YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement

DRAFT POLICY -   NOT THE OFFICIAL POLICY OF THE BOARD

Executive Summary

Board Policy #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement and its related procedures affirm the York Region District School Board's (YRDSB) commitment to fostering assessment practices that uphold human rights and equity, are proactively and anti-racist and are equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm. YRDSB recognizes that Indigenous students, Black students, racialized students, 2SLGBTQ+ students, students with disabilities, students experiencing low-socio-economic circumstances, and students of diverse social identities have been historically marginalized by systemic barriers and may be underserved, which may result in varying levels of underperformance, and gaps in service, student achievement and well-being. This policy highlights the collective responsibility that we have to close gaps through explicit and deliberate actions.

The YRDSB believes that equitable assessment, evaluation, and communication of student learning and achievement are cornerstones of a culturally responsive and relevant educational program that reflects and affirms students' racial and intersecting social identities, languages, and multiple ways of knowing. Assessment that is grounded in an anti-oppressive and anti-racist stance, encompasses a wide variety of assessment approaches that hold high academic expectations for all students. The Board's commitment to equity of student learning and achievement is articulated in the policy and the accompanying procedures. This policy ensures compliance with the requirements of the Ministry's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools 2010 policy document, including Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication (2010), The Kindergarten Addendum (2016), Mathematics Addendum (2020) policy document, and Learning for All (2013).

What has changed?

Major changes to the document: Included additional consideration for principles of equity, introduction of culturally relevant and responsive pedagogy.

Reason for review: Due for first review.

Who is affected by these changes and what is the impact on current practice? All stakeholder groups with responsibilities.

Implementation timelines: Immediate.

Lead Superintendent(s)/Subject Matter Experts: Superintendent of Research and Assessment Services.

Stakeholder Groups with Responsibilities under this Policy and Procedure

- Board of Trustees
- Director of Education
- Teachers
- Families/Caregivers
- Students
- Superintendents, Curriculum and Instructional Services, Research and Assessment Services, Leadership Development and Engagement, Inclusive Schools and Community Services, Student Services, Principals and Vice-Principals
- Support Staff (educational assistants, psychologists, speech-language pathologists, etc.)
- School Councils

Relationship to Board Priorities

Policy #305.0, Assessment, Evaluation and Communication of Student Learning and Achievement and its related procedures are foundational to the teaching and learning process and as such, directly support the attainment of goals regarding student learning and achievement outlined in the Multi-Year Strategic Plan, the Director's Action Plan (DAP), the Dismantling Anti-Black Racism Strategy (DABRS), the Indigenous Education and Equity Strategy (IEES), YRDSB Equity Action Plan 2021, Student Mental Health and Addiction Strategy and the YRDSB Leadership Framework

Timelines and Next Steps

This policy was scheduled for first review at the April 4, 2023 Policy and By-Law Standing Committee meeting.

RECOMMENDATION

That in accordance with Board Policy #285.0, Board Policies, Procedures and Supporting Documents, Policy and Procedure #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement will be circulated as a draft policy for comment for six school months or longer, keeping the existing policy in effect.

Providing Feedback

Questions about this policy and/or procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert and Trustee Services.

In accordance with [Board Policy 285.0, Board Policies, Procedures and Supporting Documents](#), the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, feedback may be submitted

through the school council or by submitting the online form. In your response please:

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable,
- suggest specific alternate wording to reflect your position, and
- identify the reason(s) for your concern(s).

Specific recommendations or questions about the review process should be submitted using the online form or sent to the Policy Officers via email at policy.committee@yrdsb.ca, or via telephone at 905-727-0022 extension 2570 or in hard copy at The Education Centre – Aurora.

Legislative Context

Accessibility for Ontarians with Disabilities Act (AODA)
Education Act
Human Rights Code
Growing Success: Assessment, Evaluation and Reporting in Ontario (2010)
Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication
The Kindergarten Addendum (2016)
Mathematics Addendum (2020)

Related Documents

Multi-Year Strategic Plan (MYSP)
Director's Action Plan (DAP)
Dismantling Anti-Black Racism Strategy (DABRS)
Indigenous Education and Equity Strategy (IEES)
Program Accommodations for Faith Purposes: A Guideline for Religious Accommodations
Student Mental Health and Addiction Strategy
YRDSB Leadership Framework

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property, or partaking/volunteering in Board or school-sponsored events and activities, will respect the policies and procedures of the Board.

Board Policy #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement

DRAFT POLICY – NOT THE OFFICIAL POLICY OF THE BOARD

1. Policy Statement

The York Region District School Board (YRDSB) believes that assessment, evaluation, and communication of student learning and achievement are integral to creating identity-affirming learning environments that support the well-being and academic achievement of all students.

Assessment and evaluation are not neutral; the ways in which we come to understand success and proficiency are influenced by educators' biases, social locations, and the colonial systems in which we work. All stakeholders must continually self-reflect and check their own biases.

