Our Moral Purpose

As Catholic Educators in Ontario we are called by virtue of our beliefs, traditions, Catholic Social Teachings and by the Catholic Graduate Expectations to foster the search for knowledge as a lifelong spiritual and academic quest. Our goal is to develop students who are:

- Discerning believers formed in the Catholic Community
- Effective communicators
- Reflective, creative and holistic thinkers
- Self-directed life-long learners
- Collaborative contributors
- Caring family members, and
- Responsible citizens.

These skills, values, attitudes and actions are even more critical for students navigating the challenges of the 21st century. To be successful in our quest, we must embrace the most effective methods of teaching and learning available to us for our students.

Research has clearly demonstrated that good assessment practices have the highest impact on improving student achievement of any strategy ever studied. For this reason, in the Durham Catholic District School Board we are committed to building the collective capacity of our learning community to implement the most current and effective assessment strategies.
The primary purpose of assessment is to improve student learning. (Growing Success)

How can assessment improve student well-being and achievement?

#1. Use assessment to inform instructional decisions in the classroom and school.

When educators use reliable tools to collect data about student learning at the beginning of a learning cycle they can use that information to inform their planning, set individual student goals and make informed instructional decisions.

Gathering student data allows educators to answer questions such as:

• What areas of need are evident?
• What does the whole class need to learn through modeled and shared instruction?
• How will I group the class for small group instruction?
• Which group(s) do I need to see more frequently?
• Which student(s) do I need to work with daily?
• What tasks will align with the curriculum, engage students and help them demonstrate what they value, know and are able to do?
• Working with colleagues, what does the information gathered tell us about our grade or divisional needs? How can we work together to address those needs more effectively and efficiently?

Conducting diagnostic assessments at midpoints in the learning cycle helps educators to make appropriate adjustments to instruction. Conducting such assessments near the end of learning cycles assists in evaluating the teaching and learning that has taken place.

#2 Use assessment to motivate students to continue to try and to learn.

It is important for educators to be mindful of conducting and using assessment in a way that will encourage a productive response from students. The emotional reaction of students to assessment results will determine what the student does next in response. As educators in the 21st Century we want students to adopt a growth mindset to ensure their ongoing success.

<table>
<thead>
<tr>
<th>Productive student response to assessment</th>
<th>Counterproductive or “hopeless” student response to assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the results</td>
<td>I don’t understand</td>
</tr>
<tr>
<td>I know what to do next</td>
<td>I have no idea what to do</td>
</tr>
<tr>
<td>I’m OK, I can succeed</td>
<td>I’m no good at this anyway</td>
</tr>
<tr>
<td>I choose to keep trying</td>
<td>I give up</td>
</tr>
</tbody>
</table>

References:
What are the Ministry and Board assessment, evaluation and reporting policies that must be followed?

Educators in the Durham Catholic District School Board must be familiar with and adhere to the following policies regarding assessment, evaluation and reporting:

- Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grades 1 - 12, 2010
- Beginning September 2016 — Growing Success, The Kindergarten Addendum
- DCDSB Policy 518 Growing Success Student Assessment
- DCDSB Administrative Procedure 518-1 Growing Success Student Assessment
- Ontario Ministry of Education Program/Policy Memorandum No. 155 — Use of Diagnostic Assessment Tools in Support of Student Learning (PPM 155)

Growing Success requires teachers to conduct diagnostic and formative assessment as essential steps of assessment for learning and assessment as learning. Specifically, teachers need to:

- 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 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;
- help students to develop skills of peer and self-assessment.

Under PPM 155:

Teachers will use their professional judgement, as defined in Growing Success, when selecting and using diagnostic assessment tools. Teachers must utilize diagnostic assessment during the school year, selecting tools from the board’s approved list (contained in this document). In selecting and using diagnostic assessment tools from the board’s list, teachers shall determine the following:

- the diagnostic assessment tools that are applicable;
- which student(s) will be assessed (individual student, small group, or whole class);
- the frequency of use of the diagnostic assessment tools;
- the appropriate timing of the use of the diagnostic assessment tools.

In using diagnostic assessment tools, teachers will ensure that:

- the tools are administered judiciously so that they support the identification of student learning needs, track progress, and supplement instruction;
- the tools are administered judiciously so that they produce the type of data and information required to effectively inform classroom instruction;
- the tools are administered in a manner that will allow the teacher to assess students’ progress and share such information with the principal upon request;
- the information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.
WHAT DOES POLICY SAY?

