

The primary purpose of assessment and evaluation is to improve student learning. Teachers use **assessment** to gather information about students' strengths and needs as learners and to provide feedback to improve student learning. **Evaluation** is used to judge how well students are meeting the curriculum expectations. Marks are assigned during the evaluation process and these are included in a student's report card grade.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conferences, and student products. Student products could include tests or exams and/or assignments for evaluation. Assignments for evaluation do not include ongoing homework that students complete in order to consolidate their knowledge and skills or to prepare for the next class. Students are responsible for providing evidence of the overall expectations within the time frame specified by each teacher.

Students must understand 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 curriculum within a time frame specified by the teacher, and in a form approved by the teacher. There will be consequences for not completing assignments for evaluation or for submitting assignments late.

Each teacher will use his/her own professional judgment, including the consideration of specific individual circumstances, when determining if a late penalty will be applied. Before a late penalty is applied a teacher will use strategies to support students to meet their responsibilities including, for example:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- 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 problem persists.
- holding student-teacher conferences.
- requiring the student to work with a school team to complete the assignment.
- setting up a student contract
- referring the students to the Student Success team or teacher.
- taking into consideration legitimate reasons for missed deadlines.
- providing alternative assignments or tests where, in the teacher's professional judgment, it is appropriate to do so.

Deduction of Marks

"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 overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand there will be consequences for not completing assignments for evaluation or for submitting those assignments late."

Growing Success: Assessment, Evaluation and Reporting in Ontario schools, 2010.

The intent of the late policy is to place a greater demands upon our students to take an active role and be responsible for their own learning by managing their time, meeting deadlines and accepting responsibility to communicate with the teacher if a deadline cannot be met (or by accepting the consequences for failing to meet his/her responsibilities). The late policy provides greater incentive for students to prioritize the many activities in their lives and to meet the standards which have been set by the teacher. It is devised to address the needs of individual students when it is deemed necessary to do so in the professional judgment of the teacher. Failure to submit assigned work for evaluation within the appropriate time frame may result in but is not limited to an alternate assignment, a supervised work period, the use of MSIP to complete work or a loss of marks.

Grades 9/10		Grades 11/12	
Days 1-5	1% a day	Days 1-5	2% a day
Days 6-10	2% a day	Days 6-10	3% a day
Maximum late penalty	15%	Maximum late penalty	25%

While prompt return of marked work is desirable, it would be reasonable for a teacher to withhold returning student work while he/she knows that students are attempting to complete the assignment. Following attempts to support students, the teacher may assign a mark of zero on the assignment after the marked assignments have been returned. An alternative assignment may be assigned if it is necessary for the student to demonstrate that they have met the expectations of the course. The maximum late penalty may be applied to this assignment as well. An alternative assignment may also be assigned if, in the professional judgment of the teacher, it is in the best interest of the student to do so.

Academic Dishonesty:

Students are expected to present their own work when completing tests, assignments and exams. Academic dishonesty can take many forms including but not limited to: copying the work of another student, having someone else complete an assignment, plagiarism-copying a published author's text or using substantial ideas/arguments from a published work without proper citations (even if you put the ideas into your own words, it is still plagiarism), allowing your work to be copied by loaning your work, posting electronic files in a public space or providing your network password for others to use.

Possible consequences for academic dishonesty may include: loss of marks, up to and including a zero for the assignment, a mandatory rewrite, parental involvement, referral to school administration, removal from course, disciplinary action i.e. suspension, students may jeopardize eligibility for scholarships or awards and any combination of the above.