The primary purpose of assessment, evaluation, and communication is to improve student learning. Equitable assessment centres students' intersecting social identities, lived experiences, interests, strengths, and well-being. Assessment that is rooted in Culturally Relevant and Responsive Pedagogy is an equitable, inclusive and transparent process. It values students as active participants in their learning and ensures students are given multiple opportunities to demonstrate their learning and achievement. Equitable assessment is flexible and recognizes that students demonstrate learning in different ways. Equitable assessment practices provide students with multiple and varied opportunities to demonstrate achievement and lead to deeper learning.

The fundamental principles outlined in *Growing Success* must be leveraged to ensure that assessment and evaluation practices are valid and reliable and that communication is timely, clear, accurate and meaningful for each student and family/caregiver. When these principles are fully understood by all stakeholders and system partners, they will serve as the foundation to help inform instructional decisions, promote student engagement, and improve student learning and achievement. These practices support all partners in education in identifying and dismantling oppression to optimize the learning of each student.

2. Application

Board Policy #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement and its related procedures affirm the York Region District School Board's commitment to fostering assessment practices that uphold human rights and equity, are

proactively anti-oppressive and anti-racist, and are equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm. The YRDSB believes that equitable assessment, evaluation, and communication of student learning and achievement are cornerstones of a culturally responsive and relevant educational program that reflects and affirms students' racial and intersecting social identities, languages and multiple ways of knowing. This policy ensures compliance with the requirements of the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 policy document, including Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication (2010), The Kindergarten Addendum (2016), Mathematics Addendum (2020) policy document and Learning for All (2013).

3.   Responsibilities

3.1   The Board of Trustees is responsible for:

a) upholding the Assessment, Evaluation and Communication of Student Learning and Achievement policy; and
b) using assessment and evaluation information (school and system) to inform decisions to support Board planning processes.

3.2   The Director of Education is responsible for:

a) implementing and operationalizing the Assessment, Evaluation and Communication of Student Learning and Achievement policy.

3.3   Superintendents, Curriculum and Instructional Services, Research and Assessment Services, Leadership Development and Engagement, Inclusive Schools and Community Services, Student Services, Principals and Vice-Principals are responsible for:

a) providing leadership and building capacity to ensure implementation of effective assessment, evaluation and communication of student learning and achievement.

3.4   Teachers and Designated Early Childhood Educators are responsible for:

a) implementing equitable assessment, evaluation and communication of student learning and achievement in accordance with Board policies and procedures.

3.5   Students are responsible for:

a) being active participants in the learning process.

3.6 Support Staff (educational assistants, psychologists, speech-language pathologists, etc.) are responsible for:

    a) supporting equitable assessment, evaluation and communication of student learning and achievement in accordance with Board policies and procedures.

3.7 School Councils are responsible for:

    a) representing the views of their respective community in relation to equitable assessment, evaluation and communication of student learning and achievement.

3.8 Families/Caregivers are responsible for:

    a) being active participants in the student's learning by working collaboratively with the teacher student and school to plan for continued improvement.

4. Definitions

4.1 Assessment

The process of gathering, from a variety of sources, information on where a student is in relation to curriculum expectations in a subject or course and/or applying the learning skills and work habits. This process includes how the assessment information is used for, as and of learning.

4.2 Culturally Relevant and Responsive Pedagogy

[Culturally Responsive and Relevant Pedagogy (CRRP)](#) reflects and affirms students' racial and social identities, languages and family/caregiver structures. It involves careful acknowledgement, respect and understanding of the similarities and differences among students and between students and teachers, in order to respond effectively to student thinking and promote student learning. (Ontario [Math Curriculum, 2022](#))

4.3 Communication

Communication about student learning and achievement is ongoing throughout the school year and is designed to provide appropriate information that will encourage students to set goals for learning, help teachers to establish plans for teaching and assist families in supporting learning at home. Provincial report cards represent one formal method of communication about student learning and achievement.

4.4 Equity (in education)

A condition or state of fair, inclusive and respectful treatment of all students, families/caregivers and staff regardless of social and cultural backgrounds, social identities, or personal life circumstances. Equitable treatment of students means removing discriminatory barriers to

teaching and learning and to ensuring proportionate levels of support to those who need it the most, in order to improve student achievement and well-being and to close achievement gaps. Equitable treatment is not the same as equal treatment. (Source: YRDSB Equity Action Plan)

4.5 Evaluation

The process of judging the quality of student learning on the basis of performance standards and assigning a value to represent that quality. Evaluation is based on conversations, observations and products that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

4.6 Fundamental Principles

To ensure that assessment and evaluation practices are valid and reliable and communication is timely, clear, accurate and meaningful for each student and families/caregivers, the following seven fundamental principles (adapted from the Ministry's *Growing Success* policy document) are required. Assessment, evaluation and communication practices and procedures are valid and reliable when they:

a) are fair, transparent and equitable for each student;
b) are supportive of each student, including those with exceptionalities, multilingual language learners and those who are First Nations, Métis, or Inuit, Black, racialized students, or students experiencing low-socio-economic circumstances;
c) are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning preferences, needs and experiences of each student;
d) are communicated clearly to students and families/caregivers at the beginning of the school year or course and at other appropriate points throughout the school year or course;
e) 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;
f) provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement; and
g) develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

5. Contact

Curriculum and Instructional Services
Research and Assessment Services

6. History

Approved: 2001

Revised: 2002, 2012, 2013, March 2023
Working Document: July 2011
Draft Policy: May 2023

DRAFT

Board Procedure #305.1, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement

ATTACHED FOR INFORMATION

1. Procedure Statement

This procedure outlines the specific responsibilities and tasks for each system partner that support the implementation of effective assessment, evaluation and communication of student learning and achievement.

