

Determining Report Card Grades Procedure

RATIONALE:

The report card grade represents a student's achievement of **overall curriculum** expectations to that point in time. Determining a report card grade requires teachers' professional judgment and interpretation of the evidence of achievement gathered through observations, conversations and products, throughout the reporting period. Report card grades reflect the student's most consistent level of achievement, with special consideration given to evidence that is more recent.

The evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations** gathered **as end of learning (summative) activities** (70% in secondary) and course summative activities (30% in secondary). In some unique circumstances, evidence of learning gathered through formative assessment activities may be considered to further guide teacher professional judgment. Situations where there is missing evidence of achievement for the overall expectations are described in Policy Procedure – Missing Evidence of Achievement.

TERMINOLOGY:

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Professional Judgment: Judgment that is informed by knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria for success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that includes ongoing reflection and self-correction.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

PROCEDURES:

1.0 Responsibility

1.1 The Principal:

- 1.1.1 supports teachers to develop a common understanding about the process for determining the final grade.
- 1.1.2 supports teachers in all aspects of determining a report card grade.

Determining Report Card Grades Procedure

- 1.1.3 consults with teachers using code “R” on **report cards** for students in Grades 1 – 8. See Policy Procedure: AER – Communicating and Reporting Student Achievement.
- 1.1.4 consults with teachers using code “I” on **report cards** for students in Grades 1 – 10.
- 1.1.5 ensures that a mark below 50 percent on a **report card** reflects the lower limit policy. See Policy Procedure: AER – Communicating and Reporting Student Achievement
- 1.1.6 ensures teachers complete Credit Placement and Credit Recovery Profile forms for students with a mark below 50 percent.
- 1.2 The teacher:
 - 1.2.1 gathers and records evidence of student achievement of the overall expectations at or near the end of a period of learning.
 - 1.2.2 at the end of the reporting period, determines the most consistent level of student performance in demonstrations of achievement of the overall expectations, with special emphasis on more recent evidence.
 - 1.2.3 at the end of the reporting period, determines the appropriate level of achievement considering all evidence and related factors.
 - 1.2.4 uses the charts provided in the Appendices 1 and 2, to determine a letter or percentage grade for report cards.
 - 1.2.5 for Grades 9 – 12, uses the most consistent evidence of achievement, with special emphasis on more recent evidence, gathered at the end of units to determine seventy percent of the final report card grade.
 - 1.2.6 for Grades 9 – 12, uses the evidence of achievement gathered through one or more final student demonstrations appropriate to the grade and course destination type, to determine thirty percent of the final report card grade.
 - 1.2.7 consults with administration when using code “R” on **report cards** for students in Grades 1 – 8.
 - 1.2.8 consults with administration when using code “I” on **report cards** for students in Grades 1 – 10.

Determining Report Card Grades Procedure

1.2.9 ensures that a mark below 50 percent on a **report** card reflects the lower limit policy. See Policy Procedure: AER – Communicating and Reporting Student Achievement.

1.2.10 completes Credit Placement and Credit Recovery Profile forms for students with a mark below 50 percent or an “I”.

2.0 Roles

- 2.1 Collect and record evidence of student achievement of overall expectations at or near the end of a unit from observations, conversations and student products.
- 2.2 For Grades 1 – 6, convert levels to letter grade using chart in Appendix 1. For Grades 7 – 12 convert levels to percentage mark using chart in Appendix 2.
- 2.3 For Grades 1 – 8, the first report card includes expectations achieved between September and January, the second report card includes expectations achieved between February and June.
- 2.4 For Grades 9 – 12, the mid-term report card includes all expectations achieved to that point in time, and the final report card includes all expectations achieved throughout the course.
- 2.5 For Grades 9 – 12, 70 percent of the mark is based on evidence of achievement gathered at the end or near the end of units throughout the course, and 30 percent of the mark is based on evidence of achievement of the overall expectations gathered through final student demonstrations.
- 2.6 With respect to lower limits, marks of 40, 30, 25 or 0 percent will be recorded on a **final report card** for a student in grades 9 – 12. See Appendix 2 for details on each mark.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



GRADES 1 TO 6: Determining Report Card Grades

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. – Growing Success, page 39.

