ASSESSMENT, EVALUATION AND REPORTING

1.0 PURPOSE

This procedure is to be used in concert with Growing Success and outlines TLDSB protocols as they pertain specifically to:

- minimum marks reported for credit bearing classes;
- cheating and plagiarism;
- late and missed assignments.

Furthermore, Trillium Lakelands District School Board is committed to improving student learning through the use of research-based instructional practices grounded in the seven fundamental principles listed and focused on assessment for, as, and of learning, with a commitment to report student achievement at regular intervals as determined by the Ministry.

The seven fundamental principles that lead to the improvement of learning for all students require that teachers use practices and procedures that:

1. Are fair, transparent, and equitable for all students;

2. Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

3. Are carefully planned to related to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

4. Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year;

5. Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

6. Provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. Develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for learning.

All assessment, evaluation and reporting of student achievement will be consistent with the direction provided in this policy and the Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12 provincial document.

2.0 REFERENCES AND RELATED DOCUMENTS


2.2 Ontario Curriculum – Grades 1–12: Achievement Charts. 2004

2.3 Learning for All. 2006

3.0 TERMS AND DEFINITIONS

3.1 ACHIEVEMENT CHART

A provincial guide to be used by teachers to make professional judgments about student work based on clear performance standards.

3.2 DIFFERENTIATED INSTRUCTION

An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student’s readiness, interest, and learning preferences.

3.3 PROFESSIONAL JUDGEMENT

Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

3.4 STUDENT SUCCESS TEAM (SST)

A school-based team that meets regularly and intentionally to target interventions that assist students with their learning and work completion. The Team is comprised of the Student Success Teacher, the Success EA, classroom teachers, the Head of Special Education, the Lead Guidance Teacher, Administration, and others as designated by the school.
3.5 DEPARTMENT HEAD

A position of responsibility that recognizes leadership in curriculum, and has a positive influence in moving schools forward on the path of continuous improvement.

4.0 ADMINISTRATIVE PROCEDURE

4.1 All schools will practice assessment and evaluation policies that are in the spirit of Student Success practices and support the requirements herein.

4.2 LEARNING SKILLS AND WORK HABITS

4.2.1 The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the student and parent(s)/guardian that is specific to each of the two areas of achievement.

4.2.2 Teachers will work with students to help them develop the following learning skills and work habits: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

4.3 PERFORMANCE STANDARDS – THE ACHIEVEMENT CHART

4.3.1 The Ontario curriculum for Grades 1 to 12 is comprised of content and performance standards. Assessment and evaluation will be based on both the content standards and the performance standards.

4.3.2 The purpose(s) of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.
4.3.3 The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding**: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding);
- **Thinking**: The use of critical and creative thinking skills and/or processes;
- **Communication**: The conveying of meaning through various forms;
- **Application**: The use of knowledge and skills to make connections within and between various contexts.

4.3.4 In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

4.3.5 Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the weighting of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

4.3.6 As essential steps in assessment for learning and as learning, teachers need to:
- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses; gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
• use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
• analyse and interpret evidence of learning;
• give and receive specific and timely descriptive feedback about student learning;
• help students to develop skills of peer and self-assessment.

4.3.7 Teachers will also ensure that they assess students' development of learning skills and work habits, using the assessment approaches described above to gather information and provide feedback to students.

4.3.8 Principals will support the fulfillment of these policy requirements by encouraging continuing professional development among staff and by fostering a school-wide collaborative learning culture based on the sharing of knowledge and on a sense of collective responsibility for outcomes.

4.4 MINIMUM MARK IN CREDIT-BEARING COURSES

4.4.1 The lowest possible mark that a teacher may record on a final report card for students in grades 7 – 12 is 30.

4.5 CHEATING AND PLAGIARISM

4.5.1 Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

4.5.2 Both section 4.5 and 4.6 are predicated on the understanding that in schools and classrooms preventative practices and success interventions must be in use if tiered consequences are to be considered.

4.5.3 Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. Use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram or any other piece of work in an assignment without proper acknowledgement is plagiarising. Submitting an assignment written by anyone else or presenting information taken from the internet as one's own is plagiarising.

4.5.4 Schools must provide students with information about what constitutes plagiarism and practice instructional strategies to prevent the incidence of plagiarism. These strategies include, but are not limited to:

• explicit teaching focusing on forms of plagiarism, copyright, note taking and proper methods of citing sources;
• chunking of assignments with multiple review due dates;
• teacher conferencing during the process of assignment completion;
• use of class time for the writing process;
• use of exemplars which are assignment-specific to help guide students;
• posted anchor charts which illustrate proper citation;
• student success intervention upon missed checkpoints;
• varying assessments from year to year;
• providing information and consequences related to plagiarism in student agendas;
• assessing student’s understanding of plagiarism;
• mitigating factors of students with special needs.

4.5.5 Schools must, in order to impart the gravity of such behaviour implement a process that reflects a continuum of behavioural and academic responses and consequences related to plagiarism and cheating based on the following:

• the grade level of the student;
• the maturity of the student;
• the number and frequency of incidents;
• the individual circumstances of the student.

4.5.6 The response to the occurrence of plagiarism is to be clearly outlined and should reflect a process and may include:

• resubmission of the assignment using their own words and proper citation;
• resubmission of an alternate assignment of equal rigor;
• participation in a lesson or workshop focusing on proper note-taking skills and citation of sources;
• review of the components of the research process.

4.5.7 Mark deduction due to plagiarism is to be considered only as a final stage of the process. Supporting students by helping them develop skills and habits necessary to demonstrate their achievement is the goal rather than using punitive measures.

4.5.8 In circumstances where in the professional judgement of the teacher, a repeated, deliberate act of cheating or plagiarism has occurred, the teacher in consultation with the Principal may assign a zero. Consultation with the Head of Special Education is essential when students with special needs engage in plagiarism.

4.6 LATE AND MISSED ASSIGNMENTS

4.6.1 It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.
4.6.2 While students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late, the focus for schools is to establish, grow and practice preventative measures that support work quality and completion.

4.6.3 With respect to prevention, and using professional judgement, teachers will select and use several of the following strategies:

- communicate expectations and deadlines (post and regularly revisit);
- provide sufficient notice for major evaluations and include these on the course outline;
- where possible, create deadlines with students;
- chunk assignments and monitor with checkpoints and student conferences;
- build in class time for student work completion;
- recognize mitigating circumstances;
- plan with special circumstances and IEP expectations, accommodations, and strategies in mind;
- negotiate student extension requests;
- involve parents/guardians through personal communication;
- for students in grades 11 and 12 communicate the possibility of late mark deduction of up to 10% for the first missed deadline, and the intervention steps that the teacher/school will take in the event of such an occurrence.

4.6.4 It is the responsibility of classroom teachers, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents.

4.6.5 In Grades 1 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit other assignments may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

4.6.6 In grades 11 and 12, and only after the majority of the preventative measures are in practice, a teacher may assign up to a 10% penalty using their professional judgement after the first deadline is missed. If this happens, a second deadline must be negotiated in a student/teacher conference which includes the school Student Success Team.

4.6.7 Principal's, in consultation with the classroom teacher, may assign a zero for missed assignments when a school's full range of interventions fail to result in student product. Where this involves a student with special needs, The Head of Special Education must be involved.