2. Application

Board Procedure #305.0, Equitable Assessment, Evaluation and Communication of Student Learning and Achievement affirm the York Region District School Board's (YRDSB) commitment to fostering assessment practices that uphold human rights and equity, are proactively anti-oppressive and anti-racist, and are equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm. The YRDSB believes that equitable assessment, evaluation and communication of student learning and achievement are cornerstones of a culturally responsive and relevant educational program that reflects and affirms students' racial and intersecting social identities, languages, and multiple ways of knowing. This procedure ensures compliance with the requirements of the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 policy document, including Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication (2010), The Kindergarten Addendum (2016), Mathematics Addendum (2020) policy document and Learning for All (2013).

3. Responsibilities

3.1 The Director of Education shall:

a) allocate staff and resources to support the Assessment, Evaluation and Communication of Student Learning and Achievement procedure.

3.2 Superintendents shall:

a) support school administrators and school staff in implementing and communicating this procedure;
b) build school administrator and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario policy document;

c) support school administrators and school staff to dismantle oppression through implementing assessment practices that uphold human rights and equity and are proactively anti-oppressive and anti-racist;

d) support school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom and school levels;

e) use assessment and evaluation information (school and system) to inform decisions to support the cyclical nature of school and Board improvement planning processes;

f) respond to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure; and

g) support school administrators and school staff in using, communicating and responding to applicable large-scale assessment information.

3.3 Curriculum and Instructional Services, Research and Assessment Services, Leadership Development and Engagement, Inclusive Schools and Community Services and Student Services shall:

a) advise and support superintendents, school administrators and teachers regarding the interpretation of this procedure;

b) build system and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario policy document;

c) support school administrators and school staff to dismantle oppression through implementing assessment practices that uphold human rights and equity and are proactively anti-oppressive and anti-racist;

d) support school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;

e) use assessment and evaluation information to inform decisions to support Board and school improvement planning processes;

f) support system and school staff in using, communicating and responding to large-scale assessment information; and

g) facilitate the development of resources to support school and classroom level implementation.

3.4 Principals and Vice-Principals shall:

a) support school staff in implementing and communicating this procedure;

b) build school staff capacity by collaboratively working with School Leadership Teams in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario policy document;

c) support school staff to dismantle oppression through implementing assessment practices that uphold human rights and equity and are proactively anti-oppressive and anti-racist;

d) support school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation information at the individual student, classroom, and school levels;

e) facilitate the use of resources designed to support school and classroom level implementation;

f) use assessment and evaluation information to inform decisions to support the cyclical nature of the school improvement planning process;

g) support teachers and students in gathering evidence of learning in the rare circumstance where the teacher is considering assigning a mark of zero in the calculation of a report card mark;

h) support teachers and school staff in using, communicating and responding to applicable large-scale assessment information;

i) implement and communicating this procedure and responding to relevant concerns expressed by staff, students, and community members in a manner that is consistent with the spirit and intent of this procedure;

j) monitor and facilitate the support of students who have been referred by teachers.

k) ensure that teachers comply with Ministry and Board policies, procedures and guidelines in the completion of provincial report cards;

l) ensure consistent administration of large-scale assessments; and

m) in cases where there are extenuating circumstances which may impact on a student's ability to participate in some or all of the final evaluation, the Principal shall:

- in consultation with the Teacher, decide on the most appropriate method of determining the student's final standing in the course, which may include an opportunity for the student to participate in the portion(s) missed.

3.5 Teachers shall:

3.5.1 Planning for Assessment:

a) continually deepen knowledge of learners in order to centre students in instruction and assessment;

b) consider how students will see themselves (intersecting social identities, lived experiences, interests, strengths, well-being) in what they are learning and doing work collaboratively with other educators to dismantle oppression through implementing assessment practices that uphold human rights and equity and are proactively anti-oppressive and anti-racist;

c) apply culturally relevant and responsive pedagogy to support equitable assessment practices;

d) deepen their own understanding and application of anti-oppressive and anti-racist practices within assessment and instruction;

e) differentiate assessment for, as and of learning opportunities for all learners;

f) prioritize assessment as and for learning as an ongoing part of the planning and instruction cycle;

g) plan for and explicitly teach content and skills that will be evaluated;

h) plan for explicit teaching of learning skills and work habits in grades 1-12;

