

Assessment and Evaluation

Homework Policy

Rationale

Homework is an integral part of the curriculum at Parkdale Collegiate and our Homework Policy is based on the TDSB Homework Policy (P.036). It is seen as an extension of the school day and is regularly assigned in every subject. By completing assignments regularly, students are helped to develop good work and study habits.

Purpose

The purpose of homework is to ensure high quality student learning and achievement and, nurture a desire for students to keep learning. There are four types of commonly assigned homework, each having a different intended outcome as shown below.

Type	Definition	Intended Outcome	Application
Completion	Any work assigned during the school day not completed in class	Helps students keep up to date with the classroom program	The classroom program should be differentiated if a student has completion homework on a regular basis.
Practice	Any work that reviews and reinforces skills and concepts taught in class	Helps students practice newly acquired skills to develop fluency	Practice homework requires students to already be able to independently perform the skills required.
Preparation	Any work that prepares students for upcoming lessons or classes	Encourages students to acquire background information or bring their prior knowledge and experiences to the upcoming units of study	
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourages students to problem solve, think creatively and think critically	Extension homework allows students to deepen understanding and relate learning to the real world.

Holidays and Prolonged Absences

In accordance with TDSB Homework Policy (P.036) no homework shall be assigned on scheduled holidays as outlined in the school year calendar or on days of significance.

Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time because of family or parent-initiated absences. Student exchanges arranged through third parties (CEEF, ISE) are considered parent initiated. For absences due to extended illness, parents may contact the Vice Principal to discuss available options.

Moratorium and Review Days

In accordance with the TDSB Policy (P.063), there will be a moratorium period of four (4) days prior to our final exam days. There will be minimum disruption to our regular timetable and major assignments/activities that are not part of a culminating mark are not allowed during this review period.

The moratorium will allow students to review the year's work to be prepared for their final exams. Daily attendance is required. Teachers may accept late assignments during the moratorium period that allow students to improve their 70% term grade.

How Did I Get That Mark?

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

- Ministry of Education curriculum expectations
- The Ministry of Education ***Growing Success*** document
- TDSB Policies and Procedures

Growing Success, curriculum expectations and the achievement chart are found in the Ministry guidelines for each subject (www.edu.gov.on.ca) and are consistent throughout the province.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- 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;
- 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;
- 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;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

The Purposes of Assessment the Nature of Assessment for Different Purposes and the Uses of Assessment Information (Growing Success P.31)		
Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment <i>for</i> learning</p> <p>“Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”</p> <p>(Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
<p>Assessment <i>as</i> learning</p> <p>“Assessment <i>as</i> learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.”</p> <p>(Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<p>Assessment <i>of</i> learning</p> <p>“Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”</p> <p>(Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

Evaluation

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of their achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Assessment, Evaluation and Reporting Policy

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- 70% of the course grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the course grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a presentation, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is fifty per cent or higher.

Evaluation of Late and Missed Assignments

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, several strategies may be used to help prevent and/or address late and missed assignments. They include: (ABRIDGED LIST)

- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- referring the student to the Student Success team or teacher;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

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, wedding, camp or summer job will not be considered a legitimate excuse for missing these evaluations.** When making plans which impact on students, families should consult the school calendar and are encouraged to contact a Vice Principal for advice.

- Should a student be too sick to complete an end of course evaluation, the student must provide documentation of the illness or receive a ZERO. This documentation must be completed and signed by a physician, specifying the dates of illness and 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 or on the first day of returning back to school.
- In bereavement situations or in situations where a student has been invited to compete in a Provincial, National or International competition, the student or a family member must contact the Vice Principal as soon as possible. Documentation will be required in order to excuse the student from an exam or culminating activity in these situations. If appropriate documentation is not provided, the student shall be issued a ZERO for the missed culminating activity or exam. (Continued)
- When the documentation is submitted, the Vice Principal will arrange for the student to complete the end-of-course evaluation at the earliest opportunity, if circumstances permit. If the culminating activity is an exam, a make-up exam may not be made available due to time restrictions. In such a situation the 70% term mark will be used as the final mark.