

Canterbury High School

Assessment, Evaluation, and Reporting of Student Achievement

The Ontario Ministry of Education states that the primary purpose of assessment and evaluation is to improve student learning. To support this aim, information gathered through assessment will be used by teachers to provide descriptive feedback that guides the student's efforts towards improvement. Evaluation is the process of judging the quality of student achievement of overall expectations. Teachers will use the Ministry achievement charts to evaluate evidence of the student's performance demonstrated over time. Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, which also provides a record of the learning skills demonstrated by the student.

Canterbury High School is committed to improving student learning through assessment, evaluation and reporting of student achievement. To support this endeavour, teachers will communicate course requirements through the course outline at the beginning of the semester. In order to demonstrate their learning, students will participate in a variety of assessment activities with multiple opportunities to act on descriptive feedback. Teachers will work collaboratively with students to determine next steps for improvement and to encourage a culture of learning.

Assessment and Evaluation Expectations and Responsibilities

STUDENTS	TEACHERS	PARENTS
<p>Expectations:</p> <ul style="list-style-type: none"> • To be fully prepared for all assessment and evaluation experiences • To understand how they are being evaluated prior to the evaluation • To have an opportunity to reflect on their learning and incorporate feedback from their formative evaluations 	<p>Expectations:</p> <ul style="list-style-type: none"> • To have students take charge of their own learning as active partners • To receive student submissions on time • To have students complete daily work in preparation for achieving the overall expectations • To receive student submissions that reflect a student's best work • To reasonably expect students and parents to accept a teacher's professional judgment in assessment and evaluation 	<p>Expectations:</p> <ul style="list-style-type: none"> • To be informed through their child about course requirements and overall expectations, assessment and evaluation tasks, and due dates for submission of work • To be able to communicate with teachers for advice or information regarding their child's progress • To be partners in the learning process
<p>Responsibilities:</p> <ul style="list-style-type: none"> • To attend class regularly with the appropriate learning materials • To complete all work to the best of their ability • To submit their own work to teachers by set deadlines • To be active partners in the learning process • To respect the learning environment, others, and self • To set individual goals for learning • To take all opportunities to improve work after receiving feedback 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To prepare all students fully for assessment and evaluation • To monitor student progress based on daily work and assessment tasks • To grade and return student work in a timely manner • To be familiar with, and implement, assessment and evaluation practices that are consistent with Ministry and Board policies • To be fair, transparent, and equitable in assessment, evaluation, and reporting practices • To keep parents informed regarding the progress of their child • To initiate regular contact with parents if difficulties arise • To use a repertoire of proactive strategies and ongoing feedback to ensure that quality work is submitted in a timely fashion 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To monitor the progress of their child • To initiate contact with teachers if and when difficulties arise • To ensure that students spend time at home preparing for evaluations and completing their own work • To know about, monitor and support due dates for submission of work • To take advantage of interview opportunities provided at parent interview nights • To contact the school regarding student absences

*Adapted from Consistency in Classroom Assessment, Support Materials for Educators
Council of Ontario Directors of Education, p. 18, 2006.*

Communication

Canterbury High School uses various methods of communication to inform parents of student progress; parents are encouraged to make use of them in turn. Communication methods include:

- progress reports (issued approximately six weeks into each semester), mid-semester report cards (mid-November and mid-April), final report cards (early February and mailed in early July)
- parent-teacher interviews (Semester 1 – late October / Semester 2 – late March)
- Arts Canterbury Letters of Concern if required (issued approximately two weeks after midterm report cards)
- Mini Timetable Night (3rd week of September)
- telephone calls
- e-mail (OCDSB email format is **firstname.lastname@ocdsb.ca**)

Refer to the student agenda and/or school website (www.canterburyhs.ocdsb.ca) for specific dates and teacher email addresses.

Grades

Final grades will be based on an individual student's demonstrated level of achievement in the four categories defined in the Ontario Ministry of Education curriculum documents. Seventy percent (70%) of the grade will be based upon term evaluations and thirty percent (30%) of the grade will be based upon summative evaluations administered towards or at the end of the course. In determining levels of student achievement, professional judgment will be used based on the student's most consistent level of achievement with special consideration given to more recent evidence of overall expectations. Overall course expectations must be met in order for a credit for the course to be awarded. For grades 9 and 10, the code "I" may be used on a student's report card to indicate that insufficient evidence is available to determine a percentage grade. Students who receive an "I" on a final report card may be considered for credit recovery.

