It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.
Evaluation

- Cheating and Plagiarism
  - Individual school boards will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others.
Evaluation

- Cheating and Plagiarism (cont’d)

- School boards will also develop policies that address, at a minimum, the following:
  - prevention of cheating and plagiarizing
  - detection of incidents of cheating and plagiarizing
  - consequences for students who cheat and plagiarize

- Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.
Evaluation

- Late and Missed Assignments
  - Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.
  - The Growing Success policy document (see page 43) provides a number of strategies that, when it is appropriate in the professional judgement of teachers, may be used to help prevent and/or address late and missed assignments.
  - One strategy is deducting marks for late assignments, up to and including the full value of the assignment.
Evaluation

- Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.
Evaluation

● Late and Missed Assignments: Grades 7-12

  - Individual boards will work collaboratively with their schools and communities to develop policy for dealing with late and missed assignments for evaluation and the board policy will be implemented consistently in all schools in the board. Board policies must align with the policies outlined in the present document.
Evaluation

- Board policies for late and missed assignments will:

  - describe how schools will inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;
  - recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so;
  - recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents;
  - ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement;
  - provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all.
Evaluation

● Late and Missed Assignments: Grades 7-12

  - Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.
Evaluation

- The learning skills and work habits are evaluated and reported for Grades 1-12 as:
  - E Excellent
  - G Good
  - S Satisfactory
  - N Needs Improvement
Chapter 6

Reporting Student Achievement
Reporting Student Achievement

- Elementary Progress Report Card
  - Designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects.
  - Designed to support teachers in using assessment for learning and as learning in the first weeks of the school year.
  - Intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year.
  - Provides two areas that are to be designed by individual boards of education according to the parameters outlined in the Growing Success policy document (see page 50).
Reporting Student Achievement

- Elementary Progress Report Card
  - Issued between October 20 and November 20
  - Emphasis on development of learning skills and work habits as:
    - Excellent
    - Good
    - Satisfactory
    - Needs Improvement
  - Indicates progress students are making towards achievement of the curriculum expectations for each subject/strand as:
    - Progressing Very Well
    - Progressing Well
    - Progressing With Difficulty
Reporting Student Achievement

- Elementary Provincial Report Card
  - Indicates a student’s development of the learning skills and work habits as:
    - Excellent
    - Good
    - Satisfactory
    - Needs Improvement
  - Indicates a student’s achievement of the curriculum expectations in all subjects and strands as:
    - Letter grades for Grades 1-6
    - Percentage marks for Grades 7-8
Reporting Student Achievement

- Elementary Provincial Report Card
  - Issued twice in the school year:
    - January 20 to February 20 – reflects student’s achievement of curriculum expectations introduced and developed from September to January/February
    - Towards the end of June – reflects student’s achievement of curriculum expectations introduced or further developed from January/February to June
Reporting Student Achievement

- **Elementary Provincial Report Card**
  - **Language**, all four strands are reported for both reports
  - **French**, three strands are reported, as appropriate
  - **Native Language**, a space is provided to indicate the native language, one mark, no strands are reported
  - **Mathematics**, at least four of the five strands are reported for each report, each strand is reported at least once per year
  - **History and Geography**, history and/or geography are reported for both reports, each is reported at least once per year
  - **Health Education and Physical Education**, both are reported for both reports
  - **The Arts**, at least three of the four strands are reported for each report, each strand is reported at least once per year
Reporting Student Achievement

- Provincial Report Card, Grades 9-12
  - Indicates a student’s development of the learning skills and work habits as:
    - Excellent
    - Good
    - Satisfactory
    - Needs Improvement
  - Indicates a student’s achievement of the curriculum expectations in all courses as percentage marks
Reporting Student Achievement

- Provincial Report Card, Grades 9-12
  - Issued twice per semester in semestered schools and three times per year in non-semestered schools
  - SHSM box indicates the student is taking the course as a credit towards a Specialist High Skills Major
  - The French box indicates that the student is receiving instruction in French for the course
Reporting Student Achievement

**Median**

- The median is the percentage mark at which 50 per cent of the students in the subject/strand/course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

- Students who have an “R”, a mark below 50 per cent, or an “I” for a particular subject/strand/course on their report card and students whose report cards have the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

- Grades 7 and 8 – all students in the grade who are studying the subject/strand should be included in the calculation of the median for the subject/strand.

