

ASSESSMENT, EVALUATION AND REPORTING POLICY

a) Student Evaluation and Reporting

Evaluation is a regular and vital part of the school year and the learning process. There is a direct link between attendance and achievement. Through regular evaluation, you can measure how you are achieving in each course, relative to the expectations of achievement for the course. Most of the evaluation provided in any course is based on daily work and on assignments. Additional evaluation is provided by quizzes, tests and in most courses, a formal examination at semester end. When a formal examination is not required, another form of summative evaluation is used. It is expected that all students will meet deadlines for summative evaluations.

Legitimate absences during summatives and examinations must be excused with official documentation.

At the beginning of the school year, you will receive the written criteria of the evaluation process for each course. These requirements are established for all schools in the Ottawa-Carleton District School Board to ensure consistency for all students.



Where formal **examinations** are held in a course, students are required to be present for these examinations. Exams are scheduled for the end of January and the end of June each year. **Vacation and work commitments should not be made at these times in order that you will meet your school obligations.**

Students will receive two report cards per semester. There will be Parent-Teacher Interviews in each semester.

b) Extended Time to Write Exams

All examinations have built-in extended time.

c) Assessment and Evaluation Policy

Preamble: The Ontario Ministry of Education states that the primary purpose of assessment and evaluation is to improve student learning. Over the course of a semester students will be given many opportunities to demonstrate that they have met the expectations of the curriculum. Many assessments of student work will be undertaken during their efforts towards improvement. Teachers will evaluate the degree to which learning expectations have been met in accordance with Ministry of Education standards.

Assessment Rights and Responsibilities

| STUDENTS | TEACHERS | PARENTS |
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| <u>Rights:</u> <ul style="list-style-type: none"> • To know how they are performing • To receive timely marking/grading • To have opportunities to improve their work • To get feedback which is formative • To understand how they are being evaluated prior to the evaluation | <u>Rights:</u> <ul style="list-style-type: none"> • To have students take charge of their own learning as active partners • To receive student submissions that reflect a student's best work • To apply professional judgment regarding assessment and evaluation • To have adequate training and in-service to implement sound assessment and evaluation practices | <u>Rights:</u> <ul style="list-style-type: none"> • To know on a regular basis how their child is performing • To know how their child is being assessed • To be able to contact teachers for advice or information regarding their child's progress • To be informed through their child about subject requirements, assessment and evaluation and due dates for submission of work |
| <u>Responsibilities:</u> <ul style="list-style-type: none"> • To complete all work to the best of their ability • To submit work to teachers | <u>Responsibilities:</u> <ul style="list-style-type: none"> • To deliver instruction that is supported by assessment and evaluation | <u>Responsibilities:</u> <ul style="list-style-type: none"> • To ensure that their child completes all work assigned for homework |

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| <ul style="list-style-type: none"> on time To be active partners in the learning process To take all opportunities to improve work after receiving feedback To assist other students To be fully prepared for all assessment and evaluation experiences To provide sufficient evidence upon which to base evaluation To inform their parents about subject requirements, assessment and evaluation, and due dates for submission of work | <ul style="list-style-type: none"> To receive student submissions To grade and return student work in a timely manner To be familiar with, and implement, assessment and evaluation practices that are consistent with Ministry and Board policies To implement assessment and evaluation practices that are fair to all students To ensure that students understand how they are being evaluated To keep parents fully informed regarding the progress of their child so there are no surprises To respond to parents' calls/emails in a timely fashion | <ul style="list-style-type: none"> To monitor the progress of their child To act as partner in the learning process To take advantage of interview opportunities provided at parent interview nights To ensure that students spend time at home preparing for evaluation To encourage students to have a healthy balance of family, school, social and employment responsibilities |
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Assessing and Evaluating Incomplete, Missing, or Plagiarized Work

It is the responsibility of the student to complete all assigned work, to be present to write tests and to be prepared for and to attend assigned presentations and summative evaluations. When the student knows that he/she will be absent for a test, presentation, summative evaluation or other assignment due date, they are expected to make alternate arrangements with the teacher before the due date. In the event that a student misses a test, summative evaluation or presentation or fails to hand in an assignment, the student will initiate a series of steps with the teacher to ensure that the expectations are met.