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 requires teachers’ professional judgement and interpretation of the evidence of achievement gathered throughout the reporting period. Report card grades reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

In determining report card grades teachers consider:

- the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course;
- the evidence of achievement of clusters of specific expectations used to exemplify overall expectations;
- all evidence collected through observations, conversations, and student products;
- the student’s most consistent level of achievement;
- the student’s more recent level of achievement, particularly when trends are apparent.

In some courses there are overall expectations which may be part of a single strand: these generally focus on knowledge and understanding and may be evaluated in just one unit, and the final tasks. Other overall expectations may be revisited throughout the course, providing students opportunities to improve their achievement across the semester. These overall expectations often relate to the development of skills. In these cases only the improved achievement should be reflected in report card marks.

The evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations gathered as end of learning (summative) activities**. In some unique circumstances evidence of learning gathered through formative assessment activities may be considered to further guide teacher professional judgement. Situations where there is missing evidence of achievement for the overall expectations are described below for Grades 1 – 6 and Grades 7 - 12.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



For Grades 1 to 6, student achievement of the **overall curriculum expectations** is evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. Letter grades for the first provincial report card are based on the achievement of expectations from September to January/February. Letter grades on the June report card represent achievement of expectations introduced, or further developed from January/February to the end of the school year.

The following conversion chart shows how the four levels of achievement are aligned to letter grades.

Achievement Level	Letter Grade	Achievement Level	Letter Grade
4 +	A+	2 +	C+
4	A	2	C
4 -	A-	2 -	C-
3 +	B+	1 +	D+
3	B	1	D
3 -	B-	1 -	D-

Using Code “R”

Clearly understood success criteria, and prior formative assessment with descriptive feedback should prepare students to successfully demonstrate achievement of the overall expectations through the end of unit (summative) tasks (including tests). Students who have not demonstrated success on formative tasks may not be ready to participate in end of learning demonstrations. Additional support and learning need to be used to ensure students are prepared to be successful.

In the situation that a student’s demonstration of achievement of the **overall expectations** is less than level 1, specific steps for remediation, revision, and re-assessment need to be developed. This may be done in class, with the support of the student support program or student alternative support program, or outside of class time.

Using Code “R” on the Report Card

- For Grades 1 to 6, use of code “R” for achievement below level 1 indicates that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.
- Determining when to use an “R” on the report card is done in consultation with administration.
- Parents will have been consulted through prior communications regarding interventions and support before receiving an “R” on the report card.
- An “R” on the report card indicates that specific strategies are being/will be used to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



Using Code "I" on the Report Card

- For Grades 1 to 6, use of code "I" indicates that there is insufficient evidence of achievement to determine a letter grade.
- Determining when to use an "I" on the report card is done in consultation with administration.
- Using "I" is based on the individual student's circumstances, and is determined to be in the best interest of the student.
- Using "I" is appropriate in situations such as:
 - The student has enrolled in the school very recently, and there are no records transferred from the prior school.
 - A student's circumstances include factors such as a protracted illness.

Using Code "ALT" on the Report Card

Code ALT may be used for students who are having that subject reported using an alternative format. This is used in two identifiable situations:

- 1) where a student is in a Reach Ahead program as defined in OS 2011, Section 2.5.2.1
- 2) where a student has it established in an IEP that he or she will be receiving an Alternative Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher or Principal must provide an explanatory comment in the subject comment field to explain how that subject will be reported on.
- Students who are receiving a letter grade or percentage mark based on alternative learning expectations as established in an IEP **would not** have the letter grade or percentage mark substituted with ALT for that subject. They would receive the grade or mark with the explanatory comment as set out in *Growing Success*, Chapter 6, page 62, 'IEP with Alternative Learning Expectations'.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 12: Determining Report Card Grades

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. – Growing Success, page 39.

The report card grade represents a student’s achievement of **overall curriculum expectations**, as demonstrated to that point in time. For Grades 7 to 12, student achievement is evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage marks. Determining a report card grade requires teachers’ professional judgement and interpretation of the evidence of achievement gathered throughout the reporting period. Report card grades reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

In determining report card grades teachers consider:

- the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course;
- the evidence of achievement of clusters of specific expectations used to exemplify overall expectations;
- all evidence collected through observations, conversations, and student products;
- the student’s most consistent level of achievement;
- the student’s more recent level of achievement, particularly when trends are apparent.

