YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #305.0, Assessment Evaluation and Communication of Student Learning and Achievement
Procedure #305.1, Timely Completion and Submission of Assignments for Evaluation, Grades 7-12
Procedure #305.2, Academic Honesty, Kindergarten to Grade 12
Procedure #305.3, Reporting Marks Below 50 Per Cent, Grades 9-12

Application

Board *Policy #305.0, Assessment, Evaluation and Communication of Student Learning and Achievement* and its related procedures affirm the York Region District School Board belief that assessment, evaluation, and communication of student learning and achievement are integral components of the teaching and learning process and form the basis of an effective educational program. The Board's commitment to equity of student learning and achievement through fair, inclusive and respectful assessment, evaluation and communication practices is articulated in the policy and the accompanying procedures. This policy ensures compliance with the requirements of the Ministry's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010* policy document.

Stakeholder Groups with Responsibilities under this Policy

- Board of Trustees
- Director of Education
- Teachers
- Parents
- Students
- Superintendents, Curriculum and Instructional Services, Leadership Development, Student Services, Principals and Vice-Principals
- Support Staff (educational assistants, psychologists, speech pathologists, etc.)
- School Councils

Relationship to the 2011-2012 Board priorities

Policy #305.0, Assessment, Evaluation and Communication of Student Learning and Achievement and its related procedures are foundational to the teaching and learning process and as such, directly support the attainment of goals regarding student learning and achievement outlined in the Trustees' Multi-Year Plan, the Director's Annual Plan and the Board Improvement Work Plan for Student Achievement and Well-Being.

Document History and Previous Versions

Working Document July 2011
Revised 2012
Revised 2013

Policy Statement

The York Region District School Board believes that assessment, evaluation, and communication of student learning and achievement are integral components of the teaching and learning process and form the basis of an effective educational program.

The primary purpose of assessment is to improve student learning by providing information needed to direct the refinement of programs and instruction to meet each student's strengths, needs, and interests. Student involvement in effective assessment practices increases engagement, learning and achievement. High-quality assessment practices provide students with multiple and varied opportunities to demonstrate achievement and lead to deeper learning.

Assessment plays a critical role in teaching and learning and has as its goal the development of each student as an independent and autonomous learner. This includes the timely completion and submission of assignments for evaluation and academic honesty by students. Ongoing, clear and meaningful communication between home and school including the provision of timely feedback supports the learner in being successful.

To ensure that assessment and evaluation practices are valid and reliable and communication is timely, clear, accurate and meaningful for each student and parents/guardians, seven fundamental principles (adapted from the Ministry's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010*)) are required. When these principles are fully understood by all system partners they will serve as the foundation to help inform instructional decisions, promote student engagement and improve student learning and achievement.

The Board is committed to equity of student learning and achievement. Equity is supported when conditions are created for each student to best demonstrate his/her learning through fair, inclusive and respectful assessment, evaluation and communication practices. These practices support all partners in education in identifying and addressing discriminatory bias to optimize the learning of each student.

Responsibilities

The Board of Trustees is responsible for:

- upholding the *Assessment, Evaluation and Communication of Student Learning and Achievement* policy; and
- using assessment and evaluation information (school and system) to inform decisions to support Board planning processes.

The Director of Education is responsible for:

- implementing and operationalizing the *Assessment, Evaluation and Communication of Student Learning and Achievement* policy.

Superintendents, Curriculum and Instructional Services, Leadership Development, Student Services, Principals and Vice-Principals are responsible for:

- providing leadership and building capacity to ensure implementation of effective assessment, evaluation, and communication of student learning and achievement.

Teachers are responsible for:

- implementing effective assessment, evaluation, and communication of student learning and achievement in accordance with Board policies and procedures.

Students are responsible for:

- being active participants in the learning process and becoming independent learners.

Support Staff (educational assistants, psychologists, speech pathologists, etc.) are responsible for:

- supporting effective assessment, evaluation, and communication of student learning and achievement in accordance with Board policies and procedures.

School Councils are responsible for:

- representing the views of their respective community in relation to assessment, evaluation, and communication of student learning and achievement.

Parents are responsible for:

- being active participants in their child's learning by working collaboratively with the teacher, child and school to plan for their child's improvement.

Definitions

Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and/or applying the learning skills and work habits. This process includes how the assessment information is used for, as and of learning.

Communication

Communication about student learning and achievement is ongoing throughout the school year and is designed to provide appropriate information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home. Provincial report cards represent one formal method of communication about student learning and achievement.

Discriminatory Bias

A perception or act based on a personal perspective as opposed to a neutral or objective perspective, which sees or judges an individual or situation through that positive or negative lens. This serves as a barrier to fair, inclusive and respectful treatment of people and limits our students' prospects for learning, growing, and fully contributing to society.