i) align assessments with curriculum expectations by identifying clear learning goals and success criteria as outlined in *Growing Success* and *The Kindergarten Addendum*;

j) define success criteria using language that clearly identifies qualities of success;

k) where possible, co-create assessment tasks with students to support student voice and choice;

l) develop and share a communication plan with students and families/caregivers to engage them as authentic and reflective partners in assessment;

m) provide students with multiple opportunities to demonstrate their learning in a variety of ways (conversations, observations, products) throughout the learning;

n) where possible, provide opportunities for choice in terms how students will demonstrate their learning;

o) provide accommodations for all learners as required, in assessments for, as, and of learning; and

p) provide accommodations and/or modifications for Multilingual Language learners (MLL) and for students with exceptionalities, as identified in their Individual Education Plans (IEPs), for assessments for, as, and of learning.

3.5.2 Gathering Evidence, Feedback and Communication:

a) establish ongoing communication with families/caregivers regarding students' interests, strengths and needs, expectations, responsibilities, progress and timelines;

b) demonstrate flexibility when working with students to establish timelines;

c) respond to evidence of learning by providing accommodations for all learners as needed;

d) provide timely and effective descriptive feedback linked specifically to the learning goals and success criteria during the learning so that students have time to use it to improve;

e) differentiate types of feedback based on the learner and context;

f) gather and use assessment data to respond to student needs throughout the learning cycle;

g) gather and track evidence of learning by triangulating data from multiple sources (conversations, observations, and products) for each overall expectation; triangulation may look different for each student based on strengths and interests;

h) model and provide opportunities for student-goal setting and reflection;

i) explicitly model and provide time for assessment as learning opportunities;

j) explicitly teach and collect evidence of learning related to learning skills and work habits; and

k) communicate with families/caregivers when a student is routinely unable to meet curricular expectations and/or established timelines.

3.5.3 Evaluation and Reflection:

a) clearly identify criteria connected to curriculum expectations for each level of achievement in assessments of learning;

b) use professional judgement to inform and support evaluation (see Growing Success);

c) use professional judgement to determine when a student may require an additional opportunity to demonstrate achievement of a learning goal;

d) provide accommodations for all learners as required in assessments for, as, and of learning;

e) qualify criterion descriptors (e.g., "limited", "somewhat", "considerable" and "high degree") to provide clear success criteria;

f) ensure that a student's grade represents the student's achievement in relation to curriculum expectations by using all available assessment data to inform professional judgement;

g) ensure that a student's grade on the report card reflects the student's most consistent level of achievement, with special consideration given to more recent evidence of learning;

h) ensure that a student's grade is not misrepresented by other factors such as evaluation of learning skills and work habits, homework completion, or attendance;

i) communicate evaluation results with students and families/caregivers in relation to learning goals, success criteria and/or achievement of curriculum expectations;

j) communicate with families/caregivers when a student is routinely unable to meet curricular expectations and/or established timelines;

k) plan and schedule assessments for evaluation that:
- ensure due dates and timelines are not in conflict with Significant Faith Days (as per Board procedure);
- provide appropriate programming accommodations in a timely and respectful manner using the Program Accommodations for Faith Purposes: A Guideline for Religious Accommodations, including accommodation of religious, Indigenous, and spiritual observances;
- allow flexibility to adjust the timing or deadline based on extenuating circumstances for the needs of an individual student, including student workload; and
- provide each student with access to resources to complete an evaluation task that mirror the supports students had access to during assessments for and as learning (e.g. manipulatives, graphic organizer).

3.5.4 Late, Missed or Incomplete Evaluations:

YRDSB recognizes that "lateness and failure to submit assignments are most appropriately reported – and addressed – as issues relating to the development of learning skills and work habits. Supporting non-performing students by helping them develop these skills and habits,

rather than using punitive measures, is a matter of meeting individual students' needs." (Growing Success). No mark deductions should be taken off of work that is submitted late.

a) With regards to late, missed, or incomplete evaluations, in support of students, teachers shall continue to:
- communicate timelines with students and families/caregivers;
- communicate with family/caregivers to inform about available supports and encourage collaboration on process to support student;
- work with students to establish extended timelines, if necessary;
- provide alternative opportunities to demonstrate learning of curriculum expectations, if necessary;
- seek evidence of learning through multiple sources (conversations, observations, and products) that best reflect the strengths, needs and interests of the student;
- consider all evidence of learning, including incomplete work, when determining a report card grade;
- consider that submitting assignments late may impact the evaluation of learning skills and work habits, but cannot impact final subject grades;
- report on late assessments for evaluation solely as part of a student's development of learning skills and work habits; and
- collaborate with school staff (e.g., Student Success, Special Education, Guidance, administrators) to provide additional support for the student when needed to support student success.

