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## **GROWING SUCCESS – ASSESSMENT, EVALUATION & REPORTING**

### **1.0 Overview**

The primary purpose of assessment, evaluation, and reporting is to improve student learning. Other purposes include the collection of meaningful information that will help inform instructional decisions and the promotion of student engagement. Evaluation summarizes and communicates what students know and can do with respect to the overall curriculum expectations.

Equity, fairness, and transparency must be reflected in assessment, evaluation, and reporting practices in District School Board Ontario North East schools. The grade level, the pathway of a student, curriculum expectations, and achievement chart will be considered when determining the nature of diagnostic, formative, and summative assessments.

The following topics are covered in the Ministry's Growing Success policy:

- 1) Fundamental Principles
- 2) Learning Skills and Work Habits
- 3) Performance Standards – The Achievement Chart
- 4) Assessment for Learning and as Learning
- 5) Evaluation
- 6) Reporting Student Achievement
- 7) Students with Special Educations Needs: Modifications, Accommodations, and Alternative Programs
- 8) English Language Learners: Modifications and Accommodations
- 9) eLearning
- 10) Credit Recovery

District School Board Ontario North East teachers will implement the assessment, evaluation, and reporting procedures in this document, in addition to the procedures outlined in the Ministry of Education's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools policy document and its addenda. Principals and vice-principals will ensure that the Board and Ministry procedures are implemented in all District School Board Ontario North East schools.

Although there are clearly identified formal reporting periods, communication with parents and students about student achievement is continuous throughout the year. An individual teacher's assessment, evaluation, and reporting practices will be aligned with the Ministry and Board policies and communicated to students and parents at the beginning of the school or course and other appropriate points throughout the school year or course. In the same way, the procedures regarding late and missed assignments, as well as expectations for academic honesty will also be clearly communicated to students and parents.

## **2.0 Secondary Final Evaluations:**

There will be a common, district-wide calendar for both semestered and non-semestered schools for scheduled final evaluations. Exams shall only be held on scheduled exam days as communicated in the reporting dates handout provided each semester.

Final evaluation schedules should take into account fairness to students with respect to the timing for proper review and study. The following procedures will be implemented:

- If a course has a culminating activity and an exam, the culminating activity will be due at least one week before the date of the final exam.
- Larger culminating tasks will be chunked with components due throughout the semester (not just during the final two weeks).
- Schools will stagger the final due dates for culminating activities by period.
- Final exams will not be worth more than 20% of the final mark.
- Students will write one and only one final exam per day. In extenuating circumstances, the Superintendent of Education will be consulted.
- If a student misses a final evaluation due to extenuating circumstances, a resolution that considers fairness to the student must be approved by the school administration (e.g., completing an assessment at an alternate time or an alternate form of assessment).
- Arrangements are to be made for students under suspension to participate in final assessments. Expectations and arrangements must be communicated to the student and parent.

## **3.0 Late and Missed Assignments**

### **Grades 1 to 6**

“In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.” (Growing Success, p. 44)

### **Grades 7-12**

Grade 7 to 12 teachers will collaborate with students to establish timeframes for the submission expectations (for reporting purposes) and communicate those timeframes to students and, where appropriate, to parents/guardians.

If a student does not complete an assessment of learning by the due date, the teacher will implement a variety of strategies to support the student in completing the assessment. Strategies include, but are not limited to, the strategies outlined below (list adapted from Growing Success, p. 43):

- ask the student to clarify the reason for not completing the assignment;
- take into consideration legitimate reasons for missed timelines;

- negotiate a new due date;
- communicate with families about the missed assignment;
- help students develop better time-management skills by using calendars, and reminders;
- collaborate with other staff to prepare a part or full-year calendar of major assignment dates for every class;
- plan 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;
- maintain ongoing communication with students and/or parents about timelines and late assignments, and schedule conferences with parents if the problem persists
- in secondary schools, refer the student to the Student Success team or teacher;
- set up a student contract;
- use counselling or peer tutoring to try to deal positively with challenges;
- hold teacher-student conferences;
- review the need for extra support for English language learners;
- review whether students require special education services;
- require the student to work with the student success teacher, or special education resource teacher, to complete the assignment;
- for First Nation, Métis, and Inuit students, involve the Indigenous Student Advisor and/or members of the extended family;
- understand and take into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents, and their previous experiences with the school system;
- provide alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- deduct marks for late assignments.

