Beginning in September 2010, all assessment, evaluation and reporting in Ontario schools will be based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, First Edition, Covering Grades 1 to 12*. This policy document introduces new report cards for both elementary and secondary students.

New reporting requirements for secondary students are outlined in this Ministry of Education document. Semestered schools complete formal written reports two times a semester and non-semestered schools complete formal written reports three times a school year. Through the report cards teachers share students’ information regarding the learning and achievement of their learning skills and work habits and the Ontario curriculum expectations.

*Note: Secondary schools in the YRDSB also issue an interim report following the first six weeks of instruction.*

New Reporting Policies for Ontario

## Reporting Timelines

<table>
<thead>
<tr>
<th>Timelines</th>
<th>Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>October/November</td>
<td>First</td>
</tr>
<tr>
<td>January/February</td>
<td>Final</td>
</tr>
<tr>
<td>March/April</td>
<td>First</td>
</tr>
<tr>
<td>June</td>
<td>Final</td>
</tr>
</tbody>
</table>

Please refer to our *Learning Skills & Work Habits* brochure for more information.

## Learning Skills & Work Habits

The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations.

Teachers will work with students and their parents/guardians to help them develop the following six learning skills and work habits:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each learning skill and work habit is evaluated on the report card using the following scale:

- **E** = Excellent
- **G** = Good
- **S** = Satisfactory
- **N** = Needs Improvement

## Attendance

Success at school is a shared responsibility among teachers, students and parents/guardians. To support learning and achievement it is required and expected that students attend all classes each and every day. When students are frequently absent or late, they often have difficulty achieving the learning expectations for each course.

When absences or lateness interferes with a student’s learning, a school may ask an attendance counsellor to become involved with the family.

Attendance data is tracked and will be reported on all secondary provincial report cards.

## Reporting on Student Academic Achievement

The secondary provincial report card outlines student achievement based on the Ontario Curriculum documents. It provides information to parents and guardians about their child’s academic achievement for each subject or course. This information is shared as a percentage mark which aligns with the achievement chart (see back panel) within the Ontario Curriculum documents.
### Academic Achievement

<table>
<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement of 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>
<tr>
<td>Below 50%</td>
<td>The student has not demonstrated the required knowledge and skills. Extensive remediation is required.</td>
</tr>
<tr>
<td>I</td>
<td>Insufficient evidence to assign a percentage mark. (Gr. 9 &amp; 10 only)</td>
</tr>
<tr>
<td>W</td>
<td>The student has withdrawn from the course.</td>
</tr>
</tbody>
</table>

- **ESL/ELD:** Achievement is based on the 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 (Gr. 11 & 12 only)
- **Course Median:** The median is the percentage mark at which 50% of the students in the course have a higher mark and 50% of the students have a lower mark.

### Ongoing Communication

Although there are formal report periods, communication with parents/guardians and students about student achievement is a continuous process throughout the semester and/or year. This may include, but is not limited to: curriculum nights, parent-teacher interviews, student-led conferences, telephone conversations, written communication, online communication, course outlines, school websites, checklists, and informal reports.

### For Further Information

All Ontario curriculum documents for each subject are available at the Ontario Ministry of Education website at: [http://www.edu.gov.on.ca/eng/curriculum/secondary](http://www.edu.gov.on.ca/eng/curriculum/secondary)

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12) is available at: The Ontario Ministry of Education’s website at: [http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

For more information, please contact your son or daughter's school.
Beginning in September 2010, all assessment, evaluation and reporting in Ontario schools will be based on the policies and practices described in Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, First Edition, Covering Grades 1 to 12. This Ministry of Education policy emphasizes the significance of developing learning skills and work habits in our children. It is expected that teachers will work with students and their parents to ensure that they understand learning skills and work habits and their importance. Students benefit when teachers model the skills and habits and explain how they will be assessed and evaluated.

Learning Skills & Work Habits

The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for post-secondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations.

Learning Skills & Work Habits

Teachers will work with students and their parents/guardians to help them develop the following six learning skills and work habits:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each learning skill and work habit is evaluated on the report cards using the following scale:

- E = Excellent
- G = Good
- S = Satisfactory
- N= Needs Improvement

Please refer to our Elementary and Secondary Report Card brochures for more information.

The following are sample behaviours which are designed to help identify strengths and support growth of those learning skills and work habits.

Responsibility

Consider how well your child:

- fulfills commitments in learning environments;
- completes and submits class work, homework, and assignments according to agreed upon timelines; and
- manages his/her behaviour.

Independent Work

Consider how well your child:

- monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks; and
- follows instructions with minimal supervision.

Collaboration

Consider how well your child:

- accepts various roles and an equitable share of the work within a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer relationships;
- works with others to resolves conflicts and builds consensus to achieve group goals; and
- shares information, resources, and expertise to solve problems and make decisions.
Learning Skills and Work Habits

**Organization**

Consider how well your child:

- creates and follows a plan to complete work and tasks;
- establishes priorities and manages time to achieve goals; and
- gathers, evaluates and uses information, technology and resources to complete tasks.

**Initiative**

Consider how well your child:

- acts upon new ideas and opportunities for learning;
- demonstrates a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude; and
- recognizes and advocates appropriately for the rights of self and others.

**Self-Regulation**

Consider how well your child:

- sets his/her individual goals and monitors progress towards achieving them;
- seeks assistance when needed;
- assesses and reflects critically on her/his strengths, needs and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; and
- perseveres when facing challenges.

**Partners Working Together to Support Student Learning and Achievement**

You and your child are important partners in the learning and assessment process. Teachers will help students to:

- understand what they are expected to know and be able to do in order to successfully demonstrate these learning skills and work habits;
- set goals for growth; and
- build on strengths, use learning preferences, and focus on areas of need to achieve success.

Teachers, students and parents/guardians will work together to set goals for developing all of the learning skills and work habits.

For more information, please contact your son or daughter's school.

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Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12) is available at The Ontario Ministry of website at: www.edu.gov.on.ca

www.yrdsb.edu.on.ca

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Assessment, Evaluation & Reporting for Parents and Guardians

November 2010