

OTTAWA ISLAMIC SCHOOL
Overall Assessment & Evaluation Plan - 2026-2027

Course: _____

Code: _____

Teacher: _____

Final Grade Structure

Component	Weight	How It Is Determined
Classroom Work	65%	Evidence of curriculum achievement gathered throughout the course from products, observations, and conversations. Most consistent achievement, with particular consideration given to more recent evidence.
Mandatory Written Final Examination	20%	Written examination completed during the designated examination period.
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Attendance & Participation	15%	School implementation: Attendance 7.5% + Participation 7.5%. Excused absences do not negatively affect the attendance mark. Participation is assessed using the Ministry criteria for participation.

Classroom Assessment Plan - 65%

The following planned weights provide a balanced course-wide structure. Individual assessment tasks may gather evidence in more than one achievement-chart category.

Unit	Test s %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
6. x							
7. x							
TOTAL out of 65%							65%

Achievement-Chart Evidence Across the Academic 90%

Curriculum achievement is evaluated using the four Ontario achievement-chart categories. The 15% attendance and participation component is reported separately and is not folded into these academic categories.

Achievement Category	Classroom Work (65%)	Final Exam (25%)		Academic Total (90%)
Knowledge & Understanding				
Thinking & Investigation				
Communication				

Application				
TOTAL	65%	20%		85%

Attendance & Participation - 10%

Attendance - 5%: Based on unexcused absences only. Excused absences do not negatively affect the student's mark. Attendance records should be maintained consistently throughout the semester.

Participation - 5%: Based on observable participation criteria, including contributing ideas to class discussions, asking relevant questions, respecting the contributions of others, demonstrating positive leadership where appropriate, and contributing to a positive classroom culture.

Level	Unexcused Absence Range	Participation Descriptor	Suggested Score Range
Level 4	0-1 Class per month	Consistently participates, contributes ideas, asks relevant questions, respects others, demonstrates positive leadership, and supports a positive classroom culture.	80%-100%
Level 3	2-3 Classes per month	Generally participates and contributes some ideas, asks relevant questions, respects others, and contributes to a positive classroom culture.	70%-79%
Level 2	4-5 Classes per month	Occasionally participates and sometimes contributes ideas; generally demonstrates the expected respectful participation behaviours.	60%-69%
Level 1	6-7 Classes per month	Infrequently participates and rarely contributes ideas; demonstrates the expected participation behaviours inconsistently.	50%-59%
Below Level 1	More than 8 classes per month	Does not demonstrate the participation criteria with sufficient consistency to meet Level 1	Below 50%

School calculation method: Determine the Attendance score out of 5 and the Participation score out of 5 separately, then add them for the 10% course component. This makes the school's 50/50 split transparent while preserving the Ministry's combined attendance-and-participation requirement.

Assessment & Evaluation Practices

- Assessment evidence will be gathered through products, observations, and conversations, using a variety of strategies appropriate to the curriculum expectations.
- Diagnostic and formative assessments are used to inform instruction and feedback; they are not automatically included as fixed percentage marks.
- Learning goals and success criteria will be shared with students, and descriptive feedback will support improvement before major evaluations.
- Evaluation will be based on achievement of curriculum expectations and the achievement chart; learning skills and work habits remain distinct from curriculum achievement except for the new provincially required attendance-and-participation component.
- Where evidence varies, professional judgment will consider the student's most consistent level of achievement, with particular consideration given to more recent evidence.

For Teachers Only

The three categories together

- **Observation:** What the teacher **sees** the student demonstrate (ex. **Observation:** Teacher observes the student conducting an experiment).
Conversation: What the student **explains or communicates** through dialogue (ex. **Conversation:** Student explains why the results occurred).
Product: What the student **creates or produces** to demonstrate learning (ex. **Product:** Student submits a lab report explaining the experiment and results).

Examples of assessments considered "Observation": Teacher observation during class activities, Observation checklist, Anecdotal records, Observation during group work, Oral questioning/conferencing, Reading observation, Math problem-solving observation, Science experiment observation, Presentation observation, Physical education observation, Art or practical work observation, Class discussion observation, Independent work observation

Examples of assessments considered "Conversation": Teacher-student conference, One-on-one questioning, Oral questioning during a lesson, Student explanation of thinking, Oral reading conference, Math conference, Student-teacher feedback conversation, Goal-setting conference, Small-group discussion, Socratic discussion, Oral presentation followed by questions, Exit conversation, Peer discussion.

Examples of assessments considered “Product”: Tests and quizzes, Assignments and worksheets, Essays and written responses, Research projects, Presentations or presentation materials, Reports and lab reports, Posters, brochures, or infographics, PowerPoint/Google Slides projects, Videos or podcasts, Portfolios, Projects and models, Artwork or other creative work, Written reflections, Learning journals, Mind maps/concept maps, Completed problem-solving tasks, Book reviews, Debates when the assessed evidence is the student's prepared product/performance, Practical demonstrations or performances, Final projects or culminating tasks.