

SECTION 6: OPERATIONS

Policy 6.18.01: Reporting Below Level 1 and Insufficient Evidence

Supporting Policies

[6.18 Assessment, Evaluation and Reporting Policy](#)

[6.18.02 Missed and Late Assessment Tasks and/or Assignments](#)

[6.18.03 Academic Honesty Policy](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

Approved by Board Resolution #025-2011 02 08

Revised by Board Resolution #050-2017 05 09

Approved by Board Resolution #064-2023 05 30

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Occasionally, the use of "R" and marks below 50 per cent may be needed to signal that additional learning is required before the student begins to achieve success in meeting subject/grade or course expectations. These marks indicate the need for the development of strategies to address the student's specific learning needs in order to support success in learning.

Grades 1 – 8

- "R" will be used on the report card when a student has demonstrated learning below Level 1 or 50%. Teachers will contact the parents/guardians as soon as possible to consult with them and involve them in supporting the student. The report card comment is to describe remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning.

- “R” indicates the need for the development of strategies to address the student’s specific learning needs in order to support success in learning;
- Students with an Individual Education Plan (IEP) who require modified or alternative expectations and beginning Multilingual Learners (MLLs) with modified expectations would rarely receive an “R”;
- “I” will be used when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark. Teachers will use their professional judgement and consult with the principal, to determine when the use of “I” is in the best interest of the student. “I” will be used for circumstances such as extended absences or when a student has changed schools. The report card comments will include the statement, “There is insufficient evidence to assign a letter grade/percentage mark” and will include why an “I” has been assigned.

Grades 9 – 12

- The minimum mark that will be used to represent student achievement on a mid-term report is 30%. On a final report, the mark will reflect a student’s actual level of achievement (no minimum mark).
- For Grades 9 and 10 only, “I” may be used on a mid-term or final report when evidence of a student’s achievement is insufficient to determine a letter grade or percentage mark. The report card comments will include the statement, “There is insufficient evidence available to determine a report card grade.”
- If student achievement is below 50% in a course, the credit recovery team may recommend credit recovery as an option.