

# EVALUATION

## HOW DID I GET THAT MARK?

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

- ✓ Ministry of Education curriculum expectations
- ✓ The Provincial Achievement Chart.
- ✓ The categories of the Achievement Chart
- ✓ Growing Success: Assessment, Evaluation & Reporting in Ontario Schools

Curriculum expectations and the achievement chart are found in the Ministry guidelines for each subject ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) and are consistent throughout the province. The primary purpose of assessment and evaluation is to improve student learning and achievement.

### **1. Learning Skills & Work Habits**

Students are evaluated not only on the content they have learned but six Learning Skills & Work Habits that evaluate key student work habits and are considered key essential skills. The Learning Skills & Work Habits evaluated on the report card are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. Teachers are expected to work with students to help them develop Learning Skills & Work Habits. Unless specified in course curriculum, Learning Skills & Work Habits are not included in the students course mark.

### **2. Evaluation of Curriculum Expectations**

Curriculum expectations are subject specific items that students should know by the end of the course. There are several tools teachers use to assist students in learning the curriculum and then evaluating what they have learned.

#### **2a) Definitions**

- i. **Assessment for Learning:** The on going process of gathering and interpreting information from assignments, projects, demonstrations, homework, observations and conversations to determine where students are in their learning, where they need to go, and how to get there. The information gathered is used to provide feedback and coaching.

- ii. **Assessment as Learning:** The process, through peer, self-evaluation and teacher feedback, of working with students to develop their capacity to be independent, autonomous learners.
- iii. **Assessment of Learning (Evaluation):** The process of collecting and interpreting evidence (assignments, conversations, observations) for the purpose of evaluating student learning at a given point in time based on established criteria, and to assign a percent grade what has been learned. Most assignments are rich performance tasks, demonstrations, projects or essays.

## **2b) How Assessment of Learning & Assessment for Learning Works**

- **Assessment of Learning** is the evaluation of what the student has achieved, that is what they have learned, where **Assessment for Learning** assists the students and teachers to determine student progress and to guide learning. **Assessment as Learning** helps student to reflect on how they learn to become better students.
- In order to earn a credit in any course, students are responsible for providing evidence of achievement through **Assessment of Learning** by demonstrating the knowledge and skills described by the course overall curriculum expectations.  
**Assessment of Learning:**
  - Occurs only after students have had opportunities to show what they know and can do;
  - Guides teachers' decisions about grading, promotion, student placement and certification;
  - Provides achievement data; communicates information for accountability and certification purposes;
  - 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.
- Evaluation of Learning Skills & Work Habits are not to be included in the calculation of the course mark unless indicated in the Course Curriculum Expectations.
- At the beginning of the semester, students are provided with a written course outline describing the expectations, content and evaluation for each course.
- Students are informed of the types of assignments and tests that they should expect and are told how their final grade is calculated.

## **2c) Assessment and Evaluation Practices**

**i) Course Work:** Assessment of Learning of the overall curriculum expectations is based on the achievement chart for the subject, and marks are weighted according to the achievement chart categories (Typically: Knowledge/Understanding, Thinking, Communication, and Application) for each subject.

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

**ii) Due Dates:** When assigning a project, test or other work to be submitted for evaluation, the teacher provides a due date which students are expected to meet. For major projects, the teacher monitors student progress to support student success in completing work by the due date. 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 the teacher and student mutually agree to a revised due date. There are a range of strategies teachers use to prevent and/or address late and missed assignments, including deducting marks.

Examples of situations where a late assignment is likely to result in mark deduction:

1. Other strategies to encourage on-time submissions have been tried and documented.
2. There has been a pattern of late submissions by the student in the course.
3. The student has not initiated a discussion to arrange for a revised due date before the assignment was originally due.

**Note: Students and/or their parents/guardians/caregivers must 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.**

**iii) Homework:** Students will be given homework in accordance with the TDSB Homework policy. Students are encouraged to do homework, as it reinforces classroom instruction.

- Remember what has been taught in class.
- Develop self-discipline, research skills, working independently and good work habits.
- Let parents know what is being done in class.
- Complete unfinished work.

Ongoing homework that is used to reinforce concepts in class is **NOT** counted as part of the course mark. However, homework completion contributes toward Learning Skills & Work Habits.

**iv) Missed Assignments, Tests and Examinations:** When a student does not complete a test or assignment, a '0' will be assigned. The '0' is used as a placeholder until the missed work is completed, or the student has demonstrated the curriculum expectation in another assignment. Students with a documented 'legitimate' absence will be given an opportunity as soon as possible to complete missed evaluations and to replace the '0' with a mark.

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% grade which could lead to a failing grade. If the student demonstrates achievement of the curriculum expectation(s) in another assignment, observation or conversation, the zero will not count in the final grade.

