



SIR WILLIAM MULOCK SECONDARY SCHOOL

Assessment, Evaluation & Communication of Student Learning and Achievement Policy

The York Region District School Board believes that assessment, evaluation, and communication of student learning and achievement are integral components of the teaching and learning process and form the basis of an effective educational program. The Sir William Mulock Secondary School Policy is based upon YRDSB and Ministry policies.

The primary purpose of assessment is to improve student learning by providing information needed to direct the refinement of programs and instruction to meet each student's strengths, needs, and interests. Student involvement in effective assessment practices increases engagement, learning and achievement. High-quality assessment practices provide students with multiple and varied opportunities to demonstrate achievement and lead to deeper learning.

Assessment plays a critical role in teaching and learning and has as its goal the development of each student as an independent and autonomous learner. This includes the timely completion and submission of assignments for evaluation and academic honesty by students. Ongoing, clear and meaningful communication between home and school, including the provision of timely feedback, supports the learner in being successful.

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 parents/guardians, the following seven fundamental principles are required. Assessment, evaluation and communication practices and procedures are valid and reliable when they:

1. are fair, transparent, and equitable for each student;
2. support each student, including those with special education needs, English language learners, and those who are First Nations, Metis, or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of each student;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement; and
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

At Sir William Mulock Secondary School we are dedicated to providing quality assessments and evaluations for students. Timely submission of assessments is an important skill for students to develop and is an integral part of the assessment, evaluation and communication of student learning and achievement. Details of the Assessment, Evaluation and Communication of Student Learning and Achievement are outlined explicitly in this policy.



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Communication and Reporting on Student Achievement

Teachers will review the school policy with students to ensure mutual understanding. Students will be provided with a course outline, that includes an overview of how the final mark grade will be determined. Teachers will communicate regularly with Parents/Guardians regarding student achievement in a professional and timely manner. (This may take the form of emails or phone calls.) In addition to a final grade, teachers will also assess/report on Learning Skills and Work Habits.

The final grade will be determined as follows:

- 70% based on Assessment OF Learning (including conversations, observations and products) conducted throughout the course
- 30% based on culminating tasks and/or final examination administered at or towards the end of the course.

During the term (70% of final grade)...

Teachers will...

- provide clear expectations of evaluations;
- provide instructional and assessment accommodations (as appropriate);
- set appropriate and clear due dates that reflect student input;
- monitor the progress of students and adjust due dates as necessary based upon individual needs and strengths;
- assist students to practice time management effectively (progress checks, use of Moodle, etc.);
- communicate with parent/guardian as needed.

Students will...

- provide input in planning of due dates;
- record due date to support timely submission of evaluations;
- refer to rubric/marking scheme/expectations when completing the evaluation;
- seek extra help or clarification as necessary before the date the assignment is due;
- self regulate their time management (plan appropriately, use a calendar/agenda, etc.);
- speak to their teacher if circumstances arise that make it difficult to meet the deadline.

Parents/Guardians will....

- understand how their child is being assessed and evaluated;
- work collaboratively with the school, teacher and child to plan and support child's progress;
- actively monitor their child's learning and support their child in implementing next steps for success;
- communicate regularly with the teacher as needed.

End of Term Protocol for Final Evaluations (30%)...

- No tests or new evaluations will be given during the last week prior to exams (final week will be used for exam review/preparation, culminating presentations or application work that is done in class only);
- All term work/process work leading to culminating will be done by the week prior to exams
- For grade 9 students writing EQAO, no tests or evaluations should be completed on the test writing day
- Students are required to write all examinations as scheduled. (Exam dates are published at the beginning of the school year. Exam schedules are distributed at least two weeks before exams.);
- Requests to miss examinations for vacation or employment will not be approved;
- Students may only miss examinations due to medical illness, court proceedings or a funeral. (Documentation will be required);

SIR WILLIAM MULOCK SECONDARY SCHOOL

Assessment, Evaluation & Communication of Student Learning and Achievement Policy

Missed Due Dates for Assignments:

Students will...

- conference with teacher before the due date if an assignment deadline will not be met;
- mutually negotiate a new due date with the teacher to submit assignment based on the consideration of all relevant factors (i.e. student has been ill and unable to complete work, etc.);
- mutually complete "Request for an Alternative Due Date" form to track the timely completion of assignment;
- record alternative due date for timely completion of the evaluation.

Parents/Guardians will...

- communicate with teachers regarding their child's need for an alternative due date;
- actively monitor their child's timely completion of their evaluation and success.

Teachers will...

- conference with students and/or parents as needed;
- mutually negotiate a new due date for the student to submit assignment based on the consideration of all relevant factors (i.e. student has been ill and unable to complete work, etc.)
- mutually complete "Request for an Alternative Due Date" form to track the timely completion of assignment;
- communicate with parents regarding the new alternative due date;

*If the teacher determines that the reason for the missed deadline is not acceptable, the teacher may deduct marks up to a maximum of 2% per day. (Total deductions not to exceed 8%.)

**A zero will be recorded if the evaluation is not submitted after the alternate due date to reflect the effect on the overall course mark at that time.

***Evaluations will be accepted (with penalty) up until one week prior to the start of exams in each semester. After which point a zero may be assigned.

Missed Tests

Students will...

- communicate with the teacher if an absence on a test date is known in advance (i.e. medical appointment, etc.) and arrange for an opportunity to write a version of the test;
- communicate with the teacher about the reason for the missed test upon return to class following the absence and arrange for an opportunity to write a version of the test.

Parents will...

- communicate with the Attendance office to excuse a student's absence if due to illness or medical appointment.

Teachers will...

- consult with student and/or parent about the reason for a missed test;
- provide students with an opportunity to write a version of the test; if the second opportunity is missed a zero may be assigned
- If a student is truant, in consultation with Vice Principal/Principal, a zero may be assigned.