Equity

Equity is a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. *(Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)*

Evaluation

The process of judging the quality of student learning on the basis of performance standards and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Fundamental Principles

To ensure that assessment and evaluation practices are valid and reliable and communication is timely, clear, accurate and meaningful for each student and parents/guardians, the following seven fundamental principles (adapted from the Ministry's *Growing Success* policy document) are required. Assessment, evaluation and communication practices and procedures are valid and reliable when they:

1. are fair, transparent, and equitable for each student;
2. support each student, including those with special education needs, English language learners, and those who are First Nations, Metis, or Inuit;
3. 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 each student;
4. 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;
5. 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement; and
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Legislative Context

Education Act

Department

Curriculum and Instructional Services

Policy History

Approved 2001
Revised 2002
Revised 2012

Board Procedure #305.0
Assessment, Evaluation and Communication of Student Learning and Achievement

Document Integration Project Format

This procedure outlines the specific responsibilities and tasks for each system partner that support the implementation of effective assessment, evaluation and communication of student learning and achievement.

Definitions

Assessment as learning

Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is they monitor their own learning; use assessment feedback from teacher, self, and peers to determine the next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning (*Growing Success*).

Assessment for learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning (*Growing Success*).

Assessment of learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning (*Growing Success*).

Assessment Framework

An assessment framework involves three key processes and five strategies that teachers and students will use collaboratively to support student learning (*Growing Success)*.

The three processes are:

- establishing where the learners are going in their learning;
- establishing where they are in their learning; and
- establishing what needs to be done to get them where they are going.

The five strategies are:

- identifying and clarifying learning goals and success criteria;
- engineering effective classroom discussions and other learning tasks that elicit information about student learning;
- providing feedback that helps learners move forward;
- through targeted instruction and guidance, engaging students as learning resources for one another; and
- through targeted instruction and guidance, helping students understand what it means to "own" their learning, and empowering them to do so.

Large-scale Assessment

Assessments that are conducted at the Board, provincial, national and/or international levels.

Professional Judgement

Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction (*Growing Success*).

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Assessment, Evaluation and Communication of Student Learning and Achievement* procedure.

Superintendents shall provide leadership to ensure implementation of effective assessment, evaluation, and communication of student learning and achievement by:

- building school administrator and school staff capacity in implementing the Ministry's *Growing Success: Assessment, Evaluation and Reporting in Ontario* policy document;
- using assessment and evaluation information (school and system) to inform decisions to support the cyclical nature of school and Board improvement planning processes;
- supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;
- identifying and supporting schools in addressing discriminatory bias to ensure inclusive assessment, evaluation and communication practices; and
- supporting school administrators and school staff in using, communicating and responding to applicable large-scale assessment information.

Curriculum and Instructional Services, Leadership Development and Student Services shall provide leadership to support implementation of effective assessment, evaluation, and communication of student learning and achievement by:

- building system and school staff capacity in implementing the Ministry's *Growing Success: Assessment, Evaluation and Reporting in Ontario* policy document;
- using assessment and evaluation information to inform decisions to support Board and school improvement planning processes;
- supporting system and school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;

- supporting system and school staff in identifying and addressing discriminatory bias to ensure inclusive assessment, evaluation and communication practices;
- supporting system and school staff in using, communicating and responding to large-scale assessment information; and
- advising and supporting superintendents and school administrators regarding the interpretation of policies and procedures related to assessment, evaluation and communication.

Principals and Vice-Principals shall provide leadership to ensure implementation of effective assessment, evaluation, and communication of student learning and achievement by:

- building school staff capacity by collaboratively working with School Leadership Teams in implementing the Ministry's *Growing Success: Assessment, Evaluation and Reporting in Ontario* policy document;
- using assessment and evaluation information to inform decisions to support the cyclical nature of the school improvement planning process;
- supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;
- supporting school staff in identifying and addressing discriminatory bias to ensure inclusive assessment, evaluation and communication practices;
- supporting teachers and school staff in using, communicating and responding to applicable large-scale assessment information;
- ensuring consistent administration of large-scale assessments; and
- ensuring that teachers comply with Ministry and Board policies, procedures and guidelines in the completion of provincial report cards.

