

## **Assessment, Evaluation and Reporting:**

### **Clarification During the School Closure Period, 2019-2020 School Year**

The ministry acknowledges that in these exceptional circumstances, boards can best support the unique needs and situations of students and their families by responding with flexibility and understanding. It is important to recognize and support the various ways in which students are engaging in learning in the current learning environment.

The ministry wants to acknowledge that *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* and *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016* are the province's assessment, evaluation and reporting policy. In recognition of current circumstances, elements of these policies have been adjusted to support educators, students, and families, as outlined below, Appendix A of this document provides additional technical guidance to support boards in collaborating with vendors in implementing these changes.

#### **General Information**

For all report cards and the Kindergarten Communication of Learning, schools will use the following statement in the board use section: *"This report card is for a reporting period that included provincially-mandated school closure from March 13, 2020 – June 30, 2020."*

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy at the end of the school year in June, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request when schools re-open. At a later date, the completed report card, or an exact copy, must be filed in the Ontario Student Record (OSR), as required by the OSR Guideline.

#### **Recording Attendance**

Attendance will be reported using the code "G" during the school closure period.

- *If a student had a regular absence before the school closure period:* they should have been reported with a 'A' code for that day. All students should be marked with a 'G' code for the school closure period of March 23 to April 3, which now continues until June 30.
- *If a student was in a prolonged absence before the school closure period:* they should have been reported with a string of 'A' codes for all the days. All students should be marked with a 'G' code for the school closure period of March 23 to April 3, which now continues until June 30.

## **Other**

- For the instances where the student's program is not based on expectations from the Ontario curriculum for Grades 1 to 8, or where there is an alternative program being used for Grades 9 -12 and an alternative format is being used to report the student's progress/ achievement, the guidance in this document will apply, where applicable. As per Growing Success (p. 62), when an alternative format is used, it should accompany the Provincial Report Card at the regular reporting times.
- A teacher who returned from a leave of absence after March 13 will use the information provided by the previous teacher in determining students' report card grades/marks.
- When in the best interest of students, teachers are encouraged to include evidence of learning completed during the school closure period. Grades and marks will not go down from what they were on March 13<sup>th</sup>. No student's mark should be negatively affected by performance during the school closure period. This applies to both elementary and secondary students.
- As a result of the continued closure, boards should be able to fulfill their collective agreement obligations while continuing to meet instructional expectations and adhering to board policies. This would include providing sufficient time for report card completion and any expectations regarding comments.
- School boards are reminded that there may be educators who require support completing the report card template. School boards will work with their respective report card vendors and provide necessary training/support for teachers who may require support completing report cards.

## Kindergarten Communication of Learning

Key Area	Direction Provided to Date	Additional Clarification
<p><b>Completing the Kindergarten Communication of Learning</b></p>	<p>The suggested hours of work per week was provided as a minimum guideline, as were the suggested areas of focus:</p> <ul style="list-style-type: none"> <li>• Kindergarten-Grade 3: five hours of work per student/week (focus on literacy and math)</li> </ul> <p>School boards should issue final report cards for all students.</p> <p>The Kindergarten Communication of Learning will be based on teachers' observations of key learning and growth in learning prior to March 13th. Teachers may choose to include comments on growth in learning demonstrated during the school closure period when it is to the child's benefit.</p>	<p>Teachers and ECEs will collaborate in the observations of children and communicating with families where possible. Teachers will complete the Kindergarten Communication of Learning templates.</p> <p>The Kindergarten Communication of Learning will be based on observations of key learning and growth from the beginning of Term 2 to March 13 in each of the Four Frames. Teachers may choose to include comments on growth in learning demonstrated during the school closure period when it is to the child's benefit.</p> <p>When there is no demonstrated learning observed during the closure period, teachers may also include the following statement: <i>This Communication of Learning reflects evidence of learning as observed by the educator team prior to the school closure period.</i></p>

## Elementary

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<b>Learning Skills and Work Habits</b>	Reporting on Learning Skills and Work Habits should also reflect information gathered prior to March 13th. Teachers should choose to include comments on the final report card if they feel that doing so would support the student's progress.	<p>Ratings for Learning Skills and Work Habits will reflect the period from the beginning of Term 2 to March 13. Teachers may choose to include comments on growth in Learning Skills and Work Habits demonstrated during the school closure period when it is to the student's benefit.</p> <p>Teachers may also include the following statement in the comment section of the report card when there is no demonstration of growth during the closure period:</p> <p><i>For this report card, the evaluation of Learning Skills and Work Habits is based on evidence from prior to the school closure period.</i></p>
<b>Assessment of Learning</b>	<p>The suggested hours of work per week was provided as a minimum guideline, as were the suggested areas of focus:</p> <ul style="list-style-type: none"> <li>• Kindergarten-Grade 3: five hours of work per student/week (focus on literacy and math)</li> <li>• Grades 4-6: five hours of work per student/week (focus on literacy, math, science and social studies)</li> <li>• Grades 7-8: 10 hours of work per student/week (focus on math, literacy, science and social studies)</li> </ul> <p>School boards should issue final report cards for</p>	<p><b>Determining Report Card Grades/Marks</b></p> <p>For Grades 1 to 6, student achievement will be reported using letter grades.</p> <p>For Grades 7 and 8, student achievement will be reported using percentage marks.</p> <p>Students in Grades 1 to 8 will be assigned the grades/marks based on their learning from the beginning of Term 2 to March 13, 2020. Evidence collected during the school closure period that shows improvement in learning may be taken into consideration by the teacher when assigning a final grade/mark in a strand or subject.</p>

