

ASSESSMENT EVALUATION AND REPORTING

“The primary purpose of assessment and evaluation is to improve student learning.” (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p.6*)

In the TDSB, there is an expectation of fair, consistent and transparent assessment, evaluation and reporting strategies. Assessments and evaluations are designed to provide students with multiple, positive opportunities to demonstrate their learning skills and work habits and their understanding of the curriculum expectations.

Evaluation Plan: At the beginning of each course, students will receive in writing an “Evaluation Plan” detailing how they will be evaluated.

- Seventy percent (70%) of the final grade will be based on evaluations conducted throughout the course.
- Thirty percent (30%) of the final grade will be based on culminating activities and/or final examinations.

In each course, all students will be completing assessments:

- **for** learning, for which they will receive oral or written feedback from their teacher
- **as** learning
- **of** learning, in which they will demonstrate the acquisition of skills and knowledge, for which they will receive marks and comments.

Assessment is based on evidence of student achievement of the provincial curriculum expectations.

Each classroom teacher will ensure that assessment, evaluation, and reporting practices and procedures are fair, transparent, and equitable for all students. Such procedures 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 (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*).

Performance Based Assessments: (i.e., labs, drama, music etc.) There may be only one day on which the assessment will take place because of the difficulty in duplicating such assessments. This will clearly be communicated to students and it is the students’ responsibility to ensure they be present on that day. In the case of extenuating circumstances, the teacher may adjust the weighting of the assignment in lieu of the evaluation.

Group Work: Students may be asked to work in cooperative groups to complete projects and assignments, but evaluation of any work will be based on individual student contributions.

Suspensions and Evaluation: A student under suspension must request work and assignments through the designated administrator and must meet appropriate deadlines. Students under suspension will be provided with the opportunity to write a supplemental test/assignment or alternatively to have adjustments made to the weighting of marks.

Final Examinations as Culminating Activities: Should a student be unable to write a final examination, the student must provide medical documentation. Unless appropriate medical documentation is provided, within one school day of the missed examination, the student will receive a “zero” on the final exam and the “zero” will be included in the calculation of the final grade.

Academic Honesty: Cheating and Plagiarism Grades 1 – 12

All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned.

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: Using another student's work on a test or any other evaluation; unauthorized use of electronic media to obtain answers during an evaluation or bringing unauthorized notes or notations into an evaluation.

Plagiarism is defined as the use of close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p. 151*) Examples include: Copying and pasting from the internet or other electronic sites without citing the source; or omitting quotation marks for direct quotations even if the sources have been cited. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism;
- seek assistance when their research skills need improvement;
- understand the penalties for academic dishonesty and plagiarism; and ensure that all their work is original and that they cite sources accurately and consistently.

Schools currently have the option of using a plagiarism detection service offered through Turnitin to confirm the originality of the work assignments submitted by students in the classroom. (*See Operational Procedure PR.590*)

ASSESSMENT EVALUATION AND REPORTING (continued)

Consequences of Academic Dishonesty

When plagiarism/cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student, and the parent/guardian (when the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

Minimum Consequences for Plagiarism

A consequence for cheating and plagiarism may be a mark of zero for the assignment / exam in question.

A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal/vice-principal.

Go to TDSB website at www.tdsb.on.ca . Click on "High School, Report Cards, GradesExamsDiplomas, PR613 Procedure on Academic Honesty.

The Evaluation of Late and Missed Assignments

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Teachers will communicate deadlines for assignments well in advance of the due dates.

Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

ASSESSMENT EVALUATION AND REPORTING (continued)

Teachers support students in the development of their learning skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Suggested strategies include:

- counselling the student and offering extra help
- setting up a student contract
- helping students develop better time-management skills
- scheduling conferences with student and parents/guardians
- referring to the student's IEP for suggested accommodations/modifications
- providing alternative forms of assignments

Should the need occur, students must advise their teacher when a challenge will prevent the student from submitting work on time. The teacher will use professional judgement and consider extenuating circumstances for individual students.

Students must also understand that there are consequences for incomplete, missing and late assignments.

When a significant number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

Go to TDSB website at www.tdsb.on.ca . Click on "High School, Report Cards, GradesExamsDiplomas, PR614 Evaluation of Late and Missed Assignments."

ASSESSMENT EVALUATION AND REPORTING (continued)

Evaluation Missed Due to Absence

- Students are expected to write tests / examinations and to complete assignments as scheduled.
- When an evaluation is missed due to absence, the following expectations and procedures apply:
- When a student is on suspension class work will be provided by the teacher through the **main office**.
- Examinations and final course evaluations must be written as scheduled in January and June except for illness or extenuating circumstances as approved by the vice-principal. A doctor's note must be provided when examinations are missed due to illness.

It is the student's responsibility to:

- Prove that an absence is legitimate. Provide a medical certificate if required.
- Obtain and complete all missed class work.
- Arrange a make-up plan with the classroom teacher:
 - **Prior** to absence for planned absences such as field trips, athletic events, medical appointments, parent-approved absences of less than four days.
 - On the day of **return** to school for unplanned absences such as illnesses.

It is the parent's responsibility to:

- Verify an absence either through:
 - a phone call to the attendance office on the day of the absence,
 - or a parent note on the day of the student's return to school.

It is the classroom teacher's responsibility to:

- Establish absolute deadlines and negotiated deadlines where appropriate.
- Determine the nature of a make-up evaluation and the make-up date.
- Advise the appropriate vice-principal when concerns arise regarding chronic absence from evaluations.

All Students Under Suspension:

- are expected to take course materials home when they leave the school,
- are responsible for homework/assignments due during the suspension.

For students who are suspended, the office will request assignments from all subject teachers. The student will be responsible for contacting the school to arrange for pick-up of work.

