

MEMO

Date: September 4, 2020

To: Principals, Secondary
Vice Principals, Secondary

Copy: Superintendents of Education
Assistants to Superintendents of Education
Craig Caslick, PASSP President
Katie Wilson, PSSVPA President

From: Adrian Graham, Superintendent - Curriculum and Instruction Support Services
Shawn Moynihan, Superintendent - Special Education Support Services
Anthony Edwards, Superintendent - Alternative Education/Learning to 18

Subject: Secondary School Reporting 2020-2021- Revised

Contact: Rasulan Q Hoppie, Coordinating Principal, Secondary Education

The purpose of this memo is to establish some timelines regarding reporting to parent/guardians based on our new quadmester format for the 2020-21 school year. This memo reflects timelines for in-person instruction as well as PDSB Online School.

The memo outlines dates and grading practices, refers to key passages of *Growing Success*, and shares a link to a professional resource.

Reporting in Grades 9-12 (In-Person Learning & PDSB Online School)

Report Card Distribution Dates

1 st Quadmester First Report (Mid-Term) Distributed	October 9, 2020
1 st Quadmester Second Report (Final) Distributed	November 12, 2020
2 nd Quadmester Early Progress Report Distributed	December 4, 2020
2 nd Quadmester First Report (Mid-Term) Distributed	December 18, 2020
2 nd Quadmester Second Report (Final) Distributed	February 4, 2021
3 rd Quadmester Early Progress Report Distributed	February 26, 2021
3 rd Quadmester First Report (Mid-Term) Distributed	March 12, 2021
3 rd Quadmester Second Report (Final) Distributed	April 22, 2021
4 th Quadmester Early Progress Report Distributed	May 14, 2021
4 th Quadmester First Report (Mid-Term) Distributed	May 28, 2021
4 th Quadmester Second Report (Final) Distributed	June 29, 2021

Term Timelines – Quadmestered Courses**1st Quadmester**

Quadmester 1 begins	September 8, 2020
Term 1 ends	October 9, 2020
Term 2 begins	October 13, 2020
Quadmester 1 ends	November 13, 2020

2nd Quadmester

Quadmester 2 begins	November 16, 2020
Term 3 ends	December 18, 2020
Term 4 begins	January 4, 2021
Quadmester 2 ends	February 5, 2021

3rd Quadmester

Quadmester 3 begins	February 8, 2021
Term 5 ends	March 12, 2021
Term 6 begins	March 22, 2021
Quadmester 3 ends	April 23, 2021

4th Quadmester

Quadmester 4 begins	April 26, 2021
Term 7 ends	May 28, 2021
Term 8 begins	May 31, 2021
Quadmester 4 ends	June 30, 2021

****NOTE**:** *Due to the complexities of start up in a new quadmester system, the Early Progress Report for Quadmester 1 will not be required. A decision for Early Progress Reports for subsequent quadmasters will be communicated at a later date. As a result, teachers **MUST** be in regular communication with students and parent(s)/guardian(s) to ensure that any concerns with the students' progress are identified and an opportunity to address these concerns are provided in a timely fashion.*

Early Progress Reports for Learning Skills & Work Habits (2nd Quadmester onward)

- All schools must produce a web-based "Early Progress Report"
- All students will receive an electronic Early Progress Report
- Reports should only contain information on learning skills and work habits
- A comment is mandatory for students who are performing at or below level 2 and for students who are disengaged for a variety of reasons (Policy 14). This will provide timely information to support students whose credit is potentially in jeopardy. All comments should be focused on supporting students to progress in the development of learning skills and work habits.
- The n/a designation will only be used in those rare cases where there is insufficient information upon which to base a grade of E, G, S, or N
- Reports should be issued as per the dates stated above in the **Report Card Distribution Dates** section of this memo

Effective Practice for Early Progress Reports

- Principals engage teachers in collaborative discussion around
 - 1) the importance of learning skills and work habits,
 - 2) best practices for assessing learning skills and work habits, and
 - 3) assessment *for* and *as* learning and the need to align assessment practices to curriculum
- Timelines for completion of the web-based reports are developed such that they are reasonable in terms of teachers having sufficient data to make informed decisions for reporting and in terms of teachers having adequate time to complete the reports to meet deadlines.

