Implementation: September 2010
Growing Success: Purposes

Update
Clarify
Improve Consistency
Growing Success: Process

- Consultations with parents, students, teachers, principals, superintendents, faculties of education
- A review of policies already established by school boards
- A review of policies in other provinces
- A review of current research
- A research project looking at the design of the elementary report card
Growing Success: Recognizes......

...the current state of our evolving knowledge about learning

...policies and procedures need to develop over time

...new approaches to assessment provide opportunities and challenges to all educators for the benefit of students
Growing Success: Promotes...

- Some flexibility for boards to develop local policies
- Consistency among schools within a board
Fundamental belief

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

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

Not:

- Rank
- Compare
- Label
- Separate
Fundamental Principles...

- Fair, Transparent, Equitable
- Support all students
- Carefully planned
- Clearly communicated
- On-going & varied opportunities & feedback
- Promote self-assessment
Fundamental Principles...

- Fair
- Support All Students

- All students should be able to show what they have learned regardless of social or ethnic background, learning style, special needs
Fundamental Principles...

- Transparent

- Evaluations are based on clear criteria & standards.
Fundamental Principles...

- Clearly communicated
  - Parents & students know what is expected & how learning will be assessed & evaluated
  - Should be continuous (e.g. interviews, portfolios, informal reports)
  - Help students to set goals; help parents to support children at home
Fundamental Principles...

- On-going & varied opportunities & feedback
  - Students will have on-going feedback on what they are doing well, where improvements are needed & how to improve
  - Students will have a variety of ways & opportunities to demonstrate their learning
Assessment FOR [to improve] Learning

Terms and ideas used by students and teachers:

✓ Learning Goals
✓ Success Criteria
✓ Feedback
✓ Self Assessment
Assessment FOR Learning

 ✓ Learning Goals
 Students understand clearly what they are supposed to learn

 ✓ Success Criteria
 Students understand clearly what successful achievement looks like – what is expected of them
Assessment FOR Learning

✓ Feedback
Students understand clearly how to improve & learn how to give & receive feedback

✓ Self Assessment
Students learn to become independent learners
Learning Skills & Work Habits

Six Learning Skills and Work Habits will be reported on for all Grades 1 to 12

Revised from the nine on previous Elementary Report Cards and five on previous Secondary Report Cards

Now common for all Grades
Learning Skills & Work Habits

Assessed, evaluated, reported as:

- Excellent
- Good
- Satisfactory
- Needs Improvement
Learning Skills & Work Habits

Evaluated & reported separately from achievement of the curriculum expectations
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 progress report card and provincial report cards

- “Sample behaviours” given on all Report Cards
Heightened emphasis in policy and all Report Cards
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Organization</th>
</tr>
</thead>
</table>
| - 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. | - Devises and follows a plan and process for completing work and tasks.  
- Establishes priorities and manages time to complete tasks and achieve goals.  
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>Collaboration</th>
</tr>
</thead>
</table>
| - Independently monitors, assesses, and revises plans to complete tasks and meet goals.  
- Uses class time appropriately to complete tasks.  
- Follows instructions with minimal supervision. | - Accepts various roles and an equitable share of work in a group.  
- Responds positively to the ideas, opinions, values, and traditions of others.  
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.  
- Works with others to resolve conflicts and build consensus to achieve group goals.  
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. |

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Self-Regulation</th>
</tr>
</thead>
</table>
| - Looks for and acts on new ideas and opportunities for learning.  
- Demonstrates the capacity for innovation and a willingness to take risks.  
- Demonstrates curiosity and interest in learning.  
- Approaches new tasks with a positive attitude.  
- Recognizes and advocates appropriately for the rights of self and others. | - Sets own individual goals and monitors progress towards achieving them.  
- Seeks clarification or assistance when needed.  
- Assesses and reflects critically on own strengths, needs, and interests.  
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.  
- Perseveres and makes an effort when responding to challenges. |
Performance Standards: Categories & Levels of Achievement

