

Tommy Douglas Secondary School Assessment, Evaluation, and Communication Practice

School Responsibilities

Tommy Douglas Secondary School is committed to providing an engaging and dynamic learning experience for our students and we are dedicated to supporting the success of every student. Tommy Douglas S.S. strives to recognize and respect the whole student, while endeavouring to foster commitment and responsibility and develop strong time management skills.

The primary purpose of assessment is to improve learning. Our assessment practices are intended to be fair and equitable. Our communication about assessment will be ongoing and meaningful. The Tommy Douglas SS Assessment and Evaluation Practice follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

Student Responsibilities

A successful student at Tommy Douglas S.S. does the following:

- arrives to class on time
- demonstrates learning by fully completing all assigned work to the best of their ability
- meets timelines and submits work by assigned due dates
- reviews feedback provided by teachers in order to improve and achieve greater success
- participates in all classroom activities
- challenges oneself to meet the learning goals of the curriculum
- respects their teachers, their peers and their community
- achieves high standards when given sufficient time and support
- supports their school and community by actively participating in school life inside and outside of the classroom

Definitions of Assessment

Assessment as learning

Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is they monitor their own learning; use assessment feedback from teacher, self, and peers to determine the next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning (*Growing Success*).

Assessment for learning

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 how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. 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*).

Assessment of learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning (*Growing Success*).

Achievement Chart

The achievement chart in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* guides assessment. It is expected that all teachers will assess, evaluate and report student achievement using the four categories of the achievement chart: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application.

Knowledge and Understanding	Thinking and Inquiry	Communication	Application
<ul style="list-style-type: none"> Subject-specific content acquired in each grade/course, and the comprehension of its meaning and significance e.g. knowledge of facts, genres and terms or understanding of concepts, ideas and procedures 	<ul style="list-style-type: none"> The use of critical and creative thinking skills and/or processes e.g. use of planning skills, processing skills or critical/creative thinking by formulating questions, forming conclusions or evaluating ideas 	<ul style="list-style-type: none"> The conveying of meaning through various forms e.g. expression and organization of ideas, communicating to different audiences in different forms or use of conventions and vocabulary 	<ul style="list-style-type: none"> The use of knowledge and skills to make connections within and between various contexts e.g. applying knowledge and skills in familiar contexts, transferring knowledge and skills to new contexts or making connections between contexts

Learning Skills

In addition to course curriculum expectations, students will be assessed on their *learning skills* as listed below.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment completes and submits class work, homework, and assignments according to agreed-upon timelines takes responsibility for and manages own behaviour 	<ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks establishes priorities and manages time to complete tasks and achieve goals identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks 	<ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals uses class time appropriately to complete tasks follows instructions with minimal supervision 	<ul style="list-style-type: none"> accepts various roles and an equitably shares works responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships; works with others to achieve group goals; shares information, resources, and expertise and promotes critical thinking 	<ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning demonstrates the capacity for innovation and a willingness to take risks demonstrates curiosity and interest in learning approaches new tasks with a positive attitude recognizes and advocates appropriately for the rights of self and others 	<ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them seeks clarification or assistance when needed assesses and reflects critically on own strengths, needs, and interests identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals perseveres when responding to challenges

Developing learning skills is crucial to student success, and work habits often directly impact student achievement. Learning skills will be assessed and tracked, and teachers will provide ongoing constructive feedback on your performance in learning skills at various points in the semester. However, learning skills are NOT included in determining the final grade.

Each learning skill and work habit is evaluated on the report cards using the following scale:

- E = Excellent
- G = Good
- S = Satisfactory
- N = Needs Improvement

Assessment and Evaluation Submission - Late and Missed Assessments

Assessment activities indicate student achievement of curriculum expectations. The learning gained through their completion also assists students in succeeding in their final evaluations. In order to provide both students and parents with an accurate statement of student progress, students are expected to complete all assigned work within the timelines indicated by the teacher. At Tommy Douglas Secondary School, we believe students need to develop a sense of responsibility as well as time management skills to be successful in their studies.

