



## Dufferin-Peel CDSB ASSESSMENT AND EVALUATION POLICY

The primary purpose of assessment and evaluation is to improve student learning. 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 and well-being.

The Dufferin-Peel Assessment and Evaluation Policy aligns with the Ontario Ministry of Education document *Growing Success 2010, First Edition*.

### 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. This information is gathered for the following purposes:

- **Assessment for Learning** to determine where students are in their learning, where they need to go, and how best to get there. This includes:
  - **Diagnostic Assessment** which 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 helps students recognize their skills and level of understanding and does not count towards students' grades.
  - **Formative Assessment** which 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.
- **Assessment as Learning** to provide students with the opportunity to reflect on their learning and determine next steps in order to achieve their goals. This includes the use of feedback from:
  - **Formative Assessment**
  - **Peer and Self-Assessment**
- **Assessment of Learning** to determine how well students have demonstrated achievement of the curriculum expectations. This includes:
  - **Summative Assessment** which occurs **at or near the end of a period of instruction** to summarize student learning.

**Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

- Using professional judgement, each teacher will determine the grade for reporting purposes based on information collected over time from three different sources – observations, conversations, and student products.

### 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:

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

## LEARNING SKILLS AND WORK HABITS

The six learning skills – **Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation** – 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.

## 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
- **30%** Final (CPT\* and/or Final Examination)

Refer to individual course outlines for course weightings and components of the final 30%.

*\*A CPT or Culminating Performance Task is discussed later in the policy.*

## 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 opportunities.

**It is recommended that vacations not be planned during the school year.**

Type of Absence	Communication	Next Steps
<b>illness</b>	The parent/guardian will contact the school <u>as per the school’s attendance policy</u> indicating that he/she is aware of the missed assessment(s).	<b>On the day of his/her return</b> , the student and teacher(s) will make arrangements to address the missed assessment(s) in a timely manner.
<b>appointments/events</b> e.g. specialist, dance competition, piano exam	<b>In advance</b> , the student will advise the teacher of the upcoming absence which will be verified by the parent/guardian <u>as per the school’s attendance policy</u> .	<b>In advance</b> , the student and teacher(s) will make arrangements to address the missed assessment(s).
<b>school-related</b> e.g. Student Council, football game, field trip	<b>In advance</b> , the student will advise the teacher of the upcoming school-related absence.	<b>In advance</b> , the student and teacher(s) will make arrangements to address the missed assessment(s).
<b>prolonged</b> 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 counsellor, teachers, and support staff will be advised, as well.	<b>In advance</b> , where possible, the student and teacher(s), in consultation with the administrator, will make arrangements to address the missed assessment(s).
<b>religious accommodation</b>	<b>In advance</b> , (preferably in <b>September</b> as per the board’s <b>Religious Accommodation Policy</b> ), the parent/guardian will advise the school, in writing, of the upcoming religious accommodation request.	<b>In advance</b> , the student and teacher(s) will make arrangements to address the missed assessment(s).

Where there is an awareness of a family-initiated absence, parents should notify the school at least two weeks in advance.

## CONSEQUENCES FOR MISSED ASSESSMENTS

In the event that the student does not address the missed assessment(s), a zero may be assigned.

If it is determined that the assessment(s) has/have been missed as a result of a skip or truancy, a zero may be assigned.

**Note:** Students receive individual marks on group assignments; therefore, the absence of a student during a group/seminar presentation will not impact on the achievement of the other group members.

## SUBMISSION OF ASSIGNMENTS FOR EVALUATION

Timelines for submission of assignments for evaluation 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, support students, and manage the evaluation of assignments. It is important, therefore, that students work towards meeting required timelines. Students are responsible for approaching the teacher, in advance of the established due date, if they encounter difficulty with an assignment and/or meeting the established due date.

