

ASSESSMENT & EVALUATION POLICY

1. Guiding Principle

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through this process allows students to determine their strengths and areas for improvement, and allows teachers to make judgements regarding the student's achievement of curriculum expectations in the course. Course evaluations are based on the Ontario Ministry Curriculum and adhere to the achievement levels outlined in the Growing Success policy document. Efforts are made to ensure evaluations are fair, transparent, and equitable for all students.

2. Communication of Student Achievement

a) Teachers provide students with a course outline. The outline includes a course overview, goals, a brief list of topics, the knowledge and learning skills expected of a successful student, teaching and assessment/evaluation strategies, and an overview of the course evaluation plan including culminating activity and/or examination.

b) Teachers communicate student achievement on an ongoing basis. Before each reporting period, teachers communicate students' marks to them. Prior to final exams, teachers provide students with their most up-to-date mark in the course.

3. Academic Integrity

a) "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." (Growing Success, p.42)

b) Examples of Cheating include, but are not limited to:

- Copying or enabling a student to copy during an in-class evaluation or examination. Bringing unauthorized notes into an evaluation.
- Using electronic devices for recording, taking photos, or looking up information during an evaluation. Students are required to turn off devices and completely put them out of sight for the entire class.

c) Examples of Plagiarism include, but are not limited to:

- Using information, ideas, images, or graphs from another person, the Internet, or any publication (all or part) without acknowledging the source(s).
- Submitting work done by another person or lending work to another person.
- Using an on-line translator, translating directly from one language to another and submitting the translation as one's own.

d) Consequences of Cheating or Plagiarism include:

- The teacher will discuss the matter with the student(s) involved.
- The teacher will inform the Assistant Curriculum Leader/ Vice Principal/Principal.
- The Parent/Guardian will be informed of the cheating/ plagiarism.
- An assignment/evaluation involving cheating/plagiarism results in a mark of zero with no opportunity to resubmit or make up the assignment/evaluation.
- The incident will be registered on file and may affect the student's eligibility for school awards.

4. Homework

a) Homework is any work that a student does for a course outside of class time, such as assignment completion, studying, research, and presentation preparation. In assigning homework, HumberSide teachers acknowledge the importance of work and study at home and provide an opportunity for parents to support the study habits that are needed for success. Students should record assignments in their agendas and regularly complete assigned homework to the best of their ability. On the report card, homework completion is noted as part of the Learning Skills.

b) No homework shall be assigned on scheduled holidays, as outlined in the school year calendar.

c) Recommended Student Workload: These estimates assume that students are making effective use of class time and don't include remedial or make-up work.

Grades	Total weekly homework	Weekly homework for each course	Daily homework given in each class	Homework for Culminating Activities in May
Grades 9 - 10	8 - 10 hours	1 - 1.25 hours	25 - 30 minutes	4 - 5 hours per course
Grades 11 - 12	10 - 12 hours	1.25 - 1.5 hours	30 - 35 minutes	5 - 6 hours per course

5. Term Evaluations (70% of the Final Mark)

- a) A student's grade is based on demonstration over time of the overall curriculum expectations. The mark is determined by evidence gathered and is based on the professional judgement of teacher taking into account the most recent work, where applicable.
- b) The teacher will give reasonable notice of dates for all types of evaluations.
- c) The last day for tests, quizzes, presentations, and due dates for assignments, including assignments connected to Culminating Activities, is one week before the end of classes.
- d) The last week of classes is dedicated to review only; no new material is covered and no evaluation of any type, including culminating activities takes place. During this week, however, it may be necessary for individual students to make up assignments missed due to extenuating circumstances.
- e) For missed term evaluations, teachers may provide a makeup evaluation, an alternate assignment, give a "no-mark" or assign a zero, depending on the circumstances. See sections 6 and 7 for details on when a zero might be warranted.

6. Late and Missed Assignments

- a) For any assignment, both the deadline (when the assignment is due) and the ultimate deadline (the last day that an assignment will be accepted for evaluation) will be specified.
- b) The penalty for assignments submitted late, but before the ultimate deadline, is 5% per school day, to a maximum of 10%.
- c) If a student fails to submit an assignment within the timeline stipulated by the teacher for that assignment, a mark of zero will be assigned.
- d) When a student has extenuating circumstances that may cause them to miss a deadline, they are expected to communicate with the teacher at least one day before the due date. In order for an extension to be considered, the student must show evidence of their efforts thus far (for example, the first draft of an essay, research notes, rough notes, etc.). If a teacher grants an extension for an evaluation, no late penalty will apply.
- e) Computer/printer problems are not an acceptable excuse for late assignments.

