



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

# Parents Guide to Assessment, Evaluation and Reporting through Distance Learning



**Rooted in Faith**  
Excellence | Equity | Engagement



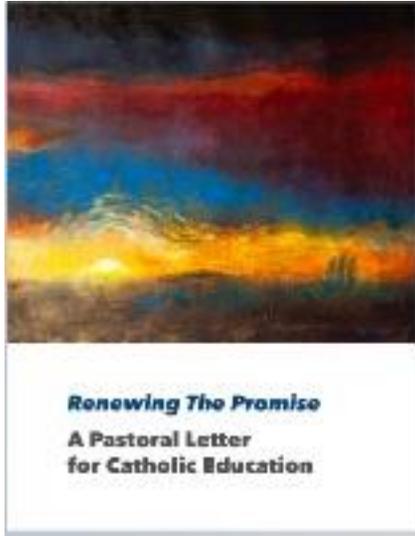
# Introduction | Guiding Principles

- The main goal of educator-led distance learning is to help maintain a sense of belonging, normalcy and stability in the lives of our students and their families during this challenging period of school closures due to COVID-19.
- Continuity of learning plans will not follow a “business as usual” approach and the well-being of our students and their families and caregivers is our main priority.





# Connection is Key



We will continue to be guided by the advice provided in [Renewing the Promise: A Pastoral Letter for Catholic Education](#) in promoting virtual learning communities that:

- **Accompany**
- **Build Relationships**
- **Encourage Engagement and Instil Hope; and**
- **Form Joyful Disciples.**





# Our Commitment to Our Students

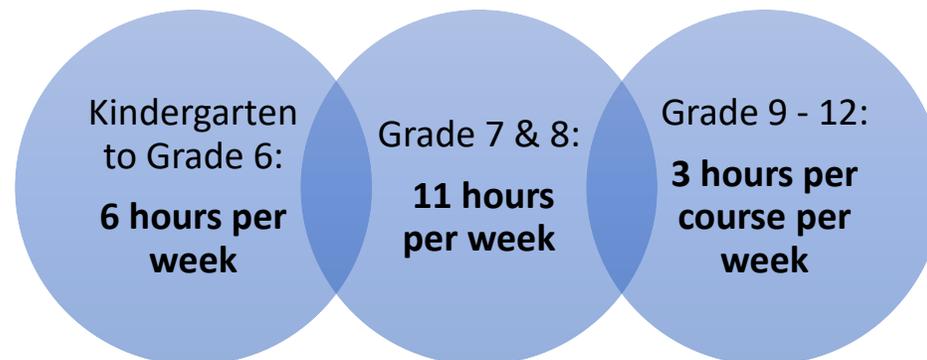
- Every effort will be made to ensure and support the success of all students using the range of tools we have available to us.
- Students will be provided with every opportunity to demonstrate learning and accomplishment of a few key **OVERALL EXPECTATIONS** in core subject areas and courses.
- Where there is an opportunity to enhance or advantage a student's evaluation, it is to be implemented.
- No student should be disadvantaged because of the school closure, and it is intended that no harm or obstacle be created or imposed on a student's achievement.





# Reduced Expectations and Hours of Student Work

- Based on the reduced hours of student work through distance learning, educators will focus on a reduced number of key learning expectations from the curriculum areas of focus or courses as the basis for learning during the school closure period.
- Hours of student work refer to the approximate amount of time students would spend on the work assigned by teachers.





# Assessment, Evaluation & Reporting

## Elementary Kindergarten to Grade 8

### How will teachers assess student learning during the school closure period?

Teachers will use assessment for learning (**formative assessment**) to gather evidence of how students are progressing in their learning and provide **feedback** to their students to support their continuous and ongoing learning during the school closure period.

### What will final Report Cards be based on?

- Kindergarten students will receive the Kindergarten Communication of Learning based on teachers' observations of key learning and growth in learning prior to March 13.
- Teachers may choose to include comments on growth in learning demonstrated during the school closure period when it is to the child's benefit.
- Students in Grades 1 to 8 will receive a Final Report Card which will include learning skills and work habits, and final grades/marks based on the use of evaluation information gathered before March 13.



# Assessment, Evaluation & Reporting

## Secondary Grades 9 to 12

### How will teachers assess student learning during the school closure period?

- Teachers will assign learning tasks, projects and culminating activities for both formative and summative assessment purposes.
- Teachers will communicate results of these marked assignments to students.
- These results will be used by teachers to inform students' final course marks.
- There will be no final examinations.

### What will final Report Cards be based on?

- The Ministry has waived the requirement to produce Mid-Term Report Cards.
- All secondary students will receive a Final Report Card.
- Reporting on Learning Skills and Work Habits will be included to reflect information gathered prior to March 13.
- Final 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 13.