Throughout the learning cycle, teachers will provide students with opportunities to demonstrate learning through assessment *as* and *for* learning tasks. These tasks include, but are not limited to, homework, in-class activities, quizzes, and skill practice. Students are expected to fully participate in all learning opportunities in order to receive valuable feedback and support. Learning cycles may include:

- quizzes and class activities designed to practice skills and content for feedback
- checkpoints for assessment tasks and feedback
- appropriate interventions to support student success, as needed
- communication with guardians regarding concerns prior to assessment of learning dates
- extra help sessions offered by classroom teachers, homework clubs, guidance services and peer tutoring

Responses to not completing assignments, missing tests or assignments, cheating or plagiarizing will be guided by the Board's Assessment, Evaluation and Communication of Student Learning and Achievement Policy and procedures. It is important that students strive to achieve their best and provide teachers with original and authentic evidence of their learning. Consequences for missed assessments are as follows:

In all cases:

- Students are expected to complete assessments as soon as possible and according to communicated due dates in order to receive feedback to improve their learning. Students are expected to contact the teacher before the due date, within school hours, to discuss extensions or extenuating circumstances.
- Professional judgement will be used by teachers in determining final grades. As explained in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, student grades will reflect their most consistent and most recent achievement of curriculum expectations
- In the case of extenuating circumstances, teachers will use their professional judgement to determine appropriate consequences for missed assessments, in consultation with the administration
- All term work must be submitted no later than 24 hours prior to the start of the exam period
- In an effort to support students, if a pattern of behaviour is noted additional steps with the student, teacher(s), administration and parents may be taken

Tests

Excused Absences

- Students must communicate with their teacher about the reason for the missed test, and should be prepared to complete the missed test on the day of their return, or a mutually agreed upon date
- Parents/ guardians are expected to contact the school prior to or on the day of the absences to excuse the student from attendance
- If students are aware of an upcoming absence on an assessment date, they are expected to inform their teacher prior to their absence, and arrange an alternate time to complete the assessment

Unexcused Absences

- Students are expected to complete the assessment on the day of their return, or a mutually agreed upon date.
- Students must be prepared to receive a mark of 0 for the assessment.

Product Submission

Grade 9: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed. Once the assessment has been submitted, with evidence of process work, it will be evaluated and the mark will be updated.
- 2% per day will be deducted for late assessments, to a maximum of 10%. After 5 teaching days (10% deduction) students must be prepared to receive a mark of 0 for the assessment.
- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

Grade 10/11: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed. Once the assessment has been submitted, with evidence of process work, it will be evaluated and the mark will be updated.
- 5% per day will be deducted for late assessments, to a maximum of 10%. After 2 teaching days (10% deduction) students must be prepared to receive a mark of 0 for the assessment.
- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

Grade 12: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed.
- Students are expected to contact teacher before the due date, within school hours, to discuss extensions or extenuating circumstances. If no contact is made before the due date students must be prepared to receive a mark of 0 for the assessment.
- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

In-Class Performances and Observations**Excused Absence**

- Students must communicate with their teacher about the reason for the missed assessment, and should be prepared to complete the missed assessment on the day of their return, or a mutually agreed upon date
- Parents/ guardians are expected to contact the school prior to or on the day of the absences to excuse the student from attendance
- If students are aware of an upcoming absence on an assessment date, they are expected to inform their teacher prior to their absence, and arrange an alternate time to complete the assessment

Unexcused Absences / Unprepared for Assessment

- Students are expected to complete the assessment at a mutually agreed upon time to show evidence of learning to inform teachers' professional judgement
- Students must be prepared to receive a mark of 0 for the assessment.