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	<p>all students.</p> <p>Teachers will use assessment for learning (formative assessment) to gather evidence of how students are progressing in their learning and will provide feedback to their students to support their continuous and ongoing learning. In determining final grades and marks for the final report card, teachers will use the evaluation information gathered before March 13th. When in the best interest of students, teachers are encouraged to include evidence of learning completed during the school closure period in their determination of final grades. Teachers should choose to include comments on the final report card if they feel that doing so would support the student's progress.</p> <p>Grades and marks will not go down from what they were on March 13<sup>th</sup>. No student's mark should be negatively affected by performance during the school closure period. This applies to both elementary and secondary students. Continuity of learning is critical to prepare students with the knowledge and skills for success in the next grade, course or postsecondary destination. Every effort should be made to keep students involved and engaged in their learning, recognizing that some students in</p>	<p><b>Report Card Comments</b></p> <p>As a result of the continued closure, boards should be able to fulfill their collective agreement obligations while continuing to meet instructional expectations and adhering to board policies. This would include providing sufficient time for report card completion and any expectations regarding comments. When writing comments, teachers will use their professional judgement and focus on what students have learned, and where possible, describe significant strengths and identify next steps for improvement.</p> <p>For students who were able to engage in learning during the closure period and demonstrate progress, teachers may also include the following comment:</p> <p><i>The grade/mark for [enter student name] is based on demonstrated learning prior to the school closure period, as well as evidence of progress gathered during the school closure period.</i></p> <p>For students who did not engage during the closure period, teachers may include the following comment:</p> <p><i>The grade/mark for [enter student name] is based on demonstrated learning prior to the school closure period.</i></p> <p>In such cases where there is insufficient evidence of learning in a particular subject or strand (including math strands), the</p>

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	<p>extenuating circumstances may no longer be able to participate. The ministry and its education partners are considering how the school closure period will impact planning for the 2020-21 school year.</p>	<p>code "I" may be used on a student's report card. Teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interest of the student.</p> <p>In the case where "I" is used for this purpose, the following statement may be included on the report card:</p> <p><i>Due to the school closure period, there is insufficient information to determine a grade/mark.</i></p>
<p><b>French as a Second Language (FSL) Hours Requirement</b></p>	<p>[no content in table cell]</p>	<p>On Appendix F of the Ontario Student Record, schools should follow their usual process and record the number of hours that had been originally planned for the 2019-20 school year.</p> <p>An asterisk should be placed beside the 2019-20 school year and this comment should be noted on the card:</p> <p><i>The 2019-20 school year was impacted by school closures. The student is recognized as having met the expectations set for instructional hours.</i></p>

## Secondary

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<p><b>Learning Skills and Work Habits</b></p>	<p>Reporting on Learning Skills and Work Habits should reflect information gathered prior to March 13th. Teachers should choose to include comments on the final report card if they feel that doing so would support the student's progress.</p>	<p>Ratings for Learning Skills and Work Habits will reflect information from:</p> <ul style="list-style-type: none"> <li>• Between the beginning of the second semester and March 13 for semestered courses.</li> <li>• Between the beginning of Term 2 and March 13 for full-year secondary courses.</li> </ul> <p>Reporting on Learning Skills and Work Habits may reflect work completed after April 6 that serves to improve the student's rating.</p> <p>Teachers may also include the following statement in the comment section of the report card, where applicable:</p> <p><i>For this report card, the evaluation of Learning Skills and Work Habits is based on evidence from prior to the school closure period.</i></p>
<p><b>Assessment of Learning</b></p>	<p>The requirement to issue mid-year (March/April) report cards for all secondary students, including graduating students, is suspended for this school year.</p> <p>The suggested hours of work per week was provided as a minimum guideline, as were the suggested areas of focus:</p> <ul style="list-style-type: none"> <li>• Grades 9-12: three hours of work per course per week for semestered students;</li> </ul>	<p><b>Determining Final Marks</b></p> <p>Final marks will reflect work completed by March 13, as well as any work completed after April 6 that serves to improve the student's final mark.</p> <p>Teachers will use professional judgement to consider 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. Teachers will</p>