For Grades 9 – 12, evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations gathered as end of learning (summative) activities** throughout the course (70%) and in the final activities for evaluation (30%).

Grades 7– 12

To facilitate consideration of all factors in determining report card grades:

- consider recording marks as levels of achievement rather than percentage marks, particularly for skill or performance based subjects, open or workplace destination courses;
- record achievement of the overall expectations (summative unit tasks);
- keep record (not marks or weightings) of the alignment between expectations, tasks and the categories of the achievement chart;
- keep records of formative assessment (checklists, anecdotal) separately;
- for “most consistent” , look for median and mode (not mean) in the mark set;
- look at more recent evidence and note trends showing growth or improvement;
- for missing evidence of achievement see below;
- convert the final level to a percentage grade use the chart below as a guide and adjusting . (as above for 7-10)

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Recording Evidence of Learning

For examples and samples of methods to record and track evidence from assessment *for* learning and assessment *of* learning see ***Individual Student Assessment Record Folder***.

In some courses there are overall expectations which may be part of a single strand: these generally focus on knowledge and understanding and may be evaluated in just one unit, and the final tasks. Other overall expectations may be revisited throughout the course, providing students opportunities to improve their achievement across the semester. These overall expectations often relate to the development of skills. In these cases, **only the improved achievement** should be reflected in report card marks.

There are unique circumstances where the evidence of learning gathered through formative assessment activities may be considered to further guide teacher professional judgement. Situations where there is missing evidence of achievement for the overall expectations are described below and in more detail in AER Policy Directive: Missing Evidence of Learning.

In certain exceptional circumstances, principals, in consultation with the student success team, teachers, the student and his or her parents, may determine how evidence from the 30 % final tasks and the 70% term summative tasks is to be used in grade determination

Grades 7 - 8

Percentage marks for the first provincial report card are based on the achievement of expectations from September to January/February. Percentage marks on the June report card represent achievement of expectations introduced, or further developed from January/February to the end of the school year.

Grades 9 - 12

Mid-term report card grades represent students' achievement of the overall expectations at that point in time. Final report card grades include:

- all evidence of achievement of the overall expectations gathered from the beginning of the year/semester – 70%
- evidence of achievement of the overall expectations gathered from final demonstrations/tasks – 30%.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4 +	95 – 100	2 +	67 – 69
4	87 – 94	2	63 – 66
4 -	80 – 86	2 -	60 – 62
3 +	77 – 79	1 +	57 – 59
3	73 – 76	1	53 – 56
3 -	70 – 72	1 -	50 – 52

Report Codes:

Code	Percentage Mark Range	Significance	Report Card Uses
“R”	Less than 50	Expectations not met, focus on revision, remediation, completion, or “re-doing” Replace when expectations met.	Grades 7 and 8 only
“I”	No mark	No opportunity to demonstrate achievement of overall expectations for evaluation. Replace when expectations met	Grades 7 – 10 only
40	40 to 49	Additional learning required. Focus on revision, remediation, completion, or “re-doing”. Credit Rescue, Credit Recovery, Summer School.	Grades 9 – 12
30	0 to 39	Significant additional learning required. May require additional supports, interventions or changes to program. Credit Rescue or Credit Recovery in some circumstances	Grades 9 – 12
25	No mark	No opportunity to demonstrate achievement of overall expectations for evaluation. Replace when expectations met	Grades 11 – 12 only
0	Zero	No evidence of learning through observations conversations or products	Grades 9 – 12

* Explanations of these codes are in the sections below.

On report cards, “both “R” and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50 per cent indicate the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.” In grades 9 – 12, a credit recovery profile and course placement form must be filled in at final report.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 8

Using Code “R” on the Report Card

- For Grades 7 and 8, use of code “R” on the report card for achievement below level 1 indicates that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.
- Determining when to use an “R” on the report card is done in consultation with administration.
- Parents will have been consulted through prior communications regarding interventions and support before receiving an “R” on the report card.
- An “R” on the report card indicates that specific strategies are/will be used to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.
- An “R” on the report card indicates that additional strategies to support transition to high school may be required and should be considered in planning discussions.

