S.P. 13 OPERATIONAL PROCEDURES

The primary purpose of assessment and evaluation is to improve student learning. The Ministry of Education Growing Success document (2010) identifies Seven Principles of assessment and evaluation that will ensure that assessment, evaluation and reporting are valid and reliable.

Teachers will use practices and procedures that:

i) Are fair transparent, and equitable for all students
ii) 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, Metis, or Inuit;
iii) Are carefully planned to relate 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;
iv) 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 or course;
v) 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;
vi) Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
vii) Develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.

Teachers will use a variety of criteria for the evaluation, assessment and reporting of student achievement as prescribed by the TCDSB Procedural Guideline for Student Assessment, Evaluation and Reporting.

The following criteria, consistent with the principles of Assessment, Evaluation and Reporting will be applied to ensure appropriate assessment practices:

a) Criteria for Student Assessment, Evaluation and Reporting Practices

i. Assessment and evaluation practices must honour and respect the worth and dignity of each student and challenge students to realize their potential.

ii. Since assessment and evaluation must be an integral part of the teaching and learning process, assessment and evaluation activities must be ongoing and timely.

iii. Assessment and evaluation activities and methods must aim to gather information that can be used for diagnostic, formative, and summative purposes.

iv. Assessment and evaluation must draw upon a variety of methods so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement.

v. Assessment and evaluation activities and methods must collect information on a range of knowledge, skills, attitudes, and values; they must assess both the process and product(s) of learning.

vi. The assessment and evaluation methods used must be appropriate for the information required and the instructional approaches used.

vii. Assessment and evaluation practices must be free of bias and must take into account factors and/or circumstances that affect student performance.

viii. Assessment practices must encourage and include opportunities for student self-assessment. Opportunities for peer assessment should also be included.

ix. Assessment and evaluation must be appropriately criterion-referenced, or self-referenced, in keeping with the purpose of the assessment or evaluation.

x. Assessment and evaluation practices may include both individuals and groups.

xi. Information about assessment and evaluation activities must be communicated regularly to students and parents. The information should

include the purpose of the assessment and evaluation; the criteria used, which should be communicated to students in advance of the assessment and evaluation; and the results obtained.

xii. Reporting procedures must meet the needs of students, parents, and other stakeholders.

xiii. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (See section e) of the Operational Procedures)

b) Criteria for Program Assessment

i. Assessment practices must support the delivery of a distinctively Catholic curriculum.

ii. Assessment practices must allow for ongoing program review at the school and system levels.

iii. Assessment activities must aim primarily to effect improvements in programs and student learning progress, and must include action plans for undertaking such improvements.

iv. The purposes and outcomes of assessment initiatives must be clearly defined and understood by all those involved in the assessment.

v. The procedures, methods, and approaches used in the assessment activity must be appropriate for the purposes of the assessment and responsive to community needs.

vi. Assessment activities must be supported by those involved, or having a stake, in program assessment.

vii. Assessment practices must include the use of an appropriate variety of assessment methods.

viii. Assessment practices must include provision for students with special needs, including accommodation and modification.

c) Guidelines for Course Weightings

The Ontario Curriculum for Grades 1 to 12 comprises Content Standards (the curriculum expectations) and Performance Standards (outlined in the Achievement Chart). The Achievement Chart provides a common framework

to guide the development of high-quality assessment tasks and help in the planning of instruction, as well providing a basis for consistent feedback and performance standards. The categories of knowledge and skills are as follows:

a) ***Knowledge and Understanding****: subject specific content acquired in each grade;*
b) ***Thinking****: The use of critical and creative thinking skills or processes;*
c) ***Communication****: the conveying of meaning through various forms;*
d) ***Application****: The use of knowledge and skills to make connections with and between various contexts.*

The achievement chart also identifies four levels of achievement, which are identified by specific qualifiers to help describe what constitutes student performance at each of the four levels of achievement.

The relative emphasis/weightings of the categories in the Achievement Chart will apply to all credit granting courses and be guided in accordance with the following listed in priority order:

i. For all courses in all subject areas across the TCDSB the relative emphasis/weightings of any of the four categories must not exceed 40 out of the possible 70 marks (57.14%) nor fall below 10 out of the possible 70 marks (14.28%) for the student reported course evaluation;
ii. Subject to section (i) above, Senior staff and/or principals, in collaboration with the respective subject department heads, may further refine the upper and lower limits or establish specific relative emphasis/weightings of any of the four categories for any course and such limits will apply to all;
iii. Subject to (i) and (ii), at the school or department level further refining of the upper and lower limits may take place to establish more specific relative emphasis/weightings of any of the four categories; in such cases, the limits must apply to all sections of the particular course.
iv. The relative emphasis/weightings of the categories in the Achievement Chart for all courses at a school once finalized will be published and

accessible to students and parents in September and stay in effect for the full school year until the annual review.

d) Cheating and Plagiarism

In considering the most appropriate response to address cheating and plagiarism, the following must be taken into consideration:

i. the particular student and circumstances (e.g., mitigating factors like student age and/or maturity etc.); and,
ii. the nature and severity of the cheating and plagiarism.

