Earl of March Secondary School - Assessment & Evaluation Policy

Earl of March Secondary School supports a learning environment built upon shared responsibilities between the school, students, and parents.

Students' Responsibilities

1. Students are responsible for completing course requirements within the timeframe specified by the classroom teacher.
2. Through regular attendance, students are responsible for providing evidence of their learning within established timelines, and ensuring that they have demonstrated academic integrity for all work submitted. There are consequences for cheating, plagiarizing, not completing work, and submitting work late.
3. In cases where a final evaluation (30% portion of a student's mark) deadline is missed at the very end of a course, there may be no opportunity to submit an assignment for evaluation.

Teachers' Responsibilities

1. Use professional judgment when evaluating student work and, at semester end, determine the full range of student learning and achievement in assigning a final grade.
2. As per district policy PR.584.CUR section 4.32 (c), create assessment plans for courses and recording evidence of student learning on an evidence record that aligns with appendices D, E, F, and G. This will be reviewed and shared with students at the beginning of the course.
3. To increase the reliability and validity of the evaluation of student learning, teachers will evaluate student work collected over time from three different sources: observations, conversations, and student products.
4. Monitor the steps and processes involved in tasks to ensure individual accountability and provide assessment feedback to students.
5. Assign due dates in a timely manner, in consultation with students where possible, to allow sufficient completion time for students.
6. Consider mitigating factors including the grade level, maturity, number and frequency of incidents and individual circumstances of the student in determining next steps where mandatory evaluative pieces (e.g. tests, assignments, presentations, projects, etc.) have been missed or plagiarized. Expectations will naturally increase as the student progresses from junior to senior grades.

Late/Missed Assignments

Students consistently missing assignment deadlines seldom meet course expectations and are less likely to succeed. Late submissions make it difficult for students to receive necessary feedback to improve achievement and do not allow students to demonstrate academic competence.

1. All assignments must be submitted by the due date specified by the teacher. Students concerned about due dates must approach the classroom teacher to discuss a mutually agreed upon extension or alternate task prior to the initial due date, providing a reason for the request. Where a subsequent extension or submission of an alternate task is also missed, insufficient evidence of learning will be indicated in the student's evidence record.

2. To promote the timely submission of assignments, teachers will use proactive strategies (e.g. 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, and collaborating with students where possible). Teachers will communicate with parents when a student fails to meet responsibilities.

3. When assignments are not submitted on time, teachers may consider the option of providing a student with an additional opportunity to demonstrate achievement of the overall expectations, such as providing alternative assignments or tests where, in the teacher's professional judgment, it is reasonable and appropriate to do so.

4. Persistent disregard of deadlines will result in progressive interventions such as case conferences with parents, referral to the Student Success Team and the appropriate vice-principal/guidance counsellor, and/or an in-school sanction to facilitate assignment completion. Such behaviour will be reflected in the Learning Skills portion of the Ontario Report Card.

Missed Tests/Performances/Presentations

1. Students who are aware that they will be absent for a test (medical appointment, school activity) must approach the classroom teacher prior to the day of the test to discuss the possibility of alternate arrangements. Confirmation of appointments must be received in the form of a phone call, email, or a note from parents.

2. Students missing tests for unexpected reasons (e.g. illness) must return to school with a parental note provided to the classroom teacher justifying the absence and indicating that they are aware that an evaluation was missed. In these cases, these students should be prepared to write the test upon their return to school.

3. Based on their professional judgment, teachers will communicate with parents when a student misses an assessment or an evaluation.

4. Performances and presentations are one-time opportunities requiring significant planning and preparation by all group members. Students will be evaluated individually within group situations. When group members are absent for any reason, this has a significant impact on the entire group and the finished product. Given the nature of these situations and the inability to "replay" them, students missing these opportunities may not have an opportunity to display their learning and insufficient evidence of learning may be indicated in the student's evidence record

Academic Responsibility (Academic Integrity)

"Fraudulent work provides 'zero evidence' of a student's knowledge or skills related to the expectations being evaluated. A mark of zero will represent the student's absence of evidence of that learning." [OCDSB Procedure PR.584.CUR, 5.5 (e)] This work will not be included among the evaluation evidence that is considered for grading purposes. When, in the teacher's professional judgment, there is not sufficient evidence to evaluate student achievement, students will be provided with a second opportunity to demonstrate achievement of the overall expectations. Prior to being given this second opportunity, students may be required to attend a Restorative Learning Session to support their understanding of academic responsibility and integrity. When the transgression is close to the end of the semester, this opportunity may be provided through credit rescue at the end of the exam period for that semester.

Academic dishonesty at all levels will be addressed as a behavioural issue, and will be considered by the classroom teacher in consultation with the department head and/or vice-principal. Disciplinary measures will include parental contact. Consequences for such behaviour may include suspension from extra-curricular activities and/or forfeiting of application to awards, bursaries, and scholarships at the school.

Adapted from Growing Success and OCDSB Procedure PR. 584 CUR