

Assessment and Evaluation Guidelines

Assessment and Evaluation Mission Statement

Birchmount Park Collegiate Institute holds high expectations for all students to acquire the necessary knowledge, skills, and values to become responsible members of a democratic society. The main purpose of assessment and evaluation is to improve student learning. Information gathered through this process helps teachers to determine how students are performing in relation to the Ontario Curriculum Expectations. Teachers also use this information to adapt their teaching, to meet individual student needs. Ongoing assessment and evaluation reflect BPCI's strong commitment to accountability, quality programming, and continuous improvement.

Principles of Assessment and Evaluation – from “Growing Success, 2010”

There are seven fundamental principles which guide the assessment, evaluation and reporting of student learning. 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
3. 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
4. Are communicated clearly to students and parents at the beginning of the school year 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 ongoing descriptive feedback that is clear, specific, meaningful and timely to support 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 their learning

How Assessment and Evaluation Works

The assessment of student progress, the evaluation of student achievement, and the percentage grade on the report card are based on:

- Ministry of Education Subject Curriculum Expectations
- The Curriculum Achievement Chart categories - (Knowledge /Understanding; Thinking; Communication; Application)
- Curriculum Strands specific to Subjects (e.g., English; French)

Specific subject information is found in the Ministry of Education Curriculum guidelines for each subject (www.edu.gov.on.ca). The primary purpose of assessment and evaluation is to improve student learning and achievement.

Definitions

Assessment occurs throughout each course as teachers collect and analyze evidence of student progress.

Teachers use **Diagnostic Assessment** at the beginning of a course or unit to plan instruction based on identified student needs. It does not count toward a final mark.

Teachers use **Formative Assessment** to determine how well the student has understood new material and developed targeted skills. A teacher may give a short quiz, or listen to/observe/ read a student's work as it is being developed for the purpose of giving feedback on areas that need additional work before the student is evaluated. Formative assessment helps students learn how to monitor their own progress. It also helps teachers improve their instruction.

Evaluation determines a grade. Teachers measure and judge a student's demonstration of knowledge and skills as required by the curriculum expectations for the course. Evaluation:

- measures achievement, not progress;
- occurs at the end of a unit of learning and end of the course;
- occurs only after students have had opportunities to show what they know and can do;
- guides teachers' decisions about Report Card grades;
- provides achievement data;
- communicates information regarding credits earned;
- **is represented by a number (%) on the Provincial Report Cards** to indicate a student's grade either at the end of the term/semester, or end of the course.

Assessment and Evaluation Practices

Course Outlines

At the beginning of the semester, students are provided with a written course outline describing the expectations, content and evaluation for each course. Course Outlines are posted on the school website.

Students are informed of the types of assignments, tasks and evaluations that they should expect and are told how their final grade is calculated. The weighting of the different tasks and evaluations will vary from course to course.

Due Dates

The teacher provides assignment due dates and evaluation dates which students are expected to meet.

Credit for a course could be in jeopardy if assignments are not submitted to the teacher.

Group Work

Students who are assigned a group task will not receive a 'group mark' for the product. Students will receive marks which represent their own contribution to the knowledge and skills represented in the product, and which are aligned with the curriculum expectations of the course.

Student Achievement Records

Students, parents or guardians can monitor student progress on an ongoing basis through the web-based student achievement records "**Teach Assist**", which can be accessed on the Home Page of the BPCI school website at:

<http://schoolweb.tdsb.on.ca/birchmountpark/>

Or at: <https://teachassistfoundation.com/tdsb/index.php>

Teach Assist is updated regularly throughout the semester; however students and parents / guardians may request an updated individual mark print out at any time during the semester.

Students will receive an individual print out of all of their marks in a course and an explanation of how they are combined to create a single percent at least twice a semester: at Parent-Teacher interviews, and as they enter into the final 30% summative evaluation. On Exam Return Day or when final marks handed out, students will receive a printed summary of marks that shows their final standing in the course.

Students with Individual Education Plans (IEP's)

Students with Individual Education Plans (IEP's) will be provided supports, accommodations and modifications as outlined on their IEP. Supports are varied and may include: additional time, use of a computer, scribing, reduced number of tasks etc.

Accommodation for Religious Observances: Teachers are aware of Days of Significance and will endeavor not to schedule assessment and evaluations of these dates. Students and/or their parents/guardians should inform the school ahead of the due date if a request for accommodation of religious beliefs, practices and observances requires a rescheduled submission of student work, and provide a note to the office upon their return.

Determining Final Report Card Grades

Term Work = 70% of the Final Grade

The grade for course term work (70% of the final grade) reflects a student's most consistent, most recent level of achievement throughout the course.

