

Westside Assessment & Evaluation Policy

A. Course Outlines:

- Course outlines will be submitted to the office no later than the end of the second week of each semester
- Schools will make Assessment and Evaluations (A&E) documents (including course outlines) available on line by September 2015

Course outlines need to include:

- Name of board, school, program area, program leader, developer/teacher, date of development and revision
- Course title, grade, course type, course code, and pre requisites if applicable
- Ministry description of the course
- All the overall expectations (when on-line it can be a link)
- Unit breakdown, sequence, unit culminating tasks and final culminating task/exam
- Achievement chart category breakdown reflective of the emphasis in the expectations for the course
- Textbook information and course fees if applicable
- List of teaching strategies appropriate for the course type
- List of assessment and evaluations strategies appropriate for the course type

B. Categories of Achievement:

- Teachers will embed and be able to demonstrate that all four categories of the achievement chart are in their evaluations.
- All four categories of the achievement chart are part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, for different subjects and courses, the relative importance of each of the categories may vary.
- Achievement will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
- Both mathematical calculations and professional judgement will inform the determination of a percentage mark of student achievement.
- All four categories of the achievement chart will be used to evaluate the overall expectations for each course.
- Each program area will be consistent in how they apply the four categories of the achievement chart.
- Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products.
- Teachers will clearly communicate to students (orally and in written form) the assessment and evaluation criteria used throughout the course, including assessment for, as, and of learning.

C. Evaluation of Student Achievement:

- Formative assessment “occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.”
- Staff will ensure that accommodations, modifications, or alternative expectations, as outlined in a student’s IEP, are used for evaluation. Note that this includes consideration for temporary IEPs due to issues of mental or physical health as well as other extenuating circumstances.
- 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.
- Assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.
- Assignments for evaluation cannot include homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- Assignments for evaluation that involve group projects will have student’s work within the group project evaluated independently and assigned an individual mark, as opposed to a common group mark.
- **A student who is absent for a test/summative assessment must report to the office the next day and write the test/assessment in the office.**
- **For an unplanned legitimate absences (ex: excused illness) - it is the student’s responsibility to contact the teacher prior to the test to make appropriate arrangements.**

D. Term Work (70%):

- **The term work, usually ending two weeks prior to the end of the semester, counts for 70% of the course evaluation.**
- **This portion should reflect the most consistent achievement throughout the course, with special consideration given to more recent evidence of achievement.**

E. Final evaluation: Culminating Tasks/Exams (Final 30%):

- Final culminating activities and exam are the office by the end of the third week of the course.
- The final evaluation will allow students an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
- All courses will include a portion of the 30% culminating task on a scheduled exam day where students are expected to demonstrate their learning in a rich assessment task.
- The final evaluation will be based on evidence from a combination of some of the following: an examination, a performance, an essay, an interview, a presentation and/or another method of evaluation suitable to the course content.
- The exam schedule each semester will be :

Block A classes write exam day 1 Block B classes write exam day 2

Block C classes write exam day 3 Block D classes write exam day 4

Students with conflicts approved through the office may write exam day 5

*Note students can only be absent for exams with a medical note they will not be excused for vacations, tournaments, or work schedules

- Final Culminating Tasks will occur within the final 4 weeks of the semester and must be completed under the teacher's supervision.

F. Study Week/Moratorium:

- To facilitate student success during the completion of the final 30% of course evaluations, Westside will implement Study Week and Moratorium Week.

Study Week:

- During the 2nd week prior to the first formal Exam Day, there should be minimal excused absences from classes due to trips, athletics, and special events. Principal approval must be sought for exemptions.
- Teachers will not schedule or assign term evaluations (70%) beyond this week; all term work should be submitted by the end of this week, so that students will concentrate on preparation for their culminating tasks.

Moratorium Week:

- In 1 calendar week from the first formal Exam Day there will be no trips, no athletics, no productions.
- No term evaluations will occur during this week.

G. Academic Integrity

- All staff and students are expected to maintain high standards of academic integrity.
- Westside Secondary School's Policy on Academic Dishonesty provides students and parents with information about academic integrity including definitions and consequences for academic dishonesty (see policy in appendix A).
- School policies and procedures regarding consequences for academic dishonesty follow a progressive discipline approach for first and subsequent offences.
- Consequences for cheating and plagiarism (intentional and unintentional) may include academic penalties (e.g., loss of marks up to loss of full marks, redo part or all of the work) and/or disciplinary action (e.g., removal from the course in secondary, suspension).

H. Report cards:

- Any mark below 50% is of concern and requires intervention.
- A course of action which is in the best interest of the student needs will be developed by the Student Success Team.
- All marks reported will be representative of what students earned in the course meaning no numeric code is used as tracking for students deemed "at risk".

- Comments will focus on learning and reflect the student's achievement of curriculum expectations and include next steps for improved student learning/success.
- Comments will describe in overall terms what students know and can do and will provide parents with personalized, clear, precise, and meaningful feedback.
- The code '1' (only used for grade 9 and 10) will be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark.
- For Summer School eligibility, the 10 day MAKEUP/ UPGRADE/ COURSES, the student must have achieved a final mark not less than 35%.

