

Assessment, Evaluation and Reporting Student Achievement Policy and Reporting Student Achievement Procedure

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Workplace Stewards and Principals' Training **Wednesday, September 20, 2017**

Presenters:

Kevin Auckland, Learning Supervisor, Thames Valley District School Board

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"The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning."

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools 2010, p. 6



The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit [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;



The Seven Fundamental Principles

continued...

- 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.



The Policy

The updated Thames Valley District School Board Assessment, Evaluation, and Reporting Student Achievement Policy and Procedure is aligned with Growing Success: Assessment, Evaluation, and Reporting in Ontario School, 2010 and structured around the seven fundamental principles.



Professional Judgement

Professional judgement underpins Growing Success and is embedded in the Collective Agreement.

"Professional judgement shall be defined as judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction."

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools 2010, p.152
ETFO Thames Valley Teacher Local/TVDSB Collective Agreement Article C2.50



Kindergarten Communication of Learning Reporting Templates

Communication of Learning: Initial Observation (November)

- One large box which is not separated into 'frames'
- Intended to provide parents with an overview of initial observations of their child's learning and early evidence of growth in learning in relation to the overall expectations

Communication of Learning: (February and June)

- One box for each of the four 'frames'
- February – reflects the child's growth in learning since September
- June – reflects the child's growth in learning since February



Kindergarten Communication of Learning: Initial Observation

“For the Initial Observation report, educators will provide an overview of the student's key learning and growth in learning during the fall of the school year, along with information about next steps in learning. This overview will serve as the basis for discussion with parents and as a support for parents' ongoing participation in their child's learning.”

Growing Success – The Kindergarten Addendum, 2016 p.15



Kindergarten Specialty Teachers or Teachers Providing Prep for Kindergarten Classroom Teachers

Non-homeroom teachers will provide Kindergarten homeroom teachers with their anecdotal comments, about the student's learning and growth in learning in relation to the overall expectations, and the following statement will be included in the appropriate 'frame(s)'

[Teacher X] contributed to the evaluation of this frame

Kindergarten Specialty Teachers will receive professional learning on documenting student learning. Sessions will take place in October and November.



Communicating Information about Children's Learning

“It is expected that teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.”

Growing Success: The Kindergarten Addendum, pg.13



Growing Success: The Kindergarten Addendum

Evaluation

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.

Growing Success: The Kindergarten Addendum, 2016, pg.10



“All expectations must be accounted for in instruction and assessment. Educators will use their professional judgement, supported by information provided in The Kindergarten Program, to determine which specific expectations will be used to evaluate growth and learning in relation to the overall expectations within each frame, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.”

Growing Success – The Kindergarten Addendum, 2016, p.10 and The Kindergarten Program, 2016, p.116



Qualities of an Effective Narrative

- Includes: Key Learning, Growth in Learning, Next Steps in Learning
- Clear and Concise Language
- Developmentally Appropriate
- Strength-Based
- Personalized
- Reflects the Integrative Nature of the Four Frames
- Related to the Overall Expectations with Evidence
- Reflects Partnerships
- Uses multiple sources of documentation (e.g., growth)
- Use of direct quotes from the learners



Key Points

- “teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in Kindergarten” (Growing Success: The Kindergarten Addendum, 2016, pg.13)
- “the teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.” (Growing Success: The Kindergarten Addendum, 2016, pg. 13)
 - Narrative format
 - Each ‘frame’ includes Key Learning/Growth in Learning/Next Steps in Learning
 - The words ‘Next Steps’ do not need to be included in the narrative
- Both Literacy and Mathematics will be reflected in each Communication of Learning, however they both don’t need to be included in the Demonstrating Literacy and Mathematics Behaviours frame



Reporting Student Achievement Grades 1 – 8

Alignment with Growing Success in terms of which subject areas/how often (see chart Section 2.5, Pg. 11-14) Timelines/Roles/Responsibilities/Considerations/IEP/ELL

Shift from a Checklist to “teachers using professional judgement to decide which aspects of learning, which student strengths and which next steps it is most important to comment on for any given reporting period.”

All subjects need comments.

Teachers will use their professional judgement as to which strands within each subject area will be commented on. (Language, French, Mathematics, Health & Phys. Ed, The Arts)

Next steps will be embedded into the narrative.

No longer is there an expectation that all Learning Skills will have next steps.

It has always been part of a teacher’s responsibility to maintain *ongoing* communication with parent(s)/guardian about student achievement.