| Behaviour | Response |
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| Missed Tests / Presentations / Summative Evaluations | <ul style="list-style-type: none"> Upon missing a test or presentation, the parent/guardian will be informed, and the student will be required, at the teacher's discretion, either to: <ol style="list-style-type: none"> Complete the test or presentation immediately upon return to school; or Make arrangements with the teacher for a make-up; or Write the missed test Friday morning at 7:15 a.m. of that week. If, after an additional opportunity has been agreed upon, and the task is still incomplete, a mark of zero for that assignment will be assigned. The teacher will communicate with Administration if the teacher is considering deducting marks including all the marks after a student has been given a second opportunity for late or missing assignments. The teacher will ensure that late and missed assignments or skipped tests used for evaluation are noted on the Learning Skills and Work Habits section of the report card. |
| | Summative Evaluations <ul style="list-style-type: none"> Summative evaluations include performance tasks, essays, etc. that are administered towards the end of the semester or term, in the case of half-courses, or school year, in the case of non-semestered courses. The teacher will inform the parent/guardian about a late or missed summative evaluation. As with formal examinations, a legitimate absence from a summative is one resulting from student illness or family emergency, and appropriate documentation must be provided to the student's Vice-Principal. In the case of a legitimate absence, the Vice-Principal will consult with the teacher and an alternate due date will be established. If the summative is time-sensitive, an alternate task may be assigned. |

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| Late or Incomplete Assignments | <ul style="list-style-type: none"> • If an assignment is late or incomplete, the parent/guardian will be informed and the student will be provided with a second opportunity. • Students who are provided with a second opportunity shall complete the required assignment within five school days. If no evidence is forthcoming after five days, a mark of zero will be assigned. • The revised timelines for alternate assignments will not exceed one week before mid-term grades are due and one week before final examinations commence. • Mitigating factors to be considered before awarding a mark of zero will include: grade level, maturity, number and frequency of incidents, learning skills, work habits, and individual circumstances. |
| Academic Integrity | <ul style="list-style-type: none"> • In keeping with the expectations outlined in the OCDSB Character Development Program, all students are expected to produce and take credit for their own work. • As a preventative strategy, the Teacher-Librarian will conduct seminars on academic integrity with Grade Nine classes each year, and all subject teachers will review academic integrity expectations at the beginning of the semester with each of their classes. • Fraudulent work is of no value and provides zero evidence of a student's learning. • Fraudulent work includes, but is not limited to, copying someone else's work, cheating, citing references incorrectly, using online translators, and handing in the same assignment for more than one course. • A student's parent/guardian will be contacted in such cases and all fraudulent work submitted will be documented and archived. • Academic dishonesty will have a behavioural consequence. Students who submit fraudulent work will be referred to Sir Wilfrid Laurier's Academic Integrity Committee where they will participate in a workshop on academic integrity, delivered within the context of the OCDSB Character Development Program. • Upon completion of the workshop, the Academic Integrity Committee will issue a "Completion of Academic Integrity Workshop" notice that the student must take back to their subject teacher. • Students will then have an opportunity to redo the original assignment or complete an alternate task, based on a due date negotiated with the subject teacher. • A mark of zero will be assigned if the student does not produce evidence of learning. |
| Missed Tests / Presentations / Summative Evaluations | <ul style="list-style-type: none"> • Upon missing a test or presentation, the parent/guardian will be informed, and the student will be required, at the teacher's discretion, either to: <ul style="list-style-type: none"> a) Complete the test or presentation immediately upon return to school; or b) Make arrangements with the teacher for a make-up; or c) Write the missed test Friday morning at 7:15 a.m. of that week. • If, after an additional opportunity has been agreed upon, and the task is still incomplete, a mark of zero for that assignment will be assigned. • The teacher will communicate with Administration if the teacher is considering deducting marks including all the marks after a student has been given a second opportunity for late or missing assignments. • The teacher will ensure that late and missed assignments or skipped tests used for evaluation are noted on the Learning Skills and Work Habits section of the report card. |
| Absence of Evidence | <ul style="list-style-type: none"> • For Grades Nine and Ten, "I" may be used on a report card, including the final report card, to indicate insufficient evidence is available to determine a percentage grade. • A mark of zero will be applied to represent the absence of evidence after a student has been given a second opportunity to complete an evaluation and display understanding of overall expectations. |