Students with Special Needs:
The IEP is a working document. In order to improve student learning and achievement, it is important to review and revise the IEP on a regular basis to ensure its effectiveness. This process must be ongoing and not limited to reporting periods.

The use of diagnostic assessment data is key to supporting the creation of honourable, realistic, and achievable goals within the IEP. Teachers are expected to include current diagnostic assessment data on the IEP:

- Each time an IEP is created (i.e., every September or a student’s initial IEP)
- Each time it is revised – at a minimum during first term reporting
- Each June – to determine the progress that has been made during that school year

Parents must be given a copy of the IEP, or revised pages, whenever a revision is made.

“The Lord created us in His image and likeness, and we are the image of the Lord, and He does good and all of us have this commandment at heart: do good. All of us.” – Pope Francis
In Growing Success, the term diagnostic assessment is defined as “assessment that is used to identify a student’s needs and abilities and the student’s readiness to acquire the knowledge and skills outlined in the curriculum expectations... This data may be collected through a variety of means, which can include observation, student portfolios, and student self-assessment, among others.” (PPM 155)

Knowing the learner is a critical part of effective teaching and learning. Educators are encouraged to utilize a variety of diagnostic assessments and observations to inform their teaching.

### USING FORMAL DIAGNOSTIC ASSESSMENTS

The following diagnostic assessments are research based and have been approved as part of the formal Board list. Assessments from this list must be part of all educators’ assessment plan. Each of these assessments can be used across all grade levels, K - 8 and beyond as required and based on individual student need. The table below provides an overview of the recommended diagnostics typically appropriate for particular grades/divisions.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grades 1 - 3</th>
<th>Grades 4 - 8</th>
</tr>
</thead>
</table>
| - Kindergarten Tools for Assessment Package  
  - Overall Well-Being  
  - Oral Language Assessment  
  - Phonological Awareness  
  - Concepts About Print  
  - Letter Identification  
  - Sight Words  
  - Writing Continuum  
  - Reading Comprehension  
| - Kindergarten Tools for Assessment Package  
  - Overall Well-Being  
  - Oral Language Assessment  
  - Phonological Awareness  
  - Concepts About Print  
  - Letter Identification  
  - Sight Words  
  - Writing Continuum  
  - Reading Comprehension  
| - PM Benchmarks  
- Benchmark Assessment System (Grade 3)  
- GB+ (French Immersion)  
- Continuum Based Math (CBM) \(\text{(French or English)}\)  
| - PM Benchmarks  
- Benchmark Assessment System (Grade 3)  
- GB+ (French Immersion)  
- Continuum Based Math (CBM)  

