



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES

CATHOLIC EDUCATION: INSTRUCTION, ASSESSMENT, EVALUATION AND REPORTING

(Policy 5001: Catholic Education: Instruction, Assessment, Evaluation & Reporting)

Purpose:

To ensure that instruction, assessment, evaluation and reporting practices in all elementary and secondary schools of the Huron-Superior Catholic District School Board are consistent with the Ministry of Education policy and the system philosophy and mission and that these practices support improved student learning enabling all students to develop her/his capabilities in a Christ-centered and student-focused learning environment

References:

Alternative Report Card

-HSCDSB Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 – 12, Ministry of Education (2010)

Individual Education Plan (IEP), A Resource Guide, Ministry of Education (2004)

Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten – Grade 12, Ministry of Education (2011)

Ontario Catholic School Graduate Expectations, Institute for Catholic Education (1999)

Ontario Curriculum, Grades 1 to 12 - Achievement Charts (Draft 2004)

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, Ministry of Education (2011)

PPM 162 Exemption from Instruction related to the Human Development and Sexual health Expectations in the Ontario Curriculum; Health and Physical Education, Grades 1-8, 2019

Procedures:

1. Introduction

- a) Huron-Superior Catholic District School Board is committed to assisting all students achieve the distinctive expectations for the Ontario Catholic School Graduate and these procedural guidelines provide a clear rationale and statement of Board instruction, assessment, evaluation and reporting expectations.
- b) Within the schools of the Huron-Superior Catholic District School Board, the Ontario Curriculum expectations are addressed in light of our Catholic faith tradition and the instruction, assessment, evaluation and reporting procedures outlined herein are consistent with policy of the Ontario Ministry of Education. These procedural guidelines are intended to ensure that instruction, assessment, evaluation and reporting procedures and practices are clear, consistent and aligned across elementary and secondary panels and across all schools throughout the Board, so that every student in the Huron-Superior Catholic District School Board benefits from the same high-quality processes and practices for instruction, assessing, evaluating and reporting achievement.

- c) Research-based changes in philosophy related to instruction, assessment, evaluation and reporting have prompted a significant shift in practice for educators in Ontario and throughout the world. A major principle underlying these changes in philosophy is that instruction, assessment and evaluation enhances student learning when it clearly communicates next steps for student learning and when it leads educators to adjust their instruction in response to assessment data. The primary purpose of instruction, assessment and evaluation is to improve student learning.
- d) Student learning extends beyond the curriculum and includes the values of behaving with integrity and assuming responsibility for one's own learning. Students strive to meet the Ontario Catholic School Graduate Expectations of becoming self-directed, responsible, lifelong learners. As students grow and mature, they are encouraged to accept more responsibility for their learning so that they can be competent, independent decision-makers. Teachers must be fair, transparent and equitable in their assessment and evaluation practices. Teachers recognize that learning is a growth process of trial and error, and that each student is at a different point on the continuum towards becoming an independent and responsible learner. The role of the teacher is to support and nurture students' learning by setting clear expectations for assignments and their submissions, gradually releasing responsibility for learning, and providing feedback and multiple opportunities for improvement.

2. Key Beliefs about Assessment and Evaluation:

- a) The philosophy of this Board is that assessment and evaluation lead to the improvement of learning for all students and the procedures herein align with the seven fundamental principles described in the Ministry of Education document, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*.
- b) The primary purpose of assessment and evaluation is to improve student learning. To this end, teachers will 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 Indigenous;
 - Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
 - Are communicated clearly to students and parents 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.

c) Assessment and evaluation are defined as follows:

- 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 as Learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
- Assessment for Learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.
- Assessment of Learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.
- Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

- d) For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.

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.