Note: Only use a zero at formal reporting times (i.e. midterm/progress report and final) after following the process outlined above. A zero should not be used as a placeholder due to a lack of evidence:

a) In cases where there are extenuating circumstances which may impact on a student's ability to participate in some or all of the final evaluation (i.e., final 30 percent), the teacher shall:

- in consultation with the principal, establish the most appropriate method of determining the student's final standing in the course, which may include an opportunity for the student to participate in the portion(s) missed or another alternative option(s) supportive of the student.

3.6 Designated Early Childhood Educators, in collaborative partnership with teacher(s), shall:

a) contribute to the teacher responsibilities listed above for planning; gathering evidence, feedback, and communication; and evaluation and reflection to support the development of the children in the classroom;

b) contribute to the analysis of the body of evidence that is utilized by the teacher to complete and process the Kindergarten Communication of Learning templates.

3.7 Students shall:

3.7.1 Be active participants in the learning process by:

a) setting individual goals based on strengths, interests and needs;
b) co-creating learning goals and success criteria and/or articulating learning goals and success criteria in their own words;
c) engaging in assessment as learning to determine strengths, needs and next steps to improve their learning in relation to success criteria;
d) applying relevant learning skills and work habits;
e) using descriptive feedback to determine next steps and improve their own learning;
f) seeking assistance as appropriate; and
g) reflecting on their thinking and learning.

3.7.2 Demonstrate evidence of their learning by:

a) participating in the planning of timelines for demonstrating evidence of their learning;
b) providing evidence of learning (conversations, observations, products) within the agreed upon timelines; and
c) ensuring that late and/or missed assignments for evaluation are completed within the re-negotiated and newly established timelines for submission.

3.8 Support Staff shall (educational assistants, psychologists, speech-language pathologists, etc.):

a) understand the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario policy document;
b) apply culturally relevant and responsive pedagogy to support equitable assessment practices;
c) deepen their own understanding and application of anti-oppressive and anti-racist practices within assessment and instruction;
d) deepen knowledge of learners in order to centre students in instruction and assessment;
e) work collaboratively with educators to dismantle oppression through implementing assessment practices that uphold human rights and equity and are proactively anti-oppressive and anti-racist;
f) intentionally and continually deepen knowledge of learners in order to centre students in instruction and assessment;
g) consider how students will see themselves (intersecting social identities, lived experiences, interests, strengths, well-being) in what they are learning and doing;
h) develop and share a communication plan with students and families/caregivers to

engage them as authentic and reflect partners in assessment;

i) use assessment and evaluation information to inform decisions to support classroom programming and instruction, including information gathered through the (IEP) process;

j) provide accommodations for all learners as needed, in assessments for, as, and of learning;

k) support teachers in providing and reviewing accommodations and/or modifications for Multilingual Language Learners (MLL) and for students with exceptionalities, as identified in their IEPs, for assessments for, as, and of learning;

l) work collaboratively with teachers in supporting students with providing evidence of learning (conversations, observations, products) within the agreed upon timelines; and

m) work collaboratively with teachers to support students when evidence of their achievement falls much below the provincial standard (level one or below on achievement chart).

3.9 School Council shall:

a) know the school community and the unique contextual and demographic variables and the possible impact of these on the implementation of assessment, evaluation and communication practices; and

b) use assessment and evaluation information (school and Board level) to inform decisions to support the school improvement planning process, centering marginalized and underserved students while considering anti-oppressive and anti-racist practices within assessment and instruction.

3.10 Families/Caregivers are invited to:

a) engage in reciprocal communication with school staff;

b) share the student's strengths and needs as a learner with school staff;

c) collaborate with school staff to support the student's improvement; and

d) use the communication provided by school staff in order to develop an awareness of:

- what the student is expected to learn in relation to the curriculum expectations and learning skills and work habits;

- why and how the student is being assessed and evaluated;

- how the student is progressing and how they are being supported to improve learning;

- how they can collaborate with the student to implement next steps for improvement;

- the range of supports available for the student to demonstrate and share evidence of their learning; and

- potential outcomes for the student if insufficient evidence related to the learning goals is not shared or demonstrated.

4. Definitions

4.1 Assessment as learning

Teachers engage students in assessment as learning by creating ongoing opportunities for all students to develop their capacity to be confident, independent learners. Through assessment as learning, students set goals, monitor their own progress, respond to feedback from teachers, self and peers in order to determine next steps and reflect on their thinking and learning in relation to learning goals and curriculum expectations. Teachers engage in culturally responsive and relevant practices by supporting students in the development of these skills by holding positive and affirming views of all students and of their ability to learn and achieve academic success. (source: Ontario Math Curriculum, 2022)

4.2 Assessment for learning

Assessment for learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go and what next steps are required to get there. Assessment for learning opportunities must be planned and implemented through an anti-oppressive, anti-racist approach that is reflective of and responsive to students' social identities, lived experiences, interests, strengths, and well-being. Assessment for learning is used by teachers to adjust instruction and to provide students with descriptive feedback. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning (Growing Success).

