

HHSS Assessment, Evaluation, and Communication Framework

Purpose

HHSS strives to recognize and respect the whole student while endeavoring to foster commitment and responsibility and develop strong time management skills. Our communication about assessment will be transparent, ongoing, and meaningful. Students will learn most effectively when they actively participate in both the learning process and in assessment activities.

Definitions of Assessment

AS and FOR Learning (*Formative Assessment*)

- Students monitor their own learning using descriptive feedback from teachers, self, and peers to determine the next steps and to set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and focuses on the role of the student as pivotal to assessment and learning. Assessment for learning is used by teachers to provide descriptive feedback, to adjust instruction, and by students to focus their learning. Common examples of this type of assessment include, but are not limited to: exit cards, quizzes, Successful communication will occur early and ongoing throughout the school year/semester:

Students will:

- Provide evidence of their understanding and achievement of the curriculum expectations within the time frame specified by the teacher, and in a form approved by the teacher
- Seek assistance from teachers when experiencing difficulty
- Notify teachers in advance if serious/significant circumstances emerge making it difficult to meet initial deadlines
- Inform teachers when they are aware that they will be absent from a class
- Make arrangements to cover missed work and assessments upon return following an absence

Teachers will:

- Inform students and their parents/guardians about the course and curriculum-specific expectations
- conferencing, and peer assessments. These assessments are NOT included in the calculation of student grades (*as per Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Ministry of Education, Ontario, 2010*).

Assessment OF Learning (*Summative Evaluation*)

- Summative Evaluation is the process of collecting and interpreting evidence for the purpose of demonstrating learning at a given point in time, on the basis of established criteria. The information gathered will be used to communicate the student's achievement to parents, other teachers, themselves, and others. It occurs at or near the end of a cycle of learning. Common examples of this type of assessment include, but are not limited to: unit tests, performance tasks, essays, reports, presentations, projects, and exams. These evaluations WILL be included in the calculation of student grade (*as per Growing Success*).

Responsibility / Communication

- Communicate the timelines to students and where appropriate, to parents/guardians
- Inform students and their parents/guardians about the consequences for missed or incomplete assignments (as outlined within the HHSS Assessment, Evaluation, and Communication Framework)
- Inform additional in-school supports and parents/guardians of struggling students who are unable to meet established expectations (i.e. Guidance, Student Success, ESL, Special Education)
- Provide timely, ongoing, and multiple opportunities for descriptive feedback prior to Assessments OF Learning

Parents will:

- Understand what their child is expected to learn in relation to the curriculum expectations and the learning skills and work habits
- Understand why and how their child is being assessed and evaluated
- Understand how assessment and evaluation information is being used to support learning
- Work collaboratively with the school, teacher and child to plan for their child's improvement
- Actively monitor their child's learning and support their child in implementing next steps for improvement
- Communicate regularly with their child's teacher(s); review expectations regarding the completion and submission of assignments for evaluation as communicated by teachers and the school with their child
- Understand the range of supports and consequences for students who are not completing and submitting assignments for evaluation in a timely manner
- Notify the school of all student absences in a timely manner

A Successful Student

Students will:

- Arrive to class on time prepared to learn with necessary learning tools (i.e. textbook, equipment, electronic device, paper)
- Demonstrate learning by completing all assessments to the best of one's ability within established timeframes
- Review descriptive feedback provided by teachers in order to improve and achieve greater success
- Participate in classroom activities
- Challenge oneself to meet the learning goals of the curriculum
- Respect their teachers, their peers and their community
- Seek support for their learning and achievement when experiencing academic difficulty (i.e. Classroom Teacher, Student Success Teacher, Guidance, Special Education)
- Support their school and community by actively participating in school life inside and outside of the classroom

Achievement Chart

- The achievement chart in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* in conjunction with YRDSB's Assessment Evaluation and Communication of Student Learning and Achievement Policy and Procedure will guide assessment
- Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across all four categories of the achievement chart

- Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories
- Multiple section courses will maintain Achievement Chart Category weightings that are identical
- For Term Evaluations, it is recommended that each Achievement Chart category (KTAC) is weighted no lower than 15% and no higher than 30%. Achievement Chart categories weightings for the Term Evaluations must total 70%
- The category breakdown of the 30% Summative Evaluations should be proportional to the 70% Term Categories (KTAC)
- Below are samples of how the mark breakdown could look, according to achievement categories. Each course will provide a subject-specific breakdown

Assessment and Evaluation Breakdown: Course A

Achievement Categories	Mark Distribution		
	Term Evaluations 70%	Summative Evaluations 30%	
		ISU 10%	Exam 20%
Knowledge	17.5	2.5	5.0
Thinking	17.5	2.5	5.0
Communication	17.5	2.5	5.0
Application	17.5	2.5	5.0

Assessment and Evaluation Breakdown: Course B

Achievement Categories	Mark Distribution	
	Term Evaluations 70%	Summative Evaluations 30%
Knowledge	15	6.5
Thinking	15	6.5
Communication	18	8.0
Application	22	9.0

Assessment / Assignment Feedback

- Feedback provides information to students and teachers about learning. It helps to reduce the gap between the student's current level of understanding and/or performance and a desired goal. Depending on the nature and delivery of the feedback, it can have powerful positive effects on student learning and engagement (Hattie & Timperley, 2007)
- Feedback can be conveyed orally, in writing, or as a question that causes students to reflect
- Timely feedback allows the student to adjust their work as part of the learning process

- Effective feedback should relate to the Learning Goals and Success Criteria identified for the assigned task
- Effective feedback provides students with detailed, specific information about improving their learning. It address faulty interpretations and lack of understanding
- Descriptive feedback provides visible and manageable next steps based on an assessment of the assigned work

Authorized Absences for In Class Term Evaluations / Assignment Submission Date (comprising 70% of course final mark)

Student responsibilities:

- For an **expected absence of 1 or 2 periods/days**, students are expected to discuss their absence with their teacher prior to the Term Evaluation (e.g. prescheduled test, performance task). They will complete the Term Evaluation upon their return (i.e. next class)
- For an **expected absence longer than 2 periods/days**, the student will obtain a Temporary Absence Form from the Main Office. They will then meet with the teachers to discuss the content that they will be missing along with how and when the missed content will be assessed
- If a student misses or does not complete a Term Evaluation due to an **unexpected absence of 1 period/day** (i.e. illness, bereavement), the student will complete the Term Evaluation upon their return (i.e. next class)
- If a student misses or does not complete a Term Evaluation due to an **unexpected, extended absence of 2 or more periods/days** (i.e. illness, bereavement), the student and the teacher will discuss how and when the missed content will be assessed (upon the student's return to school).

Teacher responsibilities:

- Once students have notified their teacher about an expected absence, the teacher will work with them to establish an agreed upon date and time to complete the Term Evaluation

Unauthorized Absences for In Class Term Evaluations / Failure to Submit Term Evaluations (comprising 70% of course final mark)

Student responsibilities:

- Students have the responsibility to meet deadlines for in-class Term Evaluations (i.e. test/presentation) and other assessment types (i.e. essay/project).
- Students under 18 years of age must have the absence authorized by a parent/guardian in order to complete a missed in-class Term Evaluation (i.e. test/presentation). Until the absence is authorized and the assessment is completed, a mark of zero (0) may be assigned
- Students 18 years of age or older, must have the absence authorized in order to complete the missed in-class Term Evaluation (i.e. test/presentation). Until the absence is authorized and the assessment is completed, a mark of zero (0) will be assigned. If the absence is not authorized, a mark of zero (0) may be entered
- Once the absence has been authorized, students (including 18 years of age and older) must complete the missed in-class Term Evaluation (i.e. test/presentation) immediately upon return to school, unless prior arrangements have been made with the teacher
- For multiple absences (2 or more) of in-class Term Evaluations, students are required to meet with their Vice Principal prior to being permitted to complete the missed task. The Vice Principal will have a discussion about these absences and will determine if an opportunity will be provided to complete the missed in-class assessment. A mark of zero (0) for the assessment may be the result