- Grades 9 to 12 – all students who are taking the course should be included in the calculation of the median for the course.
Report Card Comments

- In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.

- It is important that teachers have the opportunity to compose and use personalized comments on report cards as an alternative to selecting from a prepared set of standard comments. School boards should not enact policies that prevent teachers from providing personalized comments on report cards. It is expected that principals will support best practice and encourage teachers to generate their own comments.
Reporting Student Achievement

- Continuous Communication
  - In addition to reports mandated by ministry policy, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher 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 in supporting learning at home.
Chapter 7

Students with Special Education Needs: Modifications, Accommodations, and Alternative Programs
Students with Special Education Needs

- Elementary – IEP with modified curriculum expectations
  - If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card.

  - On the provincial report card, teachers must also include the following statement in the section “Strengths/Next Steps for Improvement”:
    - This (letter grade/percentage mark) is based on expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.
Students with Special Education Needs

- Elementary – IEP with alternative learning expectations
  
  In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student’s achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the provincial report card. In those cases, teachers must check the “IEP” box for the subject and/or strand and must include the following statement in the section “Strengths/Next Steps for Improvement”:

  - This (letter grade/percentage mark) is based on alternative learning expectations in the IEP, which are not based on the Ontario curriculum.
Students with Special Education Needs

- Elementary – IEP with accommodations only
  - If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will not check the “IEP” box. The letter grade or percentage mark is based on the regular grade expectations.
Students with Special Education Needs

- **Secondary – IEP with modified curriculum expectations**

  - If the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for every course to which the plan applies. If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the “IEP” box.

  - If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, teachers must include the following statement in the “Comments” section:
    - **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.**
Students with Special Education Needs

- Secondary – IEP with alternative learning expectations
  - In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student’s achievement of the expectations.
  - However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the “IEP” box for that course and must include the following statement:
    - This percentage mark is based on alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.
Students with Special Education Needs

● Secondary – IEP with accommodations only
  
  - If the student’s IEP requires only accommodations to support learning in a course, teachers will not check the “IEP” box. The percentage mark is based on the regular course expectations.
Chapter 8

English Language Learners: Modifications and Accommodations
**English Language Learners**

- **Elementary**
  - When a student’s achievement is based on expectations modified from the grade level curriculum expectations to support English language learning needs, teachers will indicate this by checking the “ESL/ELD” boxes on the progress report card and the provincial report card.

- **Secondary**
  - When a student’s achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the “ESL/ELD” box on the provincial report card for the appropriate course.
  - Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.
English Language Learners

- The ESL/ELD box should **not** be checked on the elementary progress report card or the elementary and secondary provincial report cards to indicate:
  - that the student is participating in ESL or ELD programs or courses;
  - that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language).
English Language Learners

- For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the “ESL/ELD” box and the “IEP” box.
Chapter 9

E-Learning
E-Learning

- E-learning is one of a number of alternative methods school boards can use to supplement traditional classroom teaching in order to deliver credit courses to Ontario secondary school students. School boards deliver provincially developed e-learning credit courses through the provincial Learning Management System (LMS).

- 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 in the *Growing Success* policy document.
Chapter 10

Credit Recovery
Credit Recovery

- Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade.

- Credit recovery is one of several options to be considered for a student who fails a course.

- Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed.

- Students who withdraw from a course are not eligible to recover it through the credit recovery process.
Credit Recovery

- To ensure the integrity of the recovered credit, the student must demonstrate achievement of all of the overall expectations for the course.

- In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program.

- The assessment and evaluation practices used for credit recovery must be consistent with ministry and board policies.