Before a student can be penalized for submitting a late assignment:

- the student must be given the opportunity to explain the circumstances resulting in the late submission; and
- students and families must have been informed of the consequences in advance.

Wherein the teacher's professional judgment it is appropriate to do so, the decision to change a deadline and/or deduct marks will be based on:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents; and
- the individual circumstances of the student.

Growing Success states that board and school procedures will "ensure that mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement" (p.44). As a result, if a late penalty is applied, it will not reduce the student's mark on the assessment by more than one full level or ten percent.

### Assigning a Mark of Zero for Incomplete Assignments/Evaluation Tasks

If a student still does not submit an assignment after a teacher has tried the strategies in “Late and Missed Assignments,” the teacher will inform the parents/guardians and the school administration of the student’s failure to submit the late assignment. At this time, a teacher may enter a mark of zero for the incomplete task.

Assigning a zero is an indicator that the student has not provided any evidence of their learning. A zero provides an opportunity for the teacher to discuss with the student and family the student’s obligation to provide evidence of learning and for the student to be responsible for their learning.

### Impact of Mark Penalty or Mark of Zero on Final Grades

To determine a report card mark, teachers will use their professional judgment in gathering information from observations, conversations, and products, not simple mathematical calculations (e.g., averaging all marks). For summative assessment tasks, teachers may use their professional judgement to assign a zero. However, teachers will “ensure that [the] mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement.” (Growing Success, p.44) Students are encouraged to hand in all completed work even after a zero is assigned to receive descriptive feedback. At the secondary level, work completed after a zero has been assigned may be considered for credit rescue or credit recovery.

## **4.0 Lower Limit of Secondary Report Card Marks**

Teachers will regularly communicate with students and families about student progress using a variety of means, especially if a student is at risk.

Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence. A student’s report card mark will reflect the student’s most consistent level of achievement with special consideration given to more recent evidence (Growing Success, p. 39). Simple mathematical averaging of marks conflicts with this statement.

When reporting marks for students in Grades 9 and 10, teachers may use the code “I”, “to indicate that insufficient evidence is available to determine a letter grade or a percentage mark. For the report card, teachers will use their professional judgment to determine when the use of ‘I’ is appropriate and in the best interest of the student” (Growing Success, p. 42). If the code “I” is used on a report card, the comment should include a comment about insufficient evidence of learning.

Teachers must consult with the Principal before assigning a report card grade below 35 percent.

## 5.0 Academic Honesty

As evident in DSB Ontario North East's Policy and Procedure 2.1.6, Code of Conduct, we expect all those in our learning community to act honestly. Teachers will communicate to students that the evaluations they complete must be their own work and that cheating and plagiarism will not be condoned. Teachers will address the prevention of cheating and plagiarizing by communicating to students and families the process of documentation to be used in the class, grade, and school. Teachers may use whatever means of detecting cheating and plagiarism that best supports student achievement and success.

DSB Ontario North East principals, vice-principals, teachers, and students will adhere to the roles and responsibilities outlined in Appendix A.

### Definitions

**Plagiarism** – plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, to represent them as one's own original work. (Growing Success, p. 151)

Plagiarism may take many forms, including the following:

- copying word for word from any outside source without proper acknowledgement (applies to use of an entire paper, entire sections and paragraphs, and/or a few words and phrases);
- paraphrasing ideas from any outside source without proper acknowledgement;
- submitting, in whole or in part, work completed by another student;
- submitting, in whole or in part, an assignment completed for another course without prior approval of the teacher;
- allowing one's essay, assignment, and/or test answers to be copied by another student;
- using notes or materials during an evaluation without authorization.

