Lisgar Collegiate Institute
Assessment & Evaluation Policy
updated October 2023

This Policy is in alignment with OCDSB Procedure PR.584.CUR – *Assessment, Evaluation, and Reporting of Student Achievement.*

Guiding Principles
- The primary purpose of *assessment* is to help students learn. It is a continuous process of gathering information about student learning and performance using a variety of sources over time. (Assessment for learning.)
- *Evaluation* is the process of judging the quality of the student work based on established criteria, and the assigning of a value to represent that quality. (Assessment of learning.)
- In determining a term or final grade, teachers will use their professional judgment based on the student's most consistent level of achievement with special consideration to more recent evidence of overall expectations.
- If a student has not demonstrated evidence for an overall expectation in a course, the teacher will collaborate with the Principal (or designate) to consider the student's individual circumstances and determine if the credit should be granted. If the credit is not granted, the student will be referred for credit recovery.
- During the first week of the school year, all students will receive a Course Outline which identifies curriculum expectations as well as assessment and evaluation criteria which will be used throughout the year.
- Working together, students, teachers and parents support all students in achieving success and reaching their full potential in school.

Students are responsible for:
- participating actively in learning and assessment activities specified by the teacher;
- submitting tasks by due dates and completing original work;
- producing work of the highest quality based upon their ability;
- monitoring their learning through the use of Evidence Records and making plans for improvement based upon feedback provided by the teacher.
- providing a copy of their tasks in a format (digital/hardcopy) specified by their teacher.

Teachers are responsible for:
- aligning practice with OCDSB Policies and Procedures, including the use of Assessment Plans and Evidence Records;
- providing students with multiple opportunities to demonstrate their learning and achievement of overall curriculum expectations;
- gathering evidence of learning through observations, conversations and student products;
- developing a range of authentic tasks that invite all students to think critically;
- monitoring student progress throughout the learning cycle through the use of Evidence Records;
- setting clear expectations and due dates and allowing students appropriate time to complete the required work and manage their time effectively;

- providing students with ongoing, descriptive feedback through the learning cycle—identifying students' strengths and next steps to improve;
- maintaining fairness and addressing the needs of all students, recognizing their differences and the possible need for accommodations;
- monitoring student progress and communicating with parents when there are concerns;
- at reporting periods, use professional judgement to determine a student's grade, based on the student's most consistent level of achievement and with special consideration of most recent evidence of achievement of the overall expectations; and
- providing ongoing evidence of student achievement to students and parents prior to formal reporting periods.

Parents/Guardians are responsible for:
- creating a positive study environment at home and supporting homework requirements;
- monitoring their child's academic progress and achievement and communicating regularly with their child;
- advocating for their child in a timely and appropriate way, and collaborating with the school in identifying and implementing effective solutions in support of student achievement; and
- accounting for their child's absences and punctuality.

Academic Integrity

Evidence of one's own learning through demonstration of responsibility, honesty, trust, and respect is valued at our school. Academic fraud is the act of presenting another person's work as one's own and is considered a serious academic offence. Any student who commits academic fraud does not demonstrate evidence of learning. A placeholder of Incomplete (I) OR zero (0) will be used until the student completes alternate, equivalent work.

Late/Missed Assignments and Tests
- Students who do not submit assigned tasks by the deadline (Opportunity #1) will be required to complete an alternate task (Opportunity #2) determined by the teacher to show evidence of learning by expectation. The submission due date for Opportunity #2 will be determined by the teacher, taking into consideration the student's individual circumstances. See flowchart on page 3.
- If there is a reason why the students will not be in class at the deadline, they must make every effort to get the assignment to the teacher on time and not later than the first day back at school.
- Habitual neglect of duty in this regard may result in behavioral consequences.

Returning Student Work

Student-created work that is submitted for evaluation should be returned to students. In some cases, the teacher may retain the prompts or questions for future use. If that occurs, the teacher will conference with the student to provide feedback. During such a conference, the student is welcome to take notes, ask questions, and return for follow-up if desired.

Guiding Document: **Procedure 584.CUR Assessment, Evaluation and Reporting of Student Achievement**
"Students are expected to submit assigned tasks within the timeframe specified by the teacher."
"To promote the timely submission of assignments, teachers will use a repertoire of proactive strategies."

