



Procedure Section: **School Administration**

**900**

Procedure Name: **Assessment, Evaluation, and Reporting Guidelines of Student Achievement**

**903**

## **PROCEDURE**

# **Assessment, Evaluation, and Reporting Guidelines of Student Achievement**

## **Procedure**

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation practices must be fair, transparent, and equitable for all students. Assessment, evaluation, and reporting are based on the Ministry of Education's document, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Further direction regarding cheating and plagiarism (Gr. 1-12), late and missed assignments (Gr. 7-12) and lower limits of marks below 50% on report cards (Gr. 9-12) are included in this procedure.

[Cheating and Plagiarism \(Gr. 1-12\)](#)

[Late and Missed Assignments \(Gr. 7-12\)](#)

[Protocol for Assigning a Lower Limit on Report Cards \(Gr. 9-12\)](#)

## **Guidelines**

1. Provincial and KPDSB curriculum documents, and the provincial achievement levels and charts are the reference point for evaluating the overall expectations of student achievement.
2. Assessment is 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. This collecting of information, as, for, and of learning, informs teaching and improves learning. Assessment strategies should be triangulated to include teacher observations of student learning, student-teacher conversations around learning, and student products submitted which demonstrate learning.
3. Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade, subject, or course, often at the end of a period of learning.
4. Student achievement must be evaluated separately from learning skills and work habits.

5. Report card grades must be based on sufficient evidence of achievement, must provide for multiple opportunities for student performance, and must reflect the student's most consistent level of achievement with special consideration given to more recent evidence.
6. Assessment and evaluation practices will reflect accommodations and modifications outlined in the Individual Education Plan (IEP) for students with special needs.

### **Cheating and Plagiarism (Gr. 1-12)**

**“Cheating”** is defined as being dishonest in order to achieve an unfair academic advantage.

**“Plagiarism”** is defined as presenting someone else's words or ideas as one's own without proper attribution.

Parents/guardians and school communities have a shared responsibility to help students understand cheating and plagiarism are not acceptable practices. Schools will implement strategies to inform all members of the school community about cheating and plagiarism. A continuum of behavioural and academic consequences will reflect the grade and maturity level of the student, the number and frequency of incidents, and the number of individual circumstances.

It can take the form of:

- submitting an assignment that was completed by another and claiming it as one's own;
- incorporating segments of someone else's work and only using connecting sentences without reference to the source;
- copying sections, paragraphs, images, or even a unique word from the media without referencing the source; and/or
- direct copying of another person's version of an assignment, as in the case of a parent/guardian, tutor, or ghostwriter, sourced directly from artificial intelligence, or other media.

Teachers will use professional judgment, and in consultation with school administration, parents/guardians, and the student, determine consequences and/or remediation. When determining the behavioural and/or academic response, the grade level of the students, the student's maturity level, the number and frequency of incidents, and individual circumstances of the student must be considered.

Consequences may include:

- the work not being accepted for assessment;
- the student redoing part or all of the assignment or assessment;
- the student completing an alternative assignment or assessment; and/or
- the student limiting their access to recognitions (e.g., school awards, scholarships).

In consultation with administration, additional consequences related to the student's behaviour may be determined (e.g., detention, suspension, etc.) as per the school's progressive discipline process. A student's provincial report card Learning Skills and Work Habits section (e.g., Responsibility, Self-regulation) must be used to reflect incidents of cheating and plagiarism.

### **Late and Missed Assignments (Gr. 7-12)**

Since assessment informs student learning, it is important that students submit work according to timelines and due dates. Teachers will establish timelines and due dates for the submission of each assignment and clearly communicate these to students and to parents/guardians when appropriate. Those students who cannot meet the due date should advise the teacher in advance.

Communication must occur between the student, parent/guardian, and teacher to clarify the reason for any missed assignments.

Responses to late and missed assignments may include, but are not limited to:

- parent/guardian contact to advise of the late or missed assignment;
- student referral to the in-school intervention support (e.g., student success teacher, administration, special education resource teacher, guidance, tutor, etc.);
- a negotiated extension or revised timeline; and/or
- an alternative opportunity for the student to demonstrate the same expectations.

An assignment may only receive a mark with no deductions, or an incomplete (i.e., "I"). A zero may not be assigned for any missed or late assignments as this misrepresents the student's actual achievement. Any mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement.

A student's provincial report card Learning Skills and Work Habits section (e.g., Responsibility, Organization) must be used to reflect late and/or missed assignments.

## **Protocol for Assigning a Lower Limit on Report Cards (Gr. 9-12)**

Growing Success requires Boards of Education to determine the lower limit of the range of marks below fifty percent (50%) that the teacher may record to report student achievement on report cards.

The Keewatin-Patricia District School Board (KPDSB) will use the lower limit in all secondary schools of twenty-five percent (25%) for students who demonstrate limited knowledge of the curriculum expectations and who will be required to repeat a credit or take a new credit.

There may be individual circumstances in which teachers may feel the need, in their professional judgment, to assign the mark of zero (0) to a student for their final report card mark. This would occur when the teacher has no evidence of student learning.

## **Definitions**

**“Accommodations”** are special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

**“Achievement Chart”** is a standard, province-wide guide to be used by teachers to make judgments about student work based on clear performance standards.

**“Achievement Levels”** are brief descriptors of four (4) different degrees of student achievement of the provincial curriculum expectations for any given subject/discipline. Level 3 is the “provincial standard”. Parents/Guardians of students achieving at level 3 in a particular grade or course can be confident that their children will be prepared for work in the next grade or the next course. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

**“Assessment”** is 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.

**“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 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.

**“Assessment for Learning”** is 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.

**“Assessment of Learning”** is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments 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/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**“Evaluation”** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

**“Learning Skills and Work Habits”** are the skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six (6) skills and habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

**“Modifications”** are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

**“Professional Judgment”** 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, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.