4.3 Assessment of learning

Assessment of learning is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria derived from curriculum expectations in order to assign a value to represent that quality, and to support the communication of information about achievement to each student, families/caregivers, teachers, and others. Teachers engage in culturally responsive and relevant practices that honour and value the importance of student agency and voice in determining the variety of ways in which students can demonstrate their learning. (source: Ontario Math Curriculum, 2022)

4.4 Deadline

The previously established and communicated date and time at which the assignment is to be submitted by the student to the designated teacher.

4.5 Evidence of Student Learning

Evidence of student learning in relation to learning goals 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 (Growing Success).

4.6 Final Evaluation (Grades 9-12)

Thirty percent 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, a portfolio, an essay and/or another method of evaluation suitable to the course content. The final culminating evaluation allows the student an opportunity to demonstrate comprehensive achievement of all of the overall expectations for the subject/course.

4.7 Large-Scale Assessment

Assessments that are conducted at the provincial, national and/or international levels.

4.8 Late Assignment for Evaluation

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

4.9 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.

4.10 Professional Judgement

Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction (Growing Success).

5. Contact

Curriculum and Instructional Services
Research and Assessment Services

6. History

Drafted: January 2022
Revised: March 2023

Board Procedure #305.2, Academic Honesty, Kindergarten to Grade 12

ATTACHED FOR INFORMATION

1.   Procedure Statement

This procedure outlines equitable assessment, evaluation, and communication practices that promote academic honesty and/or address incidents of academic dishonesty and/or plagiarism.

The range of support, which is designed to foster and support a culture of academic honesty, involves:

a)   communicating with students and families/caregivers;
b)   implementing equitable assessment for, as and of learning practices;
c)   detecting incidents of academic dishonesty and/or plagiarism; and
d)   responding to incidents of academic dishonesty and/or plagiarism.

2.   Application

Board Procedure #305.2, Academic Honesty, Kindergarten to Grade 12 affirm the York Region District School Board's (YRDSB) commitment to fostering assessment practices that uphold human rights and equity, are proactively anti-oppressive and anti-racist, and are equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm. The YRDSB believes that equitable assessment, evaluation, and communication of student learning and achievement are cornerstones of a culturally responsive and relevant educational program that reflects and affirms students' racial and intersecting social identities, languages and multiple ways of knowing. This procedure ensures compliance with the requirements of the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 policy document, including Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication (2010), The Kindergarten Addendum (2016), Mathematics Addendum (2020) policy document and Learning for All (2013).

3.   Responsibilities

3.1   The Director of Education shall:

a)   allocate staff and resources to support the Academic Honesty, Kindergarten to Grade 12 procedure.

3.2 Superintendents shall:

   a) support school administrators and school staff in implementing and communicating this procedure; and
   b) respond to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure.

3.3 Curriculum and Instructional Services, Research and Assessment Services, Leadership Development and Engagement, Inclusive Schools and Community Services and Student Services shall:

   a) build system and school staff capacity in implementing and communicating this procedure;
   b) facilitate the development of resources to support school and classroom level implementation; and
   c) advise and support superintendents, school administrators and teachers regarding the interpretation of this procedure.

3.4 Principals and Vice-Principals shall:

   a) build school staff capacity in implementing and communicating the protocols associated with this procedure;
   b) facilitate the use of resources designed to support school and classroom level implementation;
   c) implement and communicate this procedure and respond to relevant concerns expressed by the school and community in a manner that is consistent with the spirit and intent of this procedure; and
   d) monitor and facilitate the support of students who have been referred by teachers.

3.5 Teachers shall:

   a) communicate with students and families/caregivers about the importance of academic honesty;
   b) explicitly teach how to properly cite sources and acknowledge the work of others;
   c) explicitly teach test-taking skills, if necessary;
   d) prioritize authentic tasks that allow students to connect learning to their own lives;
   e) collect evidence from a variety of sources (conversations, observations and products) throughout the learning cycle to become familiar with students' voices, strengths and abilities;
   f) ensure that students have the necessary resources and that the environment and assessments are designed to limit the likelihood of academic dishonesty;

3.5.1 If academic dishonesty is suspected, teachers shall:

a) identify the original source(s) of the work where possible;
b) analyze the inconsistencies between the quality of work submitted for evaluation relative to previous work/evidence provided by the student in class;
c) locate texts/sources, where possible and necessary, for which credit or proper citations have not been given; and
d) communicate findings with student and family/caregiver.

3.5.2 If academic dishonesty is confirmed, teachers shall:

a) provide the student an opportunity to resubmit the task (in whole, or in part) or complete an alternative task;
b) provide support in response to student need, taking into consideration the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student;
c) ensure the mark assigned for the resubmitted task reflects the quality and proficiency demonstrated in relation to the overall curriculum expectations; marks cannot be deducted as a punishment for academic dishonesty but may be considered in the evaluation of learning skills and work habits; and
d) communicate with student and family/caregiver and school administration.

