

January 25, 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  
School Authorities

**FROM:**

Yael Ginsler  
Assistant Deputy Minister  
(A)  
Student Achievement  
Division

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

**DATE:**

January 25, 2021

**SUBJECT:**

**Further Guidance on  
Assessment, Evaluation  
and Reporting for the  
2020-21 School Year**

We are writing to offer further information on assessment, evaluation and reporting, including additional clarification for the 2020-21 school year regarding the completion of the Kindergarten Communication of Learning and the Provincial Report Card.

The ministry acknowledges that in these exceptional circumstances, school boards can best support the unique needs and situations of students and their families by responding with flexibility and understanding. It is important to recognize and support the various ways in which students have been, and will continue to, engage in learning in the current environment.

Per the October 2, 2020 memo, "Guidance on Assessment, Evaluation and Reporting," school boards should continue to refer to direction related to reporting on the new elementary mathematics curriculum, final evaluations and exam schedules, reporting schedules as they relate to adapted timetable models, course withdrawal periods, students with special education needs and English Language Learners, and other pertinent information for the 2020-21 school year.

## **Kindergarten Communication of Learning**

In completing the Kindergarten Communication of Learning, educators will continue to rely on “their professional judgement, supported by information provided in *The Kindergarten Program* (2016), to determine which specific expectations will be used to evaluate growth and learning in relation to the overall expectations within each frame, and which ones will be accounted for in instruction and assessment but not necessarily evaluated” (*Growing Success – The Kindergarten Addendum*, p. 10).

In some cases where children have not consistently engaged in learning during the pandemic, educators can describe the learning opportunities that have been provided and evaluate growth and learning in relation to those Kindergarten Program expectations that have been observed.

In acknowledgement of the modified learning environments in which learning has occurred, the ministry has provided the following statement that school boards may wish to include on the Kindergarten Communication of Learning for the 2020-21 school year:

*This reporting period reflects learning that has occurred in a modified learning environment as required by the provincial public health guidelines. The pandemic may have resulted in the need for possible adaptations to teaching and assessment practices. Ongoing communication with your child’s educators will provide additional information pertaining to their progress.*

## **Provincial Report Cards**

Determining a report card grade/mark will continue to rely on “teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence” as stated in *Growing Success* (p. 39). For the report card, teachers will also use their professional judgement to determine how best to communicate progress and achievement that is appropriate and in the best interests of the student.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. As a result of modifications to the learning environment as required by public health measures, adaptations to teaching may have been required and educators may have adapted assessment practices.

The current assessment, evaluation, and reporting policy, *Growing Success*, provides that the code “I” may be used for Grades 1 to 10 in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student (*Growing Success*, p. 42).

In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where evidence of

achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program (*Growing Success*, p. 42).

For additional information about reporting student achievement refer to Chapter 6 of *Growing Success*.

### **Elementary Provincial Report Cards**

In acknowledgement of the modified learning environments in which learning has occurred, the ministry has provided the following statement that school boards may wish to include on the Elementary Provincial Report Card for the 2020-21 school year:

*This reporting period reflects learning that has occurred in a modified learning environment as required by the provincial public health guidelines. The pandemic may have resulted in the need for possible adaptations to curriculum and assessment practices. Ongoing communication with your child's teacher will provide additional information pertaining to student progress.*

### **Provincial Report Card, 9-12**

School boards may wish to include the following statement on the Provincial Report Card, Grades 9-12:

*This reporting period reflects learning that has occurred in a modified learning environment as required by the provincial public health guidelines. The pandemic may have resulted in the need for possible adaptations to curriculum and assessment practices. Ongoing communication with your child's teacher will provide additional information pertaining to student progress.*

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

Sincerely,

Yael Ginsler  
Assistant Deputy Minister (A)  
Student Achievement Division

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