

TOPIC:	Reporting Grades for Marks Lower than 50% in Grades 9-12
EFFECTIVE:	September 2011
CROSS-REFERENCE:	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 Halton District School Board Policy: Cheating and Plagiarism, Lates and Missed Assignments, Reporting Grades for Marks Lower than 50%
REVISION DATE:	September 2012
RESPONSIBILITY:	Superintendent of Education (School Programs)

INTENDED PURPOSE:

The Board expects teachers to employ practices and procedures to ensure assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for every student. To support student learning, proactive strategies based on the Lates and Missed Assignments procedures are expected to be in place in all schools. Students are expected to submit evidence of their learning within appropriate and well-communicated timelines. In the event of a student in Grades 9-12 earning a grade below 50%, the following procedures apply.

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.

PROCEDURES:*1. Gathering Evidence of Student Achievement for Evaluation***Teachers will ensure:**

- evidence of student achievement is collected over time from one or a combination of : observation, conversations, and student products;

- peer and self assessment processes are encouraged; however, peer feedback should be used when appropriate to the student's grade level; maturity; ability and readiness for this type of assessment. The teacher should create an environment where students understand the purpose of the peer feedback and are comfortable giving and receiving feedback with peers.
- peer and self evaluations are not a component of a student's final mark;
- evaluative products will vary in form and may include but are not restricted to: tests, exams, performance tasks, demonstrations, projects and/or essays;
- assignments for evaluation, summative tasks, tests, and exams are to be completed, whenever possible, under the supervision of the teacher;
- assignments for evaluation do not include ongoing homework. Homework completion is a learning skill that is reported separately on the provincial report card and not factored into the calculation of grades;
- student work within a group project is evaluated individually;
- 70% of the final grade is based on evaluation of the course's overall curriculum expectations as demonstrated throughout the course and reflects the student's most recent and most consistent level of achievement throughout the course;
- 30% of the final grade is based on a final evaluation administered at or toward the end of the course that produces evidence of student learning of as many of the course's overall curriculum expectations as practical;
- the 30% of the final grade is composed of a final evaluation in the form of examination, performance task, essay, and/or other methods of evaluation suitable to the course content.

2. Determining students' report card grades

Teachers will:

- provide a report card mark in the range of 0 % to 100%;
- consult with administration prior to assigning a mark between 0% and 30%;
- provide information to school promotion meetings in the event of marks below 50%;
- ensure the report card grade reflects the students' most recent and consistent level of achievement of the course's curriculum overall expectations with special consideration given to more recent evidence;
- ensure mark deduction for late or missing work has not resulted in a report card grade that misrepresents the student's achievement of the course's curriculum overall expectations;
- ensure the evaluation of learning skills and work habits, apart from those included as part of curriculum expectations, are not considered in the determination of student grades;
- consider for grades 9 and 10 students, that an 'I' may be used to indicate insufficient evidence in consultation with administration;
- refer a student with a failing or 'I' to the Credit Recovery Team where a decision will be made as to his/her suitability and eligibility for enrolment in Credit Recovery or Summer School programs to recover or earn the credit.