**v) Academic Honesty:** Students are expected to demonstrate academic honesty on all assignments, presentations, tests and examinations. Cases of academic dishonesty will be dealt with on a case-by-case basis, and will involve an investigation, communication with the student and the parent/guardian, and a mark of '0' for the plagiarized work.

Students will be taught that plagiarism or cheating is:

- Copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and

- Representing these as one's own thinking by not acknowledging the appropriate source, or by failing to use appropriate quotation marks.

This applies to all assignments including lab reports, diagrams, essays, and computer projects. Different forms of writing require different types of acknowledgment and/or documentation. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

**vi) 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 individual contributions of the knowledge and skills represented in the product, and which are aligned with the curriculum expectations of the course.

**vii) Culminating Activities/Examinations:** Culminating activities are considered *Assessment of Learning* and are scheduled near the end of each course and determine the remaining 30% of the student's final grade in the course. Culminating activities may consist of a formal exam, written assignment, project, performance or oral presentation or a combination of any of these products.

**viii) Missed End-of-Course Evaluations – 30% of the Final Grade:**

- **All students must take part in the culminating course evaluations. Leaving early for a family vacation or summer job will not be considered a legitimate excuse for missing these evaluations.**
- **Should a student be too sick to complete an end-of-course evaluation, the student must provide approved medical documentation of the illness, completed and signed by a physician, verifying that the student was too ill to participate in the evaluation for a specified medical reason. The form must be submitted to the office within one school day of 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.
- When the documentation is submitted as outlined above, the Vice-Principal makes a decision on how to address the missed exam. Missed exams cannot be rescheduled for students who miss them.

**ix) Determining the Student's Final Grade**

70% of the final grade based on term work

30% of the final mark based on Culminating Activities/Examinations

**Final Grade out of 100% = 70% Term + 30% Culminating**

**3). Parents Should Expect that Teachers:**

- Will provide students with a course outline that identifies the main components and major expectations of the program, and how student performance will be evaluated according to the guidelines issued by the Ministry of Education.
- Make evaluation decisions based on the categories of knowledge and skills on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each subject discipline.

- Use evaluation methods that are varied in nature, administered on numerous occasions, and designed to provide opportunities for students to demonstrate the full extent of their achievement of course expectations.
- Accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans (IEPs).
- Accommodate the needs of students who are learning the language of instruction and need support for English as a Second Language (ESL) or English Literacy Development (ELD).
- Ensure that each student is given clear directions for improvement; make final evaluation decisions for reporting purposes based on students' most consistent level of performance.

#### **PHILOSOPHY OF ASSESSMENT:**

Assessment and evaluation play an important role in a student's learning process.

Two of the main purposes for evaluation are:

- to enable students to improve his or her personal learning
- to measure the degree to which students have mastered course expectations which include concepts, skills and values.
- Attendance and participation are important components in determining a student's success in course work.

At the beginning of each course, students will be given a complete overview of the methods and frequency of evaluation and the weighting used to calculate marks. During the course, students will receive information regularly on their progress and should record this in their agenda book.

All students must take part in the summative evaluations that make up the 30% final mark. If a student misses part or all of the culminating activities, the student will receive a zero. **The school year calendar is published by the Ministry of Education. This agenda book publishes all formal evaluation dates. Students and their families need to know these dates cannot be negotiated. No exceptions can be made for students who may request a leave for vacation or travel overseas.**

#### **STUDENT RESPONSIBILITIES RELATED TO EVALUATIONS**

- Students are expected to attend all classes and be in attendance for all evaluations, without exception. If student involvement in school-sponsored events creates a conflict, the student must notify the teacher ASAP.
- It is the student's responsibility to provide the teacher with legitimate documentation for any absence, e.g. medical certificate. Students are responsible for informing teachers of an excursion a minimum of three days in advance of the date. A family vacation scheduled during instructional time is not a satisfactory reason.
- When students are suspended, regardless of the reason, course work is provided. Students are responsible:
  - for all work missed
  - for submitting work to teachers immediately upon their return

- for making arrangements with the Vice-Principal to submit assignments due during the suspension
- for seeking remediation or clarification on work missed.

### **EXAMINATIONS**

In all courses requiring examinations:

- examinations will be written under timed, supervised conditions, address course content and expectations related to more than one category of the subject achievement chart and yield marks for different strands or achievement categories.

Every student has the responsibility to arrive at the examination at the correct time. It is your responsibility to check the examination schedule carefully for times and rooms: check your timetable for each of your subjects' course code, number and section. Record when your exams are being written in your agenda. Students are required to sign an attendance sheet/seating plan at the beginning of each examination. Students will not receive extra time if late.

### **ABSENCE FROM FORMAL EXAMINATIONS**

All students must write all final evaluations or formal examinations throughout the year. Any student who is absent from any formal examination or final evaluation will receive a "0" unless a medical certificate is provided to the Vice-Principal. **No exceptions can be made for students who may request a leave for vacation or travel overseas.**