3. Exemptions from Instruction:

Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum: Health and Physical Education Grades 1-8

Notice and Communication:

- In the Huron-Superior Catholic District School Board, the curriculum expectations for Human Development and Sexual Health are taught through Catholic perspective, using Theme 3 Created Sexual: Male and Female, from the Fully Alive program. This program was created in consultation with the Assembly of Catholic Bishops of Ontario. Every school year, each elementary school will provide parents/guardians with a list of all Human Development and Sexual Health expectations by grade (appendix A). Parents will be given the option to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning the Human Development and Sexual Health Exemption Form (appendix B).

Process:

- Students will be allowed to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for exemption has been made from a parent.
- Parents/guardians will be notified that their exemption request has been received and the final decision about whether or not the request has been accepted or rejected (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date (appendix C)

Supervision of Exempted Students:

- Parents/guardians will be given the choice of how their exempted child will be supervised during the exemption period. These choices include the following:
 - To remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health.

- To leave the classroom for the duration of the instruction and remain the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school.
- To be released to the care of the parent or the parent's approved designate.

4. Learning Skills and Work Habits in Grades 1 to 12:

- a) For Grades 1 to 12, two distinct but related aspects of student achievement are evaluated: (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits.
- b) The development of learning skills and work habits is an integral part of a student's learning. 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, will 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.
- c) For Grades 1 to 12, the learning skills and work habits are evaluated and reported as follows:
 - E – Excellent
 - G – Good
 - S – Satisfactory
 - N – Needs Improvement

5. Performance Standards – The Achievement Chart:

- a) The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*.

Assessment and evaluation will be based on both the content standards and the performance standards. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

- b) The performance standards are outlined in the achievement chart. The achievement chart for each subject/discipline is a standard province-wide guide and is used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.
- c) The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to *all* subject areas and disciplines. The four categories are considered as interrelated, reflecting the wholeness and interconnectedness of learning.
- d) The achievement chart categories of knowledge and skills are as follows:
- Knowledge and Understanding
 - Thinking
 - Communication
 - Application
- e) In all subjects and courses, students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.
- f) Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses.
- g) The achievement chart identifies four levels of achievement, defined as follows:
Level 1 - represents achievement that falls much below the provincial standard.
Level 2 - represents achievement that approaches the provincial standard.
Level 3 - represents the provincial standard for achievement.
Level 4 - identifies achievement that surpasses the provincial standard.

However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

- h) Teachers will assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

6. Assessment For Learning and As Learning:

- a) 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.
- b) As part of assessment *for* learning, teachers will provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.
- c) Teachers will obtain assessment information through a wide variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, problem solving tasks, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.
- d) All *specific* expectations must be accounted for in instruction and assessment whereas evaluation focuses on students' achievement of the *overall* expectations.
- e) As essential steps in assessment *for* learning and *as* learning, teachers will:
 - 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 wide 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;
 - analyse and interpret evidence of learning;
 - give and receive specific and timely descriptive feedback about student learning; and,
 - help students to develop skills of peer and self-assessment
- f) Teachers will ensure that they assess students' development of learning skills and work habits in Grades 1 to 12, as set out in Section 3, using the wide variety of assessment approaches described above to gather information and provide precise, timely and descriptive feedback to students.

7. Developing Learning Goals:

- a) Assessment *for* learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.
- b) Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction. In Kindergarten, educators and children also develop a shared understanding of what is being learned, of where the children are in their learning, and of where they are going next. The children come to understand what growth in their "looks like". "Noticing and naming the learning" is a strategy employed in Kindergarten that provides the link to more formal approaches in the use of learning goals and success criteria in the later grades. Educators draw on their knowledge of the expectations and conceptual understandings set out in the Kindergarten program document to articulate the broad learning goals - representing subsets or clusters of knowledge and skills - that they share with the children. In Kindergarten, learning goals are expressed in terms and language that children understand. Success criteria are expressed as the accomplishments that occur along the way. Together, learning goals and success criteria help to make what the children are learning "visible" to them, so they can focus their learning efforts, understand what comes next, and begin to make decisions about their learning.
- c) In elementary schools, teachers will provide, early in the school year and in writing, to students and parents/guardians an overview of the expected learning outcomes and assessment and evaluation strategies for the grade. This will be communicated in language students and parents/guardians can understand and will indicate how assessment information will be used to determine subject letter grades (Grades 1 – 6) or percentage marks (Grades 7 – 8).
- d) In secondary schools, Course Outlines will be provided for all Grade 9 to 12 students. A common format will be developed, and will include a balanced approach for the four categories of learning.
- e) At the beginning of each semester, teachers will distribute a Course Outline in paper or electronic format to their students. The Course Outline will summarize the curriculum and will outline the assessment and evaluation methods and strategies for the course. In addition, teachers will communicate learning expectations, assessment criteria and strategies to students as part of daily instruction.