Four Levels of Achievement
   4, 3, 2, 1

Four Categories for assessment and evaluation:
   Knowledge & Understanding
   Thinking
   Communication
   Application
Levels & Letter Grades on Report Cards for Grades 1 to 6

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A- to A+</strong></td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)</td>
</tr>
<tr>
<td><strong>B- to B+</strong></td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)</td>
</tr>
<tr>
<td><strong>C- to C+</strong></td>
<td>The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)</td>
</tr>
<tr>
<td><strong>D- to D+</strong></td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)</td>
</tr>
</tbody>
</table>
Levels & Percentage Marks on Report Cards for Grades 7 to 12

<table>
<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100</td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)</td>
</tr>
<tr>
<td>70–79</td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)</td>
</tr>
<tr>
<td>60–69</td>
<td>The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)</td>
</tr>
<tr>
<td>50–59</td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)</td>
</tr>
</tbody>
</table>
Levels of Achievement

- **Level 3**
  - (B) (70-79%)
  - Provincial Standard
  
  “Parents of students achieving at Level 3 can be confident that their children will be prepared for work in subsequent grades/courses”

  “There is no expectation that a certain number or percentage of students must be allocated to any one level”
Categories of Achievement

Evaluations are based **only** on curriculum content and skills set out in policy documents

Based on:

1. **Knowledge & Understanding** of Content

2. **Thinking**: Critical and Creative Thinking Skills (e.g.: plan, analyse, problem solve, research)

3. **Communication**: oral, visual, written forms

4. **Application**: ability to use their knowledge & skills
How will my child’s work be evaluated and graded?

1. Teachers look at many types of evidence which will show that a student has learned the required curriculum content and skills:
How will my child’s work be evaluated and graded?

1. Teachers look at many types of evidence which will show that a student has learned the required curriculum content and skills:

- projects
- demonstrations
- assignments
- portfolios
- essays
- tests
How will my child’s work be evaluated and graded?

1. Teachers look at many types of evidence which will show that a student has learned the required curriculum content and skills:

- projects
- conversations
- observations
- demonstrations
- assignments
- portfolios
- tests
- essays
How will my child’s work be evaluated and graded?

2. Teachers will pay particular attention to:

- the quality & level of work students have done ‘most consistently’ over the course of the term, year or semester

- the quality and level of work students are doing by the end of the term, year, semester
How will my child’s work be evaluated and graded?

3. For *Secondary Grades 9 to 12* to determine the *final grade*:

- 70% based on evaluations done throughout course
- 30% based on final evaluation
  - at or near end of course
  - using *one or a combination* of methods (e.g. exam, performance, essay, etc…)
Report Cards: Grades 1-8

New Elementary Progress Report Card
* October 20 – November 20

Revisions to Provincial Report Cards
* January 20 – February 20
* End of Year
New Elementary Progress Report Card

- Focus: learning skills and work habits

- Focus: assessment For learning; feedback; steps for improvement.

- Focus: discussions with students and their parents to establish a positive tone for the remainder of the school year.
Focus: student’s progress towards achievement of the curriculum
- Progressing Very Well
- Progressing Well
- Progressing With Difficulty

Before evaluations are completed

- Highlights strengths, areas to improve
- Personalized, clear, specific comments
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Progressing With Difficulty</th>
<th>Progressing Well</th>
<th>Progressing Very Well</th>
<th>Strengths/Next Steps for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading, Writing, Oral Communication, Media Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
</tr>
<tr>
<td>French</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
</tr>
<tr>
<td>Core</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>Extended</td>
</tr>
<tr>
<td>Native Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>French</td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
<td></td>
<td></td>
<td>French</td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>French</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>French</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>French</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td>NA</td>
</tr>
<tr>
<td>Drama</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td>NA</td>
</tr>
<tr>
<td>Music</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td>NA</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>ESL/ELD</td>
<td>IEP</td>
<td>French</td>
<td>NA</td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>NA</td>
</tr>
</tbody>
</table>
Revised Elementary Provincial Report Card