Teachers shall implement effective assessment, evaluation, and communication of student learning and achievement, using their professional judgement, by:

- adhering to the Ministry's *Growing Success: Assessment, Evaluation and Reporting in Ontario* policy document to help inform instructional decisions, promote student engagement and improve student learning;
- implementing the assessment framework and assessment *as, for* and *of* learning practices;
- supporting students in being active participants in the learning process and becoming independent learners;
- teaching and assessing the learning skills and work habits that support life-long learning;
- using assessment and evaluation information to inform planning and decisions to support classroom program and instruction including information gathered through the IEP process;
- using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;
- identifying and addressing discriminatory bias to ensure inclusive assessment, evaluation and communication practices;
- using, communicating and responding to applicable large-scale assessment information;
- complying with Ministry and Board policies, procedures and guidelines in the completion of provincial report cards;
- reading and implementing the procedures related to this policy; and
- regularly reviewing, refining and building capacity in assessment, evaluation and communication practices.

Students shall be active participants in the learning process and become independent learners by:

- providing evidence of their achievement of the curriculum expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- demonstrating the learning skills and work habits that support life-long learning;
- understanding and being able to articulate what they are expected to learn;

- recognizing, describing and applying success criteria in relation to the learning goals;
- setting individual goals based on strengths, interests and needs;
- using descriptive feedback to monitor their own learning;
- engaging in peer assessment and feedback;
- seeking assistance when appropriate;
- determining next steps; and
- reflecting on their thinking and learning.

Support Staff (educational assistants, psychologists, speech pathologists, etc.) shall support effective assessment, evaluation, and communication of student learning and achievement by:

- knowing and understanding the Ministry's *Growing Success: Assessment, Evaluation and Reporting in Ontario* policy document;
- using assessment and evaluation information to inform decisions to support classroom program and instruction including information gathered through the IEP process;
- using fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels; and
- identifying and addressing discriminatory bias to ensure inclusive assessment, evaluation and communication practices.

School Councils shall represent the views of their respective school communities in relation to assessment, evaluation, and communication of student learning and achievement by:

- knowing their community and the unique contextual and demographic variables and the possible impact of these on the implementation of assessment, evaluation and communication practices; and
- using assessment and evaluation information (school level) to inform decisions to support the school improvement planning process.

Parents shall be active participants in their child's learning by:

- understanding what their child is expected to learn in relation to the curriculum expectations and the learning skills and work habits;
- understanding why and how their child is being assessed and evaluated;
- understanding how assessment and evaluation information is being used to support learning;
- working collaboratively with the school, teacher and child to plan for their child's improvement;
- actively monitoring their child's learning and supporting their child in implementing next steps for improvement; and
- communicating regularly with their child's teacher(s).

Related Procedures

Provincial Report Card, Senior Kindergarten to Grade 12
Timely Completion and Submission of Assignments for Evaluation, Grades 7-12
Academic Honesty, Kindergarten to Grade 12
Reporting Marks Below 50 Per Cent, Grades 9-12

Department

Curriculum and Instructional Services

Procedure History

Approved 2012

This procedure outlines assessment, evaluation and communication practices that support equity of student learning and achievement which are designed to promote the timely completion and submission of assignments for evaluation. These practices also serve to prevent and/or address late and missed assignments for evaluation.

Staff, students and members of the school community shall be involved in the effective implementation of the *Timely Completion and Submission of Assignments for Evaluation, Grades 7-12* procedure that is related to the *Assessment, Evaluation and Communication of Student Learning and Achievement* policy and procedure.

The range of support, which is designed to motivate learners and facilitate the timely collection of evidence and demonstration of learning, is divided into the following four inter-related protocols:

- communication with students and parents;
- implementation of assessment *for, as* and *of* learning practices;
- responses and application of consequences; and
- determination of a percentage mark on the Provincial Report Cards.

Definitions

Assignments for Evaluation

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do *not* include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class (*Growing Success*).

Deadline

The previously established and communicated date and time at which the assignment is to be submitted by the student to the designated teacher.

Evidence of Student Learning

Evidence of student achievement for evaluation is collected over time from three different sources-observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning (*Growing Success*).

Final Evaluation (Grades 9-12)

Thirty per cent of the 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 performance, a portfolio, an essay, and/or another method of evaluation suitable to the course content. The final culminating evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Late Assignment for Evaluation

An assignment for evaluation that is submitted any time beyond the collaboratively planned and clearly established and communicated deadline.

Missed Assignment for Evaluation

An assignment for evaluation that has not been submitted and therefore, no evidence of achievement has been demonstrated or provided by the student to the teacher in relation to the targeted curriculum expectations.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Timely Completion and Submission of Assignments for Evaluation, Grades 7-12* procedure.

Superintendents shall provide leadership to ensure effective implementation of the Timely Completion and Submission of Assignments for Evaluation, Grades 7-12 procedure by:

- supporting school administrators and school staff in implementing and communicating this procedure; and
- responding to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure.

