

Friday, October 29, 2021

**Ministry of
Education**

315 Front
Street West
Toronto
ON M7A 0B8

Ministère de l'Éducation

315, rue Front Ouest
Toronto ON M7A 0B8



**Memorandum
to:**

Directors of Education
Secretary-Treasurers of
School Authorities

From:

Yael Ginsler
Assistant Deputy Minister
Student Achievement Division

Denys Giguère
Assistant Deputy Minister
French-Language Teaching,
Learning and Achievement
Division

Date:

October 29, 2021

Subject:

**Guidance on Assessment,
Evaluation and Reporting for
the 2021-22 School Year**

We are writing to provide guidance and reminders on assessment, evaluation and reporting, including adjustments to *Growing Success* for the 2021-22 school year, as outlined in the 2021: B07 released on May 4, 2021.

Electronic Signatures

As communicated in the 2021: B07 memo, boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety.

Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

Kindergarten

Reporting for Kindergarten

The Communication of Learning: Initial Observations provides parents/guardians with an overview of initial observations of their child's learning and early evidence of growth in learning related to the overall expectations of the Kindergarten Program. This formal communication with parents/guardians also provides information about appropriate next steps to further the child's learning. It serves as a basis for discussion with parents/guardians and as a support for parents'/guardians' ongoing participation in their child's learning.

For the 2021-22 school year, the Initial Observations – issued between October 20 to November 20 – may also describe the child's transition to the new school year, including new health and safety measures.

School boards may wish to include the following statement on the Kindergarten Communication of Learning: Initial Observations and Communication of Learning:

This reporting period reflects learning that has occurred in a modified learning environment as required by public health guidelines. Ongoing communication with your child's educator will provide additional information pertaining to progress throughout the term.

Elementary

Elementary Progress Report Card

As in previous years, the information included on the 2021-22 Elementary Progress Report should show a student's general progress in working towards the achievement of the curriculum expectations in all subject areas.

School boards are reminded that Growing Success (2010) allows for flexibility to issue the Elementary Progress Report any time between October 20 and November 20. School boards may wish to include the following statement on the Elementary Progress Report:

This reporting period reflects learning that has occurred in a modified learning environment as required by public health guidelines. Ongoing communication with your child's teacher will provide additional information pertaining to student progress throughout the term.

Secondary

Reporting Schedules for the 2021-22 School Year

If boards are using semestered, modified semestered or full-year non-semestered school year calendar models, no changes to the reporting schedules are required.

There are also no changes to the current reporting schedule for school boards using the following alternative timetable models: quadmester and octomester. However, school boards should note the following considerations:

- The current four reporting periods identified in *Growing Success* continue to apply. Each reporting period will include final marks, comments and learning skills/work habits ratings for courses that students have completed during that period.
- Recognizing that students and families should have accurate information about a student's progress, teachers should share a "mark-to-date" at the midpoint of the course. Special consideration should be given to ensuring continuous communication with students, and their parents/guardians, who are not yet meeting minimum course expectations and are at risk of not earning a credit. There is no requirement for written mid-term reports for school boards using the quadmester or octomester timetable models.
- While no formal mid-term report would be issued for courses in quadmester or octomester timetable model, "*communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.*" (Growing Success, p. 54)
- A formal mid-term report (including a mid-term mark and comment), should be provided on the Provincial Report Card for any courses that are running in a semester, modified semester or full-year non-semestered timetable model.

Assessment of Social-Emotional Learning Skills

As referenced in the New Grade 9 Math Course Release memo of June 9, 2021, beginning in the 2021-22 school year, schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in the new Grade 9 math course, as well as in *The Ontario Curriculum, Grades 1-8, Mathematics (2020)* and *The Ontario Curriculum, Grades 1-8, Health and Physical Education (2019)*. It is the ministry's expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.

Course Withdrawal

Withdrawal dates typically occur within five days of the issuing of the first (mid-term) report card. For the 2021-22 school year, course withdrawal dates should be determined based on the completion of approximately 75% of the total course hours. School boards should communicate the course withdrawal date to all students and

parents/guardians. For students that withdraw from a Grade 11 or 12 course after the posted deadline or “drop date,” the course would be recorded on their Ontario Student Transcript (OST).

Final Marks

Growing Success(2010), provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

As communicated in the 2021: B07 memo, for 2021-22 school year, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student’s final mark. School boards can determine whether they require a final evaluation and its value in the determination of a final grade of up to 30%.

Credit Recovery

There has been no change to Credit Recovery for the 2021-22 school year. As per Growing Success (2010), boards and schools should make credit recovery programs available to students who have been unsuccessful in achieving the expectations of a course. School boards are reminded of the Credit Recovery limitations as outlined in Growing Success (p. 88).

Additional information about Credit Recovery can be found in Chapter 10 of Growing Success (2010).

Ontario Secondary School Literacy Test (OSSLT)

As communicated in the 2021: B07 memo, students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow these requirements:

- For graduating students who have successfully completed the literacy graduation requirement, the box labelled "Successfully Completed" on the Ontario Student Transcript should be checked off.
- For students graduating in the 2021-22 school year who did not complete the literacy requirement, the “N/A” box should be checked off on the Ontario Student Transcript to indicate exceptional circumstances.
- The standard note “*For students graduating in the 2021-22 school year, the Minister of Education has waived the literacy graduation requirement*” should

be used for inclusion on the “For School Use” section of the Ontario secondary report card template.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

Education Quality and Accountability Office (EQAO) Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

As communicated in the 2021: B07 memo, in 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student’s final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

In closing, we would like to express our thanks and appreciation for your continued efforts to support the best interest of students.

Thank you for your ongoing partnership.

Sincerely,

Yael Ginsler
Assistant Deputy Minister
Student Achievement Division

Denys Giguère
Assistant Deputy Minister
French-Language Teaching, Learning and Achievement Division

c.c: Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)

Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Public School Boards' Association (OPSBA)

Executive Director, Council of Ontario Directors of Education (CODE)

Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)

General Secretary, Ontario English Catholic Teachers' Association (OECTA)

General Secretary, Elementary Teachers' Federation of Ontario (ETFO)

General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)

Chair, Ontario Council of Educational Workers (OCEW)

Chair, Education Workers' Alliance of Ontario (EWAO)

Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)

Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)

Executive Director, Catholic Principals' Council of Ontario (CPCO)

Executive Director, Ontario Principals' Council (OPC)