



Central Technical School

Assessment, Evaluation and Reporting Policy

September 2006

I. Assessment, Evaluation and Reporting - Foundation Statement

Central Technical School is committed to a continuous cycle of planning and implementing assessment, evaluation and reporting practices and policies mandated by the Ontario Ministry of Education, the Toronto District School Board, and those further embodied in this document to enable students to reach their highest level of achievement.

II. Principles of Assessment, Evaluation and Reporting

Assessment, evaluation and reporting practices are based on the Ontario Curriculum and the Ministry of Education documents. In order to ensure that they are valid and reliable, and that they lead to the improvement of students' learning, ASSESSMENT, EVALUATION AND REPORTING PRACTICES MUST:

Principle 1: Be fair and equitable, and thus

- are on-going and provide multiple opportunities to include a wide range of evidence to support judgement about the student's level of achievement;
- distinguish between opportunities for practice and feedback (assessment) and the point at which the teacher has made an informed judgement (evaluation);
- ensure evaluation is based on previous instructions and assessment;
- include a review of the student's most consistent level of performance with consideration to his or her more recent achievement;
- are appropriate for the learning activities used, the purposes of the instruction, and the needs and experiences of the students;
- include the use of exemplars as both instructional aids, and a means to establishing standards of evaluation;
- be based on adapted programs, where necessary, in each subject for ESL/ELD students (program adaptations are determined by students' stage of proficiency in ESL or ELD); and
- provide accommodations and/or modifications for students with an Individual Education Plan (IEP). Examples of accommodations are the use of a scribe/oral response to a test and extra time. Spelling mistakes should not be deducted from evaluations, except on assignments where there is time for editing an assignment before submission.

Principle 2: Be based on the Ontario curriculum and Ministry policy documents, and thus

- are based on both specific and overall curriculum expectations and on the Achievement Chart categories (or subject discipline "strands", where applicable) that appear in the curriculum policy documents for each discipline;
- are based on adapted programs in each area of curriculum for ESL/ELD students (program adaptations are determined by students' stage of proficiency in ESL or ELD); and
- are based on programs that provide accommodations and modifications for students with an IEP.

Principle 3: Be communicated clearly, accurately and in a timely fashion to the students and parents at the beginning of the course and at appropriate points throughout the course, and thus

- be evident in a course outline that clearly indicates the breakdown for all evaluation components, including the 70% term evaluation, the 30% final summative evaluation, and late work and homework policies, given to each student by the end of the first full week of class. This course outline should be:
 - established collaboratively by teachers when multiple sections of a course are being delivered in a semester;
 - submitted to Curriculum Leaders/Assistant Curriculum Leaders for approval within the first week of class; and
 - filed in the Principal's Office within the second (2nd) week of class;
- ensure that when a student is not performing at the provincial standard, an accurate understanding of the student's progress and learning needs is provided by communicating with students and parents in advance of the formal reporting process;
- ensure that report card comments and parent/teacher/student conferences clearly communicate what is being done well, what needs to be improved, and what steps can be taken to support improvement;
- ensure that personal assessment and evaluation records related to individual students are kept confidential; and
- indicate on the report card if expectations have been significantly modified to meet the needs of the student with exceptionalities to the extent that no credit can be awarded.

III Assessment

Assessment is the collection of information from a variety of sources used by teachers to track, support and guide students' continuous progress and improvement towards the achievement of overall expectations. Assessment is for learning. It is NOT used in determining the final grade.

Types of Assessment

Diagnostic Assessment: is the collection of information at the beginning of a unit and or term and/or course to determine the "base-line" or "entrance characteristics" in relation to specific and overall expectations that will be taught. These data may be used by the teacher to plan instruction to enable students to meet overall expectations. (This information is NOT used in determining the final grade.)

Formative Assessment: is the on-going collection of information through the semester or year. It allows teachers to identify the progress of learning for each student and then to act on the information to improve student learning. Formative assessment may involve self, peer, group, and/or teacher assessments. (This information is NOT used in determining the final grade.)

