



Guiding Principles for Remote Learning:

1. Prioritize the health and well-being of everyone.
2. Focus on the continuation of learning in a variety of ways.
3. Maintain relationships and connection to one another.
4. Engage all students, especially those who have historically been underserved and those who may not be able to participate effectively in remote learning for a variety of reasons. In other words, we want to remain in contact with students and their families, even if they are not able to submit work or participate in learning sessions.
5. Build staff capacity to be effective in this remote space.

ELEMENTARY UPDATE: Supporting, Assessing and Reporting Student Achievement and Well-Being

This third assessment newsletter provides further information for kindergarten to Grade 8 educators. This newsletter provides TDSB timelines and content based on the Ministry of Education's document: [Guidance on Evaluation and Reporting During School Closure Period.](#)

Visit the [Elementary Assessment web page](#) to view previous newsletters.

REPORTING TIMELINES

How and when will the Kindergarten Communication of Learning and Grade 1 to 8 report cards be distributed?

- The Kindergarten Communication of Learning and Grades 1 to 8 report cards:
 - Must be completed by educators, reviewed by Principal, edited and ready for electronic distribution by **June 19**.
 - Will be sent home electronically via central coordination between **June 22 and 26**.
- For those families with no email address on file, principals and vice principals will print and mail a hard copy of the reports. Protocols for this process to print and mail report cards will follow.
- The June Kindergarten Communication of Learning and Grades 1 to 8 electronic and hard copy report cards will not be signed. Principals will sign reports and place them in the OSR when we return to school.

Time for Completion of Report Cards

As you aware, the Ministry of Education made amendments to school year calendars for the 2019-2020 school year. Specifically, all remaining school days including those days that were previously approved as Professional Activity days are to be used for instruction. As part of information released by the Ministry regarding report cards (May 27th Memo), Boards were advised that they should be able to fulfill their collective agreement obligations while continuing to meet instructional expectations. In the Toronto District School Board, the Collective Agreement with Elementary teachers has provisions for a Professional Activity Day for the purpose of assessment and completion of report cards at the elementary level prior to the second reporting period.

The following approach will be used in order to fulfil expectations in the Ministry of Education memo while honouring collective agreement obligations:

- During the week of June 8-12, each teacher will use two half-days for the purpose of assessment and completion of report cards.
- Teachers will advise their Principal of the half-days during that week they will devote to this work.
- Teachers will advise parents and students that they will be unavailable during those two half-days for the purpose of report card completion.
- Staff meetings will not be scheduled for this week.

Comment Regarding School Closure in All Kindergarten Communication of Learning and Grade 1 to 8 Report Cards

For all report cards and the Kindergarten Communication of Learning, schools will use the following statement in the board use section: *“This report card is for a reporting period that included provincially-mandated school closure from March 13, 2020 – June 30, 2020.”*

This comment will be pre-loaded on the report card template.

Comment Writing

When writing comments, teachers will use their professional judgement and focus on what students have learned, and where possible, describe significant strengths and identify next steps for improvement.

Kindergarten Communication of Learning

The Kindergarten Communication of Learning will be based on observations of key learning and growth from the beginning of Term 2 to March 13 in each of the Four Frames. Teachers may choose to include comments on growth in learning demonstrated during the school closure period when it is to the child’s benefit.

When there is no demonstrated learning observed during the closure period, teachers may also include the following statement, which is available in the comment bank:

This Communication of Learning reflects evidence of learning as observed by the educator team prior to the school closure period.

Learning Skills and Work Habits

Ratings for Learning Skills and Work Habits will reflect the period from the beginning of Term 2 to March 13. Teachers may choose to include comments on growth in Learning Skills and Work Habits demonstrated during the school closure period when it is to the student’s benefit.

Teachers may also include the following statement in the comment section of the report card when there is no demonstration of growth during the closure period, which is available in the comment bank: *For this report card, the evaluation of Learning Skills and Work Habits is based on evidence from prior to the school closure period.*

Determining Report Card Grades/Marks for

For Grades 1 to 6, student achievement will be reported using letter grades.

For Grades 7 and 8, student achievement will be reported using percentage marks. Students in Grades 1 to 8 will be assigned the grades/marks based on their learning from the beginning of Term 2 to March 13, 2020. Evidence collected during the school closure period that shows improvement in learning may be taken into consideration by the teacher when assigning a final grade/mark in a strand or subject.

