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POLICY NAME:	Assessment, Evaluation and Reporting	LAST REVISED:
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1. Rationale

The educators of Wellington Catholic District School Board uphold the philosophy that assessment, evaluation and reporting practices are means:

- to improve learning for *all* students through fair, transparent and inclusive practices;
- to enter into relationships which honour the value and dignity of persons;
- to develop students' whole being by fostering their intellectual, physical, emotional, psychological, moral and spiritual growth;
- to ensure that a Christ-centred education is truly humanizing for the individual and the school;
- to develop responsible, global citizens who make informed choices and understand how their actions impact others;
- to develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
- to foster a commitment to excellence for each student to the depth of his or her God-given potential;
- to integrate knowledge, skills, and values which provide multiple opportunities for students to grow in the image of Christ;
- to affirm that compassion and healing are essential for Christ-centred relationships.

2. Fundamental Principles for Assessment, Evaluation and Reporting

According to the Growing Success document, to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- 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 all students;
- 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;
- 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;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support

- improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

3. Academic Honesty

"It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late." (Growing Success, p. 42)

3.1 Responsibilities

3.1.1 Academic honesty is expected of all students. In accordance with the mandate of the Growing Success document and from the Ontario Catholic School Graduate Expectations, a student will:

- "Achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others." (OCSGE, A Collaborative Contributor, g)
- "Respect the rights, responsibilities and contributions of self and others." (OCSGE, A Collaborative Contributor, e)

3.1.2 Teachers must ensure that students are aware of their responsibility to submit work that is their own or appropriately attributed to its source.

3.2 Definitions

3.2.1 Cheating is an act of deliberate dishonesty by attempting to use and/or using another's work as one's own. Examples of cheating can include but are not limited to the following:

- Using reference sheets without permission;
- Copying all or some of another student's work;
- Claiming other's work as one's own original work;
- Possessing unauthorized material or devices;
- Fabricating and citing non-existent information and resources;
- Allowing another student to copy one's own work;
- Providing or accepting another student's verbal, written or graphic response during an assessment or evaluation.

"Plagiarism is the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work." (Growing Success, p. 151)

3.2.2 Plagiarism is a form of cheating that is a serious legal, ethical and academic offense. Examples of plagiarism can include but are not limited to the following:

- Using another person's ideas, opinions, or theories, without giving proper acknowledgment of the original source;
- Using any facts, statistics, graphs, email, visual images, art work, music compositions, data structures, notes, or any information that is not public domain or common knowledge within the context of a course, without giving proper credit to the original author or source;
- Fabricating and citing of non-existent information and resources;
- Using quotations of another person's actual spoken or written words, without giving proper credit to the original author or source;
- Paraphrasing another person's spoken or written words, without giving proper credit to the original author or source;
- Submitting as one's own work, work that has been conceived jointly with others, without giving proper credit to the contributions of others;
- Using informational software, the Internet, or electronic translation resources, in whole or in part, and claiming it as one's own work, without giving proper credit to the original author or source;

- h) Using unauthorized materials and devices.
- 3.3 Strategies for Promoting Academic Honesty
 - 3.3.1 On an ongoing basis throughout the school year, teachers' approach and response must be appropriate to students' instructional level. Teachers' responsibilities to their students must include:
 - a) Providing an explanation of the definition, seriousness and consequences of cheating and plagiarism;
 - b) Discussing the importance of creating a culture of honesty within the classroom and the negative impact of plagiarism and cheating on this positive environment;
 - c) Designing Assessment of Learning tasks that promote and encourage original work and critical thinking;
 - d) Creating research assignments that are appropriate to the age and grade of the student;
 - e) Structuring research assignments so that the process steps in completing the assignments (E.g. bibliography, thesis, notes, outlines, drafts) are required of the student and are assessed;
 - f) Using formative assessment during the creation process and providing appropriate class time for this process;
 - g) Explaining the difference between common knowledge (topics and ideas that have been taught in the context of a course) and work that requires citation;
 - h) Teaching the correct method for citing sources.
 - 3.4 Detection of Cheating and Plagiarism
 - 3.4.1 Teachers are responsible for informing students that their work could be subjected to methods and practices that detect cheating and plagiarism
 - 3.5 Consequences of Cheating and Plagiarism

"The professional judgment of the teacher, acting within the policy and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning." (Growing Success, p. 46)

- 3.5.1 At the beginning of each school year, departments and divisions, in consultation with administrators, should discuss appropriate responses to cheating and plagiarism. According to the Growing Success document, these responses will be dependent upon the:
 - a) The nature of the incident
 - b) Grade level of the student
 - c) Maturity of the student
 - d) Number and frequency of incidents
 - e) Individual circumstances of the student
- 3.5.2 Responses to academic dishonesty need to be in the best interest of the students in motivating them to change their behaviour. Imposing consequences for academic dishonesty speaks to the high expectations that we have for our students and our sincere desire to help them improve. Responses may include:
 - a) repeating the assignment
 - b) completing an alternative assignment
 - c) mark reduction
 - d) mark of zero

The student will be interviewed by the respective teacher who must consult with the course department head and/or the administrator to determine an appropriate response that takes into account the factors in 5.1. In the case of students enrolled in senior courses, this response must include correspondence with other teachers who are directly involved with the student.
- 3.5.3 The parent(s) or guardian(s) will be informed of the incident and the response.