- Focus: Learning Skills and Work Habits

- Focus: Student’s achievement level based on the curriculum standards
  - Letter grades for Grades 1-6
  - Percentage marks for Grades 7-8
Revised Elementary Provincial Report Card

- **Language**, four strands reported
- **French**, three strands reported
- **Native Language**, equal space is provided
- **Mathematics**, five strands reported
- **Health Education and Physical Education**, both are reported
- **The Arts**, four strands reported
Revised 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 may be reported for each report; 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
Median (grade 7-8)
- 50 per cent of the students have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

R (grade 1-8)
- achievement that falls below D-/50-%; additional learning is required; need for the development of strategies to address the student’s specific learning needs

I (grade 1-8)
- insufficient evidence is available to determine a letter grade or percentage mark (e.g. late enrolment, illness)
Revised Report Cards: Grades 9-12

Semestered Schools:
October/November
January/February
March/April
June

Non-Semestered Schools:
October/November
March/April
June
Revised Report Card: Grades 9-12

.arrow Focus: Learning Skills and Work Habits
Moved to more prominent position with sample behaviours provided

.arrow Focus: Student’s achievement level based on the curriculum standards
Percentage marks
Median

- 50 per cent of the students have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

I (grades 9-10)

- insufficient evidence is available to determine a letter grade or percentage mark (e.g. late enrolment, illness)

Explanatory Information Provided

Teacher Interview Request Box
<table>
<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>80–100</strong></td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)</td>
</tr>
<tr>
<td><strong>70–79</strong></td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)</td>
</tr>
<tr>
<td><strong>60–69</strong></td>
<td>The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)</td>
</tr>
<tr>
<td><strong>50–59</strong></td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)</td>
</tr>
<tr>
<td><strong>Below 50</strong></td>
<td>The student has not demonstrated the required knowledge and skills. Extensive remediation is required.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>The student has withdrawn from the course.</td>
</tr>
</tbody>
</table>

**ESL/ELD** – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

**IEP** – Individual Education Plan

**FRENCH** – The student receives instruction in French for the course.

**SHSM** – Specialist High Skills Major (for Grade 11 and 12 courses only)

**Course Median** – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.
Report Card Comments Grades 1-12

- What the student has learned
- Strengths
- Next steps for improvement

- Comments should provide personalized, clear, precise, and meaningful feedback.
- Teachers should also strive to help parents understand how they can support their children at home.
- Teachers may choose to write personalized comments on report cards.
Issue: Dealing with late & missed assignments:

Boards must develop policies within Ministry guidelines:

- Behaviours are reported in Learning Skills/Work Habits section of the Report Card.

- Variety of strategies to be used:
  - to help prevent late and missed assignments
  - as consequences (may include mark deduction)
Issue: Dealing with late & missed assignments:

Boards must develop policies:

➤ Policies should be designed to:
  ▪ motivate and help students to complete work

➤ Timelines and consequences
  ▪ must be clearly communicated
Issue: Dealing with late & missed assignments:

Boards must develop policies:

- Teacher responsibility:
  - to set timelines (preferably in collaboration with students)

- Student responsibility:
  - to meet timelines
Issue: Dealing with cheating & plagiarizing

Boards must develop policies:

- Cheating and plagiarism will not be condoned
- Board policies must deal with how to prevent it, how to detect it, and consequences
- Board policies must consider the grade and maturity and individual circumstances of the student and how frequently it has occurred
Additional topics covered in the Growing Success document for individual focused discussions:

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

**English Language Learners:**
Modifications and Accommodations

**E-Learning (Grades 9-12)**

**Credit Recovery (Grades 9-12)**
Growing Success policy
Information for parents

www.ontario.ca/EDUparents
Thank You!