

Topic:	Assessment and Evaluation Practices (Grades 7-12) Lates and Zeros, and Academic Honesty Final 30% Evaluations Determining Grades Below 50%
Effective:	September 2016
Cross-Reference:	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010
Review/Revision Date:	September 2021
Responsibility:	Superintendent of Education (School Programs)

INTENDED PURPOSE:

Assessment and Evaluation practices in the Halton District School Board reflect the policies and practices described in ***Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010***¹. These administrative procedures are predicated on seven fundamental principles (*Growing Success*, p.6), central to all assessment, evaluation, and reporting which insist teachers use practices and procedures that:

- are fair, transparent, and equitable;
- support all students, including those with special educational needs, those who are learning the language of instruction, 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 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.

As outlined in *Growing Success*, the primary purpose of assessment and evaluation is to improve student learning. To further this goal, all school boards must develop administrative procedures in the areas of [Lates and Zeros and Academic Dishonesty](#), [Final 30%](#), and [Determining Grades](#).

PROCEDURES – RESPONSIBILITY, ORGANIZATION and INITIATIVE**Late and Missing Work and Academic Honesty****Goals**

1. All students will demonstrate the learning skills and work habits required to responsibly complete their work and meet deadlines;
2. All students will demonstrate academic honesty when completing their work;
3. Schools will instruct, monitor and remediate the learning skills required to responsibly complete their work and meet deadlines.

¹ "[Growing Success: Assessment, Evaluation and Reporting in Ontario ...](#)" 2010. 1 Jun. 2016

Measures of Success

1. Rates of students meeting agreed-upon deadlines (e.g., writing tests on scheduled dates, submitting work);
2. Incidence rate of academic dishonesty;
3. Surveys of teachers' use of strategies and interventions used to promote the responsible completion of work.

Student Role

1. Maintain a schedule of responsibilities, tasks and timelines.
2. Work with their teachers to proactively manage their circumstances and responsibilities to complete their work and meet their deadlines.
3. Demonstrate academic honesty by following the rules established for all tasks, tests, and/or assignments in order to provide work for evaluation that is the product of their efforts and demonstrates their knowledge, understanding and skill development. Any attempt to obtain advantage or credit through other means is unacceptable.

School Role

1. Communicate to our school community the expectations for students' demonstration of the learning skills and work habits required for the managing and meeting of deadlines.
2. Provide on-going communication to our school community to reinforce their understanding of our expectations for the responsible completion of work and academic honesty.
3. Continuously improve and reflect on our instruction, monitoring and remediation practices to support students' development of their learning skills and work habits.
4. Work to develop assessments and evaluations which are less susceptible to plagiarism and cheating.

Preventative Strategies:

- Explicitly teach and support the development of organizational strategies;
- Establish and clearly communicate deadlines for evaluations;
- Monitor students' progress toward meeting a deadline;
- Support student achievement through instruction in:
 - planning strategies and tools to complete complex tasks;
 - understanding of the complexities of the assigned tasks and concepts;
 - managing and negotiating competing priorities and/or responsibilities.
- Consider providing students with multiple and varied opportunities to demonstrate their developing mastery of a skill or their growing understanding of a concept;
- Establish and clearly communicate our expectations for academic honesty when each assignment is being introduced.

In the event that the preventative strategies were unsuccessful and a student does not meet a deadline, schools will take into consideration the student's individual circumstances and follow this escalating sequence of responses:

Required Process for Late and/or Missing Work

1. Conference with the student to ensure the completion of the late or missing assignments and work with the student to help them reflect on and learn from the experience;
2. Set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;

3. Ensure students and parent(s)/guardian(s) are informed of incomplete assignments that are having a significant impact on a student's overall achievement;
4. In the event of a lack of evidence of student achievement that is having a significant impact on a student's success, refer the student to the appropriate Student Success, Guidance, or School Team for further student supports.