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	<p>1.5 hours of work per course per week for non-semestered students (focus on achieving credits/completion/graduation)</p> <p>School boards should issue final report cards for all students.</p> <p>For secondary students, teachers will assign learning tasks, projects and culminating activities for both formative and summative purposes. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks.</p> <p>In keeping with the understanding that marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interest of students during this time, and in recognition of performance prior to March 13th, teachers can adjust the weighting of assigned tasks in their determination of a final mark as needed.</p> <p>If needed, principals can grant credits to ensure student progression based on work completed to date and efforts made in extenuating circumstances.</p>	<p>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.</p> <p>A final evaluation does not need to be an examination. Teachers may use a variety of tasks for a final evaluation. Culminating activities should include opportunities for students to demonstrate the essential learning areas from the course.</p> <p>Teachers do not need to follow the 70/30 mark breakdown. Teachers can adjust and individualize the weighting of assigned tasks in their determination of a mark and if needed, weigh a final culminating task as zero to benefit the student.</p> <p><b>Report Card Comments</b> As a result of the continued closure, boards should be able to fulfill their collective agreement obligations while continuing to meet instructional expectations and adhering to board policies. This would include providing sufficient time for report card completion and any expectations regarding comments. When writing comments, teachers will use their professional judgement and focus on what students have learned, and where possible, describe significant strengths and identify next steps for improvement.</p> <p><b>The Use of "I" during the School Closure Period</b></p> <p>For students in <b>Grades 9 and 10</b>, teachers may use the code "I"</p>



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		<p>on the report card to indicate insufficient evidence if the student did not have a passing mark prior to March 13<sup>th</sup> and did not demonstrate progress during the school closure period.</p> <p>Due to circumstances resulting from the school closure period, the ministry is expanding the use of “I” for students enrolled in <b>Grade 11 and 12 courses</b>, where the student did not have a passing mark prior to March 13<sup>th</sup> and did not demonstrate progress during the school closure period.</p> <p>If a student receives an “I” on their report card, they do not receive a credit for that course.</p> <p>For Grade 11 and 12 courses, full disclosure will be waived, and no notation will be entered on the Ontario Student Transcript (OST). Any subsequent attempts at completing the course, (whether through credit recovery or retaking the course), will be recorded on the OST.</p> <p>For graduating students who were relying on the course for postsecondary admission, special consideration should be given as to how the course should be recorded. Students and their guidance counsellor or principal, in consultation with parents, will contact the institution’s admission office to explain the nature of the student’s extenuating circumstances.</p> <p>The following comment may be used for students receiving an “I” for a course:</p>

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		<p><i>Due to the school closure period, there is insufficient information to determine a final mark.</i></p> <p>Where a student receives an “I” the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course, including credit recovery and retaking the credit.</p> <p>Given the extenuating circumstance resulting from school closures, if needed, principals can grant credits to ensure student progression based on work completed to date and efforts made in these extenuating circumstances (<i>Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, Sections 7.1, 7.5</i>).</p> <p>The ministry has committed to the introduction of an expanded summer learning program that will focus on credit recovery, supports for vulnerable students, and course upgrading.</p>
<b>Civics and Citizenship and Career Studies Half-Credit Courses</b>	<p>For students enrolled in Civics and Citizenship and Career Studies half-credit courses in the second semester, their final mark for the half-credit course underway at the time of school closures will be based on work completed as of March 13th. Where appropriate, teachers may adjust this mark in the best interest of students to be a</p>	<p>Teachers should determine, based on their professional judgment, the essential learning areas for the course and assign learning tasks, projects and culminating activities, recognizing that there may not be evidence demonstrated for all expectations in the course.</p> <p>For non-semestered courses in Civics and Careers, the student</p>

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	<p>more accurate reflection of their learning. Students are not required to complete any further culminating assignment for this course.</p> <p>On April 6th, students should begin work on the other half-credit course.</p>	<p>mark on March 13 represents the lowest possible final mark and can increase based on student work submitted during the school closure.</p> <p>For semestered courses, for the second half-credit in Civics or Careers, there is an expectation that some demonstration of learning will be provided by students in order to successfully complete the course.</p> <p>Where the student does not provide sufficient evidence of learning, the student will be assigned an "I" designation and will not receive the half-credit for that course.</p> <p>Where a student receives an "I" the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course, including credit recovery and retaking the credit.</p> <p>Given the extenuating circumstance resulting from school closures, if needed, principals can grant credits to ensure student progression based on work completed to date and efforts made in these extenuating circumstances (<i>Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, Sections 7.1, 7.5</i>).</p>
<b>Literacy Requirement for Graduating</b>	For students who are graduating in the 2019-20 school year, the literacy graduation requirement as set out in Ontario Schools, Kindergarten to	<b>Noting the waived literacy requirements for graduating students for students who did not have the opportunity to complete the literacy requirement:</b>

