



## **Assessment, Evaluation, Grading and Reporting**

### **#200.42**

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<b>Adopted:</b>	May 9, 2012
<b>Last Reviewed/Revised:</b>	May 2023
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	March 2027

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#### **POLICY STATEMENT:**

The primary purpose of Assessment and Evaluation is to improve student learning. Brant Haldimand Norfolk Catholic District School Board's (the Board's) assessment and evaluation practices are grounded in the belief that all students can learn and can demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, inclusion, and respect for all.

The use of evidence-informed assessment and instructional strategies that adhere to differentiated instruction, combined with ongoing mentoring and responsiveness to a student's progress, are essential to support all students (Learning for All, 2013, p.12-24).

This Policy and Administrative Procedure was created to provide clear direction for administrators and educators regarding expected practices of assessment, evaluation, grading, and reporting for all students from Kindergarten to Grade 12, within the Board. These practices aim to improve student learning and achievement and are consistent with system philosophy, system priorities (such as equitable and inclusive education), the Ontario Catholic School Graduate Expectations, and Ministry of Education policies.

Communication of learning in a variety of forms, with parents/guardians/caregivers and students regarding student achievement, should be continuous throughout the school year/course/semester. Methods of communication may include conferences, portfolios of student work, student-led conferences, interviews, telephone calls, checklists, and informal reports. Communication of student achievement in any form, should be clear and shared in a way that is easy for families and students to understand. In addition, any communication regarding student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help educators to establish plans for teaching/instruction, and assist parents/guardians/caregivers in supporting learning at home (Growing Success, 2010, p. 53-54).

The professional judgement of the educator, acting within the policies and guidelines established by the Ministry and the Board, is critical in determining the strategy that will most benefit student learning and to determine a final grade.

Formal reports should serve as confirmation of student achievement that has been communicated to all stakeholders throughout the school year.

#### **APPLICATION AND SCOPE:**

- Administrators are responsible for overseeing assessment, evaluation, grading, and reporting within a school and ensuring consistency and compliance amongst all educators.
- Educators are responsible for ensuring their practices of assessment, evaluation, grading, and reporting are consistent with the guidelines within this document.



## REFERENCES:

- [Creating Pathways to Success](#)
- [Eastern Ontario Catholic Curriculum Corporation](#)
- [English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 \(2010\).](#)
- [Growing Success: The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools \(2016\).](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8 \(2020\).](#)
- [Institute for Catholic Education \(ICE\): Ontario Catholic School Graduate Expectations \(2019\)](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, K to 12 \(2013\).](#)
- [Ministry of Education: Curriculum and Resources – Assessment and Evaluation.](#)
- [MISA Comment Framework](#)
- [OSR Guidelines](#)
- [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication.](#)
- [The Arts \(gov.on.ca\)](#)
- [The Individual Education Plan \(IEP\) – A Resource Guide \(2004\).](#)
- [The Kindergarten Program \(2016\).](#)
- [The Ontario Curriculum: Elementary](#)
- [The Ontario Curriculum: Secondary.](#)
- [Ontario Schools – Kindergarten to Grade 12, Policy and Program Requirements](#)
- Waterloo Catholic District School Board (with permission)

## FORMS:

- Late and Missed Assignment Tracking
- Academic Integrity Report

## APPENDICES:

- Late and Missed Assignments 2023
- Academic Honesty

## DEFINITIONS:

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

- **Assessment as Learning:** the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from educators, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
- **Assessment for Learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by educators to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.



- **Assessment of Learning:** the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements regarding the quality of student learning based on established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians/caregivers, other educators, students themselves, and others. It occurs at or near the end of a cycle of learning.
- **Catholic Context: Assessment and Evaluation in a Catholic Context will:**
  - Respect the dignity and worth of all learners.
  - Celebrate the strengths and gifts of all learners.
  - Encourage students to become reflective, creative, holistic thinkers, and confident learners.
  - Provide multiple opportunities for students to demonstrate their learning; recognizing each student's unique capacity to learn and grow.
  - Create a learning environment where assessment is holistic in nature and integrates learning and faith development.
  - Be fair, transparent, and equitable for all students.

The Ontario Catholic School Graduate Expectations, while not explicitly evaluated, are the foundation of daily classroom instruction. *The expectations of Catholic graduates are described not only in terms of knowledge and skills, but in terms of values, attitudes, and actions* (Ontario Catholic School Graduate Expectations).

**Criterion-Referenced Assessment:** assessment that focuses on whether a student's performance meets a predetermined standard, level or set of criteria rather than on the student's performance measured in relation to the performance of other students.

**Equity in Education:** to identify, remove, and prevent systemic barriers and discriminatory practices to help students reach their full potential and improve student achievement.

**Evaluation:** the process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

**Learning Goals:** brief statements that describe for a student, what they should know and be able to do by the end of a period of instruction. The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

**Professional Judgement:** judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction, assessment, the criteria, and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

**Rich Performance Task:** an authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.

**Success Criteria:** standards or specific descriptions of successful attainment of learning goals developed by educators based on criteria in the achievement chart, and discussed and agreed upon in collaboration with students, which are used to determine to what degree a learning goal has been achieved. Criteria describes what success *looks like* and allows the educator and student to gather information about the quality of student learning.

## ADMINISTRATIVE PROCEDURES:

### Superintendent of Education:

The Superintendent of Education will share a reporting memorandum in November and January for elementary schools, outlining reporting guidelines and timelines. Included in the memorandum will be guidelines for reporting for specific instances including Special Education, English-as-a-Second Language (ESL)/English Literacy Development (ELD) and OnSIS reporting requirements. Information regarding Secondary reporting and interviews will be shared in October, January, and June.



## Administrators:

School administrators will ensure that the Board's Assessment and Evaluation Procedure and Reporting Student Achievement Procedure are communicated to, and followed by, all educators.

School administrators will collaborate with educators to address and resolve any reporting concerns that may arise.

School administrators will assume final responsibility for making decisions regarding any reporting concerns that may arise.

School administrators will read and sign progress reports, kindergarten communication of learning reports, and report cards to ensure *Growing Success* and the Reporting Student Achievement Procedure are followed.

Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student's Ontario Student Record (OSR) folder following each reporting period. (*Growing Success*, 2010, p. 49).

## Expectations for Educators:

Educators will use the Ontario Curriculum documents to guide program planning, assessment, evaluation, and reporting.