IV Evaluation

Evaluation is the assignment of a mark or level that focuses on students' achievement of the overall expectations.¹ Evaluation must always be administered by the teacher and must never be the product of

¹ All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations, (*Canadian and World Studies* revised, 2005, p.15).

self, peer, or group assessments. Evaluation is for grading. Evaluations ARE used in determining the final grade on the report card.

Types of Evaluation

Term Summative Evaluation is the assignment of a mark to the series of evaluation tasks outlined in an established evaluation plan (course outline) based on the demonstration of a student's knowledge of the overall expectations. This evaluation will always be preceded by practice and by assessment activities to show students how to improve. This type of evaluation will make up 70% of the course's final grade.

Final Summative Evaluation is the assignment of a mark based on final evaluation task(s) in the form of an examination, performance, essay, *and/or other method of evaluation suitable to the course content and administered towards the end of the course. This type of evaluation will make up 30% of the course's final grade (*Program Planning and Assessment*, p.15).

*practical projects demonstrating technical proficiency(tech)

V 70% Term Summative Evaluation

- The 70% term summative evaluation should reflect the student's **most consistent** level of achievement throughout the course, although special consideration should be given to **more recent** evidence of achievement.
- Students are evaluated for **overall expectations** outlined in the curriculum policy document for each subject.
- Students must be provided with opportunities to practise and receive feedback **before** being evaluated for achievement of the overall expectations.
- Sufficient evidence from **all** four Achievement Chart categories is to be considered in the determination of the student's mark.
- To ensure consistency, teachers of the same course should develop at least **one or two common evaluations** throughout the course and check that student results are comparable.
- Self and peer assessments should be used to provide constructive feedback; however, they should **not** be included as part of the evaluation in the student's 70% grade.
- Only evaluations are included in the student's reported grade.

The following process is designed to assist teachers in determining a student's grade for the 70% term summative:

1. Look across the full range of student achievement in each achievement category/strand.
2. Follow guidelines for late work and missed evaluations (see section VI and VII below.)
3. Determine the most consistent level of achievement with special consideration given to the most recent evidence of achievement for each achievement category/strand. However, in courses where the knowledge expectations for each unit/strand are discrete (for example, Science and most technologies), determining the student's achievement for the Knowledge/Understanding category is more appropriately done by a process of weighted averaging.
4. Teachers should ensure that there are a sufficient number of evaluations and curriculum expectations being satisfied in each category/strand to ensure a valid and fair final grade. One or two evaluations in a category weighted at 20% will skew the final grade.
5. Teachers are to apply the predetermined weighting for each achievement category/strand to determine the final grade.

NOTE: Informed professional judgement is used to ensure that the final grade for the 70% term summative fairly reflects the student's achievement in the course, and that **sufficient evidence from all four achievement chart categories** has been considered to make that determination. Additionally, teachers must use their **informed professional judgement** in the use of grade management programs (Markbook, E-Teacher) and/or software programs (Fathom and Excel) to ensure that the software does indeed reflect the student's **most consistent** level of achievement.

VI Late Policy

Marks should not be deducted for late work.

Submitting assignments late is a **learning skills issue** and should be reported as part of the learning skills such as "Works Independently" or "Work Habits/Homework." Evaluation of learning skills should **not** be included in the determination of percentage grades.

Why have deadlines?

It is reasonable that teachers and students establish deadlines for assigned work. Not only is it pedagogically sound practice to provide closure to one unit of work in order to proceed to another, but also because students must realise that deadlines are realistic in working life beyond school. More practically, teachers and students require deadlines as a management strategy to balance their own workloads.

NOTE: Students should be able to negotiate extensions for compelling and extenuating circumstances, prior to the assignment due date.

What is an "Ultimate Deadline"?

For each evaluation, the teacher will inform students of the **due date**.