Assessment and evaluation in a Catholic School must respect the dignity of all students by recognizing the uniqueness of their individual learning styles and rates of development.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Rationale/Purpose</th>
<th>Recommended Timelines</th>
<th>Desired Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tools for Kindergarten</td>
<td>The <em>Kindergarten Tools for Assessment</em> contains a variety of research-based assessments that support children’s learning and well-being within a play-based program. These assessments will enhance educators’ observations and understanding of children’s knowledge and abilities. These assessments should be used to inform thinking when designing the play-based learning environment.</td>
<td>It is recommended that educators begin with the Overall Well-Being Assessment tool. All other assessment tools should be administered when it is developmentally appropriate for individual students.</td>
<td>Educator teams should use the data gathered from these tools to set individual small group and whole class goals for growth.</td>
</tr>
<tr>
<td>▪ CBM Counting</td>
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<tr>
<td>▪ CBM Quantity</td>
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<tr>
<td>Additional Resources: <a href="http://www.dcdsb.ca/assessmentframework">http://www.dcdsb.ca/assessmentframework</a></td>
<td></td>
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</tr>
<tr>
<td>PM Benchmarks in Kindergarten</td>
<td>PM Benchmarks provide specific information about a student’s strengths and difficulties in reading. It provides information about: • Which reading strategies a student is using or not using; • A student’s ability to read for meaning; • A student’s ability to self-monitor; • A student’s knowledge of print conventions; • A student’s rate of learning; and • A student’s level of independence.</td>
<td>If a student is demonstrating characteristics of pre-reading skills (motivation, print awareness, letter recognition and phonological awareness), PM Benchmarks can be used anytime throughout the two year Kindergarten program as an assessment tool.</td>
<td>At the end of the two year Kindergarten program, students are expected to be at a Level 3 or above.</td>
</tr>
<tr>
<td>Tool</td>
<td>Rationale/Purpose</td>
<td>Recommended Timelines</td>
<td>Desired Targets</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PM Benchmarks</strong>&lt;br&gt;Grades 1 - 3</td>
<td>PM Benchmarks provide specific insight into a student’s ability to read with comprehension and accuracy. This tool also demonstrates strengths and difficulties in reading and provides information about:&lt;br&gt;• Which reading strategies a student is using or not using;&lt;br&gt;• A student’s ability to read for meaning;&lt;br&gt;• A student’s ability to self-monitor;&lt;br&gt;• A student’s knowledge of print conventions;&lt;br&gt;• A student’s rate of learning; and&lt;br&gt;• A student’s level of independence.</td>
<td>September – to determine entry levels&lt;br&gt;February – mid point check in. This does not imply that running records should not be utilized regularly in between as necessary to track growth.&lt;br&gt;June – to determine exit levels</td>
<td>Entry&lt;br&gt;Gr 1 - Level 3&lt;br&gt;Gr 2 - Level 16&lt;br&gt;Gr 3 - Level 22&lt;br&gt;Educators should use entry levels and their professional judgement to set mid-year goals that are reasonable but ambitious.</td>
</tr>
<tr>
<td><strong>Benchmarks Assessment System Grades 3 - 8</strong></td>
<td>The Benchmark Assessment System provides educators with precise tools and texts to observe and quantify specific reading behaviours, and then interpret the data to plan meaningful instruction. (Heinemenn)</td>
<td>September – to determine entry levels&lt;br&gt;May/June – to determine exit levels</td>
<td>Grades 3 - Level P&lt;br&gt;Grade 4 - Level T&lt;br&gt;Grade 5 - Level W&lt;br&gt;Grade 6 - Level Y&lt;br&gt;Grades 7/8/9 - Level Z</td>
</tr>
</tbody>
</table>

“Our goal as educators is to ensure each student achieves a minimum of a year's growth in a year of schooling. When students are not progressing as expected — closer monitoring and investigation should take place.”

– Tracy Barill, Superintendent of Education
<table>
<thead>
<tr>
<th>Tool</th>
<th>Rationale/Purpose</th>
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<th>Desired Targets</th>
</tr>
</thead>
</table>
| GB+ French Immersion Reading Assessment Grades 1 - 5 | GB+ is a diagnostic reading tool that provides insight into a child’s ability to read in French with comprehension and accuracy. GB+ shares specific information about a student’s strengths and difficulties in reading and provides information about:  
• Which reading strategies a student is using or not using;  
• A student’s ability to read for meaning;  
• A student’s ability to self-monitor;  
• A student’s knowledge of print conventions;  
• A student’s rate of learning; and  
• A student’s level of independence. | September  
– to determine entry levels for Grades 2 - 5  
– Grade 1 students should be assessed when appropriate and before February. | Entry  
Grade 2 - Level 7  
Grade 3 - Level 13  
Grade 4 - Level 19  
Grade 5 - Level 24 |
| | | February | Grade 1 students should be at Level 3 by February. |
| | | Mid point check in | Mid-year targets for students in grades 2 - 5 should be determined by the educator with support of the Student Achievement Team in accordance with initial data and year-end targets. |
| | | June – to determine exit levels | Exit  
Grade 1 - Level 7  
Grade 2 - Level 13  
Grade 3 - Level 19  
Grade 4 - Level 24  
Grade 5 - Level 30 |
| GB + French Immersion Reading Assessment Grades 6 - 8 | | To be used in accordance with individual student need. | Targets for students should be determined by the educator with support of the Student Achievement Team according to individual need. |
### Tool

**Comprehension, Attitudes, Strategies, Interests (CASI)**

#### Rationale/Purpose

Reading is a complex, “in the head” process. The information provided by a CASI assessment gives educators insights into students’ attitudes, skills and knowledge of the reading process. The information allows the educator to make informed and purposeful instructional decisions that ensure all learners receive a program that helps them to develop the strategies they need to be fluent, independent readers.

When all components of CASI are used, educators will gain data that will allow them to:

- Identify students’ interests, strengths and areas of need;
- Identify reading materials that will engage students;
- Plan for whole group, small group and individual instruction;
- Provide students with descriptive feedback for improvement.