Educators will use the Achievement Chart Categories and Levels of Achievement in the Ontario Curriculum documents to guide the assessment, evaluation, and reporting of student achievement of the curriculum expectations.

Educators will maintain ongoing communication with students, parents/guardians/caregivers, colleagues (i.e., Early Childhood Educator (ECE), ESL Teacher, Special Education Resource Teacher (SERT), Student Success Teacher, Guidance Counsellor), and school administrators, to provide a comprehensive overview of student achievement.

Educators will communicate directly with parents/guardians/caregivers at any point in the year when students, under 18 years of age, are struggling with concepts/expectations to collaboratively determine next steps.

Educators will communicate with parents/guardians/caregivers of students, under 18 years of age, in advance of progress report and/or report card distribution when a student's achievement is reported as *Progressing with Difficulty* or *R* on the Elementary Provincial Report Card, or below 50% on the Provincial Report Card, Grade 9 to Grade 12.

## Achievement of Curriculum Expectations

Early in the school year, it must be made clear to students that they are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the educator, and in a form approved by the educator. (*Growing Success*, 2010, p.43).

In determining a final mark for reporting, educators will consider a student's most recent and most consistent level of achievement. (*Growing Success*, 2010, p. 88) Conversations, observations and student products will be considered over time in determining a mark. (*Growing Success*, 2010, p. 39)

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across the four categories of knowledge and skills defined as Knowledge and Understanding, Thinking, Communication and Application. (*Growing Success*, 2010, p. 17) Opportunities to demonstrate improved achievement should be based upon descriptive feedback provided by the educator.

Educators will use their professional judgement to determine the achievement level/grades of students. Professional judgement is defined as being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (*Growing Success*, 2010, p. 152)



## Late and Missed Assignments:

Several strategies may be used by staff to prevent and/or address late and missed assignments to determine a student's level of achievement. In all instances, it is critical that educators employ a variety of assessment measures. This offers students the opportunity to clearly demonstrate their understanding, knowledge, and skills across the four categories of achievement. A student's final grade/mark must represent the student's actual level of achievement.

### Preventative Measures:

- Establish deadlines for submission of assignments for evaluation, in collaboration with students when appropriate, and clearly communicate those deadlines to students, and, where appropriate, to families.
- Ensure assignment expectations take into consideration current levels of English proficiency for ELL students.
- Implement and integrate tiered intervention strategies.
- Assist students in developing time-management skills.
- Consider evidence of student achievement for evaluation over time from three different sources: conversations, observations, and student products (i.e., triangulation of data).
- Ensure that the needs of students are met, consistent with the strategies outlined in their Individual Education Plans (IEPs).
- Consider the cultures, histories, and contexts of all students, their lived experiences, and those of their families.
- Plan for major assignments to be completed in steps, so that students achieve success at incremental stages.
- Confer with students to monitor progress of assignment completion; and maintain ongoing collaborative communication with students and families regarding student achievement and assignment due dates.

### Responsive Measures:

- Seek clarification from the student regarding the reason for not completing an assignment.
- Collaboratively establish an alternate date for submission of a late assignment (i.e., closure date).
- Provide an alternate assignment to assess the student's achievement of the overall expectations.
- Apply alternate assessment methodologies to address barriers.
- Seek the assistance of the school team (i.e., SERT, ESL Teacher, Student Success Teacher, Guidance Counsellor, Indigenous Social Worker, school administration, etc.) for strategies to support the student.
- Schedule conferences with students and families to discuss any barriers to success.
- Provide students with additional opportunities to demonstrate achievement of curricular expectations before the end of the course/subject when a student is in jeopardy of failing a course/subject.
- Late assignments may impact the Learning Skills section of the report card and educators will implement the responsive measures listed above, as needed.
- Missed assignments may impact the Learning Skills section of the report card and may result in educators using the responsive measures listed above and/or utilizing other evidence of a student's achievement of overall expectations to determine a subject/course mark.

## Academic Integrity

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating and/or plagiarizing. Students must understand that the assignments/tests/exams they complete for evaluation must be their own work and that cheating, and plagiarism will not be tolerated. (Growing Success, 2012, p. 42) Plagiarism is defined as *the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.* (Growing Success, 2021, p.152). Cheating is defined as *acting dishonestly or unfairly to gain an advantage.* (Oxford Language Dictionary).



**Preventative Measures:**

- Communicate the definition of plagiarism and cheating to students and families and ensure an understanding of the fact that any actions of the sort will not be tolerated.
- Teach explicit strategies for citing sources properly and for avoiding plagiarism.
- Have students complete assessments under the supervision of the educator, whenever possible.
- Provide meaningful class time for the completion of assignments.
- Notify students and families if anti-plagiarism software is being used.
- Monitor progress on an ongoing basis.

**Responsive Measures:**

- Seek clarification from the student regarding the reason for the cheating/plagiarism.
- Consider mitigating factors, including the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.
- Consult with the school administrator to determine next steps, which may include redoing part/all of the assignment; completing an alternate assignment; earning a mark of zero for the assignment/work submitted; responding in alignment with progressive discipline.
- Inform families that school administrators will maintain a record of any reported cheating/plagiarism and the resulting actions.

**The Kindergarten Communication of Learning Report**

Assessment is the process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program (2016). The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners.

Educators engage in assessment for learning as they observe, collect, and document evidence of children's learning through the process of *pedagogical documentation and provide descriptive feedback to the children that is designed to help them move forward in their development*. Educators engage in assessment as learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners. The child and the child's family are encouraged to join the educators in supporting the learning of the child through assessment *for* and *as* learning (Growing Success: The Kindergarten Addendum, 2016, p. 6).

The Kindergarten Communication of Learning reports are intended to provide parents/guardians/caregivers with descriptions, including anecdotal comments, about their child's strengths and growth in relation to the overall expectations within each of the four frames of [The Kindergarten Program](#) written in language that parents/guardians/caregivers can relate to and understand. Next steps in the child's learning are also indicated, to inform parents/guardians/caregivers of the educators' plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

The information educators provide in The Communication of Learning report is an important element in the ongoing communication with parents. Educators are informed by evidence gathered through pedagogical documentation, their knowledge of child development, and the expectations outlined in The Kindergarten Program. The synthesis of this information helps the educator decide which aspects of the child's key learning and growth in learning, and which next steps, are the most important to comment on for the reporting period.

