



Reporting requirements.

➤ 8 & 9:

- Enter the proficiency based on evidence of learning in your course
- Leave blank if there is not sufficient evidence of learning to place the student on the scale

10-12:

- In the term column, enter a percentage.
- enter a work habit



Comments for 8-12:

- Strength based comments that describe:
 - What the student is able to do
 - Ways to further extend or develop learning
 - Next steps for engagement or success



Students with IEP

All students have a right to personalized reporting. Those who are supported by an IEP will have individualized goals and strategies to differentiate instruction. The classroom teacher will report based on how the student is able to access the course curriculum with the support of their **adaptations**.

Students in **modified** course codes will only receive a letter grade if they are assessed using curriculum learning standards. When a student is being assessed on individualized goals only, a letter grade is not appropriate. **In this case, leave the mark blank** and provide fulsome comments about the students goals.



Reporting an “I”

In grades 8/9, an “I” is not an appropriate report card indicator.

When there is insufficient information to communicate student progress, it is necessary to inform parents/guardians. In this case, leave the “mark” blank and embed comments that clearly explain why the scale is inapplicable. Include a plan fore the learner to grow their understanding.

In grades 10-12, if there is insufficient information to soundly report a letter grade, an “I” can be reported on this report card.

Any time an “I” is reported, it must be accompanied by a plan for growth and a timeline. Refer to the [Communicating Student Learning Guidelines](#) for further support.



Reporting for ELL

All ELL students have an Annual Inclusion Plan (AIP), which you can view in their ELL yellow file (ask your ELL on site specialist). Most ELLs can meet outcomes with adaptations and will be assigned a letter grade or competency on their report card. For those ELLs who do not meet learning standards due to language proficiency, provide written comments that describe what the student can do, areas that require development and ways to support their learning. **In this case, the final mark will be left blank.** Please reference [Ministry ELL Policy Guidelines](#) (specifically page 13).

The ELL specialist will report on the students’ language proficiency based on AIP goals.



For ideas on writing comments, visit:
[NLPS Learns: Communicating Student Learning](#)



Proficiency	%/Letter Grade	Leave the mark blank
For all grades 8/9 courses	For grades 10-12 courses only	<ul style="list-style-type: none"> ➤ Only in grade 8/9 courses when there is insufficient evidence to provide a proficiency ➤ Only in the case of a modified learner who is not meeting outcomes of your course ➤ Only for ELLs who are not meeting outcomes due to language proficiency.