Curriculum and Instructional Services, Leadership Development and Student Services shall provide leadership to support effective implementation of the Timely Completion and Submission of Assignments for Evaluation, Grades 7-12 procedure by:

- building system and school staff capacity in implementing and communicating this procedure;
- facilitating the development of resources to support school and classroom level implementation; and
- advising and supporting superintendents, school administrators and teachers regarding the interpretation of this procedure.

Principals and Vice-Principals shall provide leadership to ensure effective implementation of the Timely Completion and Submission of Assignments for Evaluation, Grades 7-12 procedure by:

- building school staff capacity in implementing and communicating the protocols associated with this procedure;
- facilitating the use of resources designed to support school and classroom level implementation;
- implementing and communicating this procedure and responding to relevant concerns expressed by the school and community in a manner that is consistent with the spirit and intent of this procedure; and
- monitoring and facilitating the support of students who have been referred by teachers.

Teachers shall implement the protocols associated with the Timely Completion and Submission of Assignments for Evaluation, Grades 7-12 procedure using their professional judgement through:

- *communication with students and parents/guardians by;*
  - communicating early in and throughout the school year/semester that students are responsible for providing evidence of their achievement within the timelines established by the teacher and in a form approved by the teacher,
  - informing students and their parents/guardians about the consequences for those who submit assignments for evaluation late or fail to submit assignments for evaluation,

- collaborating with students and then establishing deadlines for the submission of assignments for evaluation,
- communicating the timelines to students and, where appropriate, to parents/guardians, and
- contacting in-school supports and parents/guardians of students who are struggling and/or routinely unable to meet established timelines;

- *implementation of assessment for, as and of learning practices by;*
  - purposefully planning with the end in mind and designing a variety of tests/assignments for evaluation wherein students will demonstrate, use, apply, and communicate the knowledge, cognitive processes, critical and creative skills that they have learned within the unit(s) of instruction,
  - determining and communicating the number and nature of tests/assignments for evaluative purposes based on the overall expectations/key learning goals/big ideas of the subject/course early in the semester/school year in secondary and in a timely manner in elementary,
  - implementing the *assessment framework* as outlined in *the Ministry's Growing Success document* to foster an ongoing, positive, relationship between teacher and student, support students' feelings of self-efficacy and engagement, and promote growth and achievement by providing students with clear learning goals, success criteria, descriptive feedback, differentiated instruction and coaching for improvement,
  - collecting, tracking and using assessment *for* learning evidence to determine that students are prepared for the tests/assignments for evaluation,
  - providing accommodations and/or modifications for English language learners and for students with special education needs, as identified in their Individual Education Plans (IEPs),
  - providing students with explicit instruction in learning skills and work habits related to task and time management strategies,
  - planning and scheduling tests/assignments for evaluation with colleagues to support a manageable workload,
  - ensuring test dates/timelines and due dates for assignments for evaluation are not in conflict with significant faith days as per Board procedure,
  - making an adjustment to the test date or due date of an assignment for evaluation based on extenuating circumstances for an individual student, and
  - providing each student with equitable access to resources that are necessary to complete an assessment task or test/assignment for evaluation;

- *responses and application of consequences by;*
  - engaging in solution-focused dialogue, in a timely manner, with students and parents/guardians to determine reasons for late and/or missed assignments for evaluation,
  - using their knowledge of the learner, individual context and professional judgement to determine the most appropriate course of action designed to motivate the learner and facilitate the collection of evidence and demonstration of learning,
  - communicating, in a timely manner, with parents/guardians to share the consequences and next steps for a late or missed assignment for evaluation,
  - requiring the student to either submit the missed assignment for evaluation, complete an alternative assignment for evaluation or submit the assignment for evaluation within the re-negotiated and newly established timelines for second submission,
  - deducting marks for late assignments, up to and including the full value of the assignment, and
  - referring a student to school administration when due dates are consistently missed;

- *determination of a percentage mark on Provincial Report Cards by;*
  - ensuring that the letter grade/mark accurately represents the student's actual achievement of the curriculum overall expectations,
  - considering evidence for all the tests/examinations and assignments for evaluation that the student has completed or submitted, those that were not completed or submitted, and other available evidence of achievement,
  - ensuring that the percentage mark on the report card reflects the student's *most consistent* level of achievement, with special consideration given to *more recent* evidence and tests/assignments for evaluation that covered the most overall expectations for the course/grade,

- ensuring that a late mark deduction on an individual assignment for evaluation will not result in a midterm or final percentage mark that misrepresents the student's actual achievement during that reporting period,
- ensuring that the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, will not be considered in the determination of a student's percentage mark on a provincial report card,
- assigning a zero for a final evaluation that was missed and will be used in the determination of the final percentage mark on a provincial report card in grades 9-12, and
- in cases where there are extenuating circumstances, which may impact on a student's ability to participate in some or all of the final evaluation, the principal will decide, in consultation with the teacher, the most appropriate method of determining the student's final standing in the course which may include an opportunity for the student to participate in the portion(s) missed.