For the Initial Observation Report, during the Fall of the school year, educators will provide an overview of the student's key learning and growth in learning, along with information about next steps in learning. This overview will serve as the basis for discussion with parents/guardians/caregivers and as a support for parents'/guardians' ongoing participation in their child's learning.



Comments in the Kindergarten Communication of Learning Reports will focus on each student's learning and growth related to overall expectations in each of the four frames. These comments will support each student's achievement, growth, and next steps in learning. Comments about a child's learning should provide parents/guardians/caregivers with personalized descriptions, written in a narrative in plain language (Growing Success: Kindergarten Addendum, 2016, p. 13-15).

The Communication of Learning report, sent home in February, reflects the child's growth in learning in relation to the overall expectations introduced and developed from September to January of the school year. The Communication of Learning report sent home in June reflects the child's growth in learning in relation to the overall expectations introduced or further developed from February to June of the school year.

Assessment and evaluation of children's learning in kindergarten are focused on the individual child and are not based on standard levels of achievement. As stated in The Kindergarten Program, children enter kindergarten at various stages of development and with diverse backgrounds and experiences and they will leave it at various stages and at different points in their growth in relation to the program expectations.

Evaluation in kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations outlined in The Kindergarten Program at the end of a reporting period to specify the child's key learning, growth in learning, and next steps in learning. Educators interpret and judge the evidence of learning, to determine a child's growth in relation to the overall expectations. Educators also consider their knowledge of the child as a learner.

Comments on the Communication of Learning reports are a distillation of the evidence of learning accumulated over time, with special consideration given to more recent evidence of the child's learning ([Growing Success – The Kindergarten Addendum, p.13](#)).

When informing parents/guardians/caregivers about what their child has learned, their growth as learners, and next steps for learning, written comments should:

- Include key learning(s); growth in learning; and possible next steps for learning at home and school.
- Include specific evidence of learning gathered from conversations, observations, and demonstrations of learning (may include quotes from the child).
- Honour the unique pattern of learning and growth of each individual child.
- Use clear, precise, and meaningful language easily understood by parents/guardians/caregivers.
- Reflect using an asset lens and focus on what the child brings to the learning (strengths, skills).
- Be personalized and reference a child's preferences and interests.

ECEs will contribute to the Communication of Learning Reports by collaborating with the educators involved in instruction.

Planning Time Educators and the Kindergarten Educator Team

- Collaborate in advance, and have a shared understanding, of what frames' comments will be provided for the Initial Observation and Communication of Learning reports.
- Kindergarten Planning Time Educators will provide Kindergarten homeroom educators with their anecdotal comments electronically.
- For more details, please refer to the Prep 2021 Curriculum Kindergarten Educator Team Information for Assessment.

When a child's learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support ELL needs, educators will check the ESL box for the frame. Modifications for ELLs in Kindergarten are rare. Please consult with the Administrator and System ELL/ESL support staff for additional information and guidance.

Educators will not check the ESL box to indicate only:

- that the child is an ELL; or
- that accommodations have been provided to support learning.



**Elementary Reporting Periods**

There are three formal reporting periods for elementary schools. (Growing Success, 2010) as outlined in the chart below:

Reporting Period 1	September – end of October	Kindergarten Communication of Learning: Initial Observation or Progress Report: Grade 1 to Grade 8	Term 1
Reporting Period 2	September – end of January	Kindergarten Communication of Learning or Term 1 Report Card: Grade 1 to Grade 8	Term 1
*The first Kindergarten Communication of Learning and Term 1 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from September to the end of the second reporting period.			
Reporting Period 3	February – June	Kindergarten Communication of Learning or Term 2 Report Card: Grade 1 to Grade 8	Term 2
*The second Kindergarten Communication of Learning and Term 2 Report Card: Grade 1 to Grade 8 shall reflect the student’s learning and growth from February to the end of the third reporting period.			

Elementary schools are required to provide a progress report/report card for a student who has been registered at the school for a minimum of 42 consecutive calendar days (six weeks) (including weekends, holidays, and Professional Activity Days) during the reporting period.

**Secondary Reporting Periods:**

Secondary schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester. The first report must be issued during the fall, at the midterm period and the second report at the conclusion of the semester. The same time frame for issuance will be used for Semester 2. Full-year courses taught in semestered schools will be reported on at a minimum of three times throughout the year, with four reports being preferred.

**Assessment and Evaluation of Learning Skills (Elementary and Secondary)**

The development of Learning Skills is an integral part of a student’s learning. The evaluation of Learning Skills, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student’s grades. (Growing Success, 2010, p.10). Sample descriptors are provided in Growing Success (2010, p. 11) to assist, but not restrict, educators when reporting on student progress in Learning Skills. The educator will complete the Learning Skills and Work Habits section of reports noting strengths and areas of next steps for improvement.

For Grade 1 to Grade 12, educators will model, teach, and help develop Learning Skills by providing opportunities for students to demonstrate their skills and work habits in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Educators will support students in drawing connections between the Learning Skills and the Ontario Catholic School Graduate Expectations.





Learning Skills will be assessed, evaluated, and reported according to the following four-point scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

This four-point scale will be clearly communicated to students.

Educators will ensure that they assess and evaluate students’ development of learning skills by gathering evidence of achievement with reasonable frequency and by providing ongoing descriptive feedback (i.e., using student self-assessment to help students understand and assess their own learning). Educators will keep accurate records (in the form of checklists and logs) of their assessment and evaluation of Learning Skills.

**The evaluation of Learning Skills and Work Habits will not be incorporated into the determination of the student’s reported grade in a given subject area.** In some rare cases, particular course expectations may identify skills that are also identified as generic learning skills. In such cases, student achievement of these expectations may be considered in the determination of a student’s grades. In Grade 9 to Grade 12, this will be indicated on the Course Information Sheet.

**Learning Skills will be reported separately from student achievement of the curriculum expectations.**

Determining a report card grade will involve educators’ professional judgement and evaluation of evidence that has been collected through observation, conversations, a products/demonstration of learning, and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence (*Growing Success*, 2010, p. 39).

Educators will refer to Page 11 of *Growing Success* for examples of behaviours associated with each Learning Skill. These sample behaviours are intended to guide educators in the instruction, assessment, and evaluation of Learning Skills. This list is intended to support, but not restrict educators in their efforts to help students become effective learners. Educators will use their professional judgement to ensure that the expectations and success criteria for Learning Skills are appropriate for the age, maturity, and level of their students.

