

Holy Name of Mary Catholic Secondary School

Assessment and Evaluation Policy

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weakness in their achievement of curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and assessing the overall effectiveness of programs and classroom practices. In a Catholic context, this means that our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential in order to optimize their achievement.

The Dufferin-Peel assessment and evaluation policy aligns with the following documents and resources:

Ministry

Growing Success 2008 (a working document),
Policy to Practice 2003, Program Planning and Assessment
Guide to the Provincial Report Card

Dufferin-Peel

Final 30% Values
Secondary Category Weightings
Guidelines for Assessment, Evaluation, Reporting

Key Terms

Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course.

Diagnostic Assessment, also referred to as **pre-assessment**, is used **prior to instruction** to gather information about students' starting points at the beginning of a course, unit, and/or lesson. Information from diagnostic assessments help students recognize their skills and level of understanding and do not count towards the student's grade.

Formative Assessment is used **during instruction** to monitor student progress and provide feedback. Feedback helps students understand what they do well, where to improve, and what to do to improve. Information from formative assessments may inform the student's summative evaluations.

Evaluation occurs at the **end of instruction**. Evaluation is the process of judging student work based on established criteria and assigning a value to represent that quality. Information from evaluation is used to determine the student's grade for reporting purposes.

The Achievement Chart

The achievement chart is a standard province-wide guide. The chart provides a reference point and a framework in which to assess and evaluate student achievement using the four categories of knowledge and skills, as outlined below:

Knowledge and Understanding	subject-specific content acquired in each course (<i>knowledge</i>) and the comprehension of its meaning and significance (<i>understanding</i>)
Thinking	the use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes
Communication	the conveying of meaning through various contexts
Application	the use of knowledge and skills to make connections within and between various contexts

Final Grade

A final grade is recorded for every course. A credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- **70%** Term Evaluations
- **30%** Final Evaluation(s)*

*Refer to individual course outlines for the component(s) and weighting(s) of the final 30% culminating performance task and/or final examination

Learning Skills

The five learning skills – **Works Independently, Teamwork, Organization, Work Habits, and Initiative** – are not included when determining a student's grade, unless cited as a specific expectation of the Ontario curriculum. These skills are evaluated separately on the provincial report card using a four-point scale: E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement.

Student Absences: 70% TERM

Regular attendance on the part of students is vital to the learning process. Teachers will not be able to measure the achievement of curriculum expectations of students who miss assessment and evaluation opportunities.

Type of Absence	Communication	Next Steps
illness	The parent/guardian will contact the school as per the school's attendance policy indicating that he/she is aware of the missed evaluation.	On the day of his/her return , the student and teacher will make arrangements to address the missed evaluation in a timely manner.
appointments/events e.g. specialist, dance competition, piano exam	In advance , the student will advise the teacher of the upcoming absence which will be verified by the parent/guardian as per the school's attendance policy.	In advance , the student and teacher will make arrangements to make up the missed evaluation.
school-related e.g. Student Council, football game, field trip	In advance , the student will advise the teacher of the upcoming school-related absence.	In advance , the student and teacher will make arrangements to make up the missed evaluation.
extended vacation <i>*It is recommended that vacations not be planned during the school year.</i>	Two weeks in advance , the parent/guardian will advise the appropriate administrator of the upcoming extended vacation as per the school's vacation advisement policy.	In advance , the student and teacher, in consultation with the administrator, will make arrangements to address the missed evaluations.
prolonged e.g. bereavement, hospitalization, elite athletic training, role in a movie	The parent/guardian will advise the school of the prolonged absence as soon as possible. The appropriate administrator, guidance counselor, teachers, and support staff will be advised as well.	In advance, where possible, the student and teacher, in consultation with the administrator, will make arrangements to address the missed evaluations.

In the event that the student does not make up the missed evaluation(s), a zero may be assigned.
If it is determined that the evaluation(s) has/have been missed as a result of a skip/truancy, a zero may be assigned.

Student Absences: 30% Final

It is expected that students be present to complete all evaluations for the final 30%. These evaluations are designed to enable students to consolidate their learning and skills from the course and demonstrate achievement of the overall expectations. These evaluations will occur towards the end of the course during the regular school day and/or during the formal exam period. **There will be no exemptions from the final evaluation(s).**

Depending on the grade, level, and nature of the course, the final 30% may include:

- an exam worth the full 30% **or**
- an exam and a culminating performance task worth 30% **or**
- a culminating performance task worth the full 30%.

Student Absences during the Culminating Performance Task (CPT)

A **Culminating Performance Task (CPT)** is a consolidation of learning and demonstration of student achievement. The CPT is a scheduled course requirement and students have practiced and prepared for it throughout the term. The CPT is completed during class time and under the supervision of the teacher, although minor aspects of the task may be completed outside of class time: e.g. rehearsing lines, practicing an instrument, locating materials, gathering research/data.

The potential academic consequence for missing part or all of this final evaluation is a mark deduction or a zero.

Student Absences during the Formal Exam Period

A student who is absent from a scheduled exam due to **illness will provide a medical note** to verify that absence; otherwise, a mark of zero will be assigned.

If it has been determined that a student's absence is as a result of a **skip/truancy**, a mark of **zero** will be assigned.

A student who is absent from a scheduled exam due to a **vacation** will be assigned a mark of **zero**. Formal exam days are published well in advance and permission to write final exams outside of the designated dates/schedule will not be granted.

Suspensions

Although students may be suspended from school, efforts are made to ensure that learning continues. Opportunities, as are provided to students absent for other reasons, will be made available to students who have been suspended e.g. make up missed evaluation(s).

Academic Honesty

It is the responsibility of students to be academically honest in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. *Academic dishonesty*, therefore, is a serious offence.

Submission of Assignments

Timelines for submission of assignments are established to encourage students to manage their time and to take responsibility for their learning. Timelines are also established to allow teachers to effectively deliver curriculum and manage the evaluation of assignments. It is important, therefore, that students work towards completing all assignments and that teachers support them in this process.

Due Date	Late Submissions	Closure Date
A due date is set by the teacher.	Once the due date has passed, a maximum 10% mark deduction may be used.	Once the final/closure date has passed, a zero may be recorded for assignments not submitted.
	The Learning Skills section of the report card will reflect observations regarding late and missed assignments.	

Homework

The purpose of **homework** for students is to provide opportunities to:

- complete work begun in class
- apply and practice skills and knowledge taught in class
- prepare for the next class
- monitor their own learning
- alert them to difficulties and the need to seek clarification.

Homework completion is a learning skill that is reported separately on the provincial report card.

Cheating/Plagiarism

Cheating is an act of academic dishonesty and comes in many forms such as, but not limited to, *communicating in any form, copying from others, using unauthorized notes, aids, electronic equipment* during the evaluation.

Plagiarism, an example of cheating, is the *act of claiming another's words, ideas, work* as one's own such as, but not limited to, *copying another student's work, copying and pasting text from electronic sources without citing and identifying it as a quotation, falsifying a citation, quoting a source without citation, paraphrasing but not citing the source, copying and pasting graphics without citing the source* etc.

Depending on the offence, an appropriate consequence, such as a zero, may be assigned. Students who assist others in cheating/plagiarizing will be disciplined accordingly.

Special circumstances may result in exceptions to this evaluation policy. Such cases will be referred to the administration for consideration.