3.6 Students shall:

3.6.1 Provide original evidence of their learning and achievement and appropriately acknowledge the work of others by:

a) understanding the key concepts and definitions related to academic honesty;
b) understanding the range of supports to promote academic honesty;
c) demonstrating the learning skills and work habits that support life-long learning;
d) acknowledging all sources using the required citation format;
e) obtaining permission, where possible, to use other's intellectual property; and
f) actively seeking clarification and support when needed.

3.7 Support Staff (educational assistants, psychologists, speech-language pathologists, etc.) shall:

3.7.1 Support effective implementation of the Academic Honesty procedure by:

a) working collaboratively with teachers in supporting students with the provision of original evidence of their learning and achievement; and
b) supporting teachers in providing accommodations and/or modifications for Multilingual Language Learners (MLL) and students with exceptionalities, as identified in their Individual Education Plan (IEPs).

3.8 Families/Caregivers are invited to:

  a) understand the key concepts and definitions related to academic honesty; and
  b) understand the range of supports to promote academic honesty.

4. Definitions

4.1 Academic Honesty

For the purposes of this policy, academic honesty refers to students providing original evidence of their learning and appropriately acknowledging the work of others.

4.2 Academic Dishonesty

Academic Dishonesty includes, but is not limited to, the following:

  a) copying from another student or permitting another student to copy material;
  b) using aids, materials and assistance during times that are not approved by the teacher;
  c) obtaining an unauthorized copy of a test or examination prior to the date and time of writing;
  d) changing a grade/percentage mark of an evaluation;
  e) preparing work, in whole or in part, with the expectation that this work will be used or submitted by another student for evaluation;
  f) offering for sale or gratis assessment and evaluation tasks, in whole or in part, with the expectation that these works will be used or submitted by a student for evaluation; and
  g) unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer, in whole or part, of files for academic gain.

4.3 Intellectual Property (also defined in Board Policy #545.0, Intellectual Property, Copyright and Professional Services)

A creation of the mind produced by an individual or group of individuals of which the ownership or right to use may be legally protected by copyright or other legal forms of ownership. Intellectual Property can include inventions, literary and artistic works, designs and symbols, or other intangible assets.

4.4 Plagiarism

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. Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:

a) someone else's written and/or spoken idea, theory or opinion;
b) misrepresenting co-authored or collaboratively created work as one's own;
c) music, drawings, designs, dance, photography and other artistic or technical work created by someone else;
d) reproductions of tables, graphs or any other graphic element produced by someone else;
e) facts and information that are not generally known;
f) an unusual or distinctive phrase, a specialized term, a computer code, or quantitative data;
g) paraphrase or summary;
h) unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer in whole or part of files for academic gain;
i) submitting work prepared, in whole or in part, by another person or source and representing that work as one's own; and
j) using the internet and/or artificial intelligence to create work, in whole or in part, and submitting the work as one's own.

5. Contact

Curriculum and Instructional Services
Research and Assessment Services

6. History

Drafted: January 2022
Revised: March 2023

1. Procedure Statement

This procedure outlines equitable assessment, evaluation and communication practices that support equity of student learning and achievement, which are designed to promote a consistent approach to the reporting of marks below 50 per cent as per the Ministry's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010 policy document.

Staff, students and members of the school community shall be involved in the effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure that is related to the Assessment, Evaluation and Communication of Student Learning and Achievement policy and procedure.

The range of support, which is designed to motivate learners and facilitate the collection of evidence and demonstration of learning, is divided into the following four inter-related protocols:

a) communication with students and families/caregivers;
b) implementation of equitable assessment for, as and of learning practices;
c) collection of evidence of student learning and achievement; and
d) determination of a percentage mark on the Provincial Report Cards.

2. Application

Board Procedure #305.3, Reporting Marks Below 50 Per Cent affirm the York Region District School Board's (YRDSB) commitment to fostering assessment practices that uphold human rights and equity, are proactively anti-oppressive and anti-racist and are equitable, inclusive, accessible and free from discrimination, oppression, harassment and harm. The YRDSB believes that equitable assessment, evaluation and communication of student learning and achievement are cornerstones of a culturally responsive and relevant educational program that reflects and affirms students' racial and intersecting social identities, languages and multiple ways of knowing. This procedure ensures compliance with the requirements of the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 policy document, including Reporting Student Learning Guidelines for Effective Teacher-Parent-Student Communication (2010), The Kindergarten Addendum (2016), Mathematics Addendum (2020) policy document and Learning for All (2013).

3. Responsibilities

3.1 The Director of Education shall:

    a) allocate staff and resources to support the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure.

3.2   Superintendents shall:

    a) support school administrators and school staff in implementing and communicating this procedure; and

    b) respond to relevant concerns expressed by schools and communities in a manner that is consistent with the spirit and intent of this procedure.

3.3 Curriculum and Instructional Services, Research and Assessment Services, Leadership Development and Engagement, Inclusive Schools and Community Services and Student Services shall:

    a) build system and school staff capacity in implementing and communicating this procedure;

    b) facilitate the development of resources to support school and classroom level implementation; and

    c) advise and support superintendents, school administrators and teachers regarding the interpretation of this procedure.