For more information regarding Learning Skills, see Page 9 to Page 14 of *Growing Success*

**Assessment and Evaluation of Subject Areas in Grade 1 to Grade 8:**

Progress Reports	Report Cards
<b>Religion and Family Life</b>	
Report on both overall Religious Education and Family Life Education and provide comments.	<p><b>Grade 1 to Grade 6:</b> Provide a letter grade at the end of comments that is reflective of achievement in both Religious Education and Family Life.</p> <p><b>Grade 7 and Grade 8:</b> Provide a percentage at the end of comments that is reflective of achievement in both Religious Education and Family Life.</p>
<b>Language</b>	
Report on overall Language Achievement and provide comments.	Provide a single letter grade/percentage and comment that is reflective of integrated learning across all strands.



<b>French-as-a-Second Language</b>	
<p><b>Core</b> Grade 4 to Grade 8: Comment is based on Listening and Speaking only. Comment reflects progress on listening and speaking and a next step for learning.</p> <p><b>French Immersion – French Literacy</b> Grade 1: Comment is based on listening and speaking only. Grade 2 to Grade 8: Comment is based on all four strands.</p> <p><b>French Immersion – English Literacy</b> Grade 1: Comments are based on Oral Language skills only on <b>Progress Report</b>. Grade 2: Comments are based on Oral Language skills and Reading only on <b>Progress Report</b>. Grade 3 to Grade 8: Comments are based on Oral Language skills, Reading, and Writing.</p> <p>French <b>Core/Immersion</b> Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p><b>French Box</b> Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand.</p>	<p><b>Core French</b> Grade 4: Provide a letter grade and comments for listening and speaking strands only for <b>Term 1</b>. Provide a letter grade and comments for all strands in <b>Term 2</b>. Grade 5 to Grade 8: Provide a letter grade and comments for all four strands for <b>Term 1 and Term 2</b>.</p> <p><b>French Immersion – French Literacy</b> Grade 1: Provide a letter grade and comment for listening, speaking, and reading in <b>Term 1</b> and all strands in <b>Term 2</b>. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in <b>Term 1 and Term 2</b>.</p> <p><b>French Immersion - English Literacy</b> <i>N.B. – Media Literacy will be taught and reported on by the homeroom teacher.</i> Grade 1: Provide a letter grade and comment for listening, speaking, and reading for <b>Term 1</b> and all strands for <b>Term 2</b>. Grade 2 to Grade 8: Provide a letter grade and comment for all strands in <b>Term 1 and Term 2</b>.</p> <p><b>Core/Immersion</b> Check the appropriate box to indicate the type of program the student is enrolled in.</p> <p><b>French Box</b> Check this box if the student is enrolled in an immersion program and receives instruction in French for the subject/strand. Omit already stated on other column to the left</p>
<b>Math</b>	
Report on overall math achievement and provide comments.	Provide a single letter grade/percentage grade and comment that is reflective of integrated learning across the strands.
<b>Science</b>	
Report on overall Science Achievement.	Provide a letter grade/percentage mark and comments for science and technology. In the space provided for comments, indicate which strands were reported on the appropriate period.
<b>Social Studies</b>	
Report on overall Social Studies Achievement.	Grade 1 to Grade 6: Provide a letter grade and comments for Social Studies. In the space provided for comments, indicate which strands were reported for the appropriate period.



<b>History / Geography</b>	
Report on overall Geography achievement in Term 1 and History in Term 2. Use an N/A if one of the subjects was not reported on in a term.	Grade 7 and Grade 8: <b>Term 1:</b> Provide a percentage mark and comments for Geography. <b>Term 2:</b> Provide a percentage mark and comments for History. When students are instructed in only one of History or Geography for the reporting period, parents/guardians/caregivers should be informed at the beginning of the reporting period and it should be noted in the comments, and the appropriate N/A box should be checked. Achievement in both history and geography must be reported at least once in the school year.
<b>Physical Education/Health</b>	
Report on both overall Physical Education and Health Achievement.	Provide a letter grade/percentage and comment for Physical Education and Health.
<b>Arts</b>	
Report on overall achievement in Drama, Music, and Visual Arts.	<b>Term One:</b> Provide a letter grade/percentage and comment for Drama, Music, and Visual Arts. <b>Term Two:</b> Provide a letter grade/percentage and comment for Dance, Music, and Visual Arts

**Additional Considerations: Elementary and Secondary: English Language Learners (ELLs), Individual Education Plans (IEPs), Accommodations and Modifications**

**English Language Learners**

English language learners (ELLs) are learning the language of instruction at the same time as they are learning the curriculum. In addition to assessing the achievement of curriculum expectations, educators will monitor and assess ELLs developing proficiency in English utilizing the Ministry Steps to English (See link to this reference in the reference section of this policy; English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario).

Student strengths and needs are identified through STEP Initial Assessment, ongoing STEP assessment, and classroom assessment strategies. Effective assessment and evaluation of ELLs, depends on the frequent monitoring of their progress in meeting next steps in English language acquisition and in meeting curriculum expectations. Educators will provide students with a wide range of opportunities to demonstrate their learning in ways that reflect an ELL’s individual STEP levels, taking into consideration their cultural and linguistic needs.

Program adaptations for ELLs such as accommodations and temporary modifications are determined by the assessment process and are based on an ELL’s individual STEP levels.



**Accommodations for ELLs Grade 1 to Grade 12 (IEP not required):**

- Program adaptations such as accommodations for ELLs are strategies and provisions planned by the educator to enable students to meet the curriculum expectations. When a student's program is accommodated, the provincial curriculum expectations are not altered.
- For ELLs who require accommodations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels.
- Educators will not check the ESL/ELD box on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 for ELLs receiving accommodations only.