8. Identifying Success Criteria:

- a) Assessment *for* learning and assessment *as* learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card.
- b) Teachers will ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning.
- c) Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. Guided by the teacher's professional judgement, success criteria is open to review and revision as students progress towards achievement of the learning goals.
- d) Teachers will provide students with a variety of exemplars to help them understand what quality looks like and demonstrate what is required to achieve the learning expectations.

9. Eliciting Information About Student Learning:

- a) Teachers will use a wide variety of assessment strategies to elicit information about student learning.
These assessment strategies are to be triangulated to include observation, student-teacher conversations, and student products. Teachers will gather information about learning by:
 - designing tasks that provide students with a variety of ways to demonstrate their learning;
 - observing students as they perform tasks;
 - posing questions to help students make their thinking explicit; and,
 - engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

- b) Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

10. Providing Descriptive Feedback:

- a) Teachers use assessment information gathered to adjust instruction and provide precise, timely and descriptive feedback to students. Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. *Descriptive feedback* helps students learn by providing them with precise and timely information about what they are doing well, what needs improvement, and what specific steps they can take to improve.
- b) Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom.
- c) During a cycle of instruction, teachers will provide multiple opportunities for feedback and follow-up to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

11. Developing Student Self-Assessment, Peer-Assessment and Goal Setting Skills:

- a) The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others' learning.
- b) Teachers will help students develop their self-assessment skills by modelling the application of success criteria and the provision of regular, precise and timely descriptive feedback, by planning multiple opportunities for peer assessment and self-assessment, and by providing descriptive feedback to students about the quality of their feedback to peers.

- c) Group work provides students with opportunities to develop and practise skills in peer and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills. Teachers and students use assessment information obtained in group situations to monitor progress towards learning goals and to adjust the focus of instruction and learning.
- d) In order to improve student learning and help students become independent learners, teachers will teach self-assessment, peer assessment and goal setting skills through modelling, by providing descriptive feedback and by providing all students in all grades with opportunities to practise them.
- e) Teachers will scaffold learning of these skills for students, using a model of gradual release of responsibility for learning, as follows:
 - demonstrate the skills during instruction;
 - move to guided instruction and support;
 - have students share in the responsibility for assessing their own work; and,
 - gradually provide opportunities for students to assess their own learning independently.

12. Evaluation

- a) The primary purpose of assessment and evaluation is to improve student learning. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. 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.
- b) For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. For Kindergarten, evaluation involves the judging and interpreting of evidence of learning to determine children's growth and learning in relation to the overall expectations outlined in the Kindergarten Program (2016). The overall expectations are connected with the following four frames: Belonging and Contributing; Self-Regulation and Well-Being; Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating.
- c) Aligned with the Board Improvement Plan for Student Achievement, 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.
- d) Regularly and over time, teachers will collect evidence of student achievement for evaluation from three different sources – *observations*, *conversations*, and *student products*.

- e) Multiple sources of evidence increase the reliability and validity of the evaluation of student learning. Teachers will collect “student products” in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, student responses, demonstrations, projects, and/or essays. 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.
- f) Assignments for evaluation will not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- g) 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 level/mark, as opposed to a common group level/mark.
- h) The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

13. Determining a Report Card Grade: Grades 1 to 12:

- a) Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider:
 - all evidence collected through observations, conversations, and student products (tests/exams, assignments, projects and performance tasks for evaluation);
 - the evidence for all the tests/exams and assignments for evaluation, including collected samples of work, that the student has completed or submitted;
 - the number of tests/exams or assignments for evaluation that were not completed or submitted;
 - the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course; and,
 - that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others.
- b) Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student’s report card grade. The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time.