Grades 7 – 10

Using Code “I” on the Report Card

- For Grades 7 to 10, use of code “I” indicates that there is insufficient evidence of achievement to determine a percentage grade.
- An “I” on the report card indicates the student has not had an opportunity to demonstrate achievement of the overall expectations.
- Determining when to use an “I” on the report card is done in consultation with administration.
- Using “I” is based on the individual student’s circumstances, and is determined to be in the best interest of the student.
- Using “I” is appropriate in situations such as:
 - The student has enrolled in the school very recently, and there are no records transferred from the prior school.
 - A student’s circumstances include factors such as a protracted illness.
 - Other circumstances as identified by school administrators or Student Success teams.
- In grades 9 and 10, students receiving an “I” on a final report card will not receive a credit for the course.
- When there is an “I” on the final report card, teachers complete and submit as per school procedures a Credit Recovery Profile and Course Placement Form.

Grades 9 – 12

Dual – Credit Reporting at Midterm Only

Code NM may be used on a mid-term report card only in cases where the college has not provided a percentage grade for the mid-semester or mid-term report card. It may not be used in place of a final grade. When no mid-term mark is entered, the following comment will be used on the report card.

“Instruction, evaluation and reporting are the responsibility of the college faculty. A mid-term mark is not recorded on this report card.”

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 8

Alternate Report Card

Code ALT may be used for students who are having that subject reported using an alternative format. This is used in two identifiable situations:

- 1) where a student is in a Reach Ahead program as defined in OS 2011, Section 2.5.2.1
- 2) where a student has it established in an IEP that he or she will be receiving an Alternative Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher or Principal must provide an explanatory comment in the subject comment field to explain how that subject will be reported on.
- Students who are receiving a letter grade or percentage mark based on alternative learning expectations as established in an IEP **would not** have the letter grade or percentage mark substituted with ALT for that subject. They would receive the grade or mark with the explanatory comment as set out in *Growing Success*, Chapter 6, page 62, 'IEP with Alternative Learning Expectations'.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



GRADES 1 TO 6: Determining Report Card Grades

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. – Growing Success, page 39.

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 requires teachers’ professional judgement and interpretation of the evidence of achievement gathered throughout the reporting period. Report card grades reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

In determining report card grades teachers consider:

- the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course;
- the evidence of achievement of clusters of specific expectations used to exemplify overall expectations;
- all evidence collected through observations, conversations, and student products;
- the student’s most consistent level of achievement;
- the student’s more recent level of achievement, particularly when trends are apparent.

In some courses there are overall expectations which may be part of a single strand: these generally focus on knowledge and understanding and may be evaluated in just one unit, and the final tasks. Other overall expectations may be revisited throughout the course, providing students opportunities to improve their achievement across the semester. These overall expectations often relate to the development of skills. In these cases only the improved achievement should be reflected in report card marks.

The evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations gathered as end of learning (summative) activities**. In some unique circumstances evidence of learning gathered through formative assessment activities may be considered to further guide teacher professional judgement. Situations where there is missing evidence of achievement for the overall expectations are described below for Grades 1 – 6 and Grades 7 - 12.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



For Grades 1 to 6, student achievement of the **overall curriculum expectations** is evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. Letter grades for the first provincial report card are based on the achievement of expectations from September to January/February. Letter grades on the June report card represent achievement of expectations introduced, or further developed from January/February to the end of the school year.

The following conversion chart shows how the four levels of achievement are aligned to letter grades.

Achievement Level	Letter Grade	Achievement Level	Letter Grade
4 +	A+	2 +	C+
4	A	2	C
4 -	A-	2 -	C-
3 +	B+	1 +	D+
3	B	1	D
3 -	B-	1 -	D-

Using Code “R”

Clearly understood success criteria, and prior formative assessment with descriptive feedback should prepare students to successfully demonstrate achievement of the overall expectations through the end of unit (summative) tasks (including tests). Students who have not demonstrated success on formative tasks may not be ready to participate in end of learning demonstrations. Additional support and learning need to be used to ensure students are prepared to be successful.

In the situation that a student’s demonstration of achievement of the **overall expectations** is less than level 1, specific steps for remediation, revision, and re-assessment need to be developed. This may be done in class, with the support of the student support program or student alternative support program, or outside of class time.