**Modifications for ELLs, Grade 1 to Grade 12 (IEP not required):**

- Program adaptations, such as temporary modifications for ELLs, are changes made to the age-appropriate grade level expectations for a subject or course to meet a student's language learning needs.
- Temporary modifications are appropriate for ELLs in the early stages of learning English (or early STEP levels), or those who have had limited prior schooling.
- When curriculum expectations are modified to meet the language learning needs of ELLs, assessment and evaluation will be based on the documented modified expectations. This will be noted on the elementary progress report card and the provincial report cards for Grade 1 to Grade 12 and communicated to parents.
- Educators, in collaboration with Administrators, will determine the most effective way to document the modification of curriculum expectations for ELLs.
- Modifications may be made to some or all subject or course expectations.
- At the secondary level, when modifications are made to support English language learning needs, the Administrator collaborates with the educator to determine the integrity of the credit.
- Modifications for ELLs in secondary are determined on a case-by-case basis. Please consult with the Administrator and System ELL/ESL staff for additional information and guidance.
- Educators will check the ESL/ELD box on the elementary progress report and the provincial reports cards for Grade 1 to Grade 12 only for ELLs receiving modifications.

**Assessment and Evaluation Considering Individual Education Plan (IEP)**

**Individual Education Plan (IEP)**

When a student has an accommodated, modified, and/or alternative program, the IEP box on the Report Card may be checked as noted below.

**IEP with Accommodations Only**

If the student's IEP requires only accommodations to support learning, educators will not check the *IEP* box. Key learning, growth in learning, and next steps in learning are based on the expectations in the curriculum.

**IEP with Modified Expectations**

If the expectations in the IEP are based on, but vary from, the scope and/or complexity of the expectations of the regular program, educators must check the *IEP* box for the frame/subject/course and include the following statement:

*Kindergarten: Program expectations have been modified to meet the needs of the child. (Growing Success: Kindergarten Addendum, 2016, p.15)*

*Grade 1 to Grade 12: This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations. (Growing Success, 2010, p. 61)*



### **IEP With Alternative Learning Expectations**

Where a student's IEP identifies alternative learning expectations, the educator must check the *IEP* box for the subject/course and include the following statement: *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum. (Growing Success, 2010, p. 62)* Comments and progress noted on report cards should be in alignment with students' Individual Education Plans.

### **Use of N/A in the Elementary Panel**

If a student has not received instruction in a subject/strand, the teacher educator will check the N/A box and include a comment (i.e., History was not taught during Term 1). The N/A box is not used to indicate that a student was absent from instruction in a particular strand or subject.

### **Use of Code I (in Grade 1 to Grade 10)**

Code *I* may be used on rare occasions on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, educators will use their professional judgement to determine when the use of a Code *I* is appropriate and in the best interests of the students. Educators will include a comment as to the reason that a Code *I* was selected.

For example:

- The student has enrolled in the school very recently (less than 42 calendar days),
- There were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected their attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code *I* may only be given after consultation with the school administrator and communication with the family well in advance of the reporting period.

### **Use of Code R or Marks Less than 50% (Elementary and Secondary)**

The Code *R* represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement in Grade 1 to Grade 8. Both *R* and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade curriculum expectations. Code *R* and percentage marks below 50 percent, indicate the need for the development of strategies to address the student's specific learning needs in order to support their success in learning (Growing Success, 2010, p. 41). Educators are reminded of the importance of using many forms of assessment to best inform the mark/grade being assigned.

When assigning a Code *R* or a percentage mark below 50%, parents/guardians/caregivers shall be informed well in advance of the report card being issued.

In Grade 1 to Grade 8, students with an IEP who require modified or alternative expectations and beginning ELLs with modified expectations would rarely receive a Code *R* (Growing Success, 2010, p. 41).

### **Use of Code AL (Elementary Panel)**

The Code *AL* is used on the rare occasions for students in Grade 1 to Grade 8, who are having a subject reported using an alternative format.

This is used:

- Where a student has it established in an IEP that they will be receiving an Alternate Report Card for that subject.



The following conditions must also apply:

- The student must be receiving the standard Provincial Report Card in addition to the Alternate Report Card.
- The educator must provide an explanatory comment in the subject comment field to explain how that subject will be reported.
- Students who are receiving a letter grade/percentage mark based on alternative learning expectations as established in an IEP would not have the letter grade/percentage mark substituted with a Code *AL* for that subject. They would receive the letter grade/percentage mark with the explanatory comments.

In Special Education class placements, where the student's program is not based on expectations from the Ontario curriculum, the Alternate Report Card is used to report achievement. When using this alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strengths and next steps for improvement. Only students in self-contained classes receive this Alternate Report Card. Students with a developmental exceptionality in a regular class use the Provincial Report Card.

## Completion of Grade 9 to Grade 12 Provincial Report Cards

The following procedures align with Ministry of Education requirements provided in *Growing Success (2010)*, its fundamental principles and expectations and Board policy, *Assessment and Evaluation in schools for Grade Kindergarten to Grade 12*.

For Grade 9 to Grade 12, a student's achievement of the overall expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. (*Growing Success, 2010, p. 40*) While all curriculum expectations must be accounted for in instruction and assessment, evaluation focuses on students' achievement of the overall expectations. (*Growing Success, 2010, p. 38*)

## The Achievement Chart

For Grades 1 to Grade 12, educators will base assessment and evaluation on both content standards and performance standards.

**Content Standards** are the curriculum expectations identified for every subject and discipline. Taken together, the overall and specific expectations represent the content standards for every subject and discipline.

**Performance Standards** are outlined in the achievement chart that is included in every curriculum document. The achievement chart is a standard province-wide guide to be used by all educators as a framework for assessment and evaluation of student achievement of curriculum expectations. Educators can use the achievement chart to make consistent judgements about the quality of student learning based on clear performance standards.

The achievement chart identifies four categories of knowledge and skills that are common to all grades, subject areas, and disciplines. The four categories help educators when assessing to focus not only on the student's acquisition of knowledge, but also on the development of thinking, communication, and application skills. The categories of knowledge and skills are as follows:

- **Knowledge and Understanding**
  - Subject specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding).
- **Thinking**
  - The use of critical and creative thinking skills and/or processes.
- **Communication**
  - The conveying of meaning through various forms.
- **Application**
  - The use of knowledge and skills to make connections within and between various contexts.



The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Educators will ensure that student learning is assessed and evaluated in a balanced manner with respect to these four categories. The weighting of the four categories is determined by clustering the expectations of the course.

Educators teaching the same course, at the same grade level, should strive for consistency with regard to the weighting of the four categories, within the same school. There is flexibility for category weighting depending on instruction in Grade 9 and Grade 10. Communication and thinking categories may be higher due to instruction used, for example, in a thinking classroom model.