FIRST OPPORTUNITY

FIRST OPPORTUNITY Was the task completed within the timeframe specified by the teacher?	**YES** ⇨ ⇨	Achievement recorded on Evidence Record.
NO ⇩		
Does the teacher have sufficient evidence of the student's achievement of the same expectations from previously-completed task(s)?	**YES** ⇨ ⇨	Evaluation data from previously-completed task(s) is recorded on Evidence Record.
NO ⇩		Marks may be deducted. Mark deduction (if utilized) will not result in a percentage grade that, in the professional judgment of the teacher, misrepresents the student's actual achievement.

SECOND OPPORTUNITY

SECOND OPPORTUNITY Parents/guardians notified of missed task. A placeholder of "R" is assigned for the grade. Within a reasonable amount of time, student will be provided an additional opportunity to complete the same task or an alternate task (teacher's discretion) that covers the same expectations. ⇩		
Was the SECOND OPPORTUNITY completed?	**YES** ⇨ ⇨	Achievement recorded on Evidence Record.
NO ⬑		

THIRD OPPORTUNITY

Considering the individual circumstances, teacher may consider a THIRD OPPORTUNITY to demonstrate learning.	**If YES** ⇨	**THIRD OPPORTUNITY** Within a reasonable time, student referred to Student Success Teacher to complete the same task or an alternate task (teacher discretion) that covers the same expectations.		
If NO ⇩		⬋		
Parent/Guardian notified. A mark of "R-" is recorded on the Evidence Record.	⇦ **NO**	Was the task completed?	**YES** ⇨	Achievement recorded on Evidence Record.

Final Evaluations
- All students are required to complete Final Evaluation tasks assigned by the teacher.
- Students who are unable to write examinations for medical reasons must submit a medical certificate specifically indicating the student's inability to write exams and outlining the duration of such restrictions. Each case will be reviewed and considered on a case-by-case basis by the Administration.

- Students will not be excused from exams for holidays or trips. Families <u>should not</u> make plans that will conflict with the examination period. Final evaluation and examination dates are clearly indicated on the school calendar and on the school website.

Evaluation Black-Out

As per [Section 4.36](#) of Procedure 584.CUR, "During the final two instructional days of any semester or term, students will not be assigned new evaluation tasks or asked to submit any tasks for evaluation purposes (not including credit rescue or recovery opportunities and/or exceptional circumstances, in consultation with school administration)."

Consistency of Practice

Final evaluations will be developed collaboratively with colleagues to ensure consistency among all sections of a particular course, regardless of the language of instruction*, with respect to:
- curriculum expectations evaluated;
- number of final evaluation tasks;
- percentage value of each final evaluation task;
- format of the final evaluation tasks (ex. essay, performance task, exit interview, oral presentation, written exam, etc.); and
- scheduling of the final evaluation tasks (ie. no sooner than the last 20 instructional days of a semester).
   * unless otherwise approved by the Principal

Scheduling of Final Evaluations

Format	Note
Exit Interview/Conference	Takes place during the formal exam period. May be scheduled into a formal exam timeslot or may be booked individually throughout the formal exam period.
Oral Examination (ex. French, Spanish)	May take place during the formal exam period.
Performance Task (ex. instrumental music, drama or dance presentation, oral presentation)	May take place during the formal exam period.
Product (ex. web design, video, computer program)	Must take place before the formal exam period.
Written Summative Task (ie. essay, report, response)	May take place before or during the formal exam period.
Written exam	Takes place during the formal exam period. As per OCDSB direction (Sep 2022), written exams may take place in *College, College/University,* or *University* courses only. See note below, regarding length of written exams.

Length of Written Exams

Exam	set length (maximum)	Writing time*
Written exams for *College, College/University* and *University* courses	120 minutes	180 minutes

* The exam schedule acknowledges individual differences and that high stakes final evaluations need to be flexible. All students are therefore provided time-and-a-half to complete written exams. For students who have an IEP, other accommodations may be necessary and will be addressed on an individual basis. Teachers will consult the Learning Support Teacher to ensure students are receiving appropriate accommodations on all final evaluation tasks.

Group Assignments

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 mark, as opposed to a common group mark. (*Growing Success*, p. 39)