Learning Skills and Work Habits

Learning skills and work habits (responsibility, organization, independent work, collaboration, initiative and self-regulation) have a significant impact on academic achievement; they are assessed and reported separately using a four-point scale (Excellent, Good, Satisfactory and Needs Improvement).

Evaluations

Teachers will identify the set of evaluations related to overall expectations which will be communicated to students, along with process timelines to support them in completing major tasks and meeting due dates, end-of-unit dates, and end-of-reporting-period dates. When students know that they will be absent for a test, presentation or other assignment due date, they are expected to make alternate arrangements with the teacher before the due date. In the case of an unforeseen absence, students and/or their parents must contact the classroom teachers to discuss the specific circumstances. Where critical evidence of learning is missing the following protocol applies:

Missed Tests	<ul style="list-style-type: none">• The teacher will inform the parent/guardian about the missed test.• Based upon the circumstances and the teacher's professional judgment, students will:<ul style="list-style-type: none">a) Complete the test immediately upon return to school; orb) Make arrangements with the teacher for a make-up; orc) Make arrangements with the teacher for an alternate assignment.• Failure to comply with the above will result in referral to the Student Success Team for completion.
Missed Presentations	<ul style="list-style-type: none">• The teacher will inform the parent/guardian about the missed presentation.• Based upon the circumstances and the teacher's professional judgment, students will:<ul style="list-style-type: none">a) Complete the presentation immediately upon return to school; orb) Meet with the teacher to discuss an alternate date or assignment.• After speaking with the parent/guardian and the student, revised timelines for completion of the work will be set by the teacher and a variety of proactive strategies will be utilized in order to support the student.• Failure to complete the work according to the new timelines may result in referral to the Student Success Team or a mark of zero if the student does not produce evidence of learning.
Late, Missed or Incomplete Major Assignments	<ul style="list-style-type: none">• The teacher will inform the parent/guardian about the late, missed or incomplete assignment.• A mark of 'incomplete' will be recorded until the late, incomplete or missed work is submitted and/or the student demonstrates evidence of learning.• Based upon the circumstances and discussion(s) with the parent/guardian and the student, the student will be provided with another opportunity to demonstrate his/her learning.• Timelines for submission of the late or incomplete work will be set by the teacher and the student may be referred to the Student Success Team for support.• The student may be assigned an alternate task in order to provide evidence of learning if the integrity of the original task is compromised by late submission.• If the renegotiated deadline is still not met, the parent/guardian will be contacted and the student may be referred to the voluntary lunch hour work room to complete the outstanding work. After a variety of proactive strategies have been utilized and after administration has been consulted, a mark deduction of 10% per day (up to a maximum of 50%) may be deducted for late submissions.• If the new deadline is not honoured and the student fails to hand-in a major assignment, thereby

	<p>failing to demonstrate achievement of curriculum expectations, students will receive a mark of zero. Students who are unable to demonstrate achievement of curriculum expectations through the completion of major course assignments will jeopardize their ability to earn the credit.</p>
Academic Integrity	<ul style="list-style-type: none"> • In keeping with the expectations outlined in the OCDSB Character Development program, all students are expected to produce and take credit for their own work. • As a preventative strategy, the Teacher Librarian will conduct seminars on academic integrity with grade nine classes each year, and all subject teachers will review academic integrity expectations at the beginning of the semester with each of their classes. • Fraudulent work is of no value and provides zero evidence of a student's learning. • Fraudulent work includes, but is not limited to, copying someone else's work, cheating, citing references incorrectly, using online translators, and handing in the same assignment for more than one course. • A student's parent/guardian will be contacted in such cases and all fraudulent work submitted will be documented and archived. • Academic dishonesty will have a behavioural consequence. Students who submit fraudulent work will be referred to Canterbury's Academic Integrity Committee where they will participate in a workshop on academic integrity, delivered within the context of the OCDSB Character Development program. • Upon completion of the workshop, the Academic Integrity Committee will issue a 'Completion of Academic Integrity Workshop' notice that the student must take back to their subject teacher. • Students will then have an opportunity to redo the original assignment or complete an alternate task, based on a due date negotiated with the subject teacher. • A mark of zero will be assigned if the student does not produce evidence of learning.