- Access to school computers is made convenient for teachers during the day and outside of the school day as needed
- In order to balance the workload for teachers inputting information for Early Progress Reports with that of school administrators who are verifying completion of the input, it is suggested that the deadline for data entry in schools should be **12:00 noon** on:
 - December 3, 2020 for 2nd Quadmester
 - February 25, 2021 for 3rd Quadmester
 - May 13, 2021 for 4th Quadmester
- Schools communicate the intent of the early progress report to both students and parents as assessment *for* learning.

Interim and Final Report Card Preparation and Distribution

A related issue should be noted regarding interim and final report card preparation and distribution. As you know, the Collective Agreement (Article 15.15) states that teachers will have up to three (3) school days after the day of the scheduled examination to submit marks for the end of semester one or term one. Due to our move to the quadmester system and the truncated timeline, as well as the cancellation of scheduled examinations, Principals are asked to pay careful attention to dates for mark submission as they relate to Careers & Civics, and in cases where timelines interfere with the above clause, it is important to be flexible with those submission dates to allow for completion of marking by Careers/Civics teachers. Report Cards will be sent electronically to students.

Communication With Parents

“Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.” (*Growing Success*, p. 54)

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Educators are increasingly using digital tools to collect, curate, and assess evidence of learning. Digital tools are also used to communicate to families and students. Educators are reminded to adhere to PDSB policy and operating procedures when making decisions about the use of third-party assessment tools¹ and are reminded that the Brightspace assessment dashboard and Gradebook are currently available.

Determining a Report Card Grade for In-Person Learning

“Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider **all evidence collected through observations, conversations, and student products** (tests, assignments for evaluation).”

In addition, the teacher will 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 consider all evidence of student achievement and **will use their informed professional judgement to determine the student's report card grade.**

The report card grade represents a student's achievement of **overall curriculum expectations**, as demonstrated to that point in time. Determining a report card grade will involve teachers' informed professional judgement and interpretation of evidence of learning and should reflect the student's **most consistent level of achievement, with special consideration given to more recent evidence.**

Teachers will benefit from assessment leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. **The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.**" (*Growing Success*, p. 39)

"All work is reviewed with special attention given to the quality of work at the end of a unit of study, term or semester. **Teachers do not simply calculate averages.** As well as looking at tests or assignments, they also talk to and observe your child in the classroom to gather as much information as possible before making a decision on the final grade." (*Supporting Your Child's Learning Through Assessment, Evaluation, and Reporting*, Ontario Ministry of Education support document for Growing Success, p. 6)

All students are to receive a grade on the mid-term and final report card. However, there are also instances where students arrive at a time in the course that does not allow for accurate reporting (e.g., newcomers or transfer students). Students who arrive less than four (4) weeks prior to reporting will be considered to have mitigating factors.

- When mitigating factors exist in Grade 9 and 10 courses, an "I" for incomplete is recorded.
- When mitigating factors exist in Grade 11 & 12 courses, a placeholder of 40 is used.

The following comment will be included on the mid-term report card:

At this time, evidence of learning is still being gathered for [insert student name]. The grade indicated does not reflect complete learning for this course, but is a placeholder until a valid grade can be determined at the end of the appropriate learning cycle. [insert student name] is encouraged to actively engage in class and to demonstrate learning as much as possible.

The following comment will be included on the final report card:

At this time, sufficient evidence of learning was not gathered for [insert student name]. The grade indicated does not reflect complete learning for this course, but is a placeholder until a valid grade can be determined at the end of the appropriate learning cycle. [insert student name] is encouraged to re-enroll in this course.

Determining a Report Card Grade for PDSB Online School

“Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider **all evidence collected through observations, conversations, and student products** (tests, assignments for evaluation).”

