**Secondary Evaluation and Reporting Procedures**

**Limestone District School Board**

**Revised for 2010**

## Acknowledgements

# Table of Contents

## Preface

This document focuses on the evaluation and reporting of learning skills & work habits and academic achievement. The aim is to provide a clear rationale for, and statement of, Board procedures. The procedures outlined herein are consistent with regulations of the Ontario Ministry of Education. Where required, the fundamental principles and key beliefs stated in Section 2 have been used to clarify and expand on Ministry policy statements. This policy document has been revised to account for the release of the Ontario Ministry of Education document *Growing Success*. While our pre-existing key beliefs (August 2008) were philosophically aligned with the seven fundamental principles identified in *Growing Success*, further clarification was required to support the stated Ministry goal of improved consistency in assessment, evaluation and reporting procedures among schools within each board.

Four companion documents have been developed to provide ongoing support for educators. The first, *Secondary Assessment, Evaluation, and Reporting:  Support Documents for Teachers*, contains questions for clarification with responses, templates, and examples of effective practices; the second, *Secondary Evaluation and Reporting Procedures: Facilitators' Guide*, is an implementation tool to aid school-level facilitators as they work with teaching staff in the area of assessment and evaluation.  The third, *Parent & Guardian's Guide to Assessment and Evaluation,* clarifies our procedures for our broader school community, while the fourth and final companion document, *Student Agenda Insert*, is included in each school's student agenda to relay important information relevant to students about our assessment and evaluation procedures.  These companion documents are meant to be practical resources in supporting the professional practice of teachers. These four companion documents will be dynamic in nature, allowing teachers to share high-yield practices through continual investigation of new ideas, collaborative learning, and professional development.

# 1  Introduction

> Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create, not just measure, increased achievement.
>
> Rick Stiggins (2004)

Research-based changes in philosophy related to assessment and evaluation have prompted a significant shift in practice for educators in Ontario and throughout the world.  A major principle underlying these changes in philosophy is that assessment can enhance student learning when it clearly communicates next steps for student learning, and when it leads educators to adjust their instruction in response to assessment data.

> The use of assessment to improve student learning and to help students become independent learners requires teachers and students to acknowledge and enact a fundamental shift in how they perceive their roles in the learning process. In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning…. [In a 21st century model for education,] the teacher acts as a "lead learner," providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.
>
> *Growing Success* (2010)

**Assessment** can be conceptualised three different ways:  *assessment of learning, assessment for learning,* and *assessment as learning.*

**Assessment *of* Learning** refers to the collection of evidence of student achievement of **learning skills and work habits** and of **overall expectations** through **summative assessment tasks**. This evidence is the basis for the **evaluation** of achievement.

**Assessment *for* Learning** refers to the use of assessment data, both formative and summative, by learners and their teachers to decide where the learners are in their learning, where they need to go next, 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.

> Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement…. Indeed [we] know of no other way of raising standards for which such a strong prima facie case can be made.
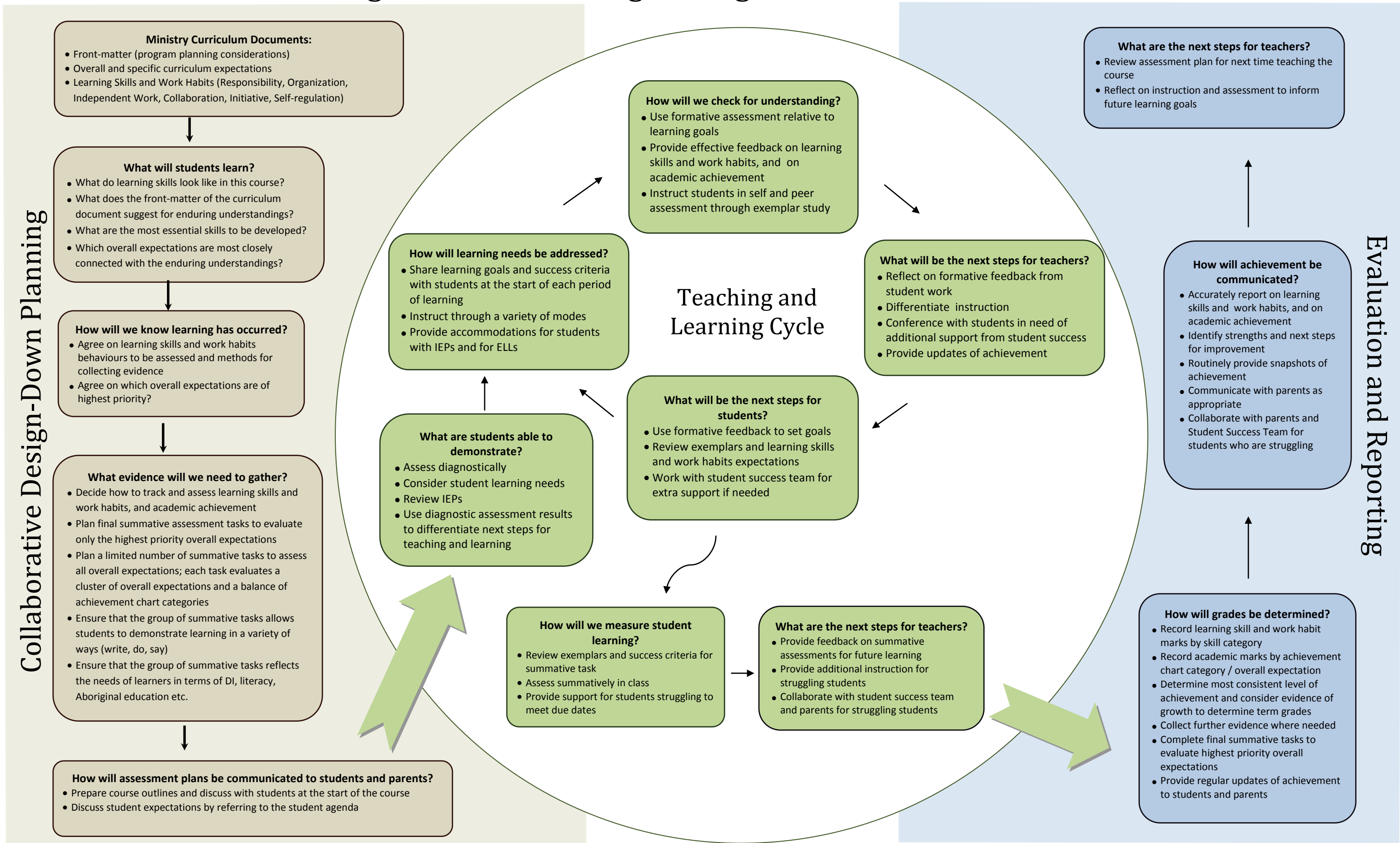>
> Black and Wiliam (1998)

**Assessment *as* Learning** refers to the reflective process of **metacognition** where learners engage in thinking about their learning. When students actively consider their learning skills and work habits, as well as their achievement relative to curriculum expectations, they become independent learners.