Large-Scale Assessments/Evaluations:

In addition to course evaluations, the following large-scale assessments/evaluations take place throughout the year. Dates for these assessments are published in the Student Planner and on the school website.

Grade 9 Assessment of Mathematics (EQAO)	<p>All students in grade 9 math courses are required to participate in the Grade 9 Assessment of Mathematics.</p> <ul style="list-style-type: none"> • This assessment is based upon the provincial curriculum expectations and is administered towards the end of the semester on dates published in the Student Planner.
Ontario Secondary School Literacy Test (EQAO)	<ul style="list-style-type: none"> • All students who are working towards an Ontario Secondary School Diploma are required to write the Ontario Secondary School Literacy Test (OSSLT) in their grade 10 year. • Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfil this requirement through the Ontario Secondary School Literacy Course (OLC4O). <p>The OSSLT is administered each spring. Successful completion of the OSSLT or OLC4O is a graduation requirement.</p>
District-Wide Summatives/Exams	<ul style="list-style-type: none"> • Students in senior English courses (ENG4U and ENG4C) are required to write a common district-wide examination at the end of the course. • Students in Grade 10 Mathematics courses (MPM2D and MFM2P) are required to write a common district-wide summative and exam at the end of the course. • These exams will be administered during the examination period.

Exams

Final examinations for courses will be administered at the end of January and June within the dates specified in the school year calendar, which can be found in the student planner and on the school website. Specific exam schedules will be distributed towards the end of the semester and will also be posted on the school website.

If a student is not present at the beginning of an exam, the teacher will inform the parent/guardian. A legitimate absence from an exam is one resulting from student illness or family emergency, and appropriate documentation must be provided to the student's Vice-Principal. In the case of a legitimate absence, the Vice-Principal will consult with the teacher and an alternate exam may be scheduled or the final mark may be calculated based upon the summative work already submitted.

Summative Evaluations

Dates for summative evaluations (e.g. performance tasks, essays, etc.) that are administered towards the end of the semester or term, in the case of half courses, or school year, in the case of non-semestered courses. A tentative summative schedule will be posted on the school website during the first term of each semester. Any changes to the schedule will be communicated directly by the classroom teacher to students.

The teacher will inform the parent/guardian about a late or missed summative evaluation. As with formal examinations, a legitimate absence from a summative is one resulting from student illness or family emergency, and appropriate documentation must be provided to the student's Vice-Principal. In the case of a legitimate absence, the Vice-Principal will consult with the teacher and an alternate due date will be established. If the summative is time sensitive, an alternate task may be assigned.

Credit Recovery/Rescue

Credit recovery and/or credit rescue plans may be implemented in order to support student achievement.

Credit recovery may be available only after a student has **failed** a course. The Student Success Team (comprised of Administration, the Student Success Teachers and the Head of Student Services and Special Education), in consultation with the subject teacher, determines a course of recovery. The time frame for completion varies but a student may take until the end of the next semester to complete the required work and receive the credit.

Credit rescue usually occurs part way through a semester or at the end of a semester when the Student Success Teacher (SST) has determined, through tracking with the classroom teacher and the Student Success Team, that a student's credit may be in jeopardy. The SST works with the student, subject teacher, and possibly Student Services and/or Special Education to implement a plan to help the student achieve the credit. This plan may consist of the student completing work for missed or incomplete assignments, re-doing assignments and/or completing summative tasks. The work completion generally occurs outside of the scheduled class time and must be completed before the end of the final exam period.

Accommodations

Students who have been formally identified through the process of an Identification, Placement and Review Committee (IPRC) and other students whose needs are outlined in an Individual Education Plan (IEP) are entitled to accommodations for assessments and evaluations. These accommodations may include, but are not limited to, such considerations as setting (e.g. a separate room); presentation (e.g. large print); response (e.g. use of a scribe) and/or extended time.

Teachers' Professional Judgment

Professional judgment is judgment 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, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (OCDSB Procedure PR.584.CUR: Assessment, Evaluation and Reporting of Student Achievement).

Reference Documents

OCDSB Policy P.083.CUR: Assessment, Evaluation and Reporting of Student Achievement

OCDSB Procedure PR.584.CUR: Assessment, Evaluation and Reporting of Student Achievement

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, Ontario Ministry of Education, 2010

Consistency in Classroom Assessment, Support Materials for Educators, Council of Ontario Directors of Education, p.18, 2006