The achievement chart identifies four levels of achievement, defined as follows:

- **Level 1**
  - Achievement that falls much below the provincial standard.
  - Student demonstrates knowledge and skills with limited effectiveness.
- **Level 2**
  - Achievement that approaches the provincial standard.
  - Student demonstrates knowledge and skills with some effectiveness.
- **Level 3**
  - Achievement at the provincial standard.
  - Student demonstrates the specified knowledge and skills with considerable effectiveness.
- **Level 4**
  - Achievement that surpasses the provincial standard.
  - Student demonstrates the specified knowledge and skills with a high degree of effectiveness.

**Note:** Level 4 achievement reflects student learning **AT** the current grade level. This achievement does not mean that the student has achieved expectations beyond those specified for the grade/course.

For more information regarding the Achievement Chart, see *Growing Success*, 2010, pp. 15-25.

## Assessment and Evaluation of Student Achievement

**Assessment** is based on evidence of student achievement of the provincial curriculum expectations.

All assessment and evaluation of student work is **criterion-referenced**. This means that educators assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province. Educators will not assess or evaluate student work by comparison with work done by other students, through the ranking of student performance, or with reference to performance standards developed by individual educators for their own classrooms.

Educators will ensure that all specific expectations are accounted for in instruction and assessment, and that evaluation focuses on students' achievement of the overall expectations.



As essential steps in assessing **for** learning and **as** learning, educators need to:

- Plan assessment concurrently and integrate it seamlessly with instruction.
- Share learning goals and success criteria with students at the outset of learning to ensure that students and educators have a common and shared understanding of these goals and criteria as learning progresses.
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools.
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals.
- Analyze and interpret evidence of learning.
- Give and receive specific and timely descriptive feedback about student learning.
- Help students to develop skills of peer and self-assessment.

Educators must use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-educator conversations, and student products. Educators then use the information gathered to adjust instruction and provide feedback.

**Evaluation** is based on assessment **of** learning that provides evidence of student achievement at strategic times throughout the term or course.

Evaluation focuses on students' achievement of the overall expectations, which is evaluated based on their achievement of related specific expectations. Educators will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment, but not necessarily considered for evaluation purposes.

Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations, and student products (triangulation of data). To increase the reliability and validity of the evaluation of student learning, educators will use multiple sources of evidence throughout a course or unit of study.

*Student products* may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed whenever possible under the supervision of an educator.

**Ongoing homework, which students complete to consolidate their knowledge or prepare for the next class, must not be included in assignments for evaluation.**

Group projects may be included in assignments for evaluation, if each student's work within the group project is **evaluated independently and assigned an individual mark**, as opposed to a common group mark.





<b>Purpose of the Classroom Assessment</b>	<b>Nature of Assessment</b>	<b>Use of Information</b>
<p><b>Assessment for Learning</b> <i>Assessment for learning is the process of seeking and interpreting evidence for use by learners and their educators to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002, p. 2)</i></p>	<p><b>Diagnostic Assessment:</b> Occurs before instruction begins so educators can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered is used by educators and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so educators can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p><b>Formative Assessment:</b> Occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered is used by educators to monitor students' progress towards achieving the overall and specific expectations, so that educators can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p><b>Assessment as Learning</b> <i>Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but educators need to start by presenting and modelling external, structured opportunities for students to assess themselves. (Western and Northern Canadian Protocol, p. 42)</i></p>	<p><b>Formative Assessment:</b> Occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the educator.</p>	<p>The information gathered is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p><b>Assessment of Learning</b> <i>Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p.55)</i></p>	<p><b>Summative Assessment:</b> Occurs at or near the end of a period of learning and may be used to inform further instruction.</p>	<p>The information gathered is used by the educator to summarize learning at a given point in time. This summary is used to make professional judgements about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, families, educators, and others.</p>



## The Elementary Progress Report, Grade 1 to Grade 8

In the fall, educators will use the Elementary Progress Report Card to inform parents/guardians/caregivers of the progress students are making towards achievement of the curriculum expectations for each subject/strand.

The Ministry has set the provincial standard, or target for achievement, at Level 3 (Letter Grade B or 70%-79%). Educators will use professional judgement to determine the progression status based on evidence of student achievement.

Educators will check one of the following to indicate progress:

- **Progressing Very Well**
  - Student achievement is meeting or surpassing the provincial standard.
- **Progressing Well**
  - Student achievement is approaching the provincial standard.
- **Progressing with Difficulty**
  - Student achievement is not currently meeting the provincial standard.

The elementary progress report is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

If a student did not receive instruction in a subject/strand the educator will check the *NA* box.

Comments on the elementary progress report are intended to provide an overview of a student's initial progress. It is not necessary for educators to comment on all subjects/strands in the one space provided for comments; however, educators are expected to comment on all core subjects such as Religion and Family Life; Language, and Mathematics. Educators should discuss and decide, with their administrator, what subject areas should be commented on when completing the Progress Report.

**Completion of Report Card Based on Six-Week Enrollment (42 days) (as referenced in The OSR Guideline, 2000 3.2.1.1 p.8):** OnSIS requires data for each student enrolled in the Board.

**When a student is newly enrolled at a school and no information is being recorded on a report card, educators must adhere to the following guidelines in Power Teacher Pro:**

- Leave the achievement level for each subject or strand blank.
- Leave the Learning Skills and Work Habits blank.
- Religion: no information required.
- Language: click the N/A box
- French: click the N/A box.
- Mathematics: no information required
- Science & Technology: no information required.
- Social Studies: no information required.
- History: no information required.
- Geography: no information required.
- Health: no information required.
- Physical Education: no information required.
- The Arts: Enter an *NA* in the ESL/ELD/IEP column immediately to the right of each strand reported on in the term.

For students who have been enrolled in an educator's class a minimum of six weeks (42 days) prior to the scheduled reporting date, the educator must provide marks and comments for the subjects and learning skills assessed.

For students who have been in an educator's class for less than six weeks, the educator in whose class the student was previously enrolled, must produce the Progress Report.



Where possible, educators who have recently received a new student and are responsible for preparing the student's report card, are encouraged to communicate and collaborate with the student's previous educator to help gather assessment and evaluation information that may assist with preparing an accurate report card with comments. In instances when an educator is assigned to a class, immediately prior to the reporting period, the educator will work with the school team to complete a report card to communicate learning, for that reporting period.

Independent of the date on which reports are submitted to the administrator, the six-week enrollment is based on the scheduled reporting date outlined in the Board Calendar.