Summative Evaluation = 30% of the Final Grade

Summative / Culminating assignments, tasks, and examinations are compulsory course requirements for all students and are scheduled near the end of each course and determine 30% of the student's final Report Card grade.

70% + 30% = final Report Card grade out of 100%.

A minimum mark of 50% is required to pass and earn a credit.

Learning Skills (independent work, teamwork, organizational skills, initiative and work habits) are evaluated and reported separately on the Provincial Report Card.

BPCI Policy for Late and Missed Assignments

Birchmount Park C.I. teachers believe that it is essential that students complete all assignments and would rather have assignments handed in late than not handed in at all.

BPCI policy regarding late assignments must be fair to all of the people in the school including students who consistently meet established timelines, and the teachers who must be able to mark and return assignments in a timely fashion.

The following BPCI policy is consistent with the Ministry of Education **Growing Success 2010** document and **TDSB Procedure PR.614 Evaluation of Late Assignments**, to address assessment and evaluation of all late term and summative assignments.

“Teachers can use a variety of strategies to encourage timely submission of assignments, including counselling the student and offering extra help. The teacher should contact the student’s parent/guardian and enlist support in the effort to have the student submit his or her work on time. Consultation with guidance staff, administration, and/or other teachers may be helpful.”

TDSB PR.614

“Teachers will take into consideration individual circumstances that recognize:

- a) The differences between uncharacteristic, repeated, and chronic behaviours;
- b) Legitimate explanations;
- c) Lack of requisite skills or comprehension to complete work assigned;
- d) Student with specific needs (IEP, ELL); and/or
- e) Differences in maturity levels from Grades 7 – 12.”

TDSB PR.614

Course Term Work – 70% of the Final Grade

Students are assigned course work on an ongoing basis during the semester. Students are encouraged to maintain subject binders and **write key due dates in their Student Agenda** or use the calendar function in their Personal Electronic Device (PED) to track upcoming due dates and evaluations.

Students are reminded that post-secondary institutions and the workplace expect work to be completed on time.

Students are expected to complete course work they have missed due to illness, appointments, athletics, field trips, special circumstances etc. and must speak with their teachers when they return to school to schedule missed due dates / evaluations. Documentation for absences to be provided.

If several evaluations are missing, and there is no evidence that the student has achieved a number of curriculum expectations, the missing or incomplete evaluations will affect the 70% component of the final grade and could lead to a failing grade.

Student Responsibilities for Missed 70% Term Assignment Due Dates and/or Evaluations

- Students do not have an automatic right to submit work late. They must discuss an extension to the due date with the teacher **before** the due date, at which point alternative due dates will be set.
- Students are to speak with the teacher **prior** to a known absence due to a field trip, athletic event, or personal appointment. Students must speak with the teacher to make arrangements for making up missed work and to reschedule missed due dates and test dates.
- When a student has been absent, it is the student's responsibility to speak with the teacher immediately **when they return to school**.
- Students **must** supply a note from a parent or guardian when they have been absent and have missed course assignments, tests and evaluations due to illness. This note must indicate not only the reason for the absence, but the parent's awareness that a test or presentation has been missed. In addition, parents must contact the office to notify the Office Assistant of the absence. Students over 18 are also expected to provide a doctor's note.
- If students miss only the day of a test, they **must** see the teacher on the day of return to school to arrange to make up the test. They should be prepared to write the test on the day of their return.
- Students who miss due dates or evaluations for unexplained absences (**skipping**) can expect a **"zero"**.
- Mark deduction for late assignments may occur.
- Students who miss tests because they are away on a vacation will be given **"0"** for the tests that they miss, except under exceptional circumstances as arranged in advance by the Principal/Vice Principal.
- Students are asked to speak to either their subject teacher, a Guidance Counsellor or Vice-Principal regarding any special circumstances or personal difficulties affecting their ability to meet course expectations, due dates and/or evaluations.
- Students and/or their parents/guardians should inform the school **ahead** of the due date and provide a note to the office if a request for accommodation of religious beliefs, practices and observances requires a rescheduled submission of student work.

Student Responsibilities for Final Culminating Tasks; Part of the 30% Component of the Final Mark

The Ontario Ministry of Education Secondary School curriculum does not provide exemptions from the 30% summative evaluations including final examinations. **All tasks that are part of the 30% Summative evaluation are compulsory for all students and are a significant portion of the final course mark.**

Summative evaluation is subject specific and may include a variety of different tasks such as: performances, tests, projects, assignments, in-class essay writing, research reports, presentations, performances, portfolio presentations, and formal examinations.

Students are expected to honour deadlines set by the teacher for each part of the 30% summative evaluation.

All students **must** take part in the culminating course evaluations. Leaving early for a family trip/vacation or summer job will **not** be considered a legitimate excuse for missing these evaluations.