Reporting Student Achievement Grades 1 – 8

What needs to be report on: Progress Reports & Report Cards

It is important to share and adhere to the charts contained in Section 2.5 with all teachers to ensure consistency in reporting across TVDSB.



2.5 Reporting on Learning Skills/Work Habits and Curriculum Expectations

Comments include all three components (Overall learning expectations, student's strengths and next steps) and teachers will provide comments for each subject on both Report Cards.

Non Homeroom teachers will include their initials (S.B.) following the comments that they include on a student's Progress Report and/or Report Card(s).

	Progress Report	Report Cards
<p>Learning Skills and Work Habits (Appendix C for sample comments)</p> <p>To the extent possible, learning skills and work habits should not be considered in determining a student's level of achievement of curriculum expectations.</p> <p>Sample behaviours are provided on the report card to <i>assist</i>, but not restrict teachers when reporting on student progress in Learning Skills and Work Habits.</p>	<p>✓ The homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning and work habits may comment in this space as well. (pg. 55 Growing Success)</p>	<p>✓ The homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning and work habits may comment in this space as well. (pg. 55 Growing Success)</p>
Language	<p>✓ Report on overall Language Achievement and provide comments</p>	<p>✓ Provide a letter grade/percentage for each strand ~ Reading, Writing, Oral, Media Literacy in Report 1 and Report 2 and provide comments</p>
French as a Second Language	<p>✓ Grade Four ~ based on Listening and Speaking only</p> <p>✓ Grade Five – Eight ~Report on overall French Achievement</p>	<p>Core</p> <p>✓ Grade Four ~ Provide a letter grade for Listening and Speaking only for Report 1 and comments</p>

	<p>✓ Comment optional, required if progressing with difficulty</p> <p>✓ French Immersion schools</p> <p>✓ Comments on overall French Achievement required.</p>	<p>✓ Provide a letter grade for all four strands for Report 2 and comments</p> <p>✓ Grade Five – Eight ~ Provide a letter grade/percentage for Speaking, Reading, Writing and Listening for Report 1 and Report 2 and comments</p> <p>French Immersion</p> <p>✓ Provide a letter grade/percentage for each strand for Report 1 and Report 2 and comments</p>
Native Language (if applicable)	<p>✓ Report on Native Language Achievement</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>✓ Provide a letter grade/percentage for Report 1 and Report 2 and comments</p>
Math	<p>✓ Report on overall math achievement and provide comments</p>	<p>✓ Provide a letter grade/percentage mark for at least four of the five strands for mathematics in the columns headed Report 1 and Report 2 and comments. Achievement in each of the five strands must be reported at least once in the school year for Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the "NA" box for that strand should be checked.</p>
Science	<p>✓ Report on Science Achievement</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>✓ Provide a letter grade/percentage mark for science and technology on Report 1 and Report 2 and comments. In the space provided for comments, indicate which strands were reported for the appropriate period.</p>

Social Studies	<p>✓ Report on Social Studies Achievement</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>Grades 1 – 6:</p> <p>✓ Provide a letter grade for social studies in the columns headed Report 1 and Report 2 and comments. In the space provided for comments, indicate which strands were reported for the appropriate period</p>
History/Geography	<p>✓ Report on either History or Geography achievement. Use an N/A for the subject not reported on.</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>Grades 7 – 8</p> <p>✓ Provide a percentage mark for history and/or geography on Report 1 and Report 2 and comments. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period. If either history or geography is not part of the student's program for Report 1 or Report 2, this should be noted in the comments, and the appropriate "NA" box should be checked. Achievement in both history and geography must be reported at least once in the school year, for either Report 1 or Report 2.</p>
Physical Education/Health	<p>✓ Report on both Physical Education and Health Achievement</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>✓ Provide a letter grade/percentage for Physical Education and Health for Report 1 and Report 2 and comments.</p>
The Arts	<p>✓ Report on achievement in a minimum of 3 of the 4 strands.</p> <p>✓ Comment optional, required if progressing with difficulty</p>	<p>✓ Provide a letter grade/percentage mark for three of the four strands in the columns headed Report 1 and Report 2 and comments. Achievement in each of the four strands must be reported at least once in the school year for Report 1 or Report 2. When</p>

Reporting Student Achievement Grades 1 - 8

Criteria for Writing Effective Report Cards

Comments for each subject include three components:

- Overall learning expectations / key learning
 - specific aspects of knowledge, skills and other criteria identified in the curriculum /learning skills & work habits most relevant to student's achievement or development
- Student's strengths
 - significant strengths student has demonstrated and should try to continue to demonstrate
- Next steps for improvement
 - address student's most significant learning needs
 - provide concrete next steps for the student
 - provide specific suggestions for how parents can support the student's learning or development