In addition, the teacher will 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 consider all evidence of student achievement and **will use their informed professional judgement to determine the student’s report card grade.**

The report card grade represents a student’s achievement of **overall curriculum expectations**, as demonstrated to that point in time. Determining a report card grade will involve teachers’ informed professional judgement and interpretation of evidence of learning and should reflect the student’s **most consistent level of achievement, with special consideration given to more recent evidence.**

Teachers will benefit from assessment leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. **The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.**” (*Growing Success*, p. 39)

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- When mitigating factors exist in Grade 9 and 10 courses, an “I” for incomplete is recorded.
- When mitigating factors exist in Grade 11 & 12 courses, a placeholder of 40 is used.

The following comment will be included on the mid-term report card:

At this time, evidence of learning is still being gathered for [insert student name]. The grade indicated does not reflect complete learning for this course, but is a placeholder until a valid grade can be determined at the end of the appropriate learning cycle. [insert student name] is encouraged to actively engage in class and to demonstrate learning as much as possible.

The following comment will be included on the final report card:

At this time, sufficient evidence of learning was not gathered for [insert student name]. The grade indicated does not reflect complete learning for this course, but is a placeholder until a valid grade can be determined at the end of the appropriate learning cycle. [insert student name] is encouraged to re-enroll in this course.

Assessment and Evaluation in Grades 9-12

For Grades 9 to 12, a final percentage grade is recorded for every course. The final grade will be determined as follows:

- **Seventy per cent** of the grade will be based on assessment *of learning* conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Evidence of learning must align to overall expectations.
- **Thirty per cent** of the grade will be based on a culminating assignment administered at or towards the end of the course, during the last one to two weeks prior to the final evaluation schedule. This evaluation will be based on evidence from one or a combination of the following: a portfolio, a student-teacher conversation, an inquiry, a performance, an essay, and/or another method of evaluation suitable to the course content and pathway. There will be no final examinations. The culminating assignment allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. Teachers use professional judgment based on existing evidence of student learning and curriculum, when selecting the appropriately aligned overall and specific expectations to evaluate.

Evidence of learning captured for the purpose of assessment *for* and *as* learning will be returned to students with descriptive feedback in a timely manner, which allows students to set goals and work toward improvement **prior** to assessment *of learning*.

Evidence of learning captured for the purpose of assessment *of learning* during the term will be returned to students with descriptive feedback in a timely manner, which allows students to set goals and work toward improvement prior to final culminating assignments in grades 9-12.

Secondary Culminating Assignments

1. There are no final examinations during any of the quadesters for 2020-2021.
2. During final culminating assignments (last 1-2 weeks of the quadester), a site-based moratorium will be in place. A moratorium may include limitations on homework, testing and other site-based decisions. Any homework assigned during the moratorium should allow students to prepare and practise for final culminating assignments. This homework will receive feedback and will not impact student marks during final culminating assignments.
3. There will be a common, district-wide calendar for both In-Person Learning and PDSB Online School for culminating assignments.
4. Culminating assignment schedules take into account fairness to students with respect to timing for school-life balance and pathway:
 - in-class components of final culminating assignments must be planned with fairness in mind.
In-class components of final culminating assignments must take place in the last one to two weeks of the quadester.
 - when a student misses a final culminating assignment (or component) for medical or compassionate reasons, a resolution that considers fairness to the student must be approved by the administration in consultation with the teacher. (Possible resolutions could include completing an assessment at an alternate time or an alternate form of assessment).

5. Components of final culminating assignments benefit from authentic triangulation of evidence when necessary and appropriate to meet the overall expectations and to reflect the assessment practices of the term.
6. Accommodations for final culminating assignments for ELLs include:
 - allowance of extra time;
 - use of alternative assessment strategies (e.g., oral interviews, learning logs, portfolios);
 - use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers, cloze sentences).
7. Accommodations and modifications of final culminating assignments for exceptional students and all other students with IEPs must be consistent with the accommodations and modifications outlined in the IEP
8. Arrangements are to be made for students under suspension to participate in final culminating assignments. Expectations and arrangements must be clearly communicated to the student and parent/guardian.
9. Final culminating assignments administered toward the end of the course must be consistent with assessment practices students have experienced during the term. In general, teachers are encouraged to balance the four achievement chart categories (Knowledge, Thinking, Communication, Application) by including criteria that are clearly aligned to assessment opportunities.
10. Students are provided opportunity to review final culminating assignments and to receive feedback on their evidence of learning. Students can not keep or photograph their examinations or their evidence of learning. Aligning with current Peel practice, evidence of learning captured through examinations will be kept for one calendar year.