**Cheating** – cheating is defined as deceiving or tricking someone to gain an unfair advantage. (Oxford English Dictionary). Examples of cheating can include:

- copying someone else's answers on a test or assignment;
- looking up answers online or in a textbook during a test;
- sneaking notes into the test so you can look at answers;
- finding a copy of the test beforehand;
- talking and sharing answers during a test or exam;
- using a cell phone or electronic device to share answers during a test or exam.

When responding to students who have plagiarized or cheated, teachers and school teams will use a clear procedure that considers four mitigating factors when determining the appropriate outcomes and support for the student:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents;
- the individual circumstances of the student.

When a student plagiarizes or cheats, the student does not provide evidence of achievement. Based on the consideration of mitigating factors, teachers will choose from a variety of possible responses. Some resolutions include assigning a zero and/or the opportunity to complete a similar evaluation.

Consultations on possible consequences should include the teacher, department head (where applicable), and principal or vice-principal. Communication with the student and family should follow immediately. Possible consequences include:

- The teacher calls the parent or guardian
- The student reworks and resubmits
- Alternate assignment
- In-school discipline

### **6.0 Elementary Instructional Minutes**

Principals and vice-principals will timetable elementary schools to comply with the instructional minutes outlined in Appendix B. Elementary teachers will submit timetables that reflect the instructional minutes outlined in Appendix B.

### **Appendices**

Appendix A: Continuum of Roles and Responsibilities to Support Academic Honesty

Appendix B: Required Instructional Minutes for Kindergarten to Grade 8

### **References:**

Ministry of Education. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.



Continuum of Roles and Responsibilities to Support Academic Honesty

Component	Junior (4-6)	Intermediate (7-10)	Senior (11-12)
<p><b>Prevention of plagiarism</b></p> <p>Some acts of plagiarism are unintentional. One of the most common errors is not citing sources used for an assignment, which is a common misunderstanding among students related to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.</p> <p>Some reasons that students plagiarize are:</p> <ul style="list-style-type: none"> <li>• being unaware that they are plagiarizing;</li> <li>• lacking knowledge and understanding of the subject;</li> <li>• poor time management skills;</li> <li>• believing that plagiarism is not serious;</li> <li>• lack of self esteem.</li> </ul>	<p><i>Principals will:</i></p> <ul style="list-style-type: none"> <li>• ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</li> </ul> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>• make students aware of the consequences of plagiarism and academic dishonesty (cheating)</li> <li>• set an example by acknowledging the sources of the materials used in class;</li> <li>• instruct students how to summarize and paraphrase;</li> <li>• review the responsibilities of the student, and promote a simplified citation process (example: listing URL sources in a Reference page).</li> </ul> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use paraphrasing and summarizing skills;</li> <li>• list their sources on a Reference page.</li> </ul>	<p><i>Principals will:</i></p> <ul style="list-style-type: none"> <li>• ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</li> </ul> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>• make students aware of the consequences of plagiarism and academic dishonesty (cheating)</li> <li>• set an example by acknowledging the sources of the materials used in class;</li> <li>• review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course;</li> <li>• instruct students how to summarize and paraphrase according to APA formatting (Refer to Appendix for an APA reference guidebook);</li> <li>• instruct students on proper APA citation and referencing.</li> </ul> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use the APA reference guide to cite their sources;</li> <li>• use paraphrasing and summarizing skills.</li> </ul>	<p><i>Principals will:</i></p> <ul style="list-style-type: none"> <li>• ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</li> </ul> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>• make students aware of the consequences of plagiarism and academic dishonesty (cheating)</li> <li>• set an example by acknowledging the sources of the materials used in class;</li> <li>• review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course;</li> <li>• instruct students how to summarize and paraphrase according to a reference guide of choice (APA, MLA, Chicago);</li> <li>• instruct students on proper citation and referencing.</li> </ul> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use the chosen reference guide to cite their sources;</li> <li>• use paraphrasing and summarizing skills.</li> </ul>
<p><b>Prevention of cheating</b></p>	<p><i>Best Practices for teachers:</i></p> <ul style="list-style-type: none"> <li>• design evaluation activities to include</li> </ul>	<p><i>Best Practices for teachers:</i></p> <ul style="list-style-type: none"> <li>• design evaluation activities to include</li> </ul>	<p><i>Best Practices for teachers:</i></p> <ul style="list-style-type: none"> <li>• design evaluation activities to include</li> </ul>