Culminating Tasks and Final Evaluations**Approved/Medical Absence**

- Medical documentation must be provided to the main office for the absence
- A parent note does not excuse absences from culminating tasks
- Assignments should be submitted to the teacher within 24 hours of the time identified in the medical note, as determined in consultation with the administration

Late/Unsubmitted Work or Unvalidated Absence

- A mark of 0 will be entered immediately, and guardians will be informed
- Any process work completed up to the time the task was due may be evaluated
- Any work completed after the time the task was due will **NOT** be marked
- **NOTE:** 2% and 5% per day policy does **NOT** apply to culminating tasks

Extenuating Circumstances

- Extenuating or exceptional cases should be referred to administration for next steps

Students are required to participate in all final evaluations, which constitute 30% of the final grade. Final evaluations may include written exams, oral and/or written presentations, and practical tests/exams. In cases where there are extenuating circumstances which may impact a student's ability to participate in all or some of the final evaluation tasks, the administration, in consultation with the teacher, will decide the most appropriate method of determining the student's final standing in the course.

Academic Honesty & Plagiarism

The following are examples of plagiarism or academic dishonesty:

- direct copying or cutting and pasting from sources without acknowledgement
- submitting work done by another student as one's own
- failure to use in-text citations to acknowledge ideas, language, charts, statistics, graphs, images or other materials from sources
- paraphrasing too closely to the original source material
- failure to use quotation marks to indicate phrases and other pieces of language from sources
- failure to accurately and fully record all your references and sources in Works Cited
- having a tutor, editor or other helper write or produce much of the work for you
- re-submitting work that has been submitted for evaluation in other courses

It is the responsibility of students to be academically honest in all aspects of their schoolwork. Students are expected to be familiar with what constitutes academic dishonesty and should seek clarification if in doubt. To ensure success, begin your assignments early; complete, organize and keep all process work. Develop the knowledge and skills that will result in projects and assignments you can be proud of. Do your own best work, with integrity, and give credit to those whose ideas you use in the process. (When in doubt, cite!)

A student who cheats on tests, fabricates data, or presents the work done by others as if it were his/her own (plagiarism), is being academically dishonest. Plagiarism occurs when you use or quote ideas from a source without referencing, (any amount) or if a significant portion of your work is quoted or adapted from another source, even if you cite it. Sometimes plagiarism is **unintentional**; this can occur when students don't fully understand the difference between proper and improper acknowledgement of the resources they've used in producing work. At other times, plagiarism is **deliberate**; students knowingly attempt to deceive their teachers by passing off the work of others as their own. Both unintentional and deliberate plagiarism can result in serious consequences in both high school and post-secondary settings.

If a student is found to be academically dishonest, the following steps will be followed:

1. The teacher will complete the Academic Honesty Plagiarism Tracking Form and contact the Teacher-Librarian to record incident of academic dishonesty.
 2. The student's parents/guardians will be contacted to inform them of the plagiarized assignment and next steps.
 3. The student will complete an Academic Honesty activity with the Teacher-Librarian. Upon successful completion of the activity, both the parents/guardians and teacher will be informed.
 4. The student will then be required to re-do the assignment and how they will be assessed will depend on frequency of academic dishonesty:
 - First Offence: Resubmission is counted and no marks are deducted
 - Second Offence: A zero will be inputted until the end of the course. This mark will only be changed if there are no other instances of plagiarism. At the end of the course, regardless of whether or not further offences occur, teachers use their professional judgement (based on most consistent and most recent) for the final grade calculation
 - Third Offence: A zero will be entered. The student will be referred to administration and consequences will be determined by the administrative team
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Tommy Douglas Secondary School

Assessment, Evaluation, and Communication Practice

I have read, understood, and agree to the TDSS Assessment, Evaluation, and Communication Practice:

Student's Name

Student's Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

We must all accept responsibility and take initiative for our own learning. Classroom teachers will gladly work with you to provide the support you need to strive for excellence in your class by being an active participant in the learning process.