Apply and monitor the effectiveness of other strategies that may encourage the responsible meeting of due dates (see *Growing Success*, p. 43):

- Require the student to complete the work at an alternate time;
 - Work collaboratively with parent(s)/guardian(s) to support the student's management of workloads and deadlines;
 - Understand and take into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
 - Review the need for extra support for English language learners;
 - Understand and take into account the cultures, histories, and contexts of students and parents new to Canada and their previous experiences or lack of experiences with North American style school systems;
 - In grades 9-12, apply a grade penalty of 5% / day;
 - Provide an alternate opportunity to demonstrate achievement of the curriculum overall expectations using an alternative evaluation.
6. Monitor, document and seek to continuously improve students' understanding and demonstration of academic honesty.
 7. If a student has not met the Board's expectation of academic honesty (see [Student Role](#) above) a consequence will be applied which will support the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade and pathway of the student; the maturity of the student; the number and frequency of incidents; the significance of the evaluation, and the individual circumstances of the student.

Required Process For Plagiarism and Cheating

In the event of a serious incident of plagiarism or cheating that may have an impact on a student's success or repeated incidents by a student:

1. Discuss, define and explain the evidence of cheating and/or plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
2. Consult with school administration to determine appropriate consequences;
3. Inform the student's parent(s)/guardian(s);
4. Apply an appropriate consequence;
5. School administration will document occurrence(s).

Consequences that may be applied to encourage the honest completion of work:

- Require the student to redo the work or alternative work under supervision;
- In consultation with school administration, assign a grade penalty up to the full value of the assignment;
- Discuss the issues with the School Team / Student Success Team for remediation and problem solving;
- Limit a student's eligibility for school awards;
- Suspend the student;

- Assign other consequences for the behaviour as appropriate.
8. If a student does not attend or complete a component of the Final 30% evaluation or is determined to have plagiarized or cheated on a component of the Final 30% evaluation, then the consequence will reflect a continuum of behavioural and academic responses that take into account the grade and pathway of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student. The consequences may include but are not limited to:
- Requiring the student to complete the work at an alternate time under supervision;
 - In consultation with Administration, for a student in grades 9-12 who is determined to have been truant or to have plagiarized or cheated on a Final 30% evaluation, assign a mark of zero to the offending work that will be combined with the student's 70% term work to determine their final grade.

PROCEDURES – FINAL 30% EVALUATIONS

Accurate, Reliable and Supporting Student Achievement

Goals

1. Ensure the design and scheduling of the Final 30% promotes student achievement and well-being;
2. Final 30% activities are aligned with curriculum and [course outline](#) ratios of achievement chart categories;
3. The Final 30% evaluation is comparable in process, content and success criteria to the learning, instruction and assessment which occurred during the term work (70%).

Measures Of Success

1. Students and teachers report a reasonable balance of wellness and stress throughout the Final 30% process;
2. Generally, achievement in the Final 30% activities is consistent with achievement in 70% term work (while individual fluctuations may occur - widespread swings in achievement are to be investigated and avoided);
3. Students report alignment between the work they do during the term and the work asked of them for the Final 30%.

Defining “Evaluation Block” and “Final Performance Task”

This administrative procedure endorses a variety of Final 30% evaluation designs. The traditional exam block of time does not necessarily include only paper and pen tasks. With this in mind, this administrative procedure uses the term “evaluation block” rather than “examination block” to describe the days that have been traditionally set aside for written exams and the term “final performance task” to refer to the work done in class during the time designated for Final 30% work in the final weeks of the semester. The Final 30% evaluations may be comprised of a written examination, a performance, a small group discussion, an interview, an essay, and/or other methods of evaluation suitable to the course content. These tasks may be scheduled during the evaluation block or in class as part of the final performance task.

- **Maximum length of final performance tasks** - For courses with a scheduled activity during the final evaluation block (as defined above), the final performance task will take no more than eight classes of work and evaluation during protected time at the end of the semester. For courses with no scheduled activity during the final evaluation block (exam block), the final performance task will take no more than fifteen classes of work and evaluation during the designated period of time at the end of the semester.