3.4 Principals and Vice-Principals shall:

    a) build school staff capacity in implementing and communicating the protocols associated with this procedure;

    b) facilitate the use of resources designed to support school and classroom level implementation;

    c) implement and communicate this procedure and responding to relevant concerns expressed by the school and community in a manner that is consistent with the spirit and intent of this procedure; and

    d) monitor and facilitate the support of students who have been referred by teachers.

3.5 Teachers shall:

    a) communicate with students and families/caregivers by;
- communicating as soon as possible when evidence of achievement falls much below the provincial standard (level one or below on the achievement chart),
- informing students and their families/caregivers about the specific support measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning, and

- discussing appropriate supports;

b) implementation of assessment for, as and of learning practices by;
- implementing the assessment framework as outlined in the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Grades 1 to 12, 2010 policy document,
- identifying and clarifying learning goals that have been met and not met,
- reviewing, adjusting and implementing accommodations and/or modifications for multilingual language learners and for students with exceptionalities, as identified in their Individual Education Plans (IEPs),
- scaffolding instruction that aligns with the student's current learning needs and level of achievement,
- providing explicit instruction in identified areas of need related to learning skills and work habits, and
- designing assessment tasks and/or assignments for evaluation that address the student's specific learning needs and support the student achieving success in the course;

c) collection of evidence of student learning and achievement by;
- collecting evidence of achievement over time from observations, conversations, student products, and
- collecting evidence of explicitly taught learning skills and work habits over time from conversations, observations and products;

d) determination of a percentage mark on the Provincial Report Cards by;
- ensuring that the mark accurately represents the student's actual achievement of the overall curriculum expectations,
- ensuring that the percentage mark is informed by both a mathematical calculation and professional judgement, particularly in cases where the mark approaches the next level of achievement (e.g. 47 to 49 per cent),
- ensuring that accommodations have been provided as outlined in the student's IEP,
- if the curriculum expectations have been modified, ensure that the mark aligns with modifications that have determined as per the student's IEP,
- consulting with administration and in-school supports, including the Student Success team, prior to assigning a mark below 50 per cent,
- considering all evidence of learning that the student has completed or submitted, those that were not completed or submitted and other available evidence of achievement including conversations and observations,
- considering that some evidence carries greater weight than other evidence,
- ensuring that the percentage mark on the report card reflects the student's most consistent level of achievement, with special consideration given to more recent evidence,
- using code "I" to indicate when there is insufficient evidence available to determine a percentage mark for students in Grades 9-10 only,

- ensuring that the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, will not be considered in the determination of a student's percentage mark on a provincial report card, and
- referring students to in-school supports, including the Credit Recovery Team, to determine appropriate future placements and/or strategies for success.

3.6 Students shall:

a) understand and fulfilling their responsibility in providing evidence of their learning;
b) understand their identified areas of need related to learning goals, learning skills and work habits and next steps for improvement;
c) participate in the setting of individualized learning goals and construction of success criteria;
d) understand the range of supports available to them to improve their learning and achievement;
e) monitor and continuously communicate their progress with the teacher; and
f) seek feedback and assistance.

3.7 Support Staff (educational assistants, psychologists, speech-language pathologists, etc.) shall support effective implementation of the Reporting Marks Below 50 Per Cent, Grades 9-12 procedure by:

a) working collaboratively with teachers to support students when evidence of their achievement falls much below the provincial standard (level one or below on achievement chart); and
b) supporting teachers in reviewing and adjusting accommodations and/or modifications for multilingual language learners and as identified in IEPs for students with exceptionalities.

3.8 Families/Caregivers are invited to support their child's learning and achievement by:

a) connecting with the school to understanding the range of supports, interventions and strategies available to their child to improve learning and achievement.

4.   Definitions

4.1 Credit Recovery

Credit Recovery is one of several program options for students who have completed a course within the last two years and have received a failing grade. Students are able to recover the credit by meeting course expectations that were not achieved initially. Access to credit recovery programming is based on a variety of indicators and not solely on a mark designation. The Credit Recovery Team, who considers all factors that impacted the student's success, makes the final determination of credit recovery placement. Students may recover credits only for

courses taken and failed (and not, for example, for a course of a different type in the same subject and grade). Students who withdraw from a course are not eligible for credit recovery. (adapted from Growing Success)

4.2 Final Evaluation

Final Evaluation is an evaluation administered at or towards the end of a course. This evaluation will be based on evidence from one or a combination of the following; an examination, a performance, an essay, a portfolio and/or another method of evaluation suitable to the course content or accommodations outlined in the student's IEP. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (adapted from Growing Success).

4.3 Scaffolding

Is an instructional approach that involves breaking down tasks so that students can concentrate on specific, manageable objectives and gradually build understanding and skill, with the aid of modeling by the teacher and ample opportunity for practice. Scaffolding provides students with a supportive structure within which to learn (Growing Success).

5. Contact

Curriculum and Instructional Services
Research and Assessment Services

6. History

Drafted: January 2022
Revised: March 2023