Teacher responsibilities:

- Teachers will inform the parent/guardian of missed Term Evaluations (for students under the age of 18)
- If a student has an IEP, Teachers will follow the accommodations listed in a student's IEP prior to implementing the **Multiple Intervention Process**
- Staff will work through the **Multiple Intervention Process** to assist each student in completing the Term Evaluation prior to permanently assigning a mark of zero (0)
- For students who have multiple late or missed assignments (i.e. projects/assignments), the teacher will contact the parents/guardians to develop an action plan to help the student reach success. The teacher will get direction from the Vice Principal on how to proceed with the missed Term Evaluations (i.e. assign zero, extend time)
- After two or more missed in-class evaluations (i.e. test/presentation), the teacher will get direction from the Vice Principal on how to proceed with the specific evaluation (i.e. assign zero, opportunity to write a similar evaluation). The teacher will ensure that the parents/guardians have been contacted, sharing the direction from administration

Multiple Intervention Process

The series of steps below will be followed prior to permanently assigning a mark of zero (0)* for Term Evaluations (evaluations conducted throughout the course that make up 70% of a final grade):

1. Student and teacher will discuss an extension for the Assessment or Evaluation. In some situations or in some courses (i.e. Drama, Technology, Art, Physical Education), this may need to be an alternate assignment or performance opportunity as the original assignment may no longer be possible to complete
2. Student and teacher will establish a new mutually agreed upon date for submission/completion of the Term Evaluation and the new date shall be documented (i.e. teacher logs)
3. Teacher and student will discuss the Term Evaluation to ensure that the student clearly understands the requirements of the assessment
4. Teacher will temporarily put zero (0) in their mark book (i.e. TeachAssist) so that both the student and parent/guardians are aware of the impact of not completing the Term Evaluation
5. Teacher will contact the student's parents/guardians to inform them of the new agreed upon alternate submission/completion date for the Term Evaluation
6. Teacher will communicate with Student Support Services (i.e. Student Success, Special Education, ESL, Alternative Education and/or Guidance), if required
7. If the student does not complete the Term Evaluation by the alternate date established in # 2, the teacher will contact the student's parents/guardians to inform them that the Term Evaluation is still outstanding, and that a mark deduction of **2%** per class to a maximum of **10%** may now occur
8. If the Term Evaluation has not been handed in by the newly established date from # 6 after the alternative submission date, a conversation with administration will occur. A final mark of **0%** may be applied to the assignment based on the conversation with administration, and the parents/guardians will be informed.

*Table contains the minimum required steps teachers will follow to obtain assignments before assigning a permanent mark of zero (0) for the initial missed assessment.

Summative Evaluation (comprising 30% of course final mark)

Students are required to participate in all Summative Evaluations which constitute 30% of the final grade. Summative Evaluations may include written exams, oral and/or written presentations, and

practical tests/exams. If a Summative Evaluation is missed or not completed, a zero (0) may be assigned and this will be used in the determination of the final grade. Discussion will occur between the student, teacher, the Subject Head, and Administration to determine if a zero (0) will be assigned.

In cases where there are extenuating circumstances (which may impact on a student's ability to participate in all or some of this summative evaluation), the Administration, in consultation with the teacher, will decide the most appropriate method of determining the student's final standing in the course (i.e. alternative Summative assignment). Students need to be prepared to provide documentation to support the absence. Documentation may include:

- provide a medical note, in the case of illness, indicating the date of the illness
- provide documentation of the emergency in the case of a serious family situation
- provide documentation, in the case of a court appearance, indicating the date and time of the court appearance
- meet with an Administrator to reschedule the summative evaluation
- For students under 18 years of age, who have missed a Summative Evaluation (i.e. presentation / exam), teachers will contact parents and document the conversation (i.e. teacher log)
- For students who are 18 years or older who have missed a Summative Evaluation (i.e. presentation / exam), teachers will speak with the student, inform the appropriate Vice Principal, and document the conversation (i.e. teacher log)