- c) Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and reflects the student's most consistent level of achievement, with special consideration given to more recent evidence.

GRADES 1 TO 6

- a) For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades.
- b) Teachers may also use the codes "R" and "I", as defined in Sections 13 and 14, when evaluating and reporting student achievement in Grades 1 to 6.
- c) The following conversion chart shows how the four levels of achievement are aligned to letter grades:

Achievement Level	Letter Grade		Achievement Level	Letter Grade
4+	A+		2+	C+
4	A		2	C
4-	A-		2-	C-
3+	B+		1+	D+
3	B		1	D
3-	B-		1-	D-

GRADES 7 TO 12

- a) For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.
- b) The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range		Achievement Level	Percentage Mark Range
4+	95 – 100		2+	67 – 69
4	87 – 94		2	63 – 66
4-	80 – 86		2-	60 – 62
3+	77 – 79		1+	57 – 59
3	73 – 76		1	53 – 56
3-	70 – 72		1-	50 – 52

- c) For Grades 7 and 8, teachers will use the code “R”, as defined in Section 14, to indicate achievement below 50 per cent.
- d) For achievement below 50 per cent in Grades 9-12, teachers will use the corresponding report card comments stated in *Determining Student Achievement Under 50% in Grades 9-12* (Appendix D).
- e) For Grades 7 to 10, teachers may use the code “I”, as defined in Section 14. The code “I” may not be used in Grades 11 and 12. For Grades 9 to 12, a final grade (percentage mark) is recorded for every course.
- f) For Grades 9 to 12, the final grade will be determined as follows:
 - Seventy per cent (70%) of the grade will be based on evaluation conducted throughout the course. This portion of the grade reflects the student’s most consistent level of achievement throughout the course, with special consideration given to more recent evidence of achievement.
 - Thirty per cent (30%) of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
 - The final evaluation may consist of one or more activities and may include a variety of evaluation strategies (e.g., report, essay, examination, interview, presentation, and portfolio). The final evaluation activity could extend over a period of time toward the end of the course and will not consist of a single final exam.
- g) A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher.

14. The Meaning and Use of Code “R” and of Percentage Marks Below 50 Percent

- a) The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8.
- b) For Grade 9 to 12, achievement below level 1 is assigned a percentage mark below 50 per cent as per Growing Success p.41.

- c) 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 or course expectations. In such instances, teachers will develop a remediation plan that includes strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents/guardians will be consulted in this process.
- d) 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”.

15. The Meaning and Use of Code “I”

- a) For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will, in the best interests of the student, use their professional judgement to determine when the use of “I” is appropriate.
- b) 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, he/she 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. When code “I” has been assigned, the corresponding report card comment stated in *Determining Student Achievement Under 50% in Grades 9-12* (Appendix 1) will be used.

16. Academic Integrity

- a) Academic integrity is a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. An academic community flourishes when its members are committed to these five fundamental values. These values must be embodied in the evidence of student learning. Academic integrity is built upon continuous conversations with students, teachers, parents and administrators about how these values are, or are not, evident in student work.
- b) As appropriate to their age and grade, students are guided by their teachers to develop an understanding that they are responsible for providing evidence of their learning and that the projects, tests or exams they complete and the assignments they submit for evaluation must be their own work and that a compromise of academic integrity will not be condoned. As appropriate to the grade level, students are instructed in the ethical use of intellectual property and the mechanics of documentation.