There is a TDSB Moratorium on students being taken out of school for field trips for the last two weeks of classes before examinations.

Exceptions may include TDSB activities such as TDSB / OFSAA sporting events, which may necessitate the students missing a class. In such cases, arrangements will be made to ensure the completion of summative tasks / evaluations.

Should a student be too sick to complete an end-of-course evaluation, the student **must provide a Medical Note** signed by a physician, verifying that the student was too ill to participate in the evaluation on the specific date of the evaluation. The note must be submitted to the office as soon as possible following the missed evaluation.

Until this documentation is provided, the student will receive '0' for the missed end-of-course evaluation and the '0' will be included in the calculation of the final grade.

In special circumstances the teacher, students, parent/guardian are to consult with the Vice-Principal regarding next steps.

Student Responsibilities for Final Exams; **Part of the 30% Component of the Final Mark**

The final exam dates are posted in the school calendar and the Student Agenda at the beginning of each school year.

The Exam Schedule for each semester is distributed to students at the beginning of January and June. The Exam Schedule is posted on the school website at the time.

Not all courses have final exams. All students **must** write final exams in courses with exams. **There are no exemptions for exams.**

Should a student be too sick to complete a final exam, the student must provide documentation of the illness. A Medical Note must be completed and signed by a physician, verifying that the student was too ill to participate in the exam on the specific exam date. The note must be submitted to the office within two school days of the missed exam. Students should discuss individual situations with the subject teacher and the appropriate Vice-Principal.

Until this documentation is provided, the student will receive '0' for the missed end-of-course evaluation and the '0' will be included in the calculation of the final grade.

When the documentation is submitted, the Vice-Principal will make every effort for the student to write an alternative final end of course evaluation. When time and/or circumstances prevent the scheduling of an alternative evaluation, then the teacher, in consultation with the CL/ACL and the Administration, will determine an appropriate final mark for the student, based upon the term work completed by the student prior to the missed final evaluation.

Academic Honesty TDSB PR.613 **Student Responsibilities for Their Own Learning**

At the beginning of each semester, teachers will review with students TDSB Procedure PR.613: Academic Honesty. The grades that students receive are intended to reflect their own academic achievement, effort, and creativity. Birchmount staff expects all students to achieve to the best of their ability while maintaining their personal academic integrity and the integrity of their school.

“Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include, but are not limited to:

- a) Copying another student's homework;
- b) Using another student's work on a test or any other evaluation;
- c) Bringing unauthorized notes or notations into an evaluation;
- d) Asking for, or giving someone, an answer during an evaluation;
- e) Unauthorized use of electronic media to obtain answers during and evaluation; and
- f) Presenting assignments that have been completed by someone else as one's own.”

“Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success 2010 p. 151)

It can take many forms including the following:

- a) Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment or copying or using work including homework done by another student;
- b) Piecing together material from one or several sources and adding only linking sentences;
- c) Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- d) Copying and pasting from the internet or other electronic sites without citing the source; and
- e) Omitting quotation marks for direct quotations, even if the sources have been cited.”

In addition, Birchmount Park C.I. considers the following activities to also be cheating and/or plagiarism:

1. Distributing assignments to others to hand in as their own.
2. Exchanging information or material during an evaluation including: verbal, non-verbal, electronic, or a physical exchange of material.
3. Asking for, enabling, or receiving information from another student during an evaluation. This includes verbal, non-verbal, electronic or a physical exchange or material.
4. Using or accessing unauthorized materials such as notes, texts, or programmable calculators during an evaluation.
5. Handing in work that has been submitted in any other course.
6. Participating in the theft and/or use of stolen evaluation materials.
7. Handing in marked material for remarking with material added which was not there originally.

Consequences:

Students who participate in academic dishonesty will be referred to a Vice-Principal and can expect disciplinary action. This may include a mark of “zero” on the assignment, having a copy of the assignment placed on file with the Vice Principal, and having parent/guardian notified. Depending on the nature of the offence, disciplinary action may include suspension.

Tutorial / Academic Support Days

Tutorial/Academic Support is provided at the end of Term 1 in Semester 1 and Term 3 in Semester 2. Teachers will support students in completing outstanding work and assignments prior to the submission of marks for the upcoming Report Card.

Semester 1 – October 30 & 31 & November 1, 2019

Semester 2 – April 8, 9, & 10, 2020

Student Success / Academic Supports

Birchmount Park students can access additional support in different ways including:

- From the subject teacher. Each teacher is available at different times during the week for extra help. Please speak to the teacher.
- MATH support is available at lunch in Room 207.
- Resource Room 100 is available at lunch & after school.
- Resource Room 140 is open at lunch.
- S.T.Y.L.E. provides academic support after school on Tuesday, Wednesday and Thursday in the Library.
- Speak to a Guidance Counsellor for assistance.