In the event that some students do not meet the due date, a reasonable, **ultimate deadline** shall be set at the teacher's discretion. It shall be clearly communicated to the students who are affected. Where appropriate, teachers of the same course should agree on the amount of time from the due date to the ultimate deadline. For example, the ultimate deadline could be the date a marked assignment is returned to the class, if the viewing of a marked assignment will benefit a student who has yet to hand it in.

Can a Teacher use a Mark Deduction?

The policy for Central Tech, supported by the TDSB documents, is as follows: as a **last resort**, after the due date for an assignment has been missed, a teacher may deduct a maximum of 10% from the value of the assignment when submitted by the ultimate deadline. A student may not fail an entire course based on late penalties on submitted work.

Strategies Teachers can use to Deal with Late Work.

To encourage on-time submission of assignments teachers can try the following strategies:

- Detentions
- Counselling
- Offering extra help
- Peer tutoring
- Contacting parent/guardian
- Contacting guidance
- Contacting the administration
- Talking to other teachers of the student
- Mark deduction as a last resort (see above)

VII Missing Evaluations

Evidence of **Zero** versus **Zero Evidence**:

- **Evidence of Zero (Earned Zero):** work **is** submitted but reveals no knowledge or skills related to the expectation(s) evaluated. The mark earned is zero.
- **Zero evidence:** work is **not** submitted and therefore there is no evidence of the student's knowledge or skills related to the expectation(s) evaluated. A zero placeholder will be used until evidence is provided. If no evidence is forthcoming the zero placeholder becomes an earned zero.

Guideline for occasional zero placeholders:

- When they represent missed evaluations that have been adequately evaluated through other evaluation tasks, the missed evaluation **will not** reduce the student's final grade;
- When they represent missed evaluations of **overall curriculum expectations** that are not otherwise evaluated, the student **should** be given an opportunity to demonstrate those expectations through a similar evaluation. It is understood that some evaluations are difficult to repeat (e.g. labs or other tasks involving materials and equipment); in this case, the teacher may be unable to provide a similar opportunity for the student to demonstrate their learning.

Guideline for numerous zero placeholders:

- When there are many zero placeholders, this indicates a pattern of non-achievement and would constitute lack of evidence of achievement. These zero placeholders would then be incorporated into the student's 70% term evaluation.

In cases where the student does not take advantage of extended opportunities to demonstrate their achievement of the curriculum expectations, it is recommended that the teacher records these opportunities.

VIII Academic Honesty

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence.

Plagiarism

Plagiarism is usually defined as presenting someone else's words and ideas as one's own.

It can take many forms, including the following:

- submitting an essay/assignment/lab report/project written by or produced by someone else;
- piecing together material from one or several sources and adding only linking sentences;
- quoting or paraphrasing material without citing the source of that material;
- copying and pasting from the Internet or other electronic sites without citing the source; and
- not providing quotation marks for direct quotations – even if the sources have been cited.

To ensure academic honesty and avoid instances of plagiarism, **teachers will:**

- define plagiarism, inform students of its consequences, and teach students the research skills that help avoid plagiarism;
- create research assignments that involve higher-order critical thinking and structure major research assignments so that the required steps for the completion of the assignment are assessed; and

- give students time to work on the assignment occasionally in class so that the teacher can assess the research skills students are developing, and can provide support.
- offer remediation to students

To ensure academic honesty and avoid instances of plagiarism, **students are expected to:**

- seek clarification from teachers about what constitutes plagiarism and understand the consequences of academic dishonesty;
- seek remediation when their research skills are deficient; and
- ensure that all their work is original and that they cite sources accurately and consistently.

Consequences of Academic Dishonesty/Plagiarism

When plagiarism is detected, the following process will occur:

1. Investigation and Communication

- The teacher will discuss the matter with the student(s) involved;
- If the teacher confirms that plagiarism has occurred and a mark of zero is awarded, they will document the issue and inform the parents, the curriculum leader and the vice principal.