7. Missed In-Class Evaluations (Tests, Quizzes, Presentations and Performances)

- a) In the case of a known absence (for example, a school-sanctioned field trip, a sports game, or an unavoidable medical appointment) on the day an evaluation is scheduled, a student must speak to the teacher in advance and provide acceptable documentation to arrange to complete the evaluation. Failure to do so may jeopardize any makeup opportunity.
- b) In the case of an unexpected absence, the student must communicate with the teacher on the day that he/she returns to school to make alternate arrangements. Failure to do so may jeopardize any makeup opportunity.
- c) If a student is late or skips the evaluation, the student may receive a mark of zero with no further makeup opportunity.
- d) Group presentations/performances are marked individually and students must be ready to present their portion regardless of the ability of the other group members to present. The presentation/performance date is deemed to be the ultimate deadline; there will not be another opportunity if the student does not present on the assigned date.
- e) Students must check in advance with their teacher regarding presentation equipment and compatibility of technology.

8. Final Evaluations

- a) At the beginning of the course, students are informed of the component(s) that will make up the 30% final evaluation and the timelines for those components.
- b) The final evaluation may be comprised of an examination (scheduled during exam days) and/or a culminating activity (scheduled during the final six weeks of the course and completed prior to the pre-exam moratorium).

In-Class Culminating Activities:

- c) Almost all of the student work should be done in class under teacher supervision.
- d) The culminating activity should not impose any more than the normal recommended homework load for each class.
- e) The teacher will specify the due date, the ultimate deadline and the methods of submission accepted. No culminating activity will be accepted after the ultimate deadline.

Examinations:

- f) Examinations are scheduled over a ten-day period in June.
- g) Students who arrive late for an examination will not be allocated extra time.

Absences for Final Evaluations (Both Culminating Activities and Examinations):

- h) HumberSide strongly discourages absences at any time during May and June (the Final Evaluation time period). There are no extensions or exemptions for Final Evaluations, barring those necessitated by extenuating circumstances.
- i) If a student or parent does not communicate with a Vice Principal and the teacher about a missed final evaluation, the student will automatically receive a mark of zero.

j) Any absence due to extenuating circumstances must be documented by a medical certificate or other official document and approved by a Vice Principal. Neither vacation time nor employment is a valid reason for missing a final evaluation.

k) For an absence due to participation in a TDSB-sponsored event (for example, sports or music), students are expected to speak to the teacher prior to the absence.

9. Voluntary Absences and Family Vacations

a) We encourage parents to plan holidays and extended absences to coincide with school breaks, although we recognize that this may not always be possible.

b) Any planned absences must be discussed at least one week in advanced with a Vice Principal. The student is required to obtain an "Extended Absence Form" from the Vice Principals' Office.

c) The student must notify the subject teacher at least two classes in advance to make arrangements for missed work and record the information on the "Extended Absence Form."

d) It is at the teacher's discretion when the missed evaluations (for example, tests, assignment due dates) will be rescheduled. The teacher may reschedule the evaluation or assignment due date before or after the voluntary absence.

e) The subject teacher will provide the student an overview of the material/resources that are expected to be covered during the absence.

f) The student must speak with each subject teacher upon return to school and follow up on material missed and make arrangements for any missed evaluations and/or assignments.

10. Protocol for Resolving Issues

The Toronto District School Board Operational Procedure PR505 outlines the Parent Concern Protocol. It describes procedures to be followed by staff. It also provides guidelines for staff in addressing parent concerns and guidelines for parents bringing concerns to staff or trustees.

If a student experiences a disagreement with a teacher regarding evaluation, assignments, deadlines, or cheating/plagiarism concerns, they are advised to follow the protocol below:

Step one: The student and/or parents should first communicate with the teacher. *If the conflict is not resolved, then:*

Step two: The students and/or parents should communicate with the Assistant Curriculum Leader and the teacher involved to discuss the concern. *If the conflict is not resolved, then:*

Step three: The student or parent may raise the concern with a Vice Principal or the Principal in order to find a mutually acceptable solution that takes into account the teacher's professional judgement.