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#### Recommended Timelines

- **September** (Reading Interviews, Attitude Surveys, Interest Inventories and Reading Passages.)
  - English Grades 4 – 8
  - French Immersion and Extended French: Grades 6 – 8

- **June** – to determine growth

#### Desired Targets

CASI is not designed to generate student targets according to grade level. Rather students receive a raw score which can then be used to set individual student goals for improvement and inform instruction.

<table>
<thead>
<tr>
<th>Level</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 - 13</td>
</tr>
<tr>
<td>2</td>
<td>14 - 22</td>
</tr>
<tr>
<td>3</td>
<td>23 - 31</td>
</tr>
<tr>
<td>4</td>
<td>32 - 36</td>
</tr>
</tbody>
</table>

Components of the assessment (ex., The reading passages – using a different selection) can be re-administered at later points in the school year to assess growth.

Ideally by the end of the year the majority of students should be obtaining a raw score equivalent to a level 3 – 4.

Educators can also establish goals to increase the range of interests in their students and/or improve their attitudes toward reading.

“\[I would like everyone to feel loved by the God who gave his son for us and showed us his boundless love.\]”

– Pope Benedict XVI
### CBM (Continuum-Based Mathematics) Assessments: Counting, Quantity and Operations

**Additional Resources:** [http://www.dcdsb.ca/assessmentframework](http://www.dcdsb.ca/assessmentframework)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>CBM</td>
<td>CBM provides teachers with information on students' understanding of Number Sense as specified in the Ontario Curriculum. Since number sense transcends the other strands, it impacts students' ability to make connections between strands and subjects. Once learning opportunities have been identified, educators can use specific activities (as identified in the Scope and Sequence documents) to move students on in their learning. Educators could use previous year's results to decide which CBM questions to use as a starting point for each student. Educators should administer the assessment in manageable chunks to ensure they receive valid data. Students may be fatigued if they are given the entire assessment in one sitting. Individual student assessments should be a continuation of the previous year's results. Observations and conversations are an important method for gathering data.</td>
<td><strong>Kindergarten</strong>&lt;br&gt;Educators should focus on the Counting assessment until students are developmentally ready for the Quantity assessment.&lt;br&gt;&lt;br&gt;<strong>Grades 1 - 8</strong>&lt;br&gt;September/Early Fall&lt;br&gt;• Counting and Quantity&lt;br&gt;By December (or earlier)&lt;br&gt;• Operations&lt;br&gt;While educators may choose to re-administer any of the tests near the end of the learning cycle or at the end of the year, an effective alternative is to update data throughout the year based on observation, conversation and product.</td>
<td>Grade level targets, as indicated in the CBM Tracking sheets in each of Counting, Quantity and Operations are as follows:&lt;br&gt;&lt;br&gt;2-Year Kindergarten Program Phase 1&lt;br&gt;&lt;br&gt;Grades 1 - 2: Phase 2&lt;br&gt;&lt;br&gt;Grades 3 - 4: Phase 3&lt;br&gt;&lt;br&gt;Grades 5 - 6: Phase 4&lt;br&gt;&lt;br&gt;Grades 7 - 8+: Phase 5</td>
</tr>
</tbody>
</table>
ENGLISH LANGUAGE LEARNERS (ELL)

<table>
<thead>
<tr>
<th>Tool</th>
<th>Rationale/Purpose</th>
<th>Recommended Timelines</th>
<th>Targets</th>
</tr>
</thead>
</table>
| **Initial Language Assessment**  
Steps To English Proficiency (STEP) | The initial assessment is a snapshot in time that provides baseline information about an English Language Learners’ (ELLs) level of English proficiency and literacy development. It is an opportunity to develop a profile that includes the student's educational, cultural and personal background. (STEP User Guide 2015, p. 3, found on EduGAIN-ELL Home). | Within a week of arrival. | All new English language learners to Canada. |
| Roles and Responsibilities:  
• The initial language assessor is the ESL/ELD teacher at the school. | | | There are 6 levels of language acquisition in STEP. (see EduGAINs for detailed information). |
| Additional Resources: http://www.dcdsb.ca/assessmentframework | Until students reach STEP 5 they are not working at grade level. |
| **Initial Mathematics Assessment**  
CBM | The purpose of an initial assessment is to determine:  
• The student’s language proficiency (oral, reading and writing) and literacy development;  
• The student’s mathematical skill skill level;  
• Appropriate programming supports;  
• Appropriate placement. | | |

"Be shepherds of God’s flock that is under your care, watching over them — not because you must, but because you are willing, as God wants you to be...eager to serve.” (1 Peter 5:2)
What do I need to know in September?