The learning skills and work habits are developed through a combination of strategies that encourage students to think about these skills and through direct instruction within the context of each subject area. By reporting separately on learning skills and work habits, more information is provided to students and parents about student strengths and next steps for improvement. This information is more dependable when learning skills and work habits are a part of the planning, assessment and evaluation cycle, and when students are able to see clearly that their learning skills and work habits development leads to improved academic achievement.

The continued shift towards these assessment and evaluation practices has great potential to improve both student achievement and motivation. The illustration inserted on the facing page was developed as a visual aid for educators to show how planning, assessment, and evaluation can be used to maximize student learning. While the focus of the current document is evaluation and reporting of student achievement (shown in the right hand portion of the illustration), we continue to be committed to working with teachers in the long term to support a deeper understanding of the entire process and how teachers can best use it to guide their instructional practice.

# Maximizing Student Learning through Assessment and Evaluation

**Collaborative Design-Down Planning**

**Ministry Curriculum Documents:**
- Front-matter (program planning considerations)
- Overall and specific curriculum expectations
- Learning Skills and Work Habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-regulation)

**What will students learn?**
- What do learning skills look like in this course?
- What does the front-matter of the curriculum document suggest for enduring understandings?
- What are the most essential skills to be developed?
- Which overall expectations are most closely connected with the enduring understandings?

**How will we know learning has occurred?**
- Agree on learning skills and work habits behaviours to be assessed and methods for collecting evidence
- Agree on which overall expectations are of highest priority?

**What evidence will we need to gather?**
- Decide how to track and assess learning skills and work habits, and academic achievement
- Plan final summative assessment tasks to evaluate only the highest priority overall expectations
- Plan a limited number of summative tasks to assess all overall expectations; each task evaluates a cluster of overall expectations and a balance of achievement chart categories
- Ensure that the group of summative tasks allows students to demonstrate learning in a variety of ways (write, do, say)
- Ensure that the group of summative tasks reflects the needs of learners in terms of DI, literacy, Aboriginal education etc.

**How will assessment plans be communicated to students and parents?**
- Prepare course outlines and discuss with students at the start of the course
- Discuss student expectations by referring to the student agenda

## Teaching and Learning Cycle

**How will we check for understanding?**
- Use formative assessment relative to learning goals
- Provide effective feedback on learning skills and work habits, and on academic achievement
- Instruct students in self and peer assessment through exemplar study

**What will be the next steps for teachers?**
- Reflect on formative feedback from student work
- Differentiate instruction
- Conference with students in need of additional support from student success
- Provide updates of achievement

**How will learning needs be addressed?**
- Share learning goals and success criteria with students at the start of each period of learning
- Instruct through a variety of modes
- Provide accommodations for students with IEPs and for ELLs

**What are students able to demonstrate?**
- Assess diagnostically
- Consider student learning needs
- Review IEPs
- Use diagnostic assessment results to differentiate next steps for teaching and learning

**What will be the next steps for students?**
- Use formative feedback to set goals
- Review exemplars and learning skills and work habits expectations
- Work with student success team for extra support if needed

**How will we measure student learning?**
- Review exemplars and success criteria for summative task
- Assess summatively in class
- Provide support for students struggling to meet due dates

**What are the next steps for teachers?**
- Provide feedback on summative assessments for future learning
- Provide additional instruction for struggling students
- Collaborate with student success team and parents for struggling students

**Evaluation and Reporting**

**What are the next steps for teachers?**
- Review assessment plan for next time teaching the course
- Reflect on instruction and assessment to inform future learning goals

**How will achievement be communicated?**
- Accurately report on learning skills and work habits, and on academic achievement
- Identify strengths and next steps for improvement
- Routinely provide snapshots of achievement
- Communicate with parents as appropriate
- Collaborate with parents and Student Success Team for students who are struggling

**How will grades be determined?**
- Record learning skill and work habit marks by skill category
- Record academic marks by achievement chart category / overall expectation
- Determine most consistent level of achievement and consider evidence of growth to determine term grades
- Collect further evidence where needed
- Complete final summative tasks to evaluate highest priority overall expectations
- Provide regular updates of achievement to students and parents

# 2 Fundamental Principles and Key Beliefs

The seven fundamental principles identified in *Growing Success* underscore the key beliefs that were developed by staff in the Limestone District School Board. These seven fundamental principles inform the **professional judgement** of teachers in their role as assessors, evaluators, and reporters of student learning and achievement by supporting practices 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.

Assessment *of* Learning refers to the collection of evidence of student achievement of learning skills and work habits and of overall expectations through summative assessment tasks. This evidence is the basis for the evaluation of achievement.

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality and learning skills and work habits are key success factors for students.  Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the **achievement chart**.
- Students are able to continue to experience success when they achieve the **provincial standard** (level 3) or higher.  Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a **mark** that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

**6**

Assessment *for* Learning refers to the use of assessment data, both formative and summative, by learners and their teachers to decide where the learners are in their learning, where they need to go next, 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.

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and **success criteria** with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- **Differentiated instruction** and assessment allow all learners to experience success.
- When teachers use **diagnostic assessment** and **formative assessment** data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment *as* Learning refers to the reflective process of metacognition where learners engage in thinking about their learning.  When students actively consider their learning skills and work habits, as well as their achievement relative to curriculum expectations, they become independent learners.