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<b>Students</b>	Grade 12: Policy and Program Requirements, 2016 has been waived.	<p><u>For the Report Card</u></p> <ul style="list-style-type: none"> <li>• Include the following standard note in the “For School Use” section: <i>“Due to exceptional circumstances, the Minister of Education has waived the literacy graduation requirement for the 2019-20 school year.”</i></li> </ul> <p><u>For the Ontario Student Transcript</u></p> <ul style="list-style-type: none"> <li>• Check the N/A box on the Ontario Student Transcript to indicate exceptional circumstances.</li> </ul> <p>This change to the student transcript and report card for the current school year will be communicated to post-secondary institutions to convey that these waived graduation requirements will not impact recognition of high school completion.</p>
<b>Community Involvement Hours Requirement for Graduating Students</b>	For students who are graduating in the 2019-20 school year, the Community Involvement Hours graduation requirement as set out in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 has been waived.	<p><b>Noting the waived community involvement hours requirements for graduating students who did not have the opportunity to complete 40 community involvement hours:</b></p> <p>For graduating students who have not had the opportunity to complete 40 community involvement hours:</p> <p><u>For the Report Card</u></p> <ul style="list-style-type: none"> <li>• Record the total number of hours that a student has earned to-date; and</li> <li>• Note the following in the “For School Use” section: “For the 2019-20 school year, the requirement to complete</li> </ul>

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		<p>40 hours of community involvement has been waived by the Minister of Education."</p> <p><u>For the Ontario Student Transcript</u></p> <ul style="list-style-type: none"> <li>• Check the N/A box on the Ontario Student Transcript to indicate exceptional circumstances.</li> </ul> <p>These changes to the student transcript and report card for the current school year will be communicated to post-secondary institutions to convey that these waived graduation requirements will not impact recognition of high school completion.</p>
<b>Specialist High Skills Major</b>	<p>The SHSM program has an override request process already in place for school boards. Graduating students in the SHSM program unable to complete their SHSM requirements due to extenuating circumstances, including the impacts from COVID-19, will be supported through the override request process. Decisions for overrides should be made at the board level. The ministry SHSM team is available to offer guidance as requested by boards. For tracking purposes, boards will be asked to provide a tally of overrides to the ministry.</p>	<p>See previous direction. No change.</p>
<b>Dual Credits</b>	<p><b>Dual Credit Programs: Policy and Program Requirements, 2020</b>  <i>Excerpt - 4.2.1 General policies and procedures</i>  The following applies to <b>college-delivered</b> dual</p>	<p>For college delivered dual credit courses, the policy states that the principal is to record the mark as provided by the college instructor, this may include a mark that is lower than March 13th.</p>

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	<p>credit courses:</p> <p>The college instructor or professor is responsible for the assessment and evaluation of student achievement. (Assessment and evaluation are not governed by the Ministry of Education policy requirements set out in <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010</i>.)</p> <p>The result of the college assessment and evaluation of student achievement is to be reported on the provincial report card and on the Ontario Student Transcript. Only a secondary school principal may award credit on a student's OST for a college-delivered course. The principal will record the mark as provided by the college instructor or professor. Grades assigned by college instructors or professors must not be adjusted, with the following exception: Principals must ensure that any letter grades reported on a college record are converted to a percentage grade before this information is entered on the student's provincial report card and OST. Colleges will provide the principal with a guide to conversion.</p>	<p>School boards have been working with the college sector to support students enrolled in dual credits. In some cases, college courses are being offered remotely. Where this has not been possible, alternative college credits may have been offered. Where a student on track to graduate in the 2019-20 school year has not been able to obtain the college credit, a principal may grant a high school credit to support the student to graduate through the Prior Learning process.</p> <p>The principal may award a Prior Learning Equivalency course code with an EQV in the percentage column of the OST under the following circumstances:</p> <ul style="list-style-type: none"> <li>a) Where the dual credit student earns a final mark that is lower than the passing grade for the college course.</li> <li>b) Where the student withdrew from the course after March 13 and did not register for a replacement course.</li> </ul> <p>This should be done in consultation with the Student Success Team, parent (if applicable) and student to ensure that student progression based on work completed to date and efforts made under these extenuating circumstances are recognized (<i>Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, Sections 7.1, 7.5</i>).</p> <p>In this circumstance, students and parents must be made aware that while the student has been granted the secondary school credit, they will not be earning their college credit, and that the student's OST will be different from their college record.</p>