Grades 1 to 8 Students able to Engage in Learning During the Closure Period

For students who were able to engage in learning during the closure period and demonstrate progress, teachers may also include the following comment, which is available in the comment bank: *The grade/mark for [enter student name] is based on*

demonstrated learning prior to the school closure period, as well as evidence of progress gathered during the school closure period.

Grades 1 to 8 Students Not able to Engage in Learning During the Closure Period

For students who did not engage during the closure period, teachers may include the following comment, which is available in the comment bank:

The grade/mark for [enter student name] is based on demonstrated learning prior to the school closure period.

What should Grades 1 to 8 educators do if all subjects/strands were not addressed prior to March 13?

In such cases where there is insufficient evidence of learning in a particular subject or strand (including math strands), the code “I” may be used on a student’s report card. Teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interest of the student.

In the case where "I" is used for this purpose, the following statement may be included on the report card, which is available in the comment bank:
Due to the school closure period, there is insufficient information to determine a grade/mark.

What should reporting look like for students accessing Alternative Curriculum through an Alternative Report Card (e.g., students with a Developmental Disability exceptionality and students receiving Tier Three support from a BLV/DHH Itinerant Teacher)?

For the instances where the student’s program is not based on expectations from the Ontario curriculum for Grades 1 to 8, and an alternative format is being used to report the student’s progress/ achievement, the guidance in this document will apply, where applicable. As per Growing Success (p. 62), when an alternative format is used, it should accompany the Provincial Report Card at the regular reporting times.

Teachers report on IEP goal attainment as they would at any reporting period with the assessment data collected by March 13, 2020, including any increases in achievement made during remote learning and update students’ IEPs accordingly. Some IEP goals may not have been attained this term, and teachers are honouring the learning and growth that has happened.

What do educators do if a student did not attend regularly from the beginning of Term 2 to March 13?

Grade 1 to 8 educators will look at the body of work in a given subject area or strand and determine if there is enough evidence to provide a fair evaluation for a report card mark. If not, educators should put an ‘I’ in the mark box and include a comment to indicate that there was insufficient evidence to provide a mark.

Do educators put the transfer and promotion statement in the learning skills box as per past practice?

Educators will continue to write the promotion/transfer statement in the Learning Skills box as per past practice.

Educators can refer to [PR 548](#): Promotion of Students with a Modified IEP (Grades 1 to 7). More details for reporting for students with an IEP will follow.

What reports do Educators of English Language Learners complete?

TRELLIS

In alignment with Ministry and TDSB guidelines, teachers of **elementary** ESL/ELD students will complete ELL Progress Updates for the June reporting period based on their observations up to March 13, 2020.

Newcomer Profiles

The Newcomer Profile can be completed for new students who have registered after March 13, 2020. ESL/ELD teachers are reminded that the over-the-

phone interpretation services provided by the TDSB are still available. Please go to the "Quick Links" drop down menu on the TDSB Homepage for more information.

For students who moved after March 13, which school completes the June Communication of Learning/Grade 1 to 8 report card?

The school of record up until March 13 should complete the June report card. Educators from the two schools will need to collaborate to ensure the student has a chance to improve his/her learning/marks.

Administrators should contact the SIS Support desk if students are no longer in their Trillium record.

When will the Report Cards be filed in the OSR?

At a later date, when schools reopen, the completed report card, or an exact copy, must be filed in the Ontario Student Record (OSR), as required by the OSR Guideline.

Paper copies should be provided at the parent's request when schools reopen.

Further information about the transfer of OSR from school to school will be communicated at a later date.

How are schools completing French cards?

On Appendix F of the Ontario Student Record, schools should follow their usual process and record the number of hours that had been originally planned for the 2019-20 school year.

An asterisk should be placed beside the 2019-20 school year and this comment should be noted on the card:

The 2019-20 school year was impacted by school closures. The student is recognized as having met the expectations set for instructional hours.

What professional learning opportunities are available for educators around assessment, evaluation and reporting?

Professional learning sessions available at: www.tdsb.on.ca/Remote-Learning-Support-Resources-for-Educators.

Upcoming Update

- Protocols for Printing and Mailing Report Cards
- Special Education Reporting/IEPs

For more information, please visit www.tdsb.on.ca/remotelearning and click on Elementary Assessment.