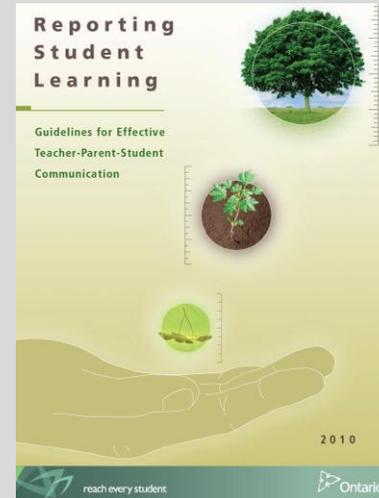
Reporting Student Achievement Grades 1 - 8

Criteria for Writing Effective Report Cards continued:

- personalized (tailored to the individual student)
 - refer to specific evidence of learning/learning skill development, gathered from conversations, observations and student products
 - refer to the student's interests, learning preferences, and readiness to learn
- clear (student and parent friendly language, positive tone)
- precise (representative of the grade/percentage mark)
- meaningful feedback (most significant learning needs)

See sample comments:

- Appendix D ~ TVDSB Reporting Student Achievement Procedure
- Pages 8-12 ~ Reporting Student Learning, 2010



Reporting Student Achievement Grades 1 - 8

Writing Effective Report Card Comment Activity

Sample report card comments have been provided for you.

Can you identify the 3 components for each comment (**overall learning expectations / key learning**, **strengths**, **next steps**)?

What other criteria can you identify to make it an effective comment?



Reporting Student Achievement Grades 1 – 8

“In order to write clear, precise, personalized and meaningful comments on report cards, teachers must carefully plan for assessment, regularly monitor students’ progress and provide feedback to students, and review collected evidence thoroughly when evaluating student achievement.”



Additional Considerations

- Use of N/A
 - to be used in the event that a student has not received instruction in a subject/strand; include a comment as to reason
- Use of Code "I"
 - to be used on rare occasions to indicate insufficient evidence is available in a specific subject/strand to determine a grade or mark; include a comment as to reason
 - E.g., the student has been at the school for less than 6 weeks (42 calendar days)
 - E.g., issues or extenuating circumstance beyond student's control, such as illness
 - E.g., student is taking part in specialized program (such as Empower, LEARN)
- Use of Code "AL"
 - to be used on rare occasions for students who are having a subject reported using an alternative format, in two identifiable situations:
 - 1) student is in Reach Ahead program
 - 2) student has it established in an IEP



Additional Considerations

- English Language Learners
 - See Section 1.5.1 & Section 2.6.5 in TVDSB Procedure
- Individual Education Plan (IEP)
 - See Section 1.5.2 and Section 2.6.6 in TVDSB Procedure
- Late & Missed Assignments
 - See Section 2.7.1, Section 2.7.2, and Appendix B in TVDSB Procedure



Some Points to Consider

- Report Cards, Progress Reports and Kindergarten Communication of Learning & Initial Observations are directly aligned to Growing Success through the Reporting Student Learning and Kindergarten Addendum documents.
- School based supplementary supports/checklists are no longer needed.



Reporting Dates for 2017 - 2018

Progress Reports and Kindergarten Communication of Learning: Initial Observation

Thursday, October 26, 2017 - Ready for Administrators to access by 4:00 p.m.

Friday, November 10, 2017 - Reports and Communication of Learning Sent Home

Friday, November 17, 2017 - Interview Day

Term One Provincial Report Cards and Kindergarten Communication of Learning

Friday, January 19, 2018 ~ Assessment and Evaluation Day

Thursday, January 25, 2018 ~ Ready for Administrators to access by 4:00 p.m.

Friday, February 9, 2018 ~ Reports and Communication of Learning Sent Home

Term Two Provincial Report Cards and Kindergarten Communication of Learning

Friday, June 8, 2018 - Assessment and Evaluation Day

Thursday, June 14, 2018 - Ready for Administrators to access by 4:00 p.m.

Wednesday, June 27, 2018 - Reports and Communication of Learning Sent Home





Need More Information?

Principals are advised to contact Learning Supervisors:

Kevin Auckland (Kindergarten) at 519-452-2000 Ext. 20386

Mary Roes (Grades 1-8) at 519-452-2000 Ext. 20378

Workplace Stewards are advised to contact the ETFO Thames Valley Teacher Local office at 519-474-3150.