- c) Where academic integrity is compromised, responses by teachers, principals and vice-principals will be guided by the vision of the learner as described in the following Catholic Graduate Expectation: *A Responsible citizen who acts morally and legally as a person formed in Catholic traditions; and accepts accountability for one's own actions* and within an environment of reconciliation and restorative practice that leads to the rebuilding of trust.
- d) In Grades 1 to 6, should academic integrity be compromised:
- The student and parent/guardian are informed by the teacher.
 - The task shall either be re-done or an alternate assignment is permitted to demonstrate achievement of the curriculum expectations.
 - The teacher explains and provides feedback to the student, to ensure a deepening understanding that assignments, completed for evaluation, must be their own work.
- e) In Grades 7 and 8, should academic integrity be compromised:
- The student is informed by the teacher.
 - The assignment shall not be accepted by the teacher.
 - The teacher will contact the parent/guardian.
 - If this is a first offence, the work shall either be re-done to demonstrate achievement of the curriculum expectations or a teacher may choose to view the assignment as incomplete and permit the demonstration of the curriculum expectations in a different assignment.
- f) In Grades 9 and 10, should academic integrity be compromised first offense:
- The student is informed by the subject teacher.
 - The assignment shall not be accepted by the teacher.
 - If this is a first offence, the student must resubmit the assignment.
 - Should the student fail to resubmit the assignment, a mark of zero will be assigned.
 - The teacher will notify administration by completing an *Academic Integrity Misconduct Report* (Appendix E).
 - The teacher will contact the parent/guardian.
 - The teacher will remind the student of strategies to avoid compromising academic integrity.

- g) In Grades 9 and 10, should academic integrity be compromised on subsequent occasions:
- The student is informed by the subject teacher.
 - The assignment will receive a mark of zero.
 - The teacher will contact the parent/guardian, where appropriate.
 - The teacher will notify administration by completing an *Academic Integrity Misconduct Report* (Appendix E).
 - Administration will inform the parent/guardian by letter.
- h) In Grades 11 and 12, should academic integrity be compromised:
- The student is informed by the subject teacher.
 - The assignment will receive a mark of zero.
 - The teacher will contact the parents/guardians, where appropriate.
 - The teacher will notify administration by completing an *Academic Integrity Misconduct Report*. (Appendix E)
 - The teacher will remind the student of strategies to avoid compromising academic integrity.
- i) Truancy on the day of an assessment is considered a compromise of academic integrity.

17. Late and Missed Assignments

- a) Early in each school year or semester teachers will communicate to students and, where appropriate, to parents/guardians that students are responsible not only for their behaviour in the classroom and the school, but also for providing evidence of their achievement within a specified time frame and that failure to complete evaluation activities reduces the body of evidence upon which the teacher can evaluate student achievement of the curriculum expectations.
- b) Due dates and timelines are designed to ensure that students are successful and that they complete subject or course requirements. Student success in this area will be reflected in the learning skills and work habits of the progress and report cards. In cases of illness, or other extenuating circumstances deadlines or timelines will be adjusted to meet student needs. Parental permission for missing assessments will not be accepted.
- c) Teachers will ensure that all assignments and tests have clearly stated and reasonable due dates that are communicated to students and, where appropriate, parents/guardians.

- d) Teachers and school teams will use a variety of strategies, as described below, to ensure that students submit their assignments for evaluation and meet timelines. Late and missed assignments for evaluation may also be noted on the progress and 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, assignments (including homework) may also be noted on the progress and report card as part of the evaluation of the student's development of the learning skills and work habits.
- e) Teachers will ensure that due dates for assignments and evaluation activities are established which:
- are reasonable and involve students where appropriate;
 - provide support and checkpoints;
 - encourage self-monitoring and the seeking of assistance;
 - involve consultation with other teachers within the school to avoid overlap; and, can be extended when, in the professional judgement of the teacher and in the best interests of the student, it is appropriate to do so and in cases of illness or extenuating circumstances.
- f) Proactive measures are often the most successful way to increase the chances that evidence of student learning is submitted by the assigned due date. Where, in the teacher's professional judgement, it is appropriate to do so and in the best interest of the student, a number of strategies will be used to help prevent and/or address late and missed assignments. They include:
- asking the student to clarify the reason for not completing the assignment;
 - helping students develop better time-management skills;
 - collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
 - planning 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;
 - maintaining ongoing communication with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
 - referring secondary students to the Student Success team or teacher;
 - taking into consideration legitimate reasons for missed deadlines;
 - setting up a student contract;
 - using counselling or peer tutoring to try to deal positively with problems;
 - holding teacher-student conferences;
 - reviewing the need for extra support for English language learners;
 - reviewing whether students require special education services;
 - requiring the student to work with a school team to complete the assignment;
 - involving Indigenous counsellors and members of the extended family to support Indigenous students;
 - understanding and taking into account the cultures, histories, and contexts of Indigenous students and parents and their previous experiences with the school system; and,

