

Reporting (Elementary and Secondary) and Individual Education Plans (IEP)

(References: Memorandum to Directors Growing Success and the IEP's September 22, 2010 and Growing Success Assessment, Evaluation and Reporting in Ontario 2010 pages 61-63)

ELEMENTARY School Progress Report

Elementary New Progress Report (FALL)- Accommodations

Do not check the IEP if the student is accommodated. Do not make any statement regarding accommodations in the "Strengths/Next Steps for Improvement" box.

Elementary New Progress Report (FALL)-Modified Expectations

Check the IEP box if the student has modified expectations. Do not make any statement regarding modifications expectations in the "Strengths/Next Steps for Improvement" box.

In accordance with the above Ministry Memorandum and policy requirements (formal reporting periods), the IEP must continue to be written within the first 30 school days of the student's placement in a special education program. Therefore, the modified pages of a child's IEP should reflect modified expectations that would cover the entire first term. On the Progress Report Card, the first few modified expectations listed in the IEP should be "commented on" in regards to the child's progress thus far. The rest of first the term's modified expectations should be evaluated at the end of the next two terms on the regular report card.

Elementary New Progress Report (FALL) –Alternative Expectations

Do not make any statement regarding alternative expectations in the Strengths/Next Steps for Improvement box. The student's achievement of alternative expectations should always be reported to parents by means of anecdotal comments on the alternative IEP pages, area labeled "**Evaluation of Progress**". The teacher should indicate student's progress and should comment on the student's strengths and next steps for improvement. Attach the IEP alternative pages to the report card.

On the Progress Report Card, the first few alternative expectations listed in the IEP should be "commented on" in regards to the child's progress thus far. The rest of first term's alternative expectations should be evaluated at the end of the next two terms on the I.E.P.

ELEMENTARY School Report Card

Elementary Report Card- Accommodations

Do not check the IEP box if the student is accommodated. The purpose of the report card is to report the student's progress in achieving the regular grade level curriculum expectations, not on the student's use of accommodations.

Elementary Report Cards- Modified Expectations

Check the IEP box if the child has modified expectations. In the individual subject "Strength/Next Steps for Improvement" box, write the following statement:

*"This (**letter grade/ percentage mark**) is based on achievement of expectations in the IEP that vary from the Grade X expectations (**and/or**) are an (**increase/decrease**) in the (**number and/or complexity**) of curriculum expectations". See Appendix 1 for sample statements.*

The first few modified expectations listed on the IEP should be commented on the Progress Report . The rest of the first term's modified expectations should be evaluated at the end of next two terms on the regular report card.

Elementary Report Card –Alternative Expectations

In most cases where the expectations in a student's IEP are alternative learning expectations, *******it is neither required nor advisable to assign letter grades or percentage marks.**

The student's achievement of alternative expectations should always be reported to parents by means of anecdotal comments on the alternative IEP pages in the area labeled "**Evaluation of Progress**". The teacher should indicate student's progress and should comment on the student's strengths and next steps for improvement. Attach the IEP alternative pages to the report card. The first few alternative expectations listed on the IEP should be "commented on" in regards to the Progress Report Card. The rest of first term's alternative expectations should be "evaluated "on the next two terms on the I.E.P.

In some cases, when evaluation is based on a clearly articulated assessment tool (e.g. Rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the report card. Check the IEP box. On the report card in the individual Subject Strength/Next Steps box, write the following statement: "*This (letter grade/ percentage mark) is based on the achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum". (This rarely occurs).*

SECONDARY School Report Card

Secondary Report Card- Accommodations

Do not check the IEP box if the student is accommodated. The purpose of the report card is to report the student's progress in achieving the regular grade level curriculum expectations, not on the student's use of accommodations.

Secondary Report Cards- Modified Expectations

Check the IEP box for every course if the child has modified expectations. If some of the student's learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the IEP box. If, however, the student's learning expectations are modified to such an extent that the principal deems that the credit will not be granted for the course, teachers must include the following statement in the comments section (along with comments about the student's achievement).

“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”

If the student is not working towards a credit in the course, a zero should be entered in the Credit Earned column.

Secondary School Report Cards- Alternative Expectations

In most cases when the expectations in a student's IEP are alternative learning expectations, *******it is neither required nor advisable to assign percentage marks to represent the student's achievement of the expectations.**

In cases where none of the student's learning expectations are derived from the curriculum expectations an alternative format should always be reported to parents by means of anecdotal comments on the alternative IEP pages, area labeled **“Evaluation of Progress”**. The teacher should indicate student's progress and should comment on the student's strengths and next steps for improvement. Attach the IEP alternative pages to the report card.

In some cases, when evaluation is based on a clearly articulated assessment measure (e.g. Rubric), a percentage mark may be assigned and recorded on the report card. In those cases, teachers must check the “IEP “ box for that course and must include the following statement. *“This percentage mark is based on the achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.” (This rarely occurs).*

Appendix 1 **ELEMENTARY** Report Card Statement for Modified Expectations

When a child is on a modified curriculum in a specific subject, check off the IEP box on the report card in that subject as you always have done.

"This (letter grade/ percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations".

Samples Statements for the Report Cards Listed Below

This statement would be used on a student's report card, who is working on expectations from a different grade level. (Example: the student is in grade 5, but is working on grade 3 Mathematics expectations).

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations.

The following four statements would be used for a student whose expectations are from the same grade level and subject that they are currently in, but are varied in some manner. (Example: the student is in grade 8 and is working on grade 8 Geography, but expectations are varied in some manner (number or complexity or both)).

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **number** of the curriculum expectations.

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **complexity** of the curriculum expectations.

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **number and complexity** of the curriculum expectations.

The following modified statement would most often be used for Gifted/Advanced Learner students.

This (letter grade/percentage mark) is based on achievement of the IEP that vary from the Grade X expectations and are an **increase** in the **complexity** of the curriculum expectations.