	<p>checkpoints so that student progress and work can be monitored;</p> <ul style="list-style-type: none"> <li>change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>propose assignment questions that employ "higher order thinking skills";</li> <li>ask students to submit rough notes and a list of sources with their final copy as proof of their work;</li> <li>take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul>	<p>checkpoints so that student progress and work can be monitored;</p> <ul style="list-style-type: none"> <li>change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>propose assignment questions that employ "higher order thinking skills";</li> <li>ask students to submit rough notes and a list of sources with their final copy as proof of their work;</li> <li>take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul>	<p>checkpoints so that student progress and work can be monitored;</p> <ul style="list-style-type: none"> <li>change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>propose assignment questions that employ "higher order thinking skills";</li> <li>ask students to submit rough notes and a list of sources with their final copy as proof of their work;</li> <li>take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul>
<p><b>Detection of incidents of cheating and plagiarism</b></p> <p>The following are some indicators that academic honesty is in question:</p> <ul style="list-style-type: none"> <li>shifts in style or quality or writing;</li> <li>references or quotations lacking or missing completely;</li> <li>similar or identical assignments submitted;</li> <li>datedness;</li> <li>odd, complex, out-of-place sentences;</li> <li>documented references are very unusual and hard to locate;</li> <li>spelling and/or grammar does not match the student's writing abilities demonstrated to date.</li> </ul>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and reeducated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines;</li> <li>cross-referencing past student work;</li> <li>conferencing with the student;</li> <li>checking students' work using plagiarism software, such as Urkund (available only through D2L).</li> </ul>	<p>There are a number of methods for determining if plagiarism has occurred. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines;</li> <li>cross-referencing past student work;</li> <li>conferencing with the student;</li> <li>checking students' work using plagiarism software, such as Urkund (available only through D2L).</li> </ul>
<p><b>Consequences for students who cheat or plagiarize</b></p>	<p><i>The teacher will:</i></p> <ul style="list-style-type: none"> <li>notify the parent(s)/guardian(s) and school Principal about subsequent incidents of cheating and/or plagiarism;</li> <li>provide a supportive and supervised school environment for students to complete work;</li> <li>assign developmentally appropriate tasks within the student's range of proximal development;</li> </ul>	<p><i>The teacher will:</i></p> <ul style="list-style-type: none"> <li>conference with the student and contact the parent/guardian to explain the situation;</li> <li>report subsequent serious incidents to Administration and track;</li> <li>provide an alternate evaluation when the integrity of the activity has been compromised to ensure the</li> </ul>	<p><i>The teacher will:</i></p> <ul style="list-style-type: none"> <li>conference with the student and contact the parent/guardian to explain the situation;</li> <li>report subsequent serious incidents to Administration and track;</li> <li>provide an alternate evaluation when the integrity of the activity has been compromised to ensure the</li> </ul>

	<ul style="list-style-type: none"> <li>educate students about the concept of academic property;</li> <li>ensure all students understand the task at hand;</li> <li>consider first incidents a teachable moment.</li> </ul>	<p>expectations have been met;</p> <ul style="list-style-type: none"> <li>contact the principal when a student demonstrates a pattern of behaviour to determine an appropriate consequence.</li> </ul>	<p>expectations have been met;</p> <ul style="list-style-type: none"> <li>contact the principal when a student demonstrates a pattern of behaviour to determine an appropriate consequence.</li> </ul>
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\*The above continuum was adapted from one created by Lakehead District School Board.