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

Grades 1 to 6

a) In Grades 1 to 6, mark deductions or late penalties do not apply. Late and missed assignments for evaluation will be noted on the progress and 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, assignments 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. This is to determine if a pattern of lateness is an issue with the student enabling the teacher to create an accurate learning skills profile, as well as to encourage students to take ownership for their learning.

Grades 7 and 8

- a) In Grades 7 and 8, if a student fails to complete an assignment or evaluation activity, teachers will first inquire as to why the lateness has occurred and assist the student accordingly. This practice ensures that a teacher will be made aware of significant mitigating factors that may have prevented the student from completing the task. It also reinforces the expectation that assignments and evaluation activities are expected to be completed. Teachers will maintain continuous communication between home and school and will communicate missed and/or late assignments to parents/guardians.
- b) If a student is absent at the time of an assessment or evaluation activity, the activity will be considered as incomplete and will be treated as a missed assessment or evaluation activity.
- c) Each assignment or evaluation activity shall have a clear due date. After this time, the assignment shall be marked as incomplete, unless other arrangements have been made in advance with the teacher. In cases where work is incomplete, teachers will continue to use a variety of strategies to ensure that students submit the assignment for evaluation or may, in their professional judgement, assign an alternative assignment or evaluation activity.
- d) In Grades 7 and 8, late penalties do not apply (marks will not be deducted); however, the teacher will record the assignments as late and the parents/guardians will be notified. This information will also be communicated in the learning skills and work habits section of the progress and report card. This is to determine if a pattern of lateness is an issue with the student enabling the teacher to create an accurate learning skills profile, as well as encourage students to take ownership of their learning. The intent of this procedure is to provide a framework that is consistent and positive for all students and reflects a reconciling and restorative approach to building student ownership of their learning. Students must understand that it is not acceptable to hand their work in late unless alternative arrangements have been made.

- e) Teachers will make arrangements with students who are absent on a test day for an alternate date and time for writing the test when they return to school. If students are aware ahead of time that they will be absent on the day of a test, they are expected to make alternate arrangements with respect to the test date.

Grades 9 to 12

- a) At the beginning of courses, teachers will provide a Course Outline that clearly explains, but is not limited to, details of student evaluation. Students and parents/guardians, where appropriate, will be advised that failure to complete evaluation activities reduces the body of evidence upon which the teacher can evaluate student achievement of the curriculum expectations and may jeopardize the granting of a credit for the course.
- b) Teachers will set due dates and deadlines in consultation with staff and, where appropriate, with students. All assignments and summative evaluation activities are due on the date specified by the teacher.
- c) For late and missing assignments, the mark deduction will be 10% per day up to the full value of the assignment; however, teachers must follow a process including conferencing with the student and contact with parents/guardians, where appropriate, before assigning the full-value deduction.
- d) If a student is absent at the time of an evaluation activity, it is the student's responsibility to discuss the completion of the activity and subsequent consequences with the teacher on the day of the student's return to school. The activity will be considered as incomplete and will be treated as a missed evaluation activity, until the student submits the outstanding assignment or completes an alternate evaluation within the time frame agreed upon. In extenuating circumstances the teacher, must consult with the Principal.
- e) Where a student has missed or failed to complete an evaluation activity, the teacher will inform the student and parent/guardian, where appropriate. Incomplete assignments will be considered when determining the student's overall grade at mid-term and final reporting times.
- f) The mid-term and final grade is a report on student progress and reflects student performance at that particular point in the semester. The teacher will determine the student's most consistent overall level of achievement in the four categories of learning with appropriate consideration for the student's more recent, where applicable, performance. Additionally, teachers must ensure that any mark deductions for lateness will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement.