# Assessment, Evaluation & Reporting

## Graduating Students

### Special Considerations

- While the Ministry of Education has waived the requirement for Mid-Term Report Cards (Grades 9 to 12), the mid-term marks of graduating students will be uploaded to the Ontario college and university application systems (OCAS/OUAC) by April 24.
- Teachers will base mid-term marks on evidence that reflects work completed prior to the school closure period (March 13), and teachers will provide students with the opportunity to submit a missed and/or additional assignment to demonstrate their learning.
- 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.
- The Ministry of Education has waived the Ontario Secondary School Literacy Test (OSSLT) requirement as well the requirement for the completion of 40 hours of community service for graduating students this year due to COVID-19.



# Formative Assessment in Phase 2 of Learn at Home Elementary Focus

- In the elementary program, student work completed in Phase 2 of Learn at Home (April 6 to end of school closure period) will be assessed using **formative assessment** which means educators will provide **feedback** to their students on their growth in learning.



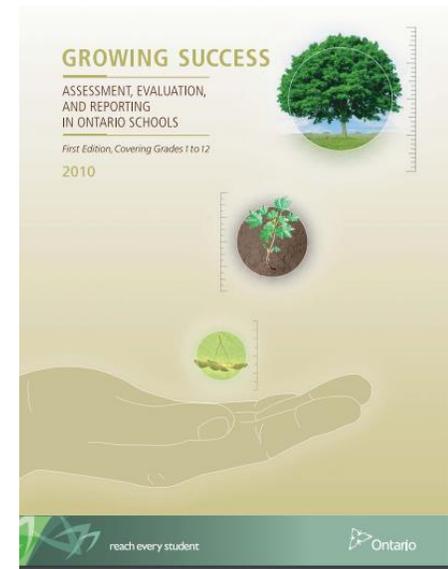


# Formative Assessment

## Assessment *for* Learning

Growing Success, the Ministry Policy on Assessment, Evaluation and Reporting, provides information on the use of formative assessment ...

- Assessment *for* learning is a process where teachers assess student work to decide where the learners are in their learning, where they need to go, and how best to get there.
- This happens while students are still gaining knowledge and practising skills.
- Teachers will offer support, modelling and guidance through this process.



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# Formative and Summative Assessment in Phase 2 of Learn at Home Secondary Focus

- Secondary teachers will engage in both formative and summative assessment in the determination of final course marks during the school closure period (April 6 to end of school closure).
- Assessment and evaluation in virtual learning environments will reflect the limited hours of student work per week (3 hours per course).
- Final 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 13.

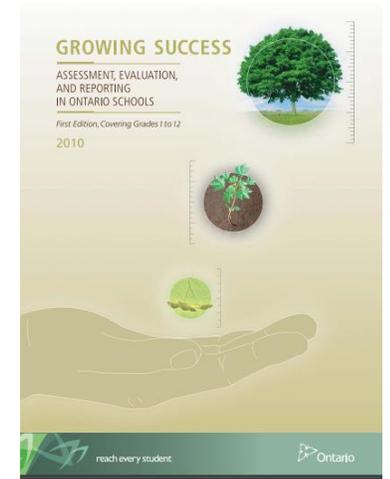




# Summative Assessment Assessment of Learning

Growing Success, the Ministry Policy on Assessment, Evaluation and Reporting, provides information on the use of summative assessment ...

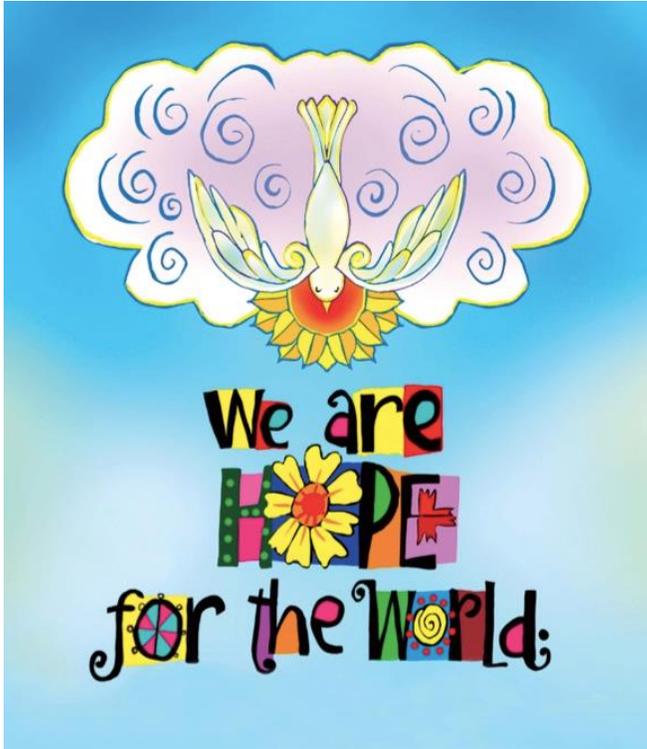
- Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
- It is used by teachers to summarize learning to a given point in time and make judgements about the quality of student work on the basis of established criteria.



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# In Summary



- We recognize that educators and families are doing their very best to support continued learning for our students.
- This will look and feel different in virtual learning environments.
- Please be assured that our goal is to ensure that all students will advance to the next grade, receive their credits and graduate as scheduled.