Students shall provide evidence of their achievement of the curriculum expectations within the time frame established by the teacher, and in a form approved by the teacher by:

- understanding their responsibility in completing and submitting assignments for evaluation;
- understanding the range of supports and consequences for not completing and or submitting assignments for evaluation;
- demonstrating the learning skills and work habits that support life-long learning;
- participating in the planning of timelines;
- attending classes daily;
- monitoring and continuously communicating their progress with the teacher;
- seeking assistance proactively where appropriate; and
- ensuring that late and/or missed assignments for evaluation are completed within the re-negotiated and newly established timelines for second submission.

Support Staff (educational assistants, psychologists, speech pathologists, etc.) shall support effective implementation of the Timely Completion and Submission of Assignments for Evaluation, Grades 7-12 procedure by:

- working collaboratively with teachers in supporting students with the timely completion and submission of assignments for evaluation; and
- supporting teachers in providing accommodations and/or modifications for English language learners and as identified in Individual Education Plans for students with special education needs.

Parents shall support their child's completion and submission of assignments for evaluation within the time frame established by the teacher, and in a form approved by the teacher by:

- reviewing expectations regarding the completion and submission of assignments for evaluation as communicated by teachers and the school with their child;
- understanding the range of supports and consequences for students who are not completing and submitting assignments for evaluation in a timely manner; and
- notifying the school of all student absences in a timely manner.

Related Procedures

Assessment, Evaluation and Communication of Student Learning and Achievement
Provincial Report Cards, Senior Kindergarten to Grade 12
Academic Honesty, Kindergarten to Grade 12
Reporting Marks Below 50 Per Cent, Grades 9-12

Department

Curriculum and Instructional Services

Procedure History

Approved 2012

This procedure outlines assessment, evaluation and communication practices that support equity of student learning and achievement which are designed to promote academic honesty. These practices also serve to prevent and/or address incidents of cheating and/or plagiarism. Prevention, detection and responses to cheating and plagiarizing are intended to maintain the dignity and self-worth of the learner and preserve the integrity of the learning environment.

Staff, students and members of the school community shall be involved in the effective implementation of the *Academic Honesty* procedure that is related to the *Assessment, Evaluation and Communication of Student Learning and Achievement* policy and procedure.

The range of support, which is designed to foster and support a culture of academic honesty, is divided into the following four inter-related protocols:

- communication with students and parents;
- implementation of assessment *for*, *as* and *of* learning practices;
- detection of incidents of cheating and plagiarism; and
- responses to incidents of cheating and plagiarism.

Definitions

Academic Honesty

For the purposes of this policy, academic honesty refers to students providing original evidence of their learning and appropriately acknowledging the work of others.

Cheating

Cheating is the attempt to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of a student's learning or the learning of others. Forms of cheating include, but are not limited to, the following:

- copying from another student or permitting another student to copy material;
- using aids, materials, and assistance which are not approved by the teacher;
- obtaining an unauthorized copy of a test or examination prior to the date and time of writing;
- changing a grade/percentage mark of an evaluation;
- preparing work, in whole or in part, with the expectation that this work will be submitted by another student for evaluation;
- offering for sale or gratis assignments, in whole or in part, with the expectation that these works will be submitted by a student for evaluation; and
- unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer, in whole or part, of files for academic gain.

Intellectual Property (also defined in Board Policy #545.0, Intellectual Property, Copyright and Professional Services)

Intellectual property (IP) is a broad term for various legal rights which attach to certain types of information, ideas, or other intangibles. The holder of this right is generally entitled to exercise various exclusive rights in relation to the IP subject matter. The term intellectual property reflects the idea that this subject matter is the product of the mind or the intellect, and that IP rights may be protected at law in the same way as any other form of property.

This may include using someone else's words, ideas or creations.

Plagiarism

Plagiarism refers to representing someone else's ideas, writing or other intellectual property as one's own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement. Plagiarism hinders learning and the development of learning skills and work habits. Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:

- someone else's written and/or spoken idea, theory or opinion;
- misrepresenting co-authored or collaboratively created work as one's own;
- music, drawings, designs, dance, photography, and other artistic or technical work created by someone else;
- reproductions of tables, graphs or any other graphic element produced by someone else;
- facts and information that are not generally known;
- an unusual or distinctive phrase, a specialized term, a computer code, or quantitative data;
- paraphrase or summary;
- unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer in whole or part of files for academic gain;
- copying from the Internet without giving proper acknowledgment to the source;
- submitting work prepared, in whole or in part, by another person or source and representing that work; and
- downloading research papers from the World Wide Web (www), in whole or in part, and submitting the paper as original work as one's own.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Academic Honesty, Kindergarten to Grade 12* procedure.