Using Code “R” on the Report Card

- For Grades 1 to 6, use of code “R” for achievement below level 1 indicates that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.
- Determining when to use an “R” on the report card is done in consultation with administration.
- Parents will have been consulted through prior communications regarding interventions and support before receiving an “R” on the report card.
- An “R” on the report card indicates that specific strategies are being/will be used to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 1



Using Code “I” on the Report Card

- For Grades 1 to 6, use of code “I” indicates that there is insufficient evidence of achievement to determine a letter grade.
- Determining when to use an “I” on the report card is done in consultation with administration.
- Using “I” is based on the individual student’s circumstances, and is determined to be in the best interest of the student.
- Using “I” is appropriate in situations such as:
 - The student has enrolled in the school very recently, and there are no records transferred from the prior school.
 - A student’s circumstances include factors such as a protracted illness.

Using Code “ALT” on the Report Card

Code ALT may be used for students who are having that subject reported using an alternative format. This is used in two identifiable situations:

- 1) where a student is in a Reach Ahead program as defined in OS 2011, Section 2.5.2.1
- 2) where a student has it established in an IEP that he or she will be receiving an Alternative Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher or Principal must provide an explanatory comment in the subject comment field to explain how that subject will be reported on.
- Students who are receiving a letter grade or percentage mark based on alternative learning expectations as established in an IEP **would not** have the letter grade or percentage mark substituted with ALT for that subject. They would receive the grade or mark with the explanatory comment as set out in *Growing Success*, Chapter 6, page 62, ‘IEP with Alternative Learning Expectations’.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 12: Determining Report Card Grades

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. – Growing Success, page 39.

The report card grade represents a student’s achievement of **overall curriculum expectations**, as demonstrated to that point in time. For Grades 7 to 12, student achievement is evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage marks. Determining a report card grade requires teachers’ professional judgement and interpretation of the evidence of achievement gathered throughout the reporting period. Report card grades reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

In determining report card grades teachers consider:

- the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course;
- the evidence of achievement of clusters of specific expectations used to exemplify overall expectations;
- all evidence collected through observations, conversations, and student products;
- the student’s most consistent level of achievement;
- the student’s more recent level of achievement, particularly when trends are apparent.

For Grades 9 – 12, evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations gathered as end of learning (summative) activities** throughout the course (70%) and in the final activities for evaluation (30%).

Grades 7– 12

To facilitate consideration of all factors in determining report card grades:

- consider recording marks as levels of achievement rather than percentage marks, particularly for skill or performance based subjects, open or workplace destination courses;
- record achievement of the overall expectations (summative unit tasks);
- keep record (not marks or weightings) of the alignment between expectations, tasks and the categories of the achievement chart;
- keep records of formative assessment (checklists, anecdotal) separately;
- for “most consistent” , look for median and mode (not mean) in the mark set;
- look at more recent evidence and note trends showing growth or improvement;
- for missing evidence of achievement see below;
- convert the final level to a percentage grade use the chart below as a guide and adjusting . (as above for 7-10)

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Recording Evidence of Learning

For examples and samples of methods to record and track evidence from assessment *for* learning and assessment *of* learning see ***Individual Student Assessment Record Folder***.

In some courses there are overall expectations which may be part of a single strand: these generally focus on knowledge and understanding and may be evaluated in just one unit, and the final tasks. Other overall expectations may be revisited throughout the course, providing students opportunities to improve their achievement across the semester. These overall expectations often relate to the development of skills. In these cases, **only the improved achievement** should be reflected in report card marks.

There are unique circumstances where the evidence of learning gathered through formative assessment activities may be considered to further guide teacher professional judgement. Situations where there is missing evidence of achievement for the overall expectations are described below and in more detail in AER Policy Directive: Missing Evidence of Learning.

In certain exceptional circumstances, principals, in consultation with the student success team, teachers, the student and his or her parents, may determine how evidence from the 30 % final tasks and the 70% term summative tasks is to be used in grade determination

Grades 7 - 8

Percentage marks for the first provincial report card are based on the achievement of expectations from September to January/February. Percentage marks on the June report card represent achievement of expectations introduced, or further developed from January/February to the end of the school year.

