



Reporting requirements.

8 & 9:

Enter the proficiency based on evidence of learning:

- **Term Marks** - enter proficiency that reflects student demonstration of learning. Only leave blank if there is NO EVIDENCE of learning to place the student on the scale
- **Final Mark column** – Copy the proficiency from recent term mark. If the mark has been blank for the terms because there has been NO EVIDENCE of learning and there continues to be NO EVIDENCE of learning, leave the final column blank. Consult with your principal.



10-12:

- In the Q4 column, enter a percentage.
- enter a work habit
- Enter a final percentage in the final column

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

Reporting an “I”

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

Now we can leverage the power of the proficiency scale which indicates the continuum of learning.

When there is insufficient information to communicate student progress at the term mark, 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 for 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 the **term** report card. For the final, enter the percentage which best reflects the evidence of learning.

**an I is not an indication of leading to a pass or a fail, it is simply an incomplete picture of proficiency due to lack of evidence.*

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.



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 term or final columns when there is NO EVIDENCE to provide a proficiency ➤ In the case of a modified course for a learner who is not meeting or has not met outcomes of your course (term and final) ➤ For ELLs who are not meeting or have not met outcomes due to language proficiency (term and final).



When leaving *Blank in final mark*:

- Consultations with student, parent, teacher and Principal will have taken place
- Recommend additional support prior to proceeding onto the next grade/course
- Ensure that principal is aware of blank in final mark column
- This will be only in exceptional circumstances where there is NO EVIDENCE of learning to assess

Reporting for ELL

All ELL students have an Annual Instructional 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.

Reporting and Assessing for 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 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 student's goals.