Superintendents shall provide leadership to ensure effective implementation of the Academic Honesty procedure by:

- supporting school administrators and school staff in implementing and communicating this procedure; and
- responding to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure.

Curriculum and Instructional Services, Leadership Development and Student Services shall provide leadership to support effective implementation of the Academic Honesty procedure by:

- building system and school staff capacity in implementing and communicating this procedure;
- facilitating the development of resources to support school and classroom level implementation; and
- advising and supporting superintendents, school administrators and teachers regarding the interpretation of this procedure.

Principals and Vice-Principals shall provide leadership to ensure effective implementation of the Academic Honesty procedure in their schools by:

- building school staff capacity in implementing and communicating the protocols associated with this procedure;
- facilitating the use of resources designed to support school and classroom level implementation;
- implementing and communicating this procedure and responding to relevant concerns expressed by the school and community in a manner that is consistent with the spirit and intent of this procedure; and
- monitoring and facilitating the support of students who have been referred by teachers.

Teachers shall implement the protocols associated with the Academic Honesty procedure using their professional judgement through:

- *communication with students and parents/guardians by;*
    - communicating to students and parents/guardians early in and throughout the school year/semester the following,
        - the responsibility of students to provide evidence of their own achievement and that cheating and plagiarism will not be condoned,
        - key concepts and vocabulary related to academic honesty,
        - skills and strategies to promote academic honesty,
        - methods and tools used to prevent and/or detect cheating and plagiarizing, and
        - consequences for cheating and plagiarism;
- *implementation of assessment for, as and of learning practices by;*
    - implementing the *assessment framework* as outlined in Ministry's *Growing Success* document to foster an ongoing, positive, relationship between teacher and students, support students' feelings of self-efficacy and engagement, and promote growth and achievement by providing students with clear learning goals, success criteria, descriptive feedback, differentiated instruction and coaching for improvement,
    - collecting, tracking and using assessment *for* learning information to determine that students are prepared and able to provide evidence of their learning through tasks/assignments for evaluation,
    - providing accommodations and/or modifications for English language learners and students with special education needs, as identified in their Individual Education Plans (IEPs),
    - providing students with explicit instruction in learning skills and work habits related to academic honesty and the completion and submission of original work,
    - planning and scheduling assignments for evaluation with colleagues to support a manageable workload and minimize opportunities for students share the contents of test questions and/or answers,
    - appropriately organizing the physical layout of the learning environment to deter cheating and plagiarism during the completion of assignments for evaluation, and
    - providing each student with equitable access to resources that are necessary to complete an assessment task/assignment for evaluation;
- *detection of incidents of cheating and plagiarizing by;*
    - collecting, tracking and using assessment *for* learning evidence to understand the strengths and needs of each student,

- analyzing the inconsistencies between the quality of work submitted for evaluation relative to previous work/evidence provided by the student in class,
- identifying similarities between the evidence of learning from one student with those collected from others,
- locating texts/sources, where possible and necessary, for which credit or proper citations have not been given,
- being transparent with students when using plagiarism detection software and electronic tools, and
- supervising vigilantly during tests, examinations and other in-class assignments for evaluation;
- *responses to incidents of cheating and plagiarizing by;*
  - engaging in conversations to investigate and understand the specific circumstances surrounding the incident including, but not limited to,
    - sharing the evidence with the student that suggests an incident of cheating or plagiarism has occurred,
    - determining the student's current knowledge and understanding of academic honesty and assist the student in understanding their role and responsibility, and
    - determining the impact of the cheating and/or plagiarizing on the individual student, peers and learning environment,
  - considering the following before implementing consequences of cheating and plagiarizing;
    - evidence that the student has cheated or plagiarized,
    - learner profile (including the grade level and maturity of student),
    - the frequency and severity of incidents,
    - the individual circumstances/mitigating factors, and
    - additional information gathered during conversations,
  - communicating with the principal, parents/guardians and student(s) when an incident of cheating and/or plagiarism has occurred to,
    - seek additional information surrounding the circumstances/mitigating factors to inform the decision regarding consequences, and
    - inform them of the consequences that will be applied,
  - applying the following behavioural and academic responses/consequences that align with the information gathered through the investigation and maintain the dignity and self-worth of the learner and the integrity of the learning environment,
    - behavioural responses/consequences,
      - administering disciplinary actions that support student's awareness of, and accountability for, their actions and the impact upon the learning environment,
      - collaborating with student to determine ways to make amends,
      - re-teach strategies and skills to prevent future incidents, and/or
      - directing student to complete an assignment or task to promote a deeper understanding of the importance of academic honesty,
    - academic responses/consequence,
      - where appropriate and possible, directing student to redo the original, in part, or in its entirety, or complete an alternative assignment under supervision in an appropriate and mutually agreed-upon timeframe,
  - reporting incidents of cheating and/or plagiarism to school administration,
  - referring a student to school administration if an incident of cheating and/or plagiarism has a significant impact on the student's academic achievement record, and
  - referring to the *Timely Completion and Submission of Assignments for Evaluation, Grades 7-12* procedure when absence of original student work is deemed a missed assignment.