I. Late and Missed Assignments for Evaluation:

- To prevent and/or address students submitting work past an established deadline, Teachers will use the strategies as outlined in Growing Success (see Appendix B) to encourage the completion of the work.
- A late mark deduction if used will not result in a mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
- A late mark deduction cannot exceed 10% of the grade of the assignment.
- A late mark deduction cannot have impact on a student's overall achievement/grade in the course.
- A mark of zero will only be used when all other strategies (as outlined in Growing Success) have been exhausted.
- If a student has not completed/submitted the final summative (culminating task and exam) then a mark of zero can be assigned and the teacher will use professional judgement to determine the impact on the overall report card mark.

J. Students Failing & Credit Recovery:

- Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade
- For eligible students, teachers will complete a combined UGDSB *Recommended Course Placement Form* and *Credit Recovery Profile*
- The professional opinion of the subject teacher is the primary impetus for a credit recovery placement, however there may be exceptional circumstances when the credit recovery team determines that credit recovery is the most appropriate placement for a student who has not been recommended for placement by the subject teacher.
- There is no minimum percentage mark requirement in the original course for eligibility for credit recovery

The final grade a student receives for each course in Grades 9 to 12 taken through Credit Recovery program must be determined individually, and must be based on the student's achievement of overall expectations (no predetermined grades of 50% or 51% may be assigned). Grades *may* include evidence from the original credit to determine a term mark (70%) and must include a culminating task(s) (30%).

- The Credit Recovery Learning Plan will be developed by the Credit Recovery Teacher and will include the following:
 - attendance expectations
 - workload expectations
 - how units of instruction to be recovered will be identified
 - which units of instruction will be recovered
 - whether or not a culminating activity / end task will be required (or has already been completed)
 - how a final percentage mark will be determined
- There is a two year limitation on credits which may be recovered. Except in rare circumstances students should complete the recovery of their credit in the semester immediately following unsuccessful completion of the credit.
- Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed.
- A student who does not meet the expectations outlined in his or her credit recovery learning plan may fail in the attempt to recover a credit.

Appendix A: Westside Secondary School's Policy on Academic Dishonesty

Westside Secondary School expects academic honesty from all students. Suspected academic dishonesty, including plagiarism, and cheating of any kind will be investigated and may result in penalties imposed by the student's teacher and school administration.

Plagiarism is the act of using another person's ideas, writings, inventions, etc., without acknowledging the source.

Academic Dishonesty is representing another person's work, ideas, etc., as one's own.

This includes:

- cheating on a test, quiz, or exam
- submitting an item of previously graded work in the same or subsequent semester to the same or a different teacher
- the use of someone else's argument in your essay

The solution: Identify all the sources you have used, and give credit for all quotations, ideas and arguments.

Procedures for Investigation and Possible Penalties:

Westside strives to follow a progressive discipline approach to academic dishonesty.

First offence

- The teacher will meet with the students, explain his/her concerns and give the student an opportunity to respond. The teacher will determine whether there has been academic dishonesty and whether it has been deliberate or unintentional. A program leader may be present at this interview.
- If plagiarism is deemed unintentional, the student will have the opportunity to rewrite the assignment to be marked as completed, under supervision. If intentional, the academic penalty may be a mark of zero on that assignment. In some cases, the assignment will need to be completed for course credit. The student has the right to appeal as per below.
- The student's parent/guardian will be made aware of the situation by the teacher
- A note will be placed in the student's file.

Second offence (including an offence in any other course)

- Student will meet with teacher and administrator to determine whether there has been academic dishonesty and whether it has been deliberate or unintentional.
- If academic dishonesty is determined for a second time, no rewrite opportunity will be given.
- A mark of zero will be assigned for a second offence.
- Student can avoid a course incomplete by completing the assignment for no marks.

- Parents will be contacted.
- A note will be placed in the student's file.

Third offence (including an offence in any other course)

- Student will meet with teacher and administrator to determine whether there has been academic dishonesty.
- If intentional, the student may face removal from the course, resulting in loss of credit.
- A letter indicating that repeated "Deliberate Acts of Plagiarism" or "Academic Misconduct" was the reason for the student's removal from the course will be recorded in their school file.

Appeal Process

The student may appeal the consequence assigned for the offence and request to appear before an examining board that includes school administration, and teachers appointed by the school Principal to review the alleged offences.

The examining board will decide whether the academic dishonesty was

- committed unintentionally
- committed intentionally
- not committed

The decision of the appeal board will be final. Created June 2015 Page 8

Appendix B Strategies to Prevent Late/Missed Assignments:

School procedures regarding late and missed assignments must be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so. Teachers will use their professional judgement to determine which strategies are appropriate to help prevent and/or address late and missed assignments.

These strategies may include:

- ask the student to clarify the reason for not completing the assignment;
- help students develop better time-management skills;
- collaborate with other staff to prepare a calendar of major assignment dates for every class;
- plan for major assignments to be completed in stages;
- maintain ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- refer the student to the Student Success team or teacher;
- take into consideration legitimate reasons for missed deadlines;
- set up a student contract;
- use counseling or peer tutoring to try to deal positively with problems;
- hold teacher-student conferences;
- review the need for extra support for English Language Learners;
- review whether students require special education services;
- require the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involve Aboriginal counselors and members of the extended family;
- understand and take into account the cultures, histories, and contexts of First Nation; Métis, and Inuit students and parents and their previous experiences with the school system;
- provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deduct marks for late assignments, up to and including the full value of the assignment.