- **Maximum length of evaluation block tasks** - The duration of written exams or other tasks scheduled during the final evaluation block may differ from school to school but will not exceed the Subject Council agreed upon limit for the course.
- **Components of the Final 30%** - Most courses will have at least two components of the final 30% evaluation as determined by the Subject Council: one occurring during the evaluation block and one occurring in the final weeks of classes.
- **Weighting of Final 30% Components** - Each component is worth at least 10% of the course. Subject Councils may recommend a weighting of less than 10% for one component, or elimination of a component, subject to the ratification of the HSPA Executive.
- **Scheduling** - Schools will coordinate the timing of Final 30% evaluations to support student wellness and achievement.
- **Individual Education Plans** - The design and delivery of the Final 30% Evaluations must provide students who have IEPs with the appropriate accommodations and/or modifications specified in each student's IEP.
- **English Language Learners (ELL)** - The design and delivery of the Final 30% Evaluation must provide students with an ELL profile the appropriate accommodations and modifications specific to each student's ELL profile.
- **Group Work During Final 30%** - Assignments for the Final 30% Evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
- **Homework Expectations for Final 30%** - The Final 30% is an independent demonstration of a student's achievement of a course's overall expectations conducted, whenever possible, under the supervision of a teacher. Work assigned as part of a Final Evaluation must not require significant home preparation (e.g., read a novel, conduct a survey, thoroughly research a topic, or complete a portfolio etc.).

Subject Councils will:

- Determine the weighting of the final evaluation components for each course. [Current schedule of weightings and time limits](#);
- When the option exists for a final task or exam to take place during the evaluation block, the Subject Council will determine the maximum length for such a task or exam up to a maximum of 2.5 hours;
- Develop, refine and curate collections of exemplars for final evaluations.

School Programs Department will:

- Publish HDSB Course Outlines for all courses that will include the mark breakdown for the Final 30% evaluation.

PROCEDURES – DETERMINING REPORT CARD GRADES

Applying Professional Judgement

Goals

1. Report card grade determination will be fair, clear, accurate, reliable, and transparent based on the *Growing Success* policy.

Measures Of Success

1. Consistency of evaluation by teachers.
2. Consistency of teacher and administrator response to mark summary case studies.
3. Students report they clearly understand how their grades were determined.

Expectations

1. Communicate clearly, to our students, how grades are determined, including an outline of the mark category breakdown and weighting method used;
2. Monitor, document and seek to continuously improve our practices for gathering evidence of student achievement and determining report card grades.

Process: (Growing Success, p. 43)

For Grades 9 to 12 both mathematical calculations and professional judgement will inform the determination of percentage marks as follows:

70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

In collecting evidence of student achievement schools will:

1. Work collectively to develop strategies to capture and track evidence of student learning through a variety of observations of student work; conversations with students; and student-produced products.
2. Return evaluations with descriptive feedback to students in a timely manner that allows for the students to use the evaluations for further study and remediation (all questions and answers).
3. Ensure peer and self evaluations are not a component of a student's final mark.
4. Ensure evaluative products vary in form and may include but are not restricted to: tests; exams; performance tasks; demonstrations; projects and/or essays.
5. Ensure that assignments for evaluation, summative tasks, tests, and exams are completed, whenever possible, under the supervision of a teacher.
6. Ensure that 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.
7. Ensure that student work within a group project is evaluated individually.
8. 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.
9. Ensure that 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.

Promotion Meeting Process

The Superintendent of Secondary School Programs will oversee the development of a common HDSB promotion meeting process and supporting documents by the Instructional Program Leader for Guidance, Guidance Department Heads and members of HSPA. The promotion meeting process will address the following issues:

1. The process for assigning a mark between 0% and 30%.

2. The process for a teacher to report a grade between 45% - 50% that provides for a fully informed determination of whether or not a student has demonstrated the course's overall expectations sufficiently to be granted a credit.
3. The process for reporting an "I" mark for students in grades 9 and 10 courses when there may be insufficient evidence to assign a numeric grade.
4. The process for referring a student with a mark below 50% 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.

Dispute Resolution

It is the teacher's professional responsibility to assess and evaluate student work. Where there are questions, issues or concerns, students/parents/guardians should discuss these with the student's teacher. Where resolution can not be reached, the matter should be brought to the Department Head, and then if necessary, the school administrators. School administrators will consult with the teacher to come to a resolution. The Principal's decision is final.