Students shall provide original evidence of their learning and achievement and appropriately acknowledge the work of others by:

- understanding the key concepts and definitions related to academic honesty;
- understanding the range of supports to promote academic honesty;

- using skills and strategies to prevent cheating and plagiarizing;
- understanding the consequences applied when cheating and/or plagiarizing is detected;
- demonstrating the learning skills and work habits that support life-long learning;
- acknowledging all sources using the required citation format;
- obtaining permission, where possible, to use other's intellectual property; and
- actively seeking clarification and support when needed.

Support Staff (educational assistants, psychologists, speech pathologists, etc.) shall support effective implementation of the Academic Honesty procedure by:

- working collaboratively with teachers in supporting students with the provision of original evidence of their learning and achievement; and
- supporting teachers in providing accommodations and/or modifications for English language learners and student with special education needs, as identified in their IEPs.

Parents shall support their child in providing original evidence of his/her learning and appropriately acknowledging the work of others by:

- understanding the key concepts and definitions related to academic honesty;
- understanding the range of supports to promote academic honesty;
- understanding the consequences applied when cheating and/or plagiarizing is detected; and
- being aware of skills and strategies to prevent cheating and plagiarizing and reviewing these with their child.

Related Procedures

Assessment, Evaluation and Communication of Student Learning and Achievement
Provincial Report Cards, Senior Kindergarten to Grade 12
Timely Completion and Submission of Assignments for Evaluation, Grades 7-12
Reporting Marks Below 50 Per Cent, Grades 9-12

Department

Curriculum and Instructional Services

Procedure History

Approved 2012
Revised 2013

This procedure outlines assessment, evaluation and communication practices that support equity of student learning and achievement which are designed to promote a consistent approach to the reporting of marks below 50 per cent as per the Ministry's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010* policy document.

Staff, students and members of the school community shall be involved in the effective implementation of the *Reporting Marks Below 50 Per Cent, Grades 9-12* procedure that is related to the *Assessment, Evaluation and Communication of Student Learning and Achievement* policy and procedure.

The range of support, which is designed to motivate learners and facilitate the collection of evidence and demonstration of learning, is divided into the following four inter-related protocols:

- communication with students and parents;
- implementation of assessment *for, as* and *of* learning practices;
- collection of evidence of student learning and achievement; and
- determination of a percentage mark on the Provincial Report Cards.

Definitions

Credit Recovery

Credit Recovery is one of several program options for students who have completed a course within the last two years and have received a failing grade. Students are able to recover the credit by meeting course expectations that were not achieved initially. Access to credit recovery programming is based on a variety of indicators and not solely on a mark designation. The Credit Recovery Team, who considers all factors that impacted the student's success, makes the final determination of credit recovery placement. Students may recover credits only for courses taken and failed (and not, for example, for a course of a different type in the same subject and grade). Students who withdraw from a course are not eligible for credit recovery. (adapted from *Growing Success*)

Final Evaluation

Final Evaluation is an evaluation administered at or towards the end of a course. This evaluation will be based on evidence from one or a combination of the following; an examination, a performance, an essay, a portfolio, and/or another method of evaluation suitable to the course content or accommodations outlined in the student's Individual Education Plan. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (adapted from *Growing Success*)

Scaffolding

Is an instructional approach that involves breaking down tasks so that students can concentrate on specific, manageable objectives and gradually build understanding and skill, with the aid of modeling by the teacher and ample opportunity for practice. Scaffolding provides students with a supportive structure within which to learn. (*Growing Success*)

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Reporting Marks Below 50 Per Cent, Grades 9-12* procedure.

Superintendents shall provide leadership to ensure effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure by:

- supporting school administrators and school staff in implementing and communicating this procedure; and
- responding to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure.

Curriculum and Instructional Services, Leadership Development and Student Services shall provide leadership to support effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure by:

- building system and school staff capacity in implementing and communicating this procedure;
- facilitating the development of resources to support school and classroom level implementation; and
- advising and supporting superintendents, school administrators and teachers regarding the interpretation of this procedure.