2. Minimum Consequences for Plagiarism

- A mark of zero will be awarded for the assignment in question, as there has been no evidence that the student has demonstrated research skills required to demonstrate achievement of the course expectation(s);
- At the discretion of the teacher, there may be an opportunity at another time for the student to demonstrate evidence of proper research skills;
- Depending on the nature of the offence, the student's other teachers should be alerted.

The severity of the offence and the number and nature of previous offences will be taken into account when determining the consequences of second, and any subsequent, offences. All students accused of plagiarism have the right to appeal the teacher's decision to the vice-principal. Students may appeal their case to the vice-principal only after they have first discussed the matter with their course teacher.

IX Assessment and Evaluation Practices for Special Education Students in Special Needs Classes

Alternative programming is provided for Central Tech students who are unable to meet expectations of Ministry credit courses. All these students will have an IPRC and will be eligible to earn an Employability Skill Achievement Certificate of Accomplishment when they graduate.

Some of these students will be enrolled in non-credit courses such as the MID program. The expectations in these courses are consistent with the student's individual IEP. Teachers will assess and evaluate these students following the principles of assessment and evaluation outlined previously.

Others of these students can meet success in Locally Developed Compulsory Credit courses (LDCC). Students in these courses are assessed and evaluated based on their achievement of modified expectations outlined in their IEP. The principal, in consultation with the teacher, will determine whether the extent of modification of curriculum expectations in the course will result in the credit being granted. For some students, only accommodations, as outline in their IEP may be needed. In this case, the credit will be granted.

X 30% FINAL SUMMATIVE EVALUATION

Purpose

The purpose of the 30% final evaluation is to provide students with an opportunity to demonstrate their learning of the **overall expectations** of the course. Teachers should provide students with evaluation tasks and opportunities that fairly represent the overall course expectations (key understandings and skills), and set the conditions whereby students can demonstrate their best work. During the time taken for the final evaluation in the course, no new content and/or skills should be introduced; rather, in the evaluation task, students demonstrate the knowledge and skills already learned.

Evaluation Strategies

Teachers are encouraged to use a variety of evaluation strategies in determining the 30% final summative evaluation. Since, for many students, written examinations are often not the best way for them to demonstrate their knowledge and skills in a course, it is not recommended that an examination be the **sole** method of evaluation in the 30% final summative evaluation. There is a case to be made for conducting examinations as part of the 30% in some Grade 11 and 12 University and College courses; however, if examinations are chosen to be part of the 30% final summative evaluations, it is crucial that the examination require students to demonstrate their achievement of key **overall expectations** of the OSS curriculum.

Whatever form the 30% final summative evaluations take, all teachers of the same course will collaborate in planning to ensure that the evaluation strategies are appropriately designed and:

- allow students to demonstrate achievement of the **overall expectations** of the course;
- balance the categories/strands of the Achievement Chart to allow for all dimensions of understanding to be evident;
- reflect the same weighting of the Achievement Chart categories/strands used throughout the term; and
- include appropriate accommodations and/or extra time in all evaluations for ESL and ELD students, as well as appropriate accommodations and/or modifications for students with an IEP.

Scheduling the 30% Final Evaluations

The thirty percent final summative evaluation must be conducted in the final three to four weeks of regular class time (excluding the 3 day end of term moratorium), unless the evaluation occurs in the formal examination schedule. For programs or classes whose formal schedules do not involve daily teacher-student contact, in-class final summative evaluations must be conducted in whatever period is proportional to the final three to four weeks of a daily semestered course.

- In any course where students are required to complete a unit of independent study (ISU), where possible, this ISU should be administered before the final summative evaluation period, that is before the final three to four weeks of a semestered course. Thus, evaluation of work done for ISUs should be counted towards the 70% term summative evaluation component of the course.
- Any component of this 30% final summative evaluation that is in the form of a written examination or test whose value is equal to or greater than 15% of the final grade, must be written in the formal examination schedule, and not in regular class time.

