



# Report Card Procedures for Students with ISP and ELL Benchmarks Guidelines for Reporting

**The aim of the reporting tool is to provide information for parents about how their children are achieving the outcomes of the programs of study.**

## **Students with ISP's**

Students with an ISP in place may have a coding designation or no coding at all. The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP.

The report card should include:

- An indication that there is an ISP in place by clicking the appropriate checkbox
- Assessment results should be reported in areas that can be assessed using the Program of Studies as applicable
- Where the student is working at grade level, comment on strategies and supports provided to enable this
- Where the student is working at a different grade level, comment what the current level of performance is, as well as strategies and supports provided

## **Students with Individualized Program Plans (Modified Programming)**

Students with moderate or severe cognitive disabilities require an ISP with specialized goals that target individualized learning needs and strengths outside of the Program of Studies. The report card should include:

- An indication that there is an ISP in place by clicking the appropriate checkbox
- Assessment results should be reported using the outcomes in the Program of Studies where applicable (i.e. may be responding to one or more outcomes in P.E, or music, or science etc.)
- An N/A in areas where specialized programming has been implemented
- An alternative reporting method should be used in circumstances whereby most of the report card is marked N/A.

## **Students with only ELL Plan**

Students with an ELL benchmark in place but with no other ISP or Coding: The report card should reflect the ELL strategies and assessment plans developed by the learning team and articulated in the ELL plan.

The report card should include:

- An indication that there is an ELL benchmark by clicking the appropriate checkbox
- Assessment results should be reported in areas that can be assessed using the Program of Studies as applicable.
- Where the student is working at grade level, comment on ELL strategies and supports provided to enable this.
- Where the student is working at a different grade level, **comment what the current level of performance is, as well as strategies and supports provided**



**Sarah has Downs Syndrome (43). Sarah has and ISP.**

Sarah has a full time educational assistant, and works within the classroom for most of the day on modified programming, and a positive behavior support plan. She participates in most classroom activities. Sarah's learning team also includes a speech language pathologist, behavior consultant, and occupational therapist. Sarah's ISP reflects the academic, social, emotional, and behavioural goals determined by the learning team.

Students with moderate or severe cognitive disabilities require an ISP with specialized goals that target individualized learning needs and strengths outside of the Programs of Study. The report card should include:

- An indication that there is an ISP in place by clicking the appropriate checkbox
- Assessment results should be reported using the outcomes in the Programs of Study where applicable (i.e. may be responding to one or more outcomes in P.E, or music, or science etc.)
- An N/A in areas where specialized programming has been implemented
- **An alternative reporting method should be used in circumstances whereby most of the report card is marked N/A.**

Sarah's report card should indicate there is an ISP in place by checking the appropriate box. A comment reflecting what Sarah's participation, focus and growth should be indicated on the report card where an N/A is marked.

*Where working at grade level, Sarah's mark will be marked at the appropriate level in relation to the Programs of Study.*

**Example comment:** In Health and Wellness, Sarah has been working at grade level on the outcomes of X and Y. She has had success with .... And is still working toward....

**Where not working at grade level :**

**N/ A is indicated as a mark,** and a comment might be:

In math, Sarah is working on her own program goals of X and Y as indicated on her **Individual Program Plan**. To date she is making good progress with \_\_\_\_\_. Using the supports of \_\_\_\_\_ and \_\_\_\_\_, she is able to...

An area to work on further will be... She will keep working on the goal(s) of ....



**Johnny has a moderate cognitive delay (51). Johnny has an ISP**

**Johnny works in class on material that is at his just right level for learning. He has modified programming for most of his subjects, but is able to do adapted programming for some subject areas.**

The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP. The report card should include:

- An indication that there is an ISP in place by clicking the appropriate checkbox
- Assessment results should be reported in areas that can be assessed using the Programs of Study as applicable
- Where the student is **working at grade level**, comment on **strategies and supports provided to enable this**.
- Where the student is **working at a different grade level**, comment what the **current level of performance** is, as well as **strategies and supports provided**.

**Johnny's report card should indicate there is an ISP in place by checking the appropriate box.**

*Where working at grade level without supports, Johnny's mark will be marked at the appropriate level in relation to the Programs of Study.*

**Example comment:** In Science, Johnny has been working on grade level outcomes. He has had success with .... He is still working toward....

**Where working on grade level outcomes with supports:**

Johnny is working at grade level **with the help/supports** of \_\_\_\_\_ and \_\_\_\_\_ as **outlined/ stated in his ISP**. He is making good progress with \_\_\_\_\_ and is now able to... A continued area for growth/ to work on will be...

**Where Johnny is not working at grade level:**

The level of Achievement is **indicated as a mark in relation to the ISP plans in place**, and a comment might be:

In math, Johnny is currently working on \_\_\_\_\_ and \_\_\_\_\_ outcomes below grade level as indicated/ shown on his **Individual Support Plan**. To date he is making good progress with \_\_\_\_\_. Using the supports of \_\_\_\_\_ and \_\_\_\_\_, he is able to..

An area to work on further will be... He will keep working on ...



**Peter has ISP and ELL Benchmarks in place, but is not coded. He reads 2+ grade levels below grade level.**

The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP. The report card should include:

- An indication that there is an ISP and ELL plan in place by clicking both appropriate checkboxes.
- Assessment results should be reported in areas that can be assessed using the Programs of Study as applicable.
- Where the student is working at grade level, comment on strategies and supports provided to enable this.
- Where the student is working at a different grade level, comment what the current level of performance is, as well as strategies and supports provided.