- g) If a student has missed or failed to submit evaluation activities the teacher will review student data and determine whether there is sufficient evidence to make a valid and reliable judgment about student achievement.
- h) If, in the teacher's professional judgment, after reviewing the collection of evidence, the student has demonstrated achievement of the missed expectations through subsequent or alternative evaluations or in another context, for example, through credit rescue or other class work, the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student's most consistent and more recent level of achievement in each category based on the weight of this evidence.
- i) If, in the teacher's professional judgment, after reviewing the collection of evidence, the student has not demonstrated achievement of the missed expectations, and there are no extenuating circumstances, the teacher will determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. For students in Grades 9 and 10, the teacher will assign an "I" or the actual mark and include the corresponding report card comment stated in *Determining Student Achievement Under 50% in Grades 9-12* (Appendix D). For students in Grades 11 and 12, the teacher will assign a percentage grade and include the corresponding report card comments stated in *Determining Student Achievement Under 50% in Grades 9-12* (Appendix D). The minimum mark for grades 9-12 will be 25%.

18. Reporting Student Achievement

- a) Policy for reporting the achievement for all students using the elementary and secondary provincial report cards and the elementary progress report cards is outlined, in detail, in the document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12*, Chapter 6, "*Reporting Student Achievement*", 2010.
- b) The following versions of the provincial reports, designed for use in Catholic schools, will be used in the Huron-Superior Catholic District School Board:
 - Elementary Progress Report Card, Grades 1 – 6, Roman Catholic Schools
 - Elementary Provincial Report Card, Grades 1 – 6, Roman Catholic Schools
 - Elementary Progress Report Card, Grades 7 and 8, Roman Catholic Schools
 - Elementary Provincial Report Card, Grades 7 and 8, Roman Catholic Schools
 - Provincial Report Card, Grades 9 – 12, First Report for a semestered school
 - Provincial Report Card, Grades 9 – 12, Final Report for a semestered school

- c) Copies of the completed progress report cards and the provincial report cards will be printed on letter-size (8.5 by 11 in.) paper and teacher comments about student achievement will be in nine-point type, for legibility.
- d) An exact copy of completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages) will be placed in each student's Ontario Student Record (OSR) folder following each reporting period.

Elementary Provincial Progress Report Card and Provincial Report Card (Grades 1 to 8)

- a) The Elementary Progress Report Card is 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.
- b) The Elementary Provincial Report Card is designed to show a student's achievement at *two points* in the school year. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of the learning skills and work habits during that period. The second provincial report card will reflect the student's achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student's development of the learning skills and work habits during that period. On the second report card, the achievement recorded on the first report card is also shown, to provide parents/guardians with an overview of the student's achievement.
- c) Both reports include tear-off sections for the student's comments, the parents'/guardians' comments, and the parents'/guardians' acknowledgement of receipt of the report card and/or a request to discuss the child's report with the teacher. These sections are to be returned to the student's teacher.
- d) Reports must be signed by the principal or the vice-principal. A rubber stamp or facsimile of the signature must not be used.
- e) Schools will issue the Elementary Progress Report Card between October 20 and November 20 of the school year.
- f) Schools will issue the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.

- g) Although there are three formal reporting periods, communication with parents and students about student achievement will 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 is 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.