The [Assessment and Evaluation \(K-12\) section of the Curriculum and Instructions Support Services \(CISS\) site](#) is an excellent resource to support effective practice.

Evaluation of Student Achievement Grades 9-12

Level	Scale	Anchor Mark	Percentage	Levels of Achievement
Level 4	4+ 4 4-	98 91 84	95 – 100% 87 – 94% 80 – 86%	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. <i>However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.</i>
Level 3	3+ 3 3-	78 75 71	77 – 79% 74 – 76% 70 – 73%	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Students achieving at level 3 can be confident of being prepared for work in subsequent grades/courses.
Level 2	2+ 2 2	68 65 61	67 – 69% 64 – 66% 60 – 63%	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
Level 1	1+ 1 1-	58 55 51	57 – 59% 54 – 56% 50 – 53%	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
		46-49%		In Grades 9 to 12 , there should be no final marks of 46, 47, 48, or 49% . Teachers will use their professional judgement to change final marks to be either 45% or 50% . An earned mark of 50% should be entered as a 51% .
		0-45%		In Grades 9 to 12 , students within this mark range have not achieved the credit. Gaps in learning may be addressed through either credit recovery or repeating the credit in day school or taking a summer school course . Two-week sessions (i.e., 55 hours) are open to students who have completed the same course during the academic year <u>but who have not earned the credit</u> . It will be at the discretion of the day-school Principal or designate as to whether the student can complete course requirements in the 55-hour session, or if is in the student's best interest to complete the full 110 hours. N.B. Students who have earned the credit but who wish to upgrade their mark MUST complete the entire 110-hour Summer School course.
		0 – 20%		In Grades 9-12 , the lowest possible mark a student can receive on a provincial report card is 0% . This mark is a result of incomplete assessment tasks and insufficient evidence of achievement in the form of observations, conversations and process work. In Grades 9 to 12, if, in the professional judgment of the teacher, the student's report card mark is 20 per cent or below, then the teacher must consult with the principal before assigning the report card mark.
		Final 30% Evaluation		In Grades 9-12 , failure to complete a 30% Final Evaluation does not automatically result in the loss of a credit. Final decisions around granting a credit are made by the principal/vice-principal in consultation with the subject teacher.
		I		In Grades 9-10 , the code "I" may be used to indicate that insufficient evidence is available to determine a letter grade or a percentage mark.
		W		In Grades 9-12 , the code "W" indicates that the student has withdrawn from the course.

Anchor for Below 50	Grades 9 & 10	Grades 11 & 12	Possible Next Steps
I	Incomplete evidence of learning. Sufficient <i>quality</i> of learning is not presented in the evidence of learning.		Credit could be completed through, course retake, credit recovery or summer school
I	Newcomers (arrived in the last 6 weeks)		Credit could be completed through, course retake
40		Newcomers (arrived in the last 6 weeks)	Credit could be completed through, course retake
40		Incomplete evidence of learning. Sufficient <i>quality</i> of learning is not presented in the evidence of learning.	Credit could be completed through, course retake, credit recovery or summer school
30	Sufficient <i>quantity</i> and <i>quality</i> of learning is not presented in the evidence of learning. Little or no evidence of learning was captured. Evidence that was captured does not indicate success.	Sufficient <i>quantity</i> and <i>quality</i> of learning is not presented in the evidence of learning. Little or no evidence of learning was captured. Evidence that was captured does not indicate success.	Credit could be completed through, course retake

ⁱ Peel District School Board, Policy 78, COMS2, COMS3, COMS7