When do I report?
The Ontario Elementary Provincial report card which communicates assessment of a student’s learning is completed twice during the school year in February and June (See reporting schedule for specific dates).

In the fall, the Ontario Elementary Progress Report Card is completed which communicates a student’s development of learning skills and work habits and their general progress. (See reporting schedule for specific dates).

What do I report?
When planning instruction, teachers from grades one to eight need to be aware of the reporting requirements for each reporting period which are indicated below:

<table>
<thead>
<tr>
<th>Ontario Elementary Provincial Report Card Grade 1-8</th>
<th>Report 1 February</th>
<th>Report 2 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills and Work Habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>With few exceptions, learning skills and work habits are evaluated separately from subject area grades and are reported as follows: E-Excellent; G-Good; S-Satisfactory; N-Needs Improvement. (i.e., they are not to be used as criteria for the determination of a subject area grade).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious and Family Life Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The subject of Religious Education is taught 4 out of every 5 days. The subject of Family Life is taught 1 out of every 5 days – themes must be taught in sequential order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting should be based on the expectations of both Ontario Catholic Curriculum Documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All four strands – Reading/Writing/Oral/Media – must be reported in each term.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>French as a Second Language (see below)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Math
Four of five strands — Number Sense and Numeration; Measurement; Geometry and Spatial Sense; Patterning and Algebra; Data Management; must be reported on in each reporting period. All strands must be reported on at least once per school year.

### Science
All strands — Life Systems; Structures and Mechanisms; Matter and Energy; Earth and Space Systems — must be reported on at least once. Indicate on report card which strands are being reported on in the given period.

### Social Studies (Grade 1 - 6)
Each strand — Heritage and Identity; People and Environments — must be reported on at least once. Indicate on report card which strand(s) are being reported on in the given period.

### History & Geography (Grades 7 and 8)
Each subject must be reported on at least once.

**Note:** Parents/Guardians must be informed in September if only one of the subjects is being taught in each reporting period.

### Health and Physical Education
Health Education (Healthy Living Strand and Living Skills) is reported on in both periods separately from Physical Education.

**Note:** The Healthy Living sub-topic, Human Development and Sexual Health, is instructed and reported on through the Family Life Curriculum.

Physical Education (Active Living Strand, Movement Competence Strand and Living Skills) and is reported on in both periods separately from Health Education.

DPA is a mandatory component of daily instruction and is evaluated in the Active Living Strand.

### The Arts
Three of four strands (Dance, Drama, Music, Visual Arts) must be reported on in each period. All strands must be reported on at least once.
ESL/ELL
When curriculum expectations are modified to meet the language-learning needs of an ELL, assessment and evaluation will be based on the modified expectations.

- Teachers will check the ESL/ELD box to indicate modifications have been made to curriculum expectations to address the language-learning needs of an ELL;

- The ESL/ELD box should not be checked to indicate:
  - That the student is participating or receiving support in ESL or ELD programming or courses;
  - That accommodations have been provided to enable the student to demonstrate his/her learning (i.e., extra time, bilingual dictionary, apps, work in first language) (Growing Success, p. 76)

FRENCH AS A SECOND LANGUAGE REPORTING

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Grade 3 students in a Grade 3/4 Core French class</th>
<th>Grade 4 Core French</th>
<th>Grade 1 French Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report</td>
<td>Listening and Speaking</td>
<td>Listening and Speaking</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>1st Report Card (February)</td>
<td>Listening and Speaking (comment only)</td>
<td>Listening, Speaking (comments and grades)</td>
<td>Listening, Speaking, Reading and Writing (comments and grades)</td>
</tr>
<tr>
<td>2nd Report Card (June)</td>
<td>Listening and Speaking (comment only)</td>
<td>Listening, Speaking, Reading and Writing (comments and grades)</td>
<td>Listening, Speaking, Reading and Writing (comments and grades)</td>
</tr>
</tbody>
</table>
ASSESSMENT OF LEARNING

What does policy say about evaluation?

