

TOPIC:	Growing Success: Cheating and Plagiarism, Late and Missed Assignments, Reporting Grades for Marks Lower than 50%
EFFECTIVE:	September 2011
CROSS-REFERENCE:	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010; and Equity and Inclusive Education Policy Faith Accommodations Procedures The Human Rights Code of Ontario
REVISION DATE:	September 2012
RESPONSIBILITY:	Superintendent of School Programs

Background:

The Ministry of Education's new policy document *Growing Success: Assessment Evaluation and Reporting* will direct the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's *Growing Success* policy contains fundamental principles that will guide the expected practices and procedures for all students in all Halton District School Board schools.

Fundamental Principles from *Growing Success*

To ensure assessment, evaluation, and reporting are valid and reliable, and 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 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;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

POLICY STATEMENT**Whereas...**

The Halton District School Board is committed to enabling every student to reach their potential and succeed;

The Halton District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

This Halton District School Board Policy and related Procedures are subject to compliance with all acts, regulations, policies and procedures under applicable jurisdictions, including but not limited to the Human Rights Code of Ontario, the Education Act, and Halton District School Board policies and procedures.

Therefore, schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plans;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

Definitions

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.

Plagiarism:

- the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.
- representing the work of others as one's own.

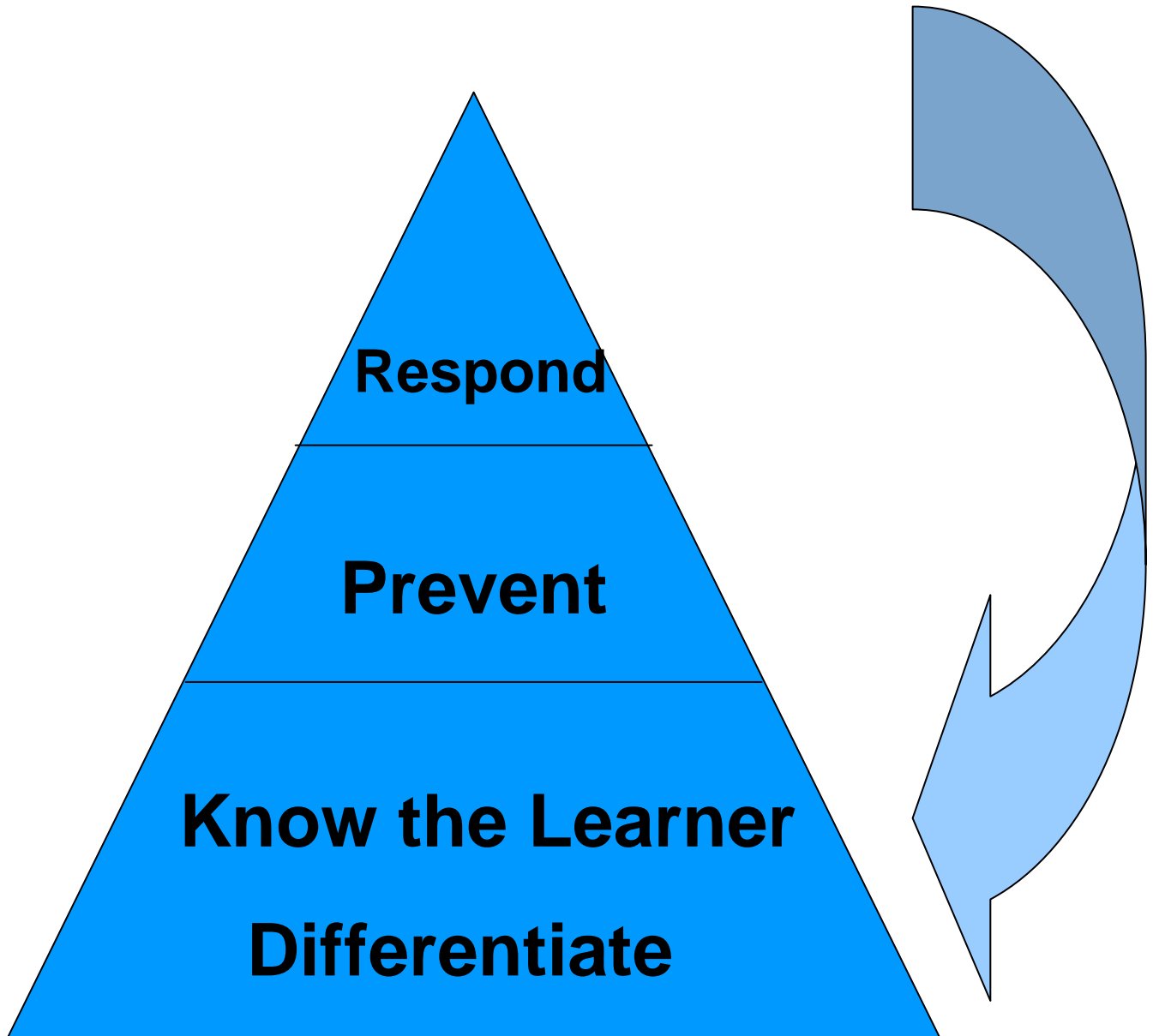
Cheating:

- the use of assistance that is not permitted in an assignment or test.
- includes but is not limited to the following:
 - Copying a test or assignment
 - Letting someone copy off your test or assignment
 - Plagiarism
 - Stealing tests or answer keys

Appendix B

Growing Success: Assessment, Evaluation and Reporting in Ontario
Schools: 2010

Halton District School Board
Culture of Responsibility: Pyramid of Intervention



The Ontario government is committed to enabling all student to reach their potential, and to succeed. Our challenge is that every student is unique and each must have opportunities to achieve success according to his or her own interest,abilities, and goals. *Introduction Growing Success*