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent learning by providing explicit instruction and opportunity for students to reflect on their learning

# 3     Evaluation and Reporting Procedures

## 3.1 Introduction

Evaluation is a measurement of student achievement at a moment in time. In order to support student learning, it is critical that assessment, evaluation and reporting practices be clearly understood by students and parents/guardians.  Summative assessment tasks must be both **valid** and **reliable**. Validity refers to the notion that instruments should measure student performance in relation to the most critical elements of the program of study, as defined by the overall expectations.  Reliability requires that the grades that individual learners receive be directly related to clearly articulated levels of achievement of those expectations. Another way to approach these ideas is by asking two critical questions:  *"What have my students learned?"* and *"How sure am I of this?"*

## 3.2 Board Procedures

**Procedures for Communication:**

1. Assessment, evaluation and reporting procedures relating to both achievement of learning skills and work habits and overall expectations will be clearly and frequently communicated to students and parents/guardians.

2. At the beginning of the course, students will be provided with a **course outline** that describes the summative assessment tasks and the associated cluster of overall expectations for each, and describes the criteria and behaviours necessary for learning skills and work habits achievement.

3. Formative assessment will focus on the provision of effective feedback to students and teachers alike, enabling students to determine their strengths as well as their next steps for learning, and enabling teachers to determine their next steps for instruction.  Formative assessment data will not be used to determine the final **grade.**

4. All **summative assessment tasks** will be accompanied by clearly articulated success criteria.

**Procedures for Learning Skills and Work Habits Evaluation and Reporting:**

5. Learning skills and work habits will be evaluated and reported separately from academic achievement.  Teachers will use their professional judgement to ensure that there is no misrepresentation of academic achievement due to behaviours associated with learning skills and work habits (see Appendix 1).

6. Instruction and assessment of learning skills and work habits must take place over the course of the semester, so that students receive ongoing feedback about their learning skills and work habits strengths and next steps for improvement.

**Procedures for Demonstration of Overall Expectations:**

7. Summative assessment tasks inform the development of **formative assessment tasks** in terms of format and/or content.

8. Summative assessment during the term will occur after a **period of learning** during which students have had the opportunity to receive effective feedback through diagnostic and formative assessment. To allow for this emphasis on formative assessment, teachers will limit the summative assessment tasks in a course to a reasonable number.

9. Summative assessment tasks and **final summative assessment tasks** (e.g. projects, essays, reports, tests) are to be completed, to the extent possible, under the supervision of a teacher. Homework to consolidate students' knowledge and skills or to prepare for the next class will not be used for the purpose of summative assessment.

10. Grades will represent academic achievement of overall expectations. Teachers will use their professional judgement to determine which **specific expectations** will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not in evaluation.

11. Summative assessment tasks will be administered at or near the end of a period of learning. These **rich performance tasks** will allow students to demonstrate achievement of the overall expectations of the course, and will represent an appropriate balance of the achievement chart categories.

12. Final summative assessment tasks will be the same across all sections of a course in the same school in a given semester.

**Procedures for Determining Grades:**

13. A mid-term grade represents an indication of progress to date based on only some of the overall expectations. When determining the final 70% term grade, evidence from the entire term will be considered.

14. The 70% final term grade will represent the most **consistent** level of achievement across the overall expectations of the course; evidence of growth in demonstrated achievement of overall expectations must also be considered.

15. The final grade for the course will be based on the breakdown of 70% term work and 30% final summative assessment tasks (see Appendix 3).

16. In all cases, grades will be based on the achievement of each individual learner, even when summative assessment tasks involve group work. Collaboration is evaluated separately through learning skills and work habits.

**Procedure for Individual Accommodation:**

17. In the design and implementation of assessment tasks, whether formative or summative, teachers will accommodate the needs of students identified by an **Individual Education Plan** (**IEP**) and of **English Language Learners (ELLs).**

**Procedures for Non-Demonstration of Overall Expectations:**

18. Teachers will instruct students in issues related to **academic honesty**, including issues of **plagiarism**. Breaches of academic honesty will be reported to the school administration and a plan of action will be implemented according to board procedures (see Appendix 2). The school administration and teacher will collaborate to determine how any critical missing evidence caused by the breach of academic honesty will be collected.

19. Final grades can only be determined when all summative assessment tasks have been submitted; the credit will not be granted until such evidence is submitted; the code "I"' will be used in grades 9 and 10 and the code "25" will be used in grades 11 and 12.

**9**

## 3.3 Expanded Board Procedures

**Procedures for Communication:**

1.  **Assessment, evaluation and reporting procedures relating to both achievement of learning skills and work habits and overall expectations will be clearly and frequently communicated to students and parents/guardians.**
    - Proactive communication with parents/guardians early in the course is particularly important for students whom the teacher, in his or her professional judgement, feels are struggling.
    - Report card comments will indicate strengths and next steps for improvement and will report on learning skills and work habits, and on academic achievement of overall course expectations.
    - Report card comments for students with grades below 50% should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In these cases, teachers must contact parents as soon as possible to consult with them and involve them in this support.

2.  **At the beginning of the course, students will be provided with a course outline that describes the summative assessment tasks and the associated cluster of overall expectations for each, and describes the criteria and behaviours necessary for learning skills and work habits achievement.**
    - Course outlines will be distributed at the beginning of every course. Course outlines will be developed using the template provided by the Board.
    - Course outlines will include reference to the six learning skills and work habits.
    - Course outlines will include a detailed list of the summative assessment tasks that will be used, together with an indication of the overall expectations associated with each task.
    - If summative assessment tasks change substantially during the semester, students will be informed of the changes well in advance.
    - Course outlines will be routinely examined with students at appropriate points throughout the course.

3.  **Formative assessment will focus on the provision of effective feedback to students and teachers alike, enabling students to determine their strengths as well as their next steps for learning, and enabling teachers to determine their next steps for instruction. Formative assessment data will not be used to determine the final grade.**
    - Formative assessment tasks will allow students ample opportunity in class to reflect on their achievement of the learning goal (academic and learning skills and work habits) and to act on their next steps for learning.
    - Formative assessment tasks should generally not have a mark attached to them so that the focus for the student is on the feedback provided.
    - Teachers, peers, or the students themselves may provide formative feedback.