Grades 9 - 12

Mid-term report card grades represent students' achievement of the overall expectations at that point in time. Final report card grades include:

- all evidence of achievement of the overall expectations gathered from the beginning of the year/semester – 70%
- evidence of achievement of the overall expectations gathered from final demonstrations/tasks – 30%.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4 +	95 – 100	2 +	67 – 69
4	87 – 94	2	63 – 66
4 -	80 – 86	2 -	60 – 62
3 +	77 – 79	1 +	57 – 59
3	73 – 76	1	53 – 56
3 -	70 – 72	1 -	50 – 52

Report Codes:

Code	Percentage Mark Range	Significance	Report Card Uses
“R”	Less than 50	Expectations not met, focus on revision, remediation, completion, or “re-doing” Replace when expectations met.	Grades 7 and 8 only
“I”	No mark	No opportunity to demonstrate achievement of overall expectations for evaluation. Replace when expectations met	Grades 7 – 10 only
40	40 to 49	Additional learning required. Focus on revision, remediation, completion, or “re-doing”. Credit Rescue, Credit Recovery, Summer School.	Grades 9 – 12
30	0 to 39	Significant additional learning required. May require additional supports, interventions or changes to program. Credit Rescue or Credit Recovery in some circumstances	Grades 9 – 12
25	No mark	No opportunity to demonstrate achievement of overall expectations for evaluation. Replace when expectations met	Grades 11 – 12 only
0	Zero	No evidence of learning through observations conversations or products	Grades 9 – 12

* Explanations of these codes are in the sections below.

On report cards, “both “R” and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50 per cent indicate the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.” In grades 9 – 12, a credit recovery profile and course placement form must be filled in at final report.

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 8

Using Code “R” on the Report Card

- For Grades 7 and 8, use of code “R” on the report card for achievement below level 1 indicates that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.
- Determining when to use an “R” on the report card is done in consultation with administration.
- Parents will have been consulted through prior communications regarding interventions and support before receiving an “R” on the report card.
- An “R” on the report card indicates that specific strategies are/will be used to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process.
- An “R” on the report card indicates that additional strategies to support transition to high school may be required and should be considered in planning discussions.

Grades 7 – 10

Using Code “I” on the Report Card

- For Grades 7 to 10, use of code “I” indicates that there is insufficient evidence of achievement to determine a percentage grade.
- An “I” on the report card indicates the student has not had an opportunity to demonstrate achievement of the overall expectations.
- Determining when to use an “I” on the report card is done in consultation with administration.
- Using “I” is based on the individual student’s circumstances, and is determined to be in the best interest of the student.
- Using “I” is appropriate in situations such as:
 - The student has enrolled in the school very recently, and there are no records transferred from the prior school.
 - A student’s circumstances include factors such as a protracted illness.
 - Other circumstances as identified by school administrators or Student Success teams.
- In grades 9 and 10, students receiving an “I” on a final report card will not receive a credit for the course.
- When there is an “I” on the final report card, teachers complete and submit as per school procedures a Credit Recovery Profile and Course Placement Form.

Grades 9 – 12

Dual – Credit Reporting at Midterm Only

Code NM may be used on a mid-term report card only in cases where the college has not provided a percentage grade for the mid-semester or mid-term report card. It may not be used in place of a final grade. When no mid-term mark is entered, the following comment will be used on the report card.

“Instruction, evaluation and reporting are the responsibility of the college faculty. A mid-term mark is not recorded on this report card.”

Assessment, Evaluation, and Reporting

Policy Directive: Determining Report Card Grades

Appendix 2



Grades 7 – 8

Alternate Report Card

Code ALT may be used for students who are having that subject reported using an alternative format. This is used in two identifiable situations:

- 1) where a student is in a Reach Ahead program as defined in OS 2011, Section 2.5.2.1
- 2) where a student has it established in an IEP that he or she will be receiving an Alternative Report Card for that subject.

The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The teacher or Principal must provide an explanatory comment in the subject comment field to explain how that subject will be reported on.
- Students who are receiving a letter grade or percentage mark based on alternative learning expectations as established in an IEP **would not** have the letter grade or percentage mark substituted with ALT for that subject. They would receive the grade or mark with the explanatory comment as set out in *Growing Success*, Chapter 6, page 62, 'IEP with Alternative Learning Expectations'.