In the event that a student chooses to cheat or submit a plagiarized assignment for evaluation, the teacher, using professional judgement, will determine which, if any, of the following consequences may be an appropriate response to the specific incident of cheating and/or plagiarism:

Grades 1 to 8

- reprimand;
- assignment of reflection activity/think paper;
- provision for alternative assignments or tests where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- parent notification;
- conference with the parent and student; or,
- referral to a school administrator.

Grades 9 to 12

It is recognized that students in Grades 9-12, depending on any mitigating circumstances, should be increasingly more aware of the serious nature of cheating and/or plagiarism. While in some instances of cheating/plagiarism a reprimand, assignment of reflection activity or provision of alternative assignments might be an appropriate response, there will likely be a need for greater consequences for older and more mature students. If, in the professional judgement of the teacher, and in consultation with the appropriate Department Head and/or school administrator, there is evidence of cheating and/or plagiarism of a more serious nature teachers may:

- deduct marks, up to and including the full value of the assignment;

- request a meeting with the student and parent, if appropriate;
- request documentation to be kept by school administration.

Repeated or particularly grievous incidents of cheating and plagiarism, as determined by school administration, may result in the suspension of the student.

Recognizing the unique nature of all our school communities schools will develop and publish, either in a student agenda, course information sheet or principal letter to students and parents the procedure and process that they will follow in dealing with cheating and plagiarism in the evaluation process. This locally developed procedure and process will be in effect in all classes of the school.

e) Late and Missed Assignments

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.

i. While absences and lates significantly impact on student achievement, attendance and punctuality are learning skills and will not be used to determine the student's grade.

ii. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation.

iii. In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed and the expectation cannot be met. At that point, generally at the end of the course, the mark becomes a zero.

iv. It is the responsibility of the student to explain to the teacher the reasons for late and missed demonstrations of achievement and undertake actions prescribed by the teacher to provide alternative demonstrations of achievement.

v. It is the responsibility of the teacher to assist students with poor Learning Skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies.

vi. For mid-course evaluation, calculations will be based on the student's term evaluations. The teacher will judge the extent to which the student has demonstrated achievement of the course expectations in each of the four categories and will assign a percentage to represent the student's most consistent overall achievement.

vii. If a student has missed one or more evaluations and an "incomplete" has been recorded to indicate that evaluation is incomplete, the teacher will review the student's progress and consider: whether the student demonstrated achievement of the expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.

viii. If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.

ix. If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

- Missing assignments and assessments should be recorded as "I" for "incomplete".
- If these affect the student's percentage grade, use the comment "This mark reflects incomplete assignments" on the report card.

x. At mid-term reporting, or at any other reporting period prior to the final grade, a teacher will be provided with two grades to present to the student and/or parents.

- The true running average - This will calculate the mark translating all of the incompletes into zeros.
- The running average - This will omit the incompletes. It will indicate the potential mark if the incompletes are completed at a level equivalent to the completed assignments.

xi. For the final grade, barring extenuating circumstances and the teacher's professional judgment, all incompletes will be translated to zero. The mark appearing on the report card will reflect the true running average.

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All schools will communicate to students and parents procedures dealing with late and missed assignments as reflected in *Growing Success*. This may be done through the use of any of the following: student agenda, course information sheet, principal letter, or school website.

f) Determining Lower Limits of Marks

For Grades 7 and 8, teachers will use the codes "I" (Insufficient evidence) or "R" (Remediation required) to indicate when student achievement has fallen below 50%. See *Growing Success, p.42* for detailed meaning and use of these codes. Through consultation with parents, strategies to address the student's specific learning needs will be developed in order to support the student in achieving success

in his or her learning.

For students in Grades 9 to 12 the final report percentage mark (0 to 100%) assigned on the final report card will reflect the student's actual achievement in the course as determined by the classroom teacher. Note that the mark on any students first report (or second report in non-semester schools) does not reflect the complete achievement to be calculated on the overall student expectations for any course the report mark may not be lower than 35%. In the case of Grade 9 or 10 courses a Ministry of Education approved code of "I" or "R" may also be used.

50% is the passing grade for a course. For students whose achievement has fallen below 50%, it is expected that clear and ongoing communication with the student and his/her parents (where appropriate) regarding ways to support success in learning has occurred. It is further expected that, when appropriate, collaboration with Guidance Counsellors, Student Success teachers and school administration has also taken place as a means of supporting the student.

g) Course Failure

i. A course is deemed to be unsuccessfully completed if achievement is below 50%.

ii. The school should establish a consistent and publicized minimum attendance percentage. Unexcused absence from or absence of that percentage of summative evaluation may result in failure or removal from the course by the Principal if the expectations cannot be met in an acceptable alternative way.

iii. Students with persistent lates, absence or non-submissions are to be referred to the administration, guidance.