Where a mark deduction is considered for a late assignment, the following process will be used:

Due Date	Late Submissions
A <b>due date</b> is set by the teacher.  Students work towards meeting this <b>due date</b> .	If the assignment is not submitted by the due date, a closure date is established. This date is determined on a case-by-case basis.  If the assignment is submitted by the closure date, up to 10% mark deduction may apply.  If the assignment is not submitted by the closure date, a zero may be assigned.
	The <b>Learning Skills and Work Habits</b> section of the report card will reflect <b>late</b> and <b>missed</b> assignments.

## 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.

**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, and using unauthorized sources, notes, aids, and/or personal electronic devices (PEDs)*.

**Plagiarism**, an example of cheating, is the *act of claiming another's words, ideas, and/or work as one's own* such as, but not limited to: *copying an assignment completed by someone else; piecing together material from one or several sources and adding only linking sentences; quoting or paraphrasing material without citing the source; copying and pasting from the Internet or other electronic sites without citing the source; not providing quotation marks for direct quotations, even if the sources have been cited; falsifying a citation.*

Depending on the circumstance, an appropriate consequence will be assigned which may include, but is not limited to: 1) redoing the assignment 2) redoing a section of the assignment 3) completing an alternative assignment 4) assigning a zero.

### STUDENT ABSENCES: 30% FINAL

It is expected that students be present to complete all components of the final 30%. These assessments are designed to enable students to consolidate their learning and skills from the course and demonstrate achievement of the overall expectations. These assessments will occur at or near 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 and demonstration of student learning. The CPT is a scheduled course requirement and students have practised 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, practising an instrument, locating materials, gathering research/data.

The potential academic consequence for missing part or all of this final assessment 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. address missed assessment(s).

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

## Dufferin-Peel CDSB K-12 HOMEWORK POLICY AND PROCEDURES SECONDARY Summary

As a faith-based system, the Dufferin-Peel Catholic District School Board approaches all issues from a Catholic worldview that recognizes the importance of family time and honours the bonds between school, family, and parish in all that we do. The stronger these bonds, the more effectively our students are able to learn and to develop the unique talents and gifts with which they are blessed.

Types of Commonly Assigned Homework		
<b>Completion</b>	any work assigned following instruction that is begun in class and completed at home	helps students to keep up to date with the instructional program

<b>Practice</b>	any work that reviews and reinforces skills and concepts learned in class	helps students to develop newly acquired skills and consolidate new concepts
<b>Preparation</b>	any work that prepares students for new learning or for upcoming summative assessments / evaluations	requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations, performances, etc.
<b>Extension / Projects / Major Assignments</b>	any work that explores learning in new contexts or integrates / expands on classroom learning	encourages students to problem solve, think creatively, and think critically

<b>Quantity of Homework</b>	
<b>Secondary Intermediate (Grades 9 &amp; 10)</b>	Homework shall be limited to <b>20 minutes on average</b> per day per course.
<b>Secondary Senior (Grades 11 &amp; 12)</b>	Homework shall be limited to <b>30 minutes on average</b> per day per course.

### Reporting of Homework

The Learning Skills and Work Habits section of the provincial report card describes skills which are foundational to student success. Homework is reported in this section, separate from achievement of curriculum expectations. Late, missed, and incomplete homework will impact the Learning Skills and Work Habits section of the report card.

In secondary schools, homework is factored into the grade only where it is a specific expectation for that particular course (e.g. GLE / GLS10 Learning Strategies).

### Homework during Extended Absences

Teachers shall not be expected to provide detailed homework assignments to students who are away for extended periods of time as a result of family-initiated absences, although a general overview may be provided. For absences due to extended illness, parents should contact the school administration to discuss available options.

### Student Responsibilities

- manage time and priorities to ensure a healthy balance between homework, extra-curricular activities, part-time employment, and leisure time;
- ensure that they clearly understand the homework assigned and ask for clarification or assistance from the teacher when homework assignments or the expectations are not understood;
- complete assigned homework on time;
- complete assigned homework to the best of their ability;
- record homework in their agenda or student planner;
- ensure that required materials and resources are taken home and returned, as necessary.

The K-12 Homework Policy & Procedures may be viewed at: <http://www.dpcdsb.org/homework>