Principals and Vice-Principals shall provide leadership to ensure effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure by:

- building school staff capacity in implementing and communicating the protocols associated with this procedure;
- facilitating the use of resources designed to support school and classroom level implementation;
- implementing and communicating this procedure and responding to relevant concerns expressed by the school and community in a manner that is consistent with the spirit and intent of this procedure; and
- monitoring and facilitating the support of students who have been referred by teachers.

Teachers shall implement the protocols associated with the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure using their professional judgement through:

- *communication with students and parents/guardians by;*
  - communicating as soon as possible when evidence of achievement falls much below the provincial standard (level one or below on the achievement chart),
  - informing students and their parents/guardians about the specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning, and
  - discussing appropriate parental supports;
- *implementation of assessment for, as and of learning practices by;*
  - implementing the assessment framework as outlined in the Ministry's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010* policy document ,
  - identifying and clarifying learning goals that have been met and not met,
  - reviewing and adjusting accommodations and/or modifications for English language learners and for students with special education needs, as identified in their Individual Education Plans (IEPs),
  - scaffolding instruction that aligns with the student's current learning needs and level of achievement,

- providing explicit instruction in identified areas of need related to learning skills and work habits, and
- designing assessment tasks and/or assignments for evaluation, that address the student's specific learning needs, necessary to achieve success in the course;
- *collection of evidence of student learning and achievement by;*
  - collecting evidence of achievement over time from observations, conversations, student products,
  - collecting evidence of learning skills and work habits,
  - evaluating individual contributions and assigning individual marks to group projects,
  - adhering to the protocols outlined in the *Timely Submission and Completion of Assignments for Evaluation, Grades 7-12* as necessary, and
  - adhering to the protocols outlined in the *Academic Honesty, Kindergarten to Grade 12 as necessary;*
- *determination of a percentage mark on the Provincial Report Cards by;*
  - ensuring that the mark accurately represents the student's actual achievement of the overall curriculum expectations,
  - assigning a percentage mark using the full range of numerical values from 0 per cent to 100 per cent,
  - ensuring that the percentage mark is informed by both a mathematical calculation and professional judgement, particularly in cases where the mark approaches the next level of achievement (e.g. 47 to 49 per cent),
  - consulting with administration and in-school supports, including the Student Success team, prior to assigning a mark below 50 per cent,
  - basing 70 per cent of the final mark on evaluation conducted throughout the course,
  - basing 30 per cent of the final mark on a final evaluation administered at, or towards the end of the course,
  - considering evidence from all the tests, examinations and assignments for evaluation that the student has completed or submitted, those that were not completed or submitted, and other available evidence of achievement,
  - considering that some evidence carries greater weight than other evidence,
  - ensuring that the percentage mark on the report card reflects the student's *most consistent* level of achievement, with special consideration given to *more recent* evidence,
  - using code "I" to indicate when there is insufficient evidence available to determine a percentage mark for students in Grades 9-10 only,
  - ensuring that the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, will not be considered in the determination of a student's percentage mark on a provincial report card,
  - ensuring the accommodations of the IEP have been provided, and
  - referring student to in-school supports, including the Credit Recovery Team, to determine appropriate future placements and/or strategies for success.

Students shall actively participate in their own learning by:

- understanding and fulfilling their responsibility in providing evidence of their learning;
- understanding their identified areas of need related to learning goals, learning skills and work habits and next steps for improvement;
- participating in the setting of individualized learning goals and construction of success criteria;
- understanding the range of supports available to them to improve their learning and achievement;
- monitoring and continuously communicating their progress with the teacher;
- attending classes daily; and
- seeking feedback and assistance.

Support Staff (educational assistants, psychologists, speech pathologists, etc.) shall support effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure by:

- working collaboratively with teachers to support students when evidence of their achievement falls much below the provincial standard (level one or below on achievement chart); and
- supporting teachers in reviewing and adjusting accommodations and/or modifications for English language learners and as identified in Individual Education Plans for students with special education needs.

Parents shall support their child's learning and achievement by:

- understanding their child's identified areas of need in relation to the curriculum expectations/learning goals and the learning skills and work habits;
- understanding the range of supports, interventions and strategies available to their child to improve learning and achievement; and
- understanding the appropriate parental supports.

Related Procedures

Assessment, Evaluation and Communication of Student Learning and Achievement
Provincial Report Cards, Senior Kindergarten to Grade 12
Timely Completion and Submission of Assignments for Evaluation, Grades 7 to 12
Academic Honesty, Kindergarten to Grade 12

Department

Curriculum and Instructional Services

Procedure History

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