### **Resources**

1. Reference Style Guides for Students ([https://drive.google.com/drive/folders/16ml3o3K3dP1ckdJzrXvLul\\_1ayLWZogn?usp=sharing](https://drive.google.com/drive/folders/16ml3o3K3dP1ckdJzrXvLul_1ayLWZogn?usp=sharing))
  0. Junior: [https://www.icloud.com/pages/059AtXZegXvZVd02OuwOkObPA#Student\\_Reference\\_Guide\\_\(Grades\\_4-6\)](https://www.icloud.com/pages/059AtXZegXvZVd02OuwOkObPA#Student_Reference_Guide_(Grades_4-6))
  1. Intermediate: [https://www.icloud.com/pages/03fiiXZoNzn4Mu\\_K-JbX6lrMQ#APA\\_Reference\\_Guide](https://www.icloud.com/pages/03fiiXZoNzn4Mu_K-JbX6lrMQ#APA_Reference_Guide)
2. Sample Letter for Home
  0. Junior: [Plagiarism Letter to Parents \(Junior\)](#)
  1. Intermediate: [Plagiarism Letter to Parents \(Intermediate\)](#)
  2. Senior: [Plagiarism Letter to Parents \(Senior\)](#)
3. Discipline Learning Activities as an Alternative Consequence
  0. Dishonesty: [ELEMENTARY STUDENT LEARNING PACKET: DISHONESTY Secondary Student Learning Packet: Dishonesty](#)



Appendix B

**Required Instructional Minutes for Kindergarten to Grade 8**

			FIVE DAYS 1500 minutes	
PRIMARY				Other Minutes
Literacy	100 min/day	500	1150	350
Literacy Across the Curriculum	20 min/day	100		
Numeracy	60 min/day	300		
Daily Number Talks	10 min/day	50		
Daily Physical Activity (DPA)	20 min/day	100		
Core French	5 x 20 min/day or 4 x 25 min/day	100		
JUNIOR				
Literacy	75 min/day	375	1150	350
Literacy Across the Curriculum	25 min/day	125		
Numeracy	60 min/day	300		
Daily Number Talks	10 min/day	50		
Daily Physical Activity (DPA)	20 min/day	100		
Core French	5 x 40 min/day 4 x 50 min/day	200		
INTERMEDIATE				
Literacy	75 min/day	375	1025	475
Numeracy	60 min/day	300		
Daily Number Talks	10 min/day	50		
Daily Physical Activity (DPA)	20 min/day	100		
Core French	5 x 40 min/day or 4 x 50 min/day	200		

Additional Notes Regarding Elementary Instructional Minutes:

1. For a given class, all Language Arts strands will be taught by the same teacher.
2. For a given class, all Math strands and Number Talks will be taught by the same teacher.
3. For a given class, Language and Math will be taught by the same teacher.
4. Prep time for teachers is not to be incorporated into literacy and numeracy timeframes.
5. As per PPM 138, the 20 minutes of physical activity must be moderate to vigorous activity.
6. In Kindergarten, students will engage in outdoor learning for 50 minutes per day (in addition to outdoor recess).
7. For French Immersion, Kindergarten to Grade 3 is 100% French. In Grade 4-8, 50% of the day is in English (Language Arts, Math, and Science). All other subjects are taught in French during the other half of the day. Grade 4-8 students must have 150 consecutive minutes of French Immersion.
8. Literacy Across the Curriculum involves explicit instruction and assessment of reading, writing, oral communication, and media literacy strategies in the other subject areas.