3.5.4 If the student is in Grades 7 through 12, an account of the incident will be noted and placed in the documentation file of the student's OSR. An example of a report form is shown in Section 5.5.

3.5.5 **Cheating and Plagiarism Report**

Student: _____ **Date of Incident:** _____

Grade/Course: _____ **Assessment Task:** _____

Teacher: _____

Details of the Cheating / Plagiarism Incident

- Using another person's ideas, opinions, or theories, without giving proper acknowledgment of the original source;
- Using any facts, statistics, graphs, email, visual images, art work, music compositions, data structures, notes, or any information that is not public domain or common knowledge within the context of a course, without giving proper credit to the original author or source;
- Fabricating and citing of non-existent information and resources;
- Using quotations of another person's actual spoken or written words, without giving proper credit to the original author or source;
- Paraphrasing another person's spoken or written words, without giving proper credit to the original author or source;
- Submitting as one's own work, work that has been conceived jointly with others, without giving proper credit to the contributions of others;
- Using informational software, the Internet, or electronic translation resources, in whole or in part, and claiming it as one's own work, without giving proper credit to the original author or source;
- Using unauthorized materials and devices.

Responses to the Cheating / Plagiarism Incident

- repeating the assignment
- completing an alternative assignment
- mark reduction
- mark of zero
- other: _____
The student has been interviewed by the teacher, department head, and administrator.
- The parent(s) have been informed of the incident and the response.
- This incident report or a copy has been noted and placed in the documentation file of the student's OSR.

Additional Comments: _____

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Department Head Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

4. Late and Missed Assignments

"It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late." (Growing Success, p. 43)

4.1 Responsibilities

- 4.1.1 Completion of assignments in a timely manner and respect of deadlines is expected of all students. In accordance with the mandate of the Growing Success document and from the Ontario Catholic School Graduate Expectations, a student:
- "sets appropriate goals and priorities in school, work and personal life. (OCSGE, A Self Directed, Responsible, Life Long Learner e)
 - "applies effective communication, decision-making, problem-solving, time and resource management skills. (OCSGE, A Self Directed, Responsible, Life Long Learner f)
 - "respects the rights, responsibilities and contributions of self and others; (OCSGE, A Collaborative Contributor, e)
- 4.1.2 At the beginning of each school year, departments and divisions, in consultation with administrators, should discuss appropriate responses to and consequences for late and missed assignments. These responses may be dependent upon:
- The nature of the assignment
 - Grade level of the student
 - Maturity of the student
 - Number and frequency of incidents
 - Individual circumstances of the student
- 4.1.3 Secondary students and parents will be advised in the student / parent Course Overview that insufficient evidence of achievement of overall expectations due to missed Assessment of Learning tasks could jeopardize the granting of a credit for the course.

4.2 Strategies For Encouraging Timely Completion and Submission of Assignments

"The professional judgment of the teacher, acting within the policy and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning." (Growing Success, p. 46)

- 4.2.1 According to the Growing Success document on page 43, a number of strategies may be used to promote and encourage timely completion and submission of assignments. These may include:
- helping students develop better time-management skills;
 - teaching the knowledge and skills that students require to complete assignments
 - establishing reasonable timelines for the completion of assignments;
 - creating appropriate class time for students to work on their assignments and to allow for diagnostic and formative assessment
 - collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
 - planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
 - maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;

- h) in secondary schools, referring the student to the Student Success team or teacher;
- i) setting up a student contract;
- j) using counselling or peer tutoring to try to deal positively with problems;
- k) holding teacher-student conferences;
- l) reviewing the need for extra support for English language learners;
- m) reviewing whether students require special education services;
- n) for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- o) understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;

4.3 Consequences and Responses for Late and Missed Assignments

4.3.1 Academic responses and consequences need to be in the best interest of the students in motivating them to change their behaviour. Imposing consequences for late and missed assignments speaks to the high expectations that we have for our students and our sincere desire to help them improve. Student needs will be considered compassionately in the context of justice and fairness. Professional judgment that aligns with the philosophy of Growing Success and our beliefs as Catholic educators is essential in determining the impact of late and missed assignments.

