



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

Instruction, Assessment, Evaluation and Reporting (Policy 5001)

Summary of Procedural Guidelines for Grades 9 - 12

Adapted from

GROWING SUCCESS

**Assessment, Evaluation, and
Reporting in Ontario Schools**

**First Edition, Covering Grades 1 to 12
2010**

SUMMARY OF PROCEDURAL GUIDELINES FOR GRADES 9-12

Evaluation

- All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.
- The evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course will not be considered in the determination of a student's grades.
- Level 4: identifies achievement that surpasses the provincial standard. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
- Teachers will assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students or through the ranking of student performance or with reference to performance standards developed by individual teachers for their own classrooms.
- The H-SCDSB Assessment Expectations Summary (Appendix 3) must be included with each Course Outline.

Learning Goals, Success Criteria, Descriptive Feedback

- Teachers will communicate learning expectations, assessment criteria and strategies to students as part of daily instruction.
- As part of assessment for learning, teachers will provide students with descriptive feedback and coaching for improvement.
- Teachers, guided by the achievement chart, identify the criteria they will use to assess students' learning. The success criteria are used to develop an assessment tool such as a checklist or rubric.

Determining Student Marks

- To ensure equity for all students, assignments for evaluation, tests and exams are to be completed, whenever possible, under the supervision of a teacher.
- Assignments for evaluation will not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual level/mark as opposed to a common group level/mark.
- The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or the student's peers.

- Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and reflects the student's most consistent level of achievement with special consideration given to more recent evidence.
- For grades 9-12, for insufficient evidence, one of the following marks will be used: at midterm, students in grades 9 and 10 will be given an "I" (*Insufficient evidence*) and in grades 11 and 12, the students will be given no mark, with an explanation of insufficient evidence. For final marks, students in grades 9 and 10 will be again be given an "I" or the actual, final mark. In grades 11 and 12, the actual mark will be given. The minimum mark for grades 9 to 12 will be 25%. Appendix 1 outlines the criteria on a minimum mark for grades 9 to 12 will be 25%. Appendix 1 outlines the criteria on a rubric and these comments can be used if the teacher prefers.
- Seventy percent (70%) of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement through the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent (30%) of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p.41).
- In Grades 9 and 10, a student who receives and "I" on the final report card to indicate insufficient evidence will not receive a credit for the course, however, may be considered for credit recovery.

Academic Integrity

Should academic integrity be compromised for a first offence:

Grades 9 and 10	Grades 11 and 12
Student is informed by the subject teacher	Student is informed by the subject teacher
Assignment is not accepted by the teacher	Assignment will receive a mark of zero
Student must re-submit the assignment	Teacher will contact the parents/guardians, where appropriate
Should the student fail to re-submit, a mark of zero will be assigned	
Teacher submits an Academic Integrity Misconduct Report to administration	Teacher submits an Academic Integrity Misconduct Report to administration (Appendix 2)
Teacher will contact the parents/guardians	Teacher will contact the parents/guardians where appropriate

Teacher will remind the student of strategies to avoid compromising academic integrity	Teacher will remind the student of strategies to avoid compromising academic integrity
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For Grades 9 to 12, should academic integrity be compromised on subsequent occasions:

- The student is informed by the subject teacher
- The assignment will receive a mark of zero
- The teacher will contact the parents/guardians, where appropriate
- The teacher will notify administration by completing an Academic Integrity Misconduct Report
- Administration will inform the parents/guardians by letter

Late and Missed Assignments

- Once a class set of assignments has been returned to students, a teacher is under no obligation to accept late assignments.
- For late and missing assignments, the mark deduction can be the full value of the assignment. However, teachers must follow a process including conferencing with the students and contacting the parents/guardians, where appropriate before assigning the full value deduction.
- If a student is absent at the time of an evaluation activity, it is the student's responsibility to discuss the completion of the activity and the subsequent consequences with the teacher on the day of the student's return to school.
- The activity will be considered as incomplete and will be treated as a missed evaluation activity, until the student submits the outstanding assignment or completes an alternate evaluation.
- Truancy on the day of an assessment will result in a zero. Parental permission for missing assessments will not be accepted.

Report Cards

- The report card tear-off section is to be returned to the student's homeroom teacher, which is to include the student's comments and the parents' acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child's report.
- Early in each semester, schools will distribute to parents/guardians an Early Semester Progress Report Card designed to show a student's development of the learning skills and work habits at the beginning of the semester, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

Report Card Comments

- Teachers will use language that parents will understand and avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart.
- Although a prepared set of standard comments may be available, it is important that teachers compose and use personalized comments on report cards as an alternative to solely selecting from a prepared set of standard comments

English Language Learners

- When a student's achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the ELS/ELD box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.