Moratorium

There are to be no in-class examinations, ISUs due or other evaluation to be done during the three days prior to the commencement of the formal examination schedule.

Determining the 30% Final Grade for Students Who Are Absent

All students must take part in the course culminating activities that make up the 30% final evaluation mark.

If a student misses part or all of the 30% final summative evaluation, the student will receive a zero as a grade in the part that was missed due to of lack of evidence of achievement. Where the absence has been justified based on documentation received, and if time allows, the student will be given another opportunity to complete the missing part of the final summative evaluation. In those circumstances when time or circumstances do not allow such an opportunity, the principal, in consultation with the teacher, will determine an appropriate mark. If the absence is unjustified, the teacher has no obligation to give the student another opportunity to complete the summative evaluation.

Although the policy states that all students must complete the 30% final summative evaluation for the course, it is possible that a student, who receives a mark of zero for the final summative evaluation, can still receive a credit if his/her final grade is at least 50%.

Final Report Card Grade

The final grade out of 100% is calculated by adding the grade for the 70% term evaluations and the grade for the 30% summative evaluation.

The final grade on the report card must be **fair, valid, and reliable**:

To be **fair**:

- evaluations must be created and administered in a manner that accommodates the needs of students, including those with IEPs and those who are learning the language of instruction.

To be a **valid** indicator of performance:

- a grade must be based solely on the achievement of curriculum expectations; and
- a grade must be referenced to clear and established standards of quality (i.e., exemplars and achievement levels).

To be a **reliable** indicator of performance:

- a grade must be based on sufficient evidence to permit confident judgments about achievement; and
- teachers of the same course must ensure consistency of performance criteria and standards.

Final Achievement Below Level 1

A final grade of 46-49 should automatically be reviewed and either changed to a 45 or 50. A review should also occur with final grades of 30-34, because a grade under 35 will prevent a student from attending summer school or being recommended for the Credit Recovery program.

XI Reporting and Communicating Student Achievement

A. Formal Parent-Teacher Reporting and Communication:

Teachers report student achievement through the Provincial Report Cards.

There will be four provincial report cards per academic year. For semestered courses there will be one mid-term and one final report card. For non-semestered courses such as the Art and Tech majors, and Remedial English there will be three interims and one final report card.

The Provincial Report Card will report on the following for each course:

- **Percentage grade**, which reflects the student's achievement of course expectations;
- Demonstrated level of achievement in each of the five **Learning skills**;
- **Attendance and Lates**;
- **Course median**;
- **Credit(s) earned**; and
- **Teacher Comment(s)** on the student's strengths, needs and/or next steps in relation to his or her achievement and completion of the course expectations.

Five categories of Learning Skills will receive an evaluation on the report card. These learning skills are: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four point scale: E for Excellent, G for Good, S for Satisfactory, and N for Needs Improvement. The evaluation of Learning Skills may be deduced from the work done on curriculum expectations and/or through measurement vehicles specifically designed for the evaluation of learning skills. Such evaluations are not to be considered in the determination of the final grade in the course, unless embedded as part of the course's expectations, as outlined in the relevant Ministry of Education curriculum policy documents.

The Provincial Report Card will also show the Student's overall **Average**.

Formal parent Teacher interviews will be held once a semester.

B. Honour Achievement

A student will be placed on the Honour Roll of each term if the student has a minimum overall average of 75% in the courses listed on his/her report card. To qualify, a student must be enrolled in a minimum of three courses and have no mark below 50%. The student will receive an **honour certificate** reflecting this achievement.

C. Academic Appeal Process

Should a mark be challenged, the following process should be followed:

1. The student must first discuss the mark with the subject teacher;
2. If a resolution is not reached, the student must submit original documents (unedited and unchanged) to the Curriculum Leader or Assistant Curriculum Leader for review;
3. If a resolution is still not reached, the matter is referred to the Principal;
4. The principal's decision is final.