

MDHS Assessment, Evaluation, and Communication Policy

Purpose

MDHS 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 ongoing and meaningful. Students will learn most effectively when they actively participate in 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, 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

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
 - 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 MDHS Assessment, Evaluation, and Communication Policy)
 - 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 supporting 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

* The MDHS Assessment, Evaluation and Communication Policy follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

A Successful Student

Students will:

- Arrive to class on time prepared to learn with necessary learning tools (textbook, equipment, binders, etc.)
- 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* will guide assessment
- Currently our Board's *Guidelines for Assessment and Evaluation*, 2006, suggests that no category is weighted lower than 15% and higher than 30%
- The category breakdown of the 30% Summative evaluations should be proportional to the 70% Term Evaluations
- 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/Understanding	17.5	2.5	5.0
Thinking/Inquiry	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%	
		ISU 15%	EXAM 15%
Knowledge/Understanding	15	3.0	3.0
Thinking/Inquiry	15	3.0	3.0
Communication	20	4.5	4.5
Application	20	4.5	4.5

Late and Missed Term Evaluations (70%)

- **Students:**
 - If a student is aware of an expected absence prior to the date of the Term Evaluation (e.g., prescheduled test, performance task) they are expected to discuss with their teacher and set an agreed upon date and time to complete the Term Evaluation (i.e next class)
 - If a student misses or does not complete a Term Evaluation due to extended absence, he/she will meet with the classroom teacher, upon return to school, to establish a new completion date as part of the Multiple Intervention Process (outlined in the table below)
 - If a student misses a term evaluation for a single day/period, he/she will complete the assessment/test immediately upon return to school
- **Teachers:**
 - If the student is aware of the absence and speaks to the teacher prior to, they will consult with student to set an agreed upon date and time to complete the Term Evaluation
 - Follow the accommodations listed in a student's IEP prior to implementing the Multiple Intervention Process
 - Work through the Multiple Intervention Process to assist each student in completing his/her Term Evaluation prior to assigning a mark of 0 (zero)
 - For students who have multiple late or missed assessments or evaluations (i.e. projects/assignments), the teacher will contact the parents to develop an action plan to help the student reach success
 - For students, who have missed two original evaluations (i.e. tests), teachers will contact parents and document the conversation (i.e. Teach Assist)
 - For students who are 18 years or older who have missed two original evaluations (i.e. tests), teachers will speak with the student and inform the appropriate vice principal and will document the conversation (i.e. Teach Assist)

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- **Unauthorized Absences**

- Teachers will inform parent/guardian of missed Term Evaluations (for students under 18)
- Students under 18 years of age must have the absence authorized by a parent, with a valid reason, in order to complete the missed Term Evaluation. If the absence is not authorized a mark of zero will be assigned
- Students 18 years of age or older, must have the absence authorized, with a valid reason, in order to complete the missed Term Evaluation. If the absence is not authorized a mark of zero will be assigned
- Students (including 18 years of age and older) must complete the assessment/test immediately upon return to school

- Multiple (2 or more) absences for Term Evaluations require the student to meet with his/her Vice Principal prior to being permitted to complete the Term Evaluation and to discuss the absences. The Vice-Principal will determine if an opportunity will be provided to complete the missed assessment/test. A mark of zero for the assessment/test may be the result.

- **Multiple Intervention Process**

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

1. Student arranges for an extension on the Assessment or Evaluation. The teacher may choose to have the student complete the "Student Request for Extension on an Assignment or Evaluation" form.
2. Teacher will communicate with Student Support Services (i.e. Student Success, Special Education, ESL, Alternative Education and/or Guidance) if required.
3. 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, Student Request for Extension Form, etc.).
4. Teacher and student will discuss the Term Evaluation to ensure that the student clearly understands the requirements of the assessment.
5. Teacher may contact the student's Parents/Guardian to inform them of the new agreed upon date for submission/completion of the Term Evaluation.
6. If the student does not complete the Term Evaluation by the new date, the teacher will contact the student's Parent/Guardian 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.
7. If the Term Evaluation has not been handed in by the fifth class after the alternative submission date, administration will be advised, and a final mark of **0%** may be applied to the assignment and parents/guardians will be informed.

*Table contains the minimum required steps teachers will follow to obtain assignments before assigning a mark of 0 (zero)

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 clearly identify the area(s) of concern with specific references for possible consideration
- The student and teacher will meet outside of class time, at which point the student's issues will be addressed accordingly
- 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, he/she may approach the specific courses Department Head for further discussion
- If the student is still dissatisfied, after working with the Department Head, then they may speak with their alpha-assigned Vice Principal

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 (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.

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Cheating is the attempt to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of 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 means representing someone else's ideas, writing, intellectual property (ie. idea, concept, design or technical work) as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include 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
- Downloading research papers from the World Wide Web (www), in whole or in part, and submitting the paper as original work

Consequences: Plagiarism or cheating in any of its forms will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the integrity of the learning environment of other students.

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
- The deduction of marks up to and including the full value of the assignment when the absence of original student work is due to cheating or plagiarizing.

Note: When a situation involving suspected plagiarism arises, it is the student's responsibility to demonstrate that the submitted work is his/her own. Students must provide evidence, through sources such as rough drafts, study notes, resources, and discussion, that the work is original.

Summative Evaluation (30%)

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 may be assigned for the evaluation(s) missed and this will be used in the determination of the final grade. Discussion will occur between the Student, Teacher, the Department Head, and Administration to determine if a zero 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).

- 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. Teach Assist)
- For students who are 18 years or older who have missed a summative evaluation (i.e. presentation / exam), teachers will speak with the student and inform the appropriate vice principal and will document the conversation (i.e. Teach Assist)

Note: Documentation to support the absence(s) will be required (i.e. medical note) for all students.

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.