Ottawa Technical Secondary School Assessment, Evaluation and Reporting Policy

Rationale:

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation has the potential to nurture self-esteem. Marks will be based on the four achievement categories and levels of achievement described in the Ministry curriculum documents. Students are expected to assume responsibility for their school work. Teachers will work with students and parents to create a culture of responsibility.[1]

Guiding Principles for Students:

1. Each student is responsible for completing the course requirements;
2. Each student is accountable for completing his or her own work;
3. Each student must submit required assignments on the assigned due date;
4. Each student must attempt to produce work of the highest quality based on individual ability.

Role of Teachers:

1. Teachers will provide students with a clear description of the curriculum expectations and evaluation criteria at the beginning of a task and/or course ensuring that evaluation focuses on student achievement of Overall Expectations.
2. Teachers will ensure that assessment is regular, ongoing, and varied in nature, administered over a period of time and are designed to provide multiple opportunities for students to demonstrate their learning while recognizing different learning styles and multiple intelligences.
3. Teachers will gather ongoing data about learning skills on an ongoing basis and provide students with feedback to improve the performance of those skills.
4. Teachers will provide ongoing, timely, and descriptive evidence of achievement to students, parents/guardians prior to the formal reporting period.
5. Teachers must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP.
6. Teachers of all subjects will accommodate the needs of students who need instruction in English as a Second Language or English Literacy Development.

Marks:

Marks will be based on an individual student's demonstrated level of achievement in relation to the curriculum expectations of a specific course. Teachers will use the achievement categories in conjunction with the Achievement Chart to determine to what extent learning has taken place. Evidence will be collected over time through observations, conversations and student products. Marks cannot be assigned for completing homework tasks. Learning Skills and Work Habits cannot be evaluated as part of the percentage grade, and will be assessed in the Learning Skills portion of the Report Card. A majority of the Overall Expectations must be met in order for a credit for the course to be awarded.

For grades 9 and 10, and "I" may be used on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a percentage grade. For students who receive an "I" on a report card, . Credit Rescue/Intervention should be considered.

Determination of the Grades

Term work is worth 70% of the final grade. This 70% should represent the student's most consistent level of achievement of Overall Expectations with special consideration to more recent evidence of achievement.
Term work will be assessed in four categories according to the departmental policy and mark weighting guidelines:

Knowledge & Understanding	Thinking & Inquiry
Communication	Application

The summatives evaluations are worth 30% of the final grade. Two or more final evaluations in the form of an examination, test, performance task or other method of evaluation suitable to the course content are administered towards the end of the course.

[1] in accordance with Policy PR.584.CUR (Assessment, Evaluation and Reporting of Student Achievement).

Reporting on Learning Skills

The separate evaluation and reporting of the six learning skills reflects their critical role in students' achievement of the curriculum expectations.

The students will be evaluated separately on each of the following Learning Skills:

i.	Responsibility	iii.	Initiative	v.	Collaboration
ii.	Independent Work	iv.	Organization	vi.	Self-Regulation

Learning Skills will be reported as either:

Excellent [E]	Satisfactory [S]
Good [G]	Needs Improvement [N]

Incomplete, Unsubmitted or Skipped Assignments/Tests

Students are expected to submit assignments within the timeframe specified by the teacher. Teachers will employ a variety of strategies to assist the student in meeting this expectation.

At the due date the teacher will:

1. Remind the student about the need to complete the assignment for evaluation.
2. Communicate with the parent and/or guardian to seek support for the completion of the assignment for evaluation.

If there comes a point where despite strategies used a student does not submit an assignment the teacher will gather information about the student to determine if there are mitigating circumstances to seek further support.

Extensions may be granted by the teacher, using professional judgement.

At this point, if the teacher is considering using marks as a consequence of the late submission the teacher will collaborate with school administration on next steps.

At the end of the reporting period, the teacher will:

1. Ensure that the mark deduction (if utilized) will not result in a percentage grade or letter grade that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
2. Determine if there is sufficient evidence of the overall expectations;
    a. If so, report a grade using the teacher's professional judgment.
    b. If not, the student receives either an "I" indicating insufficient evidence (grades 9/10) or a failing grade between 0% and 45% (grades 9-12)
3. Communicate with the parents and/or guardians.

Legitimate Absences, Student Illness or Personal Emergency

If a student knows they are going to miss an evaluation in advance the expectations are that the student will:

1. Inform the teacher as soon as possible
2. Arrange an alternate time/day for the evaluation with the teacher.
3. Ask the parent/guardian to contact the teacher (613-745-0347).

If a student is ill or if there is an emergency on the day of an in-class evaluation, a written note from a parent/guardian/physician is expected to the teacher **on the day of return to school.**

Academic Integrity

Teachers will inform students of what constitutes academic fraud as well as the behavioural and academic consequences of academic fraud at the beginning of the course.

If a student participates in academic fraud the student is deemed not to have met the expectations associated with that particular evaluation. The student will be given an additional opportunity to demonstrate achievement of the Overall Expectation including a reflective discussion and/or exercise to highlight positive character attributes. The student may be

referred to the Vice-Principal if necessary. Mitigating circumstances will be taken into consideration when considering instances of academic fraud. (Please refer to Appendix A for more detail.)

Appendix A – Definitions

Assessment is a continuous process of gathering information about student learning and performance, using a variety of sources over time (Assessment FOR Learning) for the purpose of i) providing feedback, and ii) informing future instruction. Assessment should help all students develop their capacity to be independent, autonomous learning who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Culminating Performance Task is an authentic, engaging assessment of learning that is often open-ended involving higher-order thinking skills. It often takes multiple class periods to complete.

Evaluation is the process of judging the quality of student work in the assessments, on the basis of established criteria, and the assigning of a value to represent that quality. (Assessment OF Learning)

Examination is a formal, summative evaluation. In a secondary school, it takes place within the regular school day during the scheduled examination period as determined by the Board calendar.

Grading is the summarizing of evaluation data in the form of a letter or numerical grade for reporting purposes.

Mitigating Circumstances include such issues as the student's grade, maturity, cultural considerations, number of frequency of circumstances, and individual circumstances.

Professional Judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Professional Collaboration involves teachers and administrators in discussions regarding student outcomes. Professional collaboration among educators allows for school-wide practices to be consistent within and across schools.

Planning and Communication

Teacher informs student of curriculum expectations, evaluation criteria and due date for assignments/tests.

Teacher employs a variety of strategies to support the student in completing assignments and meeting due dates

Incomplete, Unsubmitted, or Skipped Assignments/Tests

Student

Student does not complete task by due date

Teacher

Intervention 1

- Teacher reminds student about need to complete the assignment/test for evaluation
- Teacher makes parental contact to seek support for completion of assignment/test
- Teacher uses professional judgment to determine most appropriate alternate opportunity which may be arranged by either:
  - subject teacher or
  - Student Success Teacher who assigns the student to the Opportunity Program to complete the missing task
  - **All** alternate opportunities must be recorded in the Academic Resource Room with SST for tracking purposes for student success
- Incomplete mark recorded as "I" for grades 9/10; teachers will use a placeholder code zero (Z) for grades 11/12

Student does not complete task as arranged above

Intervention 2

- Parental Contact
- Academic Resource Room with SST updated and Admin consulted by referring teacher/SST
- Insufficient evidence of overall expectations could result in a failing percentage grade at the end of the term: Gr 9-10, report an "I"; Gr 11-12, report a mark between 0-49%.
- Parental Contact

Student does not complete this task by the **end of the course.**

Intervention 3

- If there is insufficient evidence of the Overall Expectations, report a mark between 0-49%.