4.  **All summative assessment tasks will be accompanied by clearly articulated success criteria.**
    - Attaining the provincial standard allows students to continue to the next course in the subject area without experiencing significant gaps in skills or understanding.
    - Summative assessment tasks will include explanations, in writing, of the evaluation method to be used (such as rubrics or checklists) and these will be distributed and discussed at the time that the task is assigned.
    - Explicit instruction through examples of student work relative to the learning goal should take place during the period of learning.
    - If possible, criteria for each level of achievement, organized by achievement chart category, should be provided. As a minimum, level 3 achievement will be described or demonstrated.

**Procedures for Learning Skills and Work Habits Evaluation and Reporting:**

5. **Learning skills and work habits will be evaluated and reported separately from academic achievement. Teachers will use their professional judgement to ensure that there is no misrepresentation of academic achievement due to behaviours associated with learning skills and work habits (see Appendix 1).**
   - Learning skills and work habits must be addressed specifically in the context of every subject area so that students can clearly see the connection between learning skills and work habits and academic achievement. For example, ask the question: "What does initiative look like in this class?"
   - Just as demonstrations of learning skills and work habits achievement must not cause unrepresentative reduction of academic grades, they must also not cause unrepresentative improvement in academic grades.
   - If curriculum expectations reflect skills similar in nature to learning skills and work habits, then these expectations will be evaluated separately from learning skills and work habits achievement.
   - Consistent board-level procedures for dealing with late assignments will be followed to ensure that all students demonstrate achievement of the overall expectations (see Appendix 1).

6. **Instruction and assessment of learning skills and work habits must take place over the course of the semester, so that students receive ongoing feedback about their learning skills and work habits strengths and next steps for improvement.**
   - Evidence is to be gathered to adequately instruct and assess, provide feedback on, and evaluate learning skills and work habits. Evidence might be gathered using checklists, reflections, rubrics, conferences, questionnaires or other tools.
   - Explicit instruction of learning skills and work habits must occur so that effective feedback can be provided; co-constructed criteria for learning skills and work habits can be recorded and shared on an **anchor chart**.
   - Specific learning skills and work habits may be assessed or evaluated alongside summative assessment tasks where appropriate. For example, in a summative assessment task where long-term planning is required, organization may be assessed or evaluated.
   - Self and peer assessment may be used to supplement formative feedback provided by teachers on learning skills and work habits achievement. Evaluation and reporting of learning skills and work habits must only be undertaken by teachers.

**Procedures for Demonstration of Overall Expectations:**

7. **Summative assessment tasks inform the development of formative assessment tasks in terms of format and/or content.**
   - Formative assessment will be used to ensure that students are familiar with summative assessment methods being used. For example, students may be given the opportunity to practise short answer questions, multiple choice questions or essay questions formatively, before these types of assessment methods are used for summative assessment.

8. **Summative assessment during the term will occur after a period of learning during which students have had the opportunity to receive effective feedback through diagnostic and formative assessment. To allow for this emphasis on formative assessment, teachers will limit the summative assessment tasks in a course to a reasonable number.**
   - The length of a period of learning will vary depending on the nature of the relevant overall expectation(s); in any case, no overall expectation can be evaluated fairly without at least one formative practice attempt that is followed by feedback and an opportunity for reflection and additional formative application.

- Overall expectations will be assessed and evaluated at least once throughout the semester after preparing students through diagnostic assessment and formative assessment.

9. **Summative assessment tasks and final summative assessment tasks (e.g. projects, essays, reports, tests) are to be completed, to the extent possible, under the supervision of a teacher. Homework to consolidate students' knowledge and skills or to prepare for the next class will not be used for the purpose of summative assessment.**
   - Summative assessment task administration may extend beyond a single class period. The time allocated in class should reflect the richness of the task.
   - Chunking larger summative assessment tasks and monitoring the completion process through conferences and checkpoints supports success for all students.

10. **Grades will represent academic achievement of overall expectations. Teachers will use their professional judgement to determine which specific expectations will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not in evaluation.**
    - Rich summative assessment tasks are those that assess achievement of a cluster of overall expectations within the context of a single task. The specific expectations often provide the content and context of the assignment.
    - Development of an understanding of the connection between the specific expectations and the overall expectations must be continual and deliberate.

11. **Summative assessment tasks will be administered at or near the end of a period of learning. These rich performance tasks will allow students to demonstrate achievement of the overall expectations of the course, and will represent an appropriate balance of the achievement chart categories.**
    - Teachers will use their professional judgement in creating summative assessment tasks that will address a suitable cluster of overall expectations, as well as an appropriate balance of the categories of the achievement chart.
    - Summative assessment tasks must use methods or approaches used throughout the period of learning.
    - Summative assessment tasks must allow students to demonstrate **literacy** skills developed throughout the period of learning.

12. **Final summative assessment tasks will be the same across all sections of a course in the same school in a given semester.**
    - Developing common final summative assessment tasks promotes fairness and collaboration within a school.
    - Discussions and decisions about the final summative assessment task must occur early in the semester to ensure that similar approaches and emphases are maintained across the sections.
    - Where the same course is offered in both semesters of the school year, the same format of the final summative assessment task(s) will be used in both semesters.
    - Final summative assessment tasks must use methods or approaches used throughout the term.
    - More than one final summative assessment task may be necessary to effectively evaluate all high priority overall expectations.
    - To allow for differentiated assessment of student performance, a choice of questions, processes or tasks to be completed can be used. Students must be able to demonstrate their full range of learning regardless of their choice.

**Procedures for Determining Grades:**

13. **A mid-term grade represents an indication of progress to date based on only some of the overall expectations. When determining the final 70% term grade, evidence from the entire term will be considered.**
    - Final term grades should be based on overall expectations that have been evaluated throughout the semester, whether taught in the first half of the semester or the second. Separate weighting for each half of the semester must not occur.

14. **The 70% final term grade will represent the most consistent level of achievement across the overall expectations of the course; evidence of growth in demonstrated of achievement of overall expectations will also be considered.**
    - High priority overall expectations are evaluated more than once. When students demonstrate growth in their achievement of overall expectations, this growth must be taken into consideration when final grades are determined.
    - In some subjects, certain overall expectations are unique to a single strand (usually those related to knowledge and understanding) and others span strands (such as problem solving or research-related expectations). Expectations that span the strands represent skills that have been evaluated more than once, so consideration should be given to **growth in achievement**.

15. **The final grade for the course will be based on the breakdown of 70% term work and 30% final summative assessment tasks (see Appendix 3).**
    - Only in certain exceptional circumstances, principals, in consultation with the student success team, teachers, the student, and his or her parents/guardians, may determine how evidence from the 30% final summative assessment and the 70% term summative assessment is to be used in grade determination.
    - Evidence of growth in achievement of overall expectations may only be considered within the 70% term work for the course.
    - Where a student's final grade is below 50%, teachers will complete the credit completion form.

16. **In all cases, grades will be based on the achievement of each individual learner, even when summative assessment tasks involve group work. Collaboration is evaluated separately through learning skills and work habits.**
    - Within a group project, achievement must be assessed and evaluated individually. When designing an assessment task that involves collaboration among students, the teacher will decide how each student's individual achievement can be evaluated. This can best be achieved through individual demonstrations of learning.

**Procedures for Individual Accommodation:**

17. **In the design and implementation of assessment tasks, whether formative or summative, teachers will accommodate the needs of students identified by an Individual Education Plan (IEP) and of English Language Learners (ELLs).**
    - **Accommodations** must be consistently provided throughout the course.
    - Accommodations must be considered when reporting to ensure the selection of appropriate comments that account for information in Individual Education Plans (IEPs).
    - When differentiated instructional strategies are employed to address specific information on IEPs, these strategies will also be used with summative assessment tasks.
    - What is a necessary accommodation for some can be good for all students.
    - Accommodations are designed to support students while guarding the integrity of the **performance task**. For example, if an overall expectation requires a written demonstration such as an essay, it is not appropriate to accept an oral response. However, it may be appropriate to allow such a student to utilize assistive software, scaffolding techniques or a scribe to demonstrate his or her ability.

**Procedures for Non-Demonstration of Overall Expectations:**

18. **Teachers will instruct students in issues related to academic honesty, including issues of plagiarism. Breaches of academic honesty will be reported to the school administration and a plan of action will be implemented according to board procedures (see Appendix 2). The school administration and teacher will collaborate to determine how any critical missing evidence caused by the breach of academic honesty will be collected.**
    - Breaches of academic honesty on both formative and summative assessment tasks must be reported to the school administration. When discovered on formative assessment tasks, it is easier to be proactive in order to reduce the chances of repeat behaviour on summative assessment tasks.

19. **Final grades can only be determined when all summative assessment tasks have been submitted; the credit will not be granted until such evidence is submitted; the code "I" will be used in grades 9 and 10 and the code "25" will be used in grades 11 and 12.**
    - The student success team should be notified as early as possible when students are having difficulty completing or submitting assignments, so that appropriate interventions can be employed.
    - Every effort must be made, using support from the school success team, to gather the necessary evidence of achievement. Non-completion of summative assessment tasks should not be a choice for students.
    - Where there is missing summative evidence, the code "I" will be used in teacher records until the evidence is submitted.
    - Suitable comments and report card entries are available where the credit has not been granted.
    - Where a student's most consistent level of achievement is below level one, or where there is insufficient evidence of achievement of the overall expectations, the teacher will complete the credit completion form.
    - If the principal determines that exceptional circumstances apply, the student success team may recommend a different course of action for the student than the one recommended by the teacher. In such cases, the principal may request an updated credit completion form from the teacher.
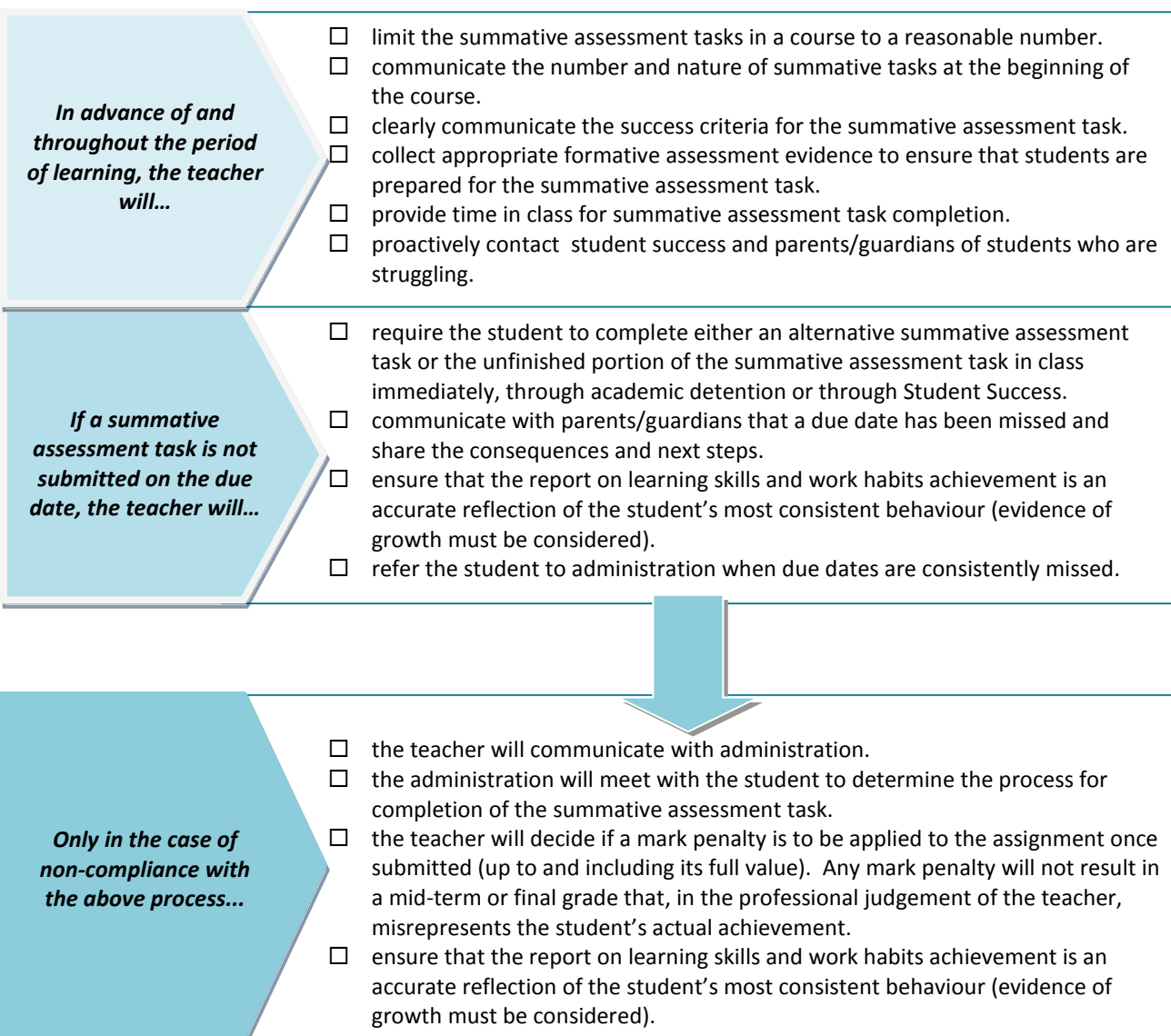
## Appendix 1: Procedures for Late and Non-Submission of Assignments

The timely submission of assignments is a work habit. In *Growing Success*, the Ministry of Education states:

The separate evaluation of the achievement of the curriculum expectations and the development of the learning skills and work habits provides students and parents with information specific to each type of achievement and clearly and accurately identifies a student's strengths and the areas in which improvements are needed. The separate evaluation and reporting of a student's development with respect to the learning skills and work habits reflects the critical role they play in a student's achievement of the curriculum expectations. Information about a student's development of these skills and habits also provides a strong indication of the student's development as a self-directed learner.

**Continuum to Ensure Timely Submission of Summative Assessment Tasks**

In order to support student learning, and to separate evaluation of the achievement of curriculum expectations from the achievement of learning skills and work habits, the following procedures are to be followed to ensure the timely submission of summative assessment tasks:

| | |
|---|---|
| *In advance of and throughout the period of learning, the teacher will…* | ☐ limit the summative assessment tasks in a course to a reasonable number.<br>☐ communicate the number and nature of summative tasks at the beginning of the course.<br>☐ clearly communicate the success criteria for the summative assessment task.<br>☐ collect appropriate formative assessment evidence to ensure that students are prepared for the summative assessment task.<br>☐ provide time in class for summative assessment task completion.<br>☐ proactively contact student success and parents/guardians of students who are struggling. |
| *If a summative assessment task is not submitted on the due date, the teacher will…* | ☐ require the student to complete either an alternative summative assessment task or the unfinished portion of the summative assessment task in class immediately, through academic detention or through Student Success.<br>☐ communicate with parents/guardians that a due date has been missed and share the consequences and next steps.<br>☐ ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered).<br>☐ refer the student to administration when due dates are consistently missed. |
| *Only in the case of non-compliance with the above process...* | ☐ the teacher will communicate with administration.<br>☐ the administration will meet with the student to determine the process for completion of the summative assessment task.<br>☐ the teacher will decide if a mark penalty is to be applied to the assignment once submitted (up to and including its full value). Any mark penalty will not result in a mid-term or final grade that, in the professional judgement of the teacher, misrepresents the student's actual achievement.<br>☐ ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered). |

Proactive measures are the most successful way to ensure the submission of assignments on their **due date**.  Adoption of any of the following strategies can reduce the occurrence of late or missing evidence:

- Clear communication of the success criteria on summative assessment tasks leads to increased student learning and achievement.  **Exemplars** provide students with a concrete sample of the learning goal, and can provide a sense of the scope and scale of a summative assessment task. **Anchors** provide students with examples of work that is approaching the provincial standard, and can provide students with a sense of next steps for their learning.

- Chunking large summative assessment tasks into smaller, more manageable parts with staggered due dates makes task completion more manageable for students.

- The negotiation of due dates through the use of a completion contract demonstrates flexibility on the part of the teacher, and encourages accountability and agency on the part of the student.

- Where, based on formative assessment data, it appears that a significant portion of the class is not ready for the summative assessment task, rescheduling the date of implementation of the summative assessment task allows for the teacher to provide more consolidation.

- An emphasis on the explicit instruction and assessment of relevant learning skills and work habits provides students with the understanding of the importance of the appropriate and timely submission of assignments.

- Ongoing communication and conferences with students and their parents/guardians about due dates and assignment submission makes them partners in learning.

- Additional assistance, counselling or peer tutoring are productive methods of dealing positively with students who are having difficulty meeting due dates.

Due dates are meant to help ensure that students are successful and that they complete all course requirements. Student achievement in this area will be reflected in the learning skills and work habits section of the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates will be adjusted to meet student needs.  By selecting from the proactive strategies above, teachers support student learning around this important work habit. Teachers may also refer to the *Secondary Assessment, Evaluation and Reporting Support Documents for Teachers,* for more resources that encourage the timely submission of assessment tasks.

## Appendix 2: Procedures to Ensure Academic Honesty

Academic honesty is a fundamental cornerstone of student learning. Breaches of academic honesty are intentional attempts to gain credit for work that is not the student's own. All breaches of academic honesty will be reported to the school administration and a plan of action will be implemented. Students may lose the opportunity to demonstrate achievement of course expectations by means of that summative assessment task, but achievement of those expectations may still be demonstrated on an alternative summative assessment task. Disciplinary action will be taken, and will be based on the response continuum outlined below.

**Response Continuum for Breaches of Academic Honesty**

| *Initial Breach of Academic Honesty* | ☐ documentation of occurrence by administration<br>☐ conference called by administration with teacher, student, parents/guardians<br>☐ counselling<br>☐ academic assistance<br>☐ completion of summative assessment task or alternate |
|---|---|
| *Subsequent Breach of Academic Honesty* | ☐ documentation of occurrence by administration<br>☐ conference called by administration with teacher, student, parents/guardians<br>☐ counselling<br>☐ academic assistance<br>☐ compensatory task (e.g., report on ethics)<br>☐ suspension<br>☐ completion of summative assessment task or alternate |
| *Repeated Breaches of Academic Honesty* | ☐ documentation of occurrence by administration<br>☐ conference called by administration with teacher, student, parents/guardians<br>☐ suspension<br>☐ loss of credit due to lack of sufficient evidence of achievement<br><br>The grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student all represent factors for consideration in the appropriate application of this response. |

Avoiding breaches of academic honesty begins in assessment and instruction planning. It is important to explicitly instruct behaviours and intentionally develop skills that support academic honesty (e.g., time management, research, summarisation, citation).

Adoption of any of the following strategies can mitigate the likelihood of breaches of academic honesty:

- Communication of the belief in, and high expectations for all students, accompanied by appropriate instructional and assessment supports

- In-class completion of assessment tasks

- Provision of appropriate formative assessment tasks to achieve proficiency with the learning goal

- Responsive instruction in terms of pace and sequencing based on diagnostic and formative assessment data

- Clear communication of the criteria for success

- Opportunities for student choice (based on readiness, interest, preferred learning style, etc.)

- Regular monitoring of student learning and achievement through process conferences with students at appropriate points in the period of learning
    - Dedicated time in these process conferences to the discussion of learning skills and work habits relative to academic honesty

- Recognition and acknowledgement of stress among students and proactive discussions with them about the causes of that stress
    - Creation of a plan to manage academic expectations when students are overwhelmed

- Metacognitive task elements that ask students to think about and communicate their thinking and learning during and throughout a period of learning

- Completion and submission of annotated bibliographies of source material

Teachers may also refer to the *Secondary Assessment, Evaluation and Reporting Support Documents for Teachers,* for more resources that mitigate the likelihood of breaches of academic honesty.

## Appendix 3:  Procedures for Academic Grade Determination

Reducing evidence of student learning to a single numeric grade that is both a valid and reliable measurement of student achievement across the overall expectations, and taking into account evidence of growth, is a complex task.  The validity of the grade increases when the teacher uses rich performance tasks.  Reliability improves when the teacher separates learning skill and work habit behaviours from academic marks and grades. Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to growth in achievement. Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.

| Level | Description | | Percent Range for Report Card | Suggested Grade | |
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| **LEVEL 4** Achievement *exceeds* the provincial standard. | Demonstrates knowledge and understanding of content to… | a *high degree* | 80 – 100% | 4++<br>4+<br>4<br>4-<br>4-- | 100%<br>95%<br>90%<br>86%<br>80% |
| **LEVEL 3** Achievement *meets* the provincial standard. | Uses planning and processing skills and critical/creative thinking processes with…. | *considerable* effectiveness | 70 – 79% | 3+<br>3<br>3- | 78%<br>75%<br>72% |
| **LEVEL 2** Achievement *approaches* the provincial standard. | Expresses and organizes ideas and information with….<br><br>Communicates for different audiences and purposes with… | *some* effectiveness | 60 – 69 % | 2+<br>2<br>2- | 68%<br>65%<br>62% |
| **LEVEL 1** Achievement *is far below* the provincial standard. | Applies knowledge and skills in familiar contexts with….<br><br>Transfers knowledge and skills to new contexts with…. | *limited* effectiveness | 50 – 59 % | 1+<br>1<br>1- | 58%<br>55%<br>52% |
| BELOW LEVEL 1 (R) | The student has not demonstrated the required knowledge and skills. Additional instruction and assessment is required before a credit can be granted. | | code "35" | | |
| INSUFFICIENT EVIDENCE | There is outstanding summative evidence that must be submitted. | | code "25" (gr. 11 & 12)<br><br>code "I" (gr. 9 & 10) | | |

Valid and reliable grade determination is complex, particularly when students have an inconsistent pattern of achievement. The following guidelines will assist in preparation for grade determination:

- Record each mark as a level of achievement rather than as a percentage or numeric mark; this will make it easier to determine a most consistent level, or to determine the centre of the mark pattern when there is less consistency.
- For a single overall expectation, or a group of expectations representing a similar skill set, place less emphasis on unusually high or low marks, and look for evidence of growth in achievement.
- Record marks according to the categories of the achievement chart, determine a most consistent level of achievement for each of the four categories, and then combine those into a final grade.
- Convert the final level grade into a percentage grade using the conversion chart shown above. Note the additional breakdown of level 4 to account for the greater percentage range associated with level four performance.
- 100% is an attainable percentage grade; it signifies consistent performance at the highest level of achievement, and not that students have consistently submitted perfect work or work beyond the curriculum expectations.

The following steps will be used to determine the percentage grade for all report cards:

- If the student's marks all fall into the same level of achievement, use the suggested grade for that level from the chart above. For example, if a student's marks are all at level 3, report 75% as the grade.
- If the student's marks are consistently in the same level, but not all of them are in that level, adjust the percentage grade up or down accordingly. For example, if most marks are in level 4- but some marks are higher, adjust the grade up from 86% to something higher (e.g., 87% or 88%). Be sure to consider any evidence of growth in achievement when making this determination. When adjusting grades in this manner, ensure that the grade remains within the percentage range associated with the most consistent level of achievement.
- If the student has an inconsistent mark pattern, look for the middle of the mark set by scanning visually or by graphing or performing calculations (e.g., the median) on the marks. For example, if a mark set varies from level 2+ to level 4- but the middle of the distribution of marks falls at level 3+, report 78% for the percentage grade. Be sure to consider any evidence of growth in achievement when making this determination.
- Where all summative evidence is submitted and where some marks are below level one, but the most consistent level of achievement is at, or above level 1, then report a grade according to the most consistent level of achievement. For example, if the middle of an entire mark set is at level 1 and there is one or more marks below level 1 within the mark set, report a grade of 55%. Be sure to consider any evidence of growth in achievement when making this determination.
- If the most consistent level of achievement is below level 1, and all summative assessment evidence has been submitted, enter the code "35" to indicate that the student has not provided sufficient evidence to be awarded the credit. Complete the Credit Completion Form and submit it to the Student Success Team.
- If there is missing summative evidence, enter the code "I" on the report card for students in grades 9 and 10, or the code "25" for students in grades 11 and 12 to indicate that there is insufficient evidence to determine a grade.