Growing Success provides a comprehensive and positive approach to instruction, assessment, evaluation and reporting which needs to be read in its entirety and discussed in order to be fully understood. The following points are being offered as specific highlights that should be noted by all educators:

• The seven fundamental principles outlined in Chapter 1 of Growing Success should guide and inform all assessment, evaluation and reporting decisions made in the classroom and school;

• Learning skills and work habits to the extent possible should not be considered in the determination of a student's grades but rather reported upon separately to parents in order to provide information that is specific to each of the two areas of achievement; (p. 10, Chapter 2)

• Student achievement is assessed and evaluated against both the content standards (curriculum expectations) and the performance standards (achievement chart); (p. 16, Chapter 3)

• A balance of observation, conversation and product will be used to obtain information for both assessment and evaluation; (Chapter 4 & 5)

• Learning goals and co-constructed success criteria will be shared 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; (p. 28, Chapter 4)

• Evaluation will focus on students' achievement of the overall expectations; (p. 38, Chapter 5)

• Grades will involve a teacher’s professional judgment and should reflect the student’s most consistent level of achievement with special consideration being given to the more recent evidence; (p. 39, Chapter 5)

• Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or prepare for the next class; (p. 39, Chapter 5)

• Assignments for evaluation may involve group projects as long as each student’s work within the group is evaluated independently and assigned an individual mark, as opposed to a group mark; and (p. 39, Chapter 5)

• Self-evaluation and peer evaluation are important aspects of assessment for learning but shall not be used to determine a student's grades. (p. 39, Chapter 5)
Although there are designated formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as ongoing descriptive feedback through assessment for, as and of learning; parent-student-teacher conferences; portfolios of student work; student-led conferences; phone calls and informal reports. A student’s level of achievement should never come as a surprise to a parent/guardian.

### ELEMENTARY REPORTING SCHEDULE 2017 - 2018

**COMMUNICATION WITH PARENTS/GUARDIANS (K-8)**

Although there are designated formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as ongoing descriptive feedback through assessment for, as and of learning; parent-student-teacher conferences; portfolios of student work; student-led conferences; phone calls and informal reports. A student’s level of achievement should never come as a surprise to a parent/guardian.

#### KINDERGARTEN

<table>
<thead>
<tr>
<th>Kindergarten Communication of Learning Initial Observation</th>
<th>First Communication of Learning (for both Year 1 and Year 2 students).</th>
<th>Final Communication of Learning (for both Year 1 and Year 2 students).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due to Office:</strong> October 27, 2017</td>
<td><strong>Due to the Office:</strong> January 26, 2018</td>
<td><strong>Due to the Office:</strong> June 18, 2018</td>
</tr>
<tr>
<td><strong>Home:</strong> November 6, 2017</td>
<td><strong>Home:</strong> February 5, 2018</td>
<td><strong>Home:</strong> June 27, 2018</td>
</tr>
</tbody>
</table>

#### GRADES 1 - 8

<table>
<thead>
<tr>
<th>Term 1 Individual Education Plans (IEPs) to be sent home within 30 days of the first day of school.</th>
<th>Progress Reports</th>
<th>First Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October 17, 2017</strong></td>
<td><strong>Due to Office:</strong> October 27, 2017</td>
<td><strong>Due to Office:</strong> January 26, 2018</td>
</tr>
<tr>
<td><strong>Home:</strong> November 6, 2017</td>
<td><strong>Home:</strong> November 6, 2017</td>
<td><strong>Home:</strong> February 5, 2018</td>
</tr>
<tr>
<td>Unless updated, the IEP is not required.</td>
<td>Note: Revised pages of Term 2 IEP to be sent home with report.</td>
<td>Note: Revised pages of IEP and transition plan pages of IEP to be sent home with report.</td>
</tr>
</tbody>
</table>

The IEP is a working document. In order to improve student learning and achievement, it is important to review and revise the IEP to ensure its effectiveness. This process must be ongoing and not limited to reporting periods. Parent/Guardian must be given a copy of the IEP, or revised pages, upon revision.

**Note:** A standard IEP letter will accompany the IEP at each reporting period. The letters will provide parents with an explanation of the IEP process throughout the school year. These letters are available on the Student Services webpage.

For more information about this document and to access Board developed diagnostic assessments, please go to [http://www.dcdsb.ca/assessmentframework](http://www.dcdsb.ca/assessmentframework)