Secondary Provincial Report Card, Grades 9–12

- a) The report card tear-off section which is to be returned to Student Services, will include the student's comments and the parents' acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child's report.
- b) Reports must be signed by the principal or the vice-principal. A rubber stamp or facsimile of the signature must not be used.
- c) The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school semester. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report card for the final reporting period, the achievement recorded on the previous report is also shown, in order to provide parents/guardians with an overview of the student's achievement in each course.
- d) Early in each semester, secondary schools in the Huron-Superior Catholic District School Board will distribute to parents/guardians an Early Semester Progress Report Card outlining the student's development of the learning skills and work habits at the beginning of the semester, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.
- e) Secondary schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians two times a semester. The provincial report card will be issued as follows:
- Semester 1:
 - October/November – Principal's signature on page 1
 - January/February – "Completion of Requirements for Graduation" is page 3 and bears principal's signature

- Semester 2:
 - March/April – Principal's signature on page 1
 - June – "Completion of Requirements for Graduation" is page 3 and bears principal's signature

Teacher, Student, and Parent Comments:

- a) Teachers' anecdotal comments will focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers will use language that parents will understand and avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. Only when appropriate will teachers make reference to particular curriculum strands.
- b) Teachers' comments will describe, in overall terms, what students know and can do and will provide parents/guardians with personalized, clear, precise, and meaningful feedback.
- c) The best practice of teachers generating their own comments is supported and encouraged. Although a prepared set of standard comments may be available, it is important that teachers compose and use personalized comments on report cards as an alternative to solely selecting from a prepared set of standard comments.
- d) In the case of the Elementary Progress Report Cards, teachers are encouraged to collaborate, where appropriate, to generate comments to provide a holistic profile of the student. It is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.
- e) For students in Grades 1 to 8 whose achievement is reported as "R" on the provincial report card, and for students in Grades 9 to 12 whose achievement is recorded at below 50 per cent, teachers will describe specific remedial measures that are planned along with specific strategies that have been developed to address the student's specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers will contact the parents as soon as possible in order to consult with them and involve them in supporting the student.

Students with Special Education Needs – Elementary:

- a) *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 achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”

- b) 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 elementary 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 achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.”

Where the student's program is not based on expectations from the Ontario curriculum for Grades 1 to 8 especially in the areas of life skill development, self-regulation skill development and social and emotional skill development, an alternative format may be used to report the student's progress/achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers will indicate the student's progress/achievement relative to the expectations identified in the IEP, and will comment on the student's strengths and next steps for improvement. When an alternative format is used, it will accompany the Elementary Progress Report Card and the Elementary Provincial Report Card at the regular reporting times.

- b) 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

- a) IEP with Modified Curriculum Expectations- For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers must check the “IEP” box for every course to which the plan applies. If some of the student's learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the “IEP” box. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, teachers must include the following statement in the “Comments” section (along with comments about the student's achievement):

“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”

If the student is not working towards a credit in the course, a zero (0) should be entered in the “Credit Earned” column.

- b) *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 achievement of alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.”

Where none of the student’s learning expectations are derived from the provincial curriculum expectations, teachers will use the Board developed Alternative Report (currently under revision) to record achievement relative to the expectations set out in the IEP. When an alternative format is used, it must accompany the Progress Report or the Provincial Report Card.

- c) *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.

English Language Learners:

- a) For Grades 1 to 8, when a student’s achievement is based on expectations modified from the grade level curriculum expectations to support English language learners teachers must check the “ESL/ELD” boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).
- b) For Grades 9 to 12, 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.

- c) The ESL/ELD box should *not* be checked to indicate:
- that the student is participating in ESL or ELD programs or courses; or
 - that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

Appendices

Appendix A: Fully Alive Letters by Grade

Appendix B: Human Development and Sexual Health Instruction Exemption Form

Appendix C: Confirmation of Receipt and Acknowledgement of Approval Status of Human Development and Sexual Health Instruction Exemption Form

Appendix D: Determining Student Achievement Under 50% in Grades 9-12

Appendix E: HSCDSB Academic Integrity Misconduct Report

Appendix F: HSCDSB Assessment Expectations for Course Outlines