**Peter's report card should indicate there are ISP and ELL Benchmarks in place by checking both appropriate boxes on the report card.**

***Where working at grade level without supports, Peter's mark will be marked at the appropriate level in relation to the Programs of Study.***

***Example comment:*** In Science, Peter's mark shows his progress on grade level outcomes. He has had success with .... And is still working toward....

**Where working at grade level with supports:**

Peter is working at grade level **with the help/supports** of \_\_\_\_\_ and \_\_\_\_\_ as **outlined/ stated in his ISP**. He is making good progress with \_\_\_\_\_ and is now able to... A continued area for growth/ to work on will be...

**Where Peter is not working at grade level:**

The level of Achievement is **indicated as a mark in relation to the ISP and/or ELL Benchmark in place**, and a comment might be:

In math, Peter is currently working on \_\_\_\_\_ and \_\_\_\_\_ outcomes below grade level as indicated/ shown on his **Individual Support Plan and ELL Benchmark**. To date he is making good progress with \_\_\_\_\_. Using the supports of \_\_\_\_\_ and \_\_\_\_\_, he is able to..

An area to work on further will be... He will keep working on ... An area for continues growth will be...



**Sally has anxiety and is below grade level with reading and writing (no coding, no ISP)**

The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP. The report card should include:

- Assessment results should be reported in areas that can be assessed using the Programs of Study as applicable
- Where the student is working at grade level, comment on strategies and supports provided to enable this
- Where the student is working at a different grade level, comment what the current level of performance is, as well as strategies and supports provided

*Where working at grade level without supports, Sally's mark will be marked at the appropriate level in relation to the Programs of Study.*

**Example comment:** In Science, Sally's mark shows her progress on grade level outcomes. She has had success with .... And is still working toward....

**Or**

**Where working at grade level with supports:**

Sally is working at grade level **with the help/supports of** \_\_\_\_\_ and \_\_\_\_\_. She is making good progress with \_\_\_\_\_ and is now able to... A continued area for growth will be...

**Where Sally is not working at grade level:**

The level of Achievement is indicated as a mark in relation to the grade level she is working in the programs of study, and a comment might be: In math, Sally is working below grade level on X and Y. She is making progress with \_\_\_\_\_. Using the supports of \_\_\_\_\_ and \_\_\_\_\_, she is able to...

A continued area for growth/ to work on will be...



**Marcus does not have an ISP or an ELL plan. He has been absent for much of the term and thus, has limited evidence of learning documented.**

The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP. The report card should include:

- Assessment results should be reported in areas that can be assessed using the Programs of Study as applicable and where some evidence of learning was able to be gathered.
- Where insufficient data was able to be gathered, mark **IE** (insufficient data) for each **strand** mark in the Student Analysis portion of the report card.

**Where Marcus is working at grade level and assessment data is collected:**

Marcus is working at grade level with .... and is now able to .... A next step will be...

**Where Marcus is working below grade level and evidence of learning is collected:**

Marcus is working below grade level on X and Y. He is able to .... A next step will be ...

**Where insufficient evidence of learning is gathered:**

Due to Marcus' many absences I am unable to provide an accurate assessment of his progress in \_\_\_\_\_ at this time. I invite you to come in to discuss his areas of need, how we can help him to attend more regularly, and move forward with his learning.



**Margaret has an ELL Benchmark but no ISP and no coding:**

The report card should reflect the instructional and assessment plans developed by the learning team and articulated in the ISP. The report card should include:

- An indication that there are ELL benchmarks in place by clicking the appropriate checkbox
- Assessment results should be reported in areas that can be assessed using the Program of Studies as applicable
- Where the student is working at grade level, comment on strategies and supports provided to enable this
- Where the student is working at a different grade level, comment what the current level of performance is, as well as strategies and supports provided

***Where working at grade level without supports, Margaret's mark will be marked at the appropriate level in relation to the Programs of Study.***

***Example comment:*** In Science, Margaret's mark shows her progress for grade \_\_\_ outcomes. She has had success with .... And is still working toward....

***Or***

***Where working at grade level with supports:***

Margaret is working at grade level **with the support/help** of \_\_\_\_\_ and \_\_\_\_\_ as **outlined/ stated in her ELL plan**. She is making good progress with \_\_\_\_\_ and is now able to... A continued area for growth will be...

***Where Sally is not working at grade level:***

The level of Achievement is indicated as a mark in relation to the grade level she is working in the program of studies, and a comment might be: In math, Sally is working below grade level on X and Y. She is making progress with \_\_\_\_\_. Using the ELL Benchmark strategies of \_\_\_\_\_ and \_\_\_\_\_, she is able to ....

A continued area for growth/ to work on will be...

## Definitions

- **Adapted Programming**— Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.
- **Modified Programming**—Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.
- **Accommodations**—A change to the regular way a student is expected to learn, complete assignments or participate in the classroom. Accommodations must match the specific learning needs of individual students. Accommodations help students cope with any gaps that may exist limiting their success.
- **Strategies**—Used primarily at tiers one and two on the pyramid of intervention, strategies focus on “what could work” for students. Strategies can be a way to ensure effective instruction and support exists for every student in the classroom.
- **Intervention**—Meant to effectively bridge a gap for students, provided in addition to regular classroom instruction. Effective interventions provide targeted assistance based on assessment, are delivered by a teacher or other specialist, and provide additional instruction for an individual or small group.