

PROCEDURE

Assessment, Evaluation, and Reporting Guidelines of Student Achievement

Procedure

The primary purpose of assessment and evaluation is to improve student learning. Students are responsible for providing evidence of their learning with established timelines. Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four (4) factors:

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

Assessment and evaluation will be based on the content standards (curriculum expectations) and performance standards (student achievement chart).

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.
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.

7. 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.
8. The completion of assigned work is a critical component of assessment and evaluation of student achievement. Schools will inform students and parents/guardians of the guidelines for late and missed assignments.
9. In secondary schools, the lower limit on the report card mark will be twenty-five percent (25%) according to the KPDSB Assessment, Evaluation, and Reporting Guidelines Procedures.

The Seven Fundamental Principles

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

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

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Late and Missed Assignments

Teachers will establish timelines in consultation with the students for the submission of each assignment for evaluation and clearly communicate those due dates to parents/guardians when appropriate. Those students who cannot meet the due date will contact the teacher in advance.

Teachers will work with the student(s) to determine the subsequent course of action for each assignment for evaluation not completed by the due date. Teachers will use professional judgment and will consider the continuum of behavioural and academic responses and consequences based on the grade level of the students, the student's maturity level, number and frequency of incidents, and past strategies and interventions.

In the case of extenuating circumstances including, but not limited to illness, accident, and family circumstances, late penalties may be waived.

A student may be offered opportunities to complete alternate assignments beyond the due date in order to accommodate for changes in circumstances that may have hindered a student's chance for success.

After other interventions have been unsuccessful, the teacher may consider the deduction of marks for an incomplete assignment. If a student does not submit work by the due date, a five percent (5%) deduction per day for up to five (5) school days may be applied. If the assignment is still not received after this time, a zero (0) may be assigned.

Strategies to Prevent and/or Address Late or Missed Assignments

It is the teacher's responsibility to use appropriate and various strategies to most benefit student learning while helping to prevent and/or address late and missed assignments. They include:

- Asking the student to clarify the reason for not completing the assignment;
- Helping students develop better time-management skills;
- Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- Planning for major assignments to be completed in stages so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- Maintaining ongoing communication with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
- In secondary schools, referring the student to the student success team or teacher;
- Taking into consideration legitimate reasons for missed deadlines;
- Setting up a student contract;
- Using counseling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;

- Reviewing the need for extra support for English language learners;
- Reviewing whether students require special education services;
- Requiring the student to work with a school team to complete the assignment;
- For First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family;
- Understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents/guardians and their previous experiences with the school system;
- Providing alternative assignments, tests, or exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so; and/or
- Deducting marks for late assignments, up to and including the full value of the assignment.

Cheating and Plagiarism

“**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 academically acceptable practices. Schools will implement strategies to inform all members of the school community about cheating and plagiarism.

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, or other media.

Teachers will use professional judgment, and in consultation with school administration, parents/guardians, and the student determine consequences and/or remediation. The following factors will be considered when determining the behavioural and/or academic response: the grade level of the students, the student's maturity level, number and frequency of incidents, and past strategies and interventions.

Protocol for Assigning a Lower Limit on Report Cards

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 the student's knowledge or skills. Examples of this would include but are not limited to, students who miss all tests, do not hand in any assignments, or are absent for the assessments. In these circumstances an exception to the lower limit could be undertaken.

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 behavior 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 age-appropriate and/or grade-level expectations for a subject or course in order to meet a student’s learning needs. For students with an Individual Education Plan (IEP), these changes could include, but are not limited to, expectations from a different grade level, significant changes (increase or decrease) in the number and/or complexity of the learning expectations, and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified. Grade-level expectations may also be modified to support the needs of English language learners. At the secondary level, when modifications are made to support English language learning needs, the Principal works collaboratively with the classroom teacher to determine the integrity of the credit.

“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.

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“Student-led Conference” is a student-parent/guardian conference that engages the student in direct communication with the parents/guardians through the use of portfolios illustrating the student’s achievement and learning. Students, with the teacher’s support, take the lead in walking their parents/guardians through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment.