

Academic Honesty and Timely Completion & Submission of Assignments for Evaluation

A Guide for Elementary and Secondary Students Parents and Guardians



Board Procedure #305.1 Timely Completion and Submission of Assignment for Evaluation, Gr. 7 –12

The York Region District School Board has developed the [Timely Completion and Submission of Assignments for Evaluation, Gr. 7 –12 procedure](#) which addresses the following four inter-related protocols:

- communication with students and parents;
- implementation of assessment for, as and of learning practices;
- responses and application of consequences; and
- determining a percentage mark on the Provincial Report Cards.

This procedure outlines assessment, evaluation and communication practices that support equity of student learning and achievement which are designed to promote the timely completion and submission of assignments for evaluation. These practices also serve to prevent and/or address late and missed assignments for evaluation.

Definitions

An **assignment for evaluation** is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

Evidence of Student Learning

Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

Late Assignment for Evaluation

An assignment for evaluation that is submitted any time beyond the collaboratively planned and clearly established and communicated deadline.

Missed Assignment for Evaluation

An assignment for evaluation that has not been submitted and therefore, no evidence of achievement has been demonstrated or provided by the student to the teacher in relation to the targeted curriculum expectations.

Students shall provide evidence of their achievement of curriculum expectations within the timeframe established by the teacher and in a form approved by the teacher by:

- understanding their responsibilities in completing and submitting assignments for evaluation;
- understanding the range of supports and consequences for not completing and/or submitting assignments for evaluation;
- demonstrating the learning skills and work habits that support lifelong learning;
- participating in the planning of timelines;
- attending classes daily;
- monitoring and continuously communicating their progress with the teacher(s);
- seeking assistance proactively where appropriate; and
- ensuring that late and/or missed assignments for evaluation are completed within the newly established timelines for second submission.

“Parents shall support their child’s completion and submission of assignments for evaluation within the timeframe established by the teacher and in a form approved by the teacher” ([Procedure #305.1](#)).

Parents/Guardians can help by:

- reviewing with their child expectations regarding the completion and submission of assignments for evaluation as communicated by teachers and the school;
- working with their child’s teacher(s) to understand the range of supports and consequences for students who are not completing and submitting assignments for evaluation in a timely manner; and
- notifying the school of all student absences in a timely manner.

Board Procedure #305.2 Academic Honesty, Kindergarten to Gr. 12

The York Region District School Board has developed an [Academic Honesty, Kindergarten - Grade 12 procedure](#) which addresses the following four inter-related protocols:

- communication with students and parents;
- implementation of assessment for, as and of learning practices;
- detection of incidences of cheating and plagiarism; and
- responses to incidences of cheating and plagiarism.

These practices also serve to prevent and/or address incidences of cheating and/or plagiarism. Prevention, detection and responses to cheating and plagiarizing are intended to maintain the dignity and self-worth of the learner and preserve the integrity of the learning environment.

Definitions

Academic Honesty refers to students providing original evidence of their learning and appropriately acknowledging the work of others.

Cheating is the attempt to gain an unfair advantage in an academic evaluation, which may misrepresent the demonstration of a student’s learning or the learning of others.

Plagiarism refers to representing someone else’s ideas, writing or other intellectual property as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement. Plagiarism hinders learning and the development of learning skills and work habits.

Students shall provide original evidence of their learning and achievement and appropriately acknowledge the work of others by:

- understanding the key concepts and definitions related to academic honesty;
- understanding the range of supports to promote academic honesty;
- using skills and strategies to prevent cheating and plagiarizing;
- understanding the consequences applied when cheating and/or plagiarizing is detected;
- demonstrating the learning skills and work habits that support lifelong learning;
- acknowledging all sources using the required citation format;
- obtaining permission, where possible, to use others' intellectual property; and
- actively seeking clarification and support when needed.

“Parents shall support their child in providing original evidence of his/her learning and appropriately acknowledging the work of others” ([Procedure #305.2](#)).

Parents can help by:

- understanding and discussing with their child the key concepts and definitions related to academic honesty;
- working with their child's teacher(s) to understand the range of supports available to promote academic honesty;
- reviewing with their child, skills and strategies to prevent cheating and plagiarizing; and
- discussing with their child the possible consequences to cheating and plagiarizing.

References

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools \(Grades 1-12\)](#) is available from [The Ontario Ministry of Education's website](#).

[Policy and Procedure #305.0](#), Assessment Evaluation and Communication of Student Learning and Achievement

- [Procedure #305.1](#), Timely Completion and Submission of Assignments for Evaluation, Grades 7-12
- [Procedure #305.2](#), Academic Honesty, Kindergarten to Grade 12