Process for Individual Assignment Mark Appeal

In the event that a student wishes to discuss the mark earned on a specific evaluation:

- The student will arrange to meet with the teacher outside of class time, at which point the student's issues will be addressed accordingly
- The student will clearly identify the area(s) of concern with specific references for possible consideration
- The teacher will provide the student with feedback including next steps for improvement and/or a possible amendment to the marked evaluation
- If the student is dissatisfied with the resolution, they may approach the specific courses Subject Head for further discussion
- If the student is still dissatisfied, after working with the Subject Head, then they may speak with their alpha-assigned Vice Principal

Learning Skills: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation

Developing good learning skills is crucial to student success; such skills will be assessed and tracked separately from achievement. Teachers will provide ongoing feedback on student performance in learning skills at various points in the term/semester.

Homework and Extra Help

Homework reinforces student learning and provides opportunity for descriptive feedback when it is checked for understanding. From time to time, students may experience a gap in their understanding of course material that requires more direct intervention and support. When recognizing difficulty, we encourage students to immediately seek extra help sessions with subject teachers as a starting point. Other resources available may include: Guidance Services, Special Education Resource Teachers, Student Success Teacher, ESL Teachers, or Peer Tutors.

Academic Honesty (excerpted from YRDSB Procedure #305.2)

Students must 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 [i.e. teacher, teacher librarian, on-line];
- 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 life-long learning;
- Acknowledging all sources using the required citation format;
- Obtaining permission, where possible, to use other's intellectual property; and
- Actively seeking clarification and support when needed.

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. Forms of cheating include but are not limited to:

- Copying from another student or permitting another student to copy;
- Using aids, materials, and assistance which are not approved by the teacher;
- Obtaining an unauthorized copy of a test or examination prior to the date and time of writing;
- Changing a grade/percentage mark of an evaluation;
- Preparing work, in whole or in part, with the expectation that this work will be submitted by another student for evaluation;
- Offering for sale or gratis (no charge) assignments, in whole or in part, with the expectation that these works will be submitted by a student for evaluation; and
- Unauthorized entries 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.

Plagiarism refers to representing someone else's ideas, writing, intellectual property [i.e. idea, concept, design or technical work] as your own. Any use of the work of others whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement... Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:

- Someone else's written and/or spoken idea, theory or opinion;
- Misrepresenting co-authored or collaboratively created work as one's own;
- Music, drawings, designs, dance, photography, and other artistic or technical work created by someone else;
- Reproductions of tables, graphs or any other graphic element produced by someone else;
- Facts and information that are not generally known;
- An unusual or distinctive phrase, a specialized term, a computer code, or quantitative data
- Paraphrase or summary;
- 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;
- Copying from the Internet without giving proper acknowledgment to the source;
- Submitting work prepared, in whole or in part, by another person or source and representing that work; and
- Downloading research papers from the World Wide Web (www), in whole or in part, and submitting the paper as original work as one's own.

Plagiarism and cheating has a negative impact on the student's learning along with the integrity of the learning environment of others. As such, plagiarism and cheating in any of its forms will result in behavioural and academic consequences for the student.

Behavioural responses/consequences may include:

- Progressive discipline that supports the student's awareness of, and accountability for, their actions and the impact upon the learning environment
- Student collaboration with their administrator, teacher, and others to determine ways to make amends
- Reviewing strategies and practicing skills to prevent future incidents
- A log of incidents of plagiarism or cheating will be maintained centrally for progressive discipline purposes

Note: Parents/guardians (of students under 18 years of age) will be informed of incidents of cheating and plagiarism

Academic responses/consequences may include:

- The opportunity to redo the original task, in part, or in its entirety, or to complete an alternative assignment under supervision
- An assignment or task to promote a deeper understanding of the importance of academic honesty
- For multiple occurrences, after consultation with administration, the deduction of marks up to and including the full value of the assignment may take place

Note: When a situation involving suspected plagiarism arises, it is the student's responsibility to demonstrate that the submitted work is their own. Students must provide evidence of process work.

Student Final Mark

- Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation).
- The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.
- In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.
- Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.