## Glossary

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| Accommodations | any changes made to assessment strategies, instructional strategies, or other supports that allow a student to access the curriculum and demonstrate learning; accommodations do not alter the curriculum expectations |
| Achievement Chart | a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards |
| Anchor | An example of student work that accurately illustrates any one of the four levels of achievement of curricular expectations; see exemplar |
| Anchor Chart | a co-constructed record of instruction that makes teacher and student thinking visible and concrete; it connects past teaching and learning to future teaching and learning and is, as a result, dynamic to reflect developments and refinements in teacher and student thinking |
| Assessment | the process of gathering information related to learning skills and work habits or academic achievement, and providing feedback to inform both students and teachers of the next steps for learning |
| Consistency | the most commonly occurring level of achievement across the overall expectations of the course; if achievement is lacking in consistency, an attempt must be made to find the centre of the achievement pattern without considering unusually high or low marks |
| Course Outline | an outline of the contents of the course containing the overall expectations of the course, a summary of the summative assessment tasks and their associated cluster of overall expectations, as well as other information such as learning skills and work habits assessment protocols, and forms of accommodation |
| Criterion-Referenced Evaluation | an approach to the evaluation of student learning and achievement relative to pre-determined performance standards, levels, or criteria rather than relative to the performance of other students; this approach is mandated by the Ministry of Education |
| Design Down Planning | the process of planning a course by identifying the enduring understandings and essential skills that students must have by demonstrating achievement of overall expectations, then working backwards to develop assessment and evaluation strategies and tools that most effectively lead students to the acquisition of these understandings and skills |
| Diagnostic Assessment | assessment tasks used at the beginning of a period of learning to determine student strengths and areas for growth relative to the learning goal(s) to plan appropriate instruction; diagnostic assessment data are not used to determine grades |
| Differentiated Instruction | an instructional approach that provides students with a variety of opportunities to learn and to demonstrate learning; differentiation can occur in content, methodology, the learning environment, or assessment and evaluation strategies |

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| Due Date | date set by the teacher for the submission of formative and summative assessment tasks; designed to help students demonstrate completion of course material in a time-appropriate fashion and to facilitate the provision of timely feedback to ensure the highest level of success |
| English Language Learners (ELLs) | students in provincially-funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from that used for instruction in Ontario schools, and who require focused educational supports to assist them in attaining proficiency in English |
| Evaluation | the process of judging the quality of a student's learning skills and work habits or academic achievement of overall expectations, and assigning a mark or grade to reflect that quality |
| Exemplar | an example of student work that accurately illustrates achievement of curricular expectations at or beyond the provincial standard (level three or four) |
| Feedback | specific commentary (written and/or verbal) about student work relative to the learning goal(s) that enables students to determine their strengths as well as their next steps for learning, and that enable teachers to determine their next steps for instruction |
| Final Summative Assessment Task | a culminating activity used at or near the end of the course to evaluate student achievement of high-priority overall expectations; these activities constitute 30% of the final grade and may include written examinations, performance tasks, oral communication tasks, or a combination thereof |
| Formative Assessment Activity | informal check for student understanding used as part of instruction to inform the professional judgement of teachers regarding the pace and sequence of instruction (e.g., traffic lighting, exit card and admit slip collection) |
| Formative Assessment Task | assessment tasks administered throughout the period of learning used to monitor student performance and provide feedback to students and teachers in an effort to improve learning and instruction; formative assessment data may be recorded by the teacher but are not used to determine grades |
| Grade | a letter (in the case of learning skills and work habits) or number (in the case of academic achievement) used to represent the most consistent level of achievement  used for the purpose of reporting at the middle or end of the semester |
| Growth in Achievement | a consideration for grade determination; such consideration is only given when the evidence relates to the same, or a similar set of overall expectations; growth ensures that  extenuating circumstances do not negatively impact a student's grade in cases where more recent evidence of achievement is lower than earlier evidence |

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| Individual Education Plan (IEP) | a legal document describing the accommodations and special education program and/or services required by a particular student to help teachers monitor the student's progress and to provide a framework for communicating information about the student's progress to parents |
| Learning Goal | teacher-developed curricular objective (academic or learning skills and work habits) and shared with students at the beginning of and throughout a period of learning; teachers and students come to a common understanding of learning goals through discussion and clarification during instruction |
| Learning Skills and Work Habits | skills, habits, and behaviours that promote academic achievement and that are essential to success in school and beyond |
| Literacy | skills and knowledge in reading, writing, speaking, listening, representing, and viewing that empower learners to make meaningful connections between what they know and what they need to know; literate learners have the ability to understand, think, communicate, and apply effectively to achieve personal and career goals |
| Mark | a letter or number used to represent the level of achievement on an individual piece of student work |
| Metacognition | the process of thinking about one's own thought processes; metacognitive skills include the ability to monitor one's own learning |
| Norm-Referenced Evaluation | an approach to the evaluation of student learning and achievement relative to the achievement of other students; this approach is inconsistent with Ministry policies |
| Overall Expectation | the knowledge and skills, described in general terms, that students are expected to develop and demonstrate; all overall expectations must be accounted for in evaluation |
| Period of learning | time period during which students have an opportunity to receive feedback on their progress prior to summative assessment.  This could be a unit, strand, or other block of time |
| Performance task | an authentic assessment task designed to allow students to demonstrate specific skills identified by overall expectations; rich performance tasks span the four categories of the achievement chart |
| Plagiarism | submission of work that is copied directly or paraphrased but contains key words or ideas taken from another source; it is avoided when the original author of the information or idea is identified through the inclusion of a citation |

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| Professional Judgement | professional knowledge informed by understanding 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; in professional practice, teachers make decisions within the educational context provided by parameters set out by Ministry policy, Board policies and procedures, the Ontario College of Teachers Standards of Practice, and the Education Act |
| Provincial Standard | achievement of curricular expectations at level 3, as described in the achievement chart; parents/ teachers of students achieving at level 3 can be confident that their children/students will be prepared for work in subsequent courses |
| Reliablity | accurate measurements of performance relative to the levels of the achievement chart;  if, through reference to the achievement chart, different teachers of the same course come to the same conclusion about the quality of student work, then such evidence is reliable |
| Rich Performance Task | *see performance task* |
| Specific Expectation | the knowledge and skills, described in detail, that students are expected to develop and demonstrate; teachers are responsible for the  instruction of all specific expectations but will choose which specific expectations will be used to best evaluate the overall expectations of the course |
| Success Criteria | specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in, and categories of, the achievement chart, and moderated through student-teacher discussion and collaboration; used to determine to what degree a learning goal has been achieved; criteria and qualifiers describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning |
| Summative Assessment Tasks | assessment tasks administered at the end of a period of learning used to determine the level of achievement of overall expectations; feedback on summative assessment tasks should be used by students and teachers to indicate the next steps for learning and instruction |
| Validity | measurements of achievement that are directly related to the overall curriculum expectations of the course |

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