Academic responses and consequences may include:

- a) asking the student to clarify the reason for not completing the assignment and taking into consideration legitimate reasons for missed deadlines;
- b) referring the student to the Student Success team, school team or other resource teachers;
- c) setting up a student contract;
- d) using counseling or peer tutoring to try to deal positively with problems;
- e) reviewing whether students require special education services;
- f) requiring the student to work with a school team to complete the assignment;
- g) providing alternative arrangements where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- h) deducting marks for late assignments, up to and including the full value of the assignment. It is recommended that this be done cautiously and sparingly with consideration of the impact on the students.

“School board policies relating to late and missed assignments for evaluation will ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement;” (Growing Success, p. 44)

4.3.2 Assignments that are consistently late and/or incomplete are a demonstration of poor learning skills and should be addressed in the Learning Skills and Work Habits area of the report card. Late assignments are not necessarily correlated to poor achievement; therefore, a student should not fail a course or grade based on late penalties.

4.3.3 If a student has missed or failed to complete Assessment of Learning tasks, the teacher will review the evidence to determine whether it is sufficient to be able to make a valid and reliable judgement about student achievement. When determining a percentage mark or grade for the report card for a student who has failed to submit one or more Assessment of Learning tasks on time or not at all, the teacher will choose one or more of the following options:

- a) Base the percentage mark or grade on the most consistent level of achievement;
- b) Base the percentage mark or grade on the most recent level of achievement;
- c) Increase the weight of existing Assessment of Learning tasks;

- d) Disregard the missing Assessment of Learning task or tasks;
- e) Consider other assessments which address the same overall expectations;
- f) Adjust the mark to reflect the missing Assessment of Learning tasks.

5. Determining a Report Card 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 product.”

“Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.”

“For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades.

For Grades 7 to 12, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.”

(Growing Success, pp. 39-40)

5.1 Grades 1 through 6

5.1.1. The following chart describes the letter grade which corresponds with each level of achievement in grades 1 through 6.

Achievement Level	Letter Grade
4+	A+
4	A
4-	A-
3+	B+
3	B
3-	B-
2+	C+
2	C
2-	C-
1+	D+
1	D
1-	D-

Teachers may also use the codes “R” and “I”, as defined on pages 41–42, when evaluating and reporting student achievement in Grades 1 to 6. (Growing Success, p. 40)

5.1.2 The code “R” represents achievement that falls below level 1, and is used in the evaluation and reporting of student achievement in grades 1-6.

5.1.3 The code “I” may be used to indicate that insufficient evidence is available to determine a letter grade.

5.2 Grades 7 and 8

5.2.1

<u>Achievement Level</u>	<u>Percentage Mark Range</u>
<u>4+</u>	<u>95-100</u>
<u>4</u>	<u>87-94</u>
<u>4-</u>	<u>80-86</u>
<u>3+</u>	<u>77-79</u>
<u>3</u>	<u>73-76</u>
<u>3-</u>	<u>70-72</u>
<u>2+</u>	<u>67-69</u>
<u>2</u>	<u>63-66</u>
<u>2-</u>	<u>60-62</u>
<u>1+</u>	<u>57-59</u>
<u>1</u>	<u>53-56</u>
<u>1-</u>	<u>50-52</u>
<i>For Grades 7 and 8, teachers will use the code "R", as defined on page 41, to indicate achievement below 50 per cent. (Growing Success, p. 41)</i>	

5.2.2 The code "R" represents achievement that falls below level 1, and is used in the evaluation and reporting of student achievement in grades 7-8.

5.2.3 The code "I" may be used to indicate that insufficient evidence is available to determine a percentage mark.

5.3 Grades 9-12

5.3.1

<u>Achievement Level</u>	<u>Percentage Mark Range</u>	
<u>4+</u>	<u>95-100</u>	
<u>4</u>	<u>87-94</u>	
<u>4-</u>	<u>80-86</u>	
<u>3+</u>	<u>77-79</u>	
<u>3</u>	<u>73-76</u>	
<u>3-</u>	<u>70-72</u>	
<u>2+</u>	<u>67-69</u>	
<u>2</u>	<u>63-66</u>	
<u>2-</u>	<u>60-62</u>	
<u>1+</u>	<u>57-59</u>	
<u>1</u>	<u>53-56</u>	
<u>1-</u>	<u>50-52</u>	
Wellington Catholic Policy on Lower Range of Marks	<u>The student is able to achieve some overall expectations in limited ways; however, achievement is insufficient to allow for the granting of a credit.</u>	<u>40-45</u>
	<u>The student has difficulty achieving most of the overall expectations.</u>	<u>30-39</u>
	<u>The student has difficulty achieving any of the overall expectations.</u>	<u>25</u>

5.3.2 The use of "R" is not applicable for grades 9-12.

5.3.3 The code "I" may be used to indicate that insufficient evidence is available to determine a percentage mark.

5.3.4 In grades 9 and 10, a student who receives an "I" on the final report card will not receive a credit in the course.