**The Elementary Report Card, Grade 1 to Grade 6**

The report card grade represents a student's achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of Learning Skills during that same period. The second provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student's development of the learning skills during that period.

Determining a report card grade will involve educators' professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they consider only evidence, which may be included in determining a grade:

<b>Can be Included in the Grade:</b>	<b>Must Not be Included in the Grade:</b>
<ul style="list-style-type: none"> <li>• Performance and products through which a student's knowledge and skills are demonstrated.</li> <li>• Processes through which a student's knowledge and skills are observed.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-assessments, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>

The report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.



In Grade 1 to Grade 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades as shown below:

Achievement Level	Letter Grade
4+	A+
4	A
4-	A-
3+	B+
3	B
3-	B-

Achievement Level	Letter Grade
2+	C+
2	C
2-	C-
1+	D+
1	D
1-	D-

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student’s specific learning needs to support their success in learning. When appropriate, parents/guardians/caregivers will be consulted in this process.

In Grade 1 to Grade 6, students with an IEP who require modified or alternative expectations and beginning ELL with modified expectations would rarely receive a Code *R*.

In Grade 1 to Grade 6, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of “I” on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student’s Learning Skills.

Educators should refer to the Growing Success document, Reporting Procedures and Guidelines, Grade 1 to Grade 8, for more information regarding the completion of the elementary report card.

**The Elementary Report Card, Grade 7 to Grade 8**

The report card grade represents a student’s achievement of overall curriculum expectations as demonstrated to that point in time. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the development of learning skills during that same period. The second provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from January/February to June of the school year, as well as the student’s development of the learning skills during that period.

Determining a report card grade will involve the educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. The educator will consider the evidence that the student has completed or submitted, the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.



Educators will ensure that they are considering only evidence, which may be included in calculating the grade:

Can be Included in the Grade:	Must Not be Included in the Grade:
<ul style="list-style-type: none"> <li>• Performance and products through which a student’s knowledge and skills are demonstrated.</li> <li>• Processes through which a student’s knowledge and skills are observed.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-tests, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning Skills and work habits are represented in the Learning Skills section of the report card, and not included in determining a grade.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student’s achievement and should not be used in isolation to calculate the final grade.**

In Grade 7 and Grade 8, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

Achievement Level	Percentage Mark
4+	95-100
4	87-94
4–	80-86
3+	77-79
3	73-76
3–	70-72

Achievement Level	Percentage Mark
2+	67-69
2	63-66
2–	60-62
1+	57-59
1	53-56
1–	50-52

The Code *R* will be used to represent achievement that falls below Level 1. Code *R* indicates the need for the development of strategies to address the student’s specific learning needs to support their success. Parents/guardians/caregivers will be consulted in this process as well as the administrator, prior to reporting period.

In Grade 7 and Grade 8, students with an IEP who require modified or alternative expectations and beginning ELL students with modified expectations would rarely receive a Code *R*.

In Grade 7 and Grade 8, Code *I* may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code *I* is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code *I* on the report card.

Late and missed assignments for evaluation can be noted on the report card as part of the evaluation of the student’s learning skills.



Educators should refer to the Growing Success document, *Reporting Procedures and Guidelines, Grade 1 to Grade 8*, for more information regarding the completion of the elementary report card.

**The Secondary Report Card**

Semestered schools will use the Provincial Report Card, Grade 9 to Grade 12, for formal written reports to parents/guardians/caregivers two times per semester.

Determining a report card grade will involve educators’ professional judgement and interpretation of evidence.

In determining the report card grade, educators will consider all evidence collected through observations, conversations, and student products. Educators will consider the evidence that the student has completed or submitted the number of tests/exams or assignments that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject. In addition, the educator will consider that some evidence carries greater weight than other evidence. Educators will weigh all evidence of student achievement based on these considerations and use their professional judgement to determine a report card grade.

Educators will ensure they are considering only that evidence which may be included in calculating the grade:

<b>Can be Included in the Grade:</b>	<b>Must Not be Included in the Grade:</b>
<ul style="list-style-type: none"> <li>• Performance and products through which a student’s knowledge and skills are demonstrated.</li> <li>• Processes through which a student’s knowledge and skills are observed.</li> <li>• Educator observations of, and conversations with students, that provide evidence of student thinking and learning.</li> <li>• Most consistent level of achievement with consideration for most recent evidence, when appropriate.</li> <li>• Only summative assessment information is considered.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Personal communication task (say).</li> <li>• Paper/pencil task (write).</li> <li>• Performance task (do).</li> </ul>	<ul style="list-style-type: none"> <li>• Data from practice assessments, pre-tests, coaching activities, or feedback.</li> <li>• Attitudes and behaviours.</li> <li>• Learning skills not identified as a curriculum expectation.</li> </ul> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic assessments.</li> <li>• Learning skills (except when included as a curriculum expectation).</li> <li>• Participation or effort.</li> <li>• Attendance and punctuality.</li> </ul>

The report card grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. **An average of all levels of achievement does not always accurately reflect a student’s achievement and should not be used in isolation to calculate the final grade.**



In Grade 9 to Grade 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage grades as shown below:

Achievement Level	Percentage Mark
4*	100
4++	96-99
4+	93-95
4	90-92
4-	85-89
4--	80-84
3+	77-79

Achievement Level	Percentage Mark
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

For achievement that falls below Level 1, a percentage grade below 50% will be assigned. No percentage grades lower than 30% will be assigned on either the mid-term or final report card. No percentage marks of 46%, 47%, 48% or 49% will be assigned on the final report card.

If the final percentage grade is below 50%, no credit will be granted. The subject educator will inform the parent/guardian, in a timely manner, that the credit has not been earned. The Recommended Course Placement Form and the Credit Recovery Profile will be completed by the subject educator and filed with the office.

In **Grade 9 and Grade 10 only**, Code / may be used on the report card to indicate that insufficient evidence is available to determine a letter grade. Educators will use their professional judgement to determine when the use of Code / is appropriate and in the best interests of the student. Educators should consult with their school administrator when considering the use of Code / on the report card.

Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's Learning Skills. The final grade for each course in Grade 9 to Grade 12 will be determined as follows:

- Seventy percent of the grade will be based on a variety of authentic evaluation tasks conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade should consist of final evaluation tasks administered at or towards the end of the course. The final evaluation and course culminating activity (activities), allow(s) the student an opportunity to demonstrate comprehensive achievement of the overall expectations of the course.
- In Grade 9 and Grade 10, educators should strive for consistency among different sections of the same course, in the same school, when determining the breakdown of the 30%. There must be consistency in how this is divided in Grade 11 and Grade 12 within a school.
- Assessment and evaluation practices should align with instruction practices throughout the course.

**Students with Special Education Needs, Grade 1 to Grade 12**

A student's IEP describes their educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
- modified learning expectations, with the accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

**IEP with Accommodations Only:**

- If the student's IEP requires only accommodations to support learning in a subject and/or strand, educators will not check the IEP box. The letter grade or percentage mark is based on the regular grade expectations.



### **IEP with Modified Curriculum Expectations:**

- If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, educators must check the *IEP* box for that subject/strand on the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card.
- On the elementary provincial report card, educators must also include the following statement in the comment section:
  - *This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:
  - *This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.*

### **IEP with Alternative Learning Expectations:**

- In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations.
- However, in some cases, when evaluation is based on a clearly articulated assessment tool (i.e., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, educators must check the *IEP* box for the subject and/or strand and must include the following statement in the comment section:
  - *This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.*
- On the secondary provincial report card, educators must also include the following statement in the comment section:
  - *This percentage mark is based on achievement of the learning expectations specified in the IEP, which are not based on the Ontario curriculum.*
- In very few instances, where the student's program is not based on expectations from the Ontario Curriculum for Grade 1 to Grade 8, an alternative format may be used to report the student's progress/achievement (i.e., the evaluation section of the IEP; the attachment to the Report Card). When using an alternative format, educators should indicate the student's progress/achievement relative to the expectations identified in the IEP and should comment on the student's strength and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary/Secondary Provincial Report Card at the regular reporting times.

### **Additional Reporting Considerations for English Language Learners (Elementary and Secondary)**

Educators will check the ESL/ELD box on the elementary progress report card and the provincial report cards to indicate that **modifications have been made to curriculum expectations** to address the language learning needs of ELLs.

There is no requirement for a specific statement to be added to the *comments* section of the progress report card or the provincial report card when the ESL/ELD box is checked.

#### **The ESL/ELD box will not be checked to indicate:**

- That the student is participating in ESL or ELD programs or courses.
- That accommodations have been provided to enable the student to demonstrate their learning.

For an ELL, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the educator will check both the ESL/ELD box and the IEP box. The development of an IEP for an ELL will take into consideration all needs related to the language learning and the student's identified exceptionality.





## **Educator Comments on the Provincial Report Card and Progress Report, Grade 1 to Grade 12**

One aspect of communication amongst educators, parents/guardians/caregivers, and students is the information educators provide on report cards. Communication with parents/guardians/caregivers about student achievement, should focus on what students have learned in relation to learning skills, work habits and curriculum concepts and skills. Comments should describe strengths with specific examples to student work and identify next steps for improvement. Communication of learning should also be ongoing throughout the year by means of conferences, phone calls, interviews, checklists, and/or informal reports.

In writing anecdotal comments for report cards, the educator should focus on what students have learned, describe significant strengths, and identify next steps that students can take, both at home and at school, for improvement. Next steps, within subject areas, must focus on curriculum concepts and skills, not Learning Skills and work habits, unless those skills are directly cited as part of a subject's curriculum. Educators can refer to the MISA document for specific examples.

It is important that the comment and assigned grade for a subject/course work together to convey a clear and consistent message about the student's achievement of the curriculum expectations. (i.e., any qualifiers used must match the grade assigned).

Educators should use language that will be easily understood by parents/guardians/caregivers, and where appropriate, students, and avoid restating curriculum expectations or the language of the achievement chart.

Wherever possible, educator comments should refer to specific examples of student work.

In the case of a student whose achievement is reported as Code *R* or below 50%, educators should describe specific remedial measures that are planned or strategies that have been developed to promote success.

Refer to the document, [Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication](#) for more information regarding report card comments and communication with parents/guardians/caregivers.



## Late and Missed Assignments

*Students are responsible for providing evidence of their learning within established timelines, and . . . there are consequences for cheating, plagiarizing, not completing work, and submitting work late.* (Growing Success, p. 42).

Effective assessment and evaluation are based upon evidence of student learning taken from a variety of forms, including conversations, observations, and student products. When students do not submit products for evaluation on time, it reduces the evidence available for the educator to determine a grade. It is the responsibility of the student, with guidance from the educator, to ensure that they are providing the highest quality evidence of learning possible.

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board (the Board) that all tests, assignments, and other products will be submitted or completed according to the predetermined due date. Students do not have an inherent right to submit work late. When students do not submit or complete work on time, interventions and consequences will take into consideration the student's grade level, maturity, the number and frequency of incidents, and the individual circumstances of the student.

For students in Grade 1 to Grade 6, marks will **not** be deducted from student work to reflect a late or missed assignment. Educators will notify parent/caregiver/guardian of a late/missed assignment and work collaboratively to promote the development of effective learning skills and determine reasonable steps for work completion. When necessary, late and missed assignments will be noted in the report card as part of the evaluation of learning skills.

For students in Grade 7 to Grade 12, educators will work collaboratively with students and parents/guardians/caregivers to promote the development of effective learning skills, including adhering to due dates. Late and missed assignments will be noted in the report card as part of the evaluation of learning skills. Educators may use a variety of strategies to help prevent and/or address late and missed assignments. Students must understand that there are consequences for not adhering to due dates. Using their informed professional judgement, educators may use a variety of strategies to prevent and/or respond to late and missed assignments, including deducting marks, up to and including the full value of the assignment. Supports and consequences for students must be carefully considered in light of the student's age, grade, maturity, individual circumstances, and the frequency of such incidents. Educators should refer to the attached documents for guidelines in preventing and responding to late and missed assignments.

For students in Grade 1 to Grade 10, the Code / may be used in an educator's gradebook or on the report card to indicate that there is insufficient evidence of achievement to determine a grade. For students in Grade 9 and Grade 10 who receive a Code / on the final report card, no credit will be granted.

### Preventative Measures:

- When establishing deadlines, consider the cultures, histories and contexts of all students, their lived experiences and those of their families.
- Ensure the needs of all students are met, consistent with their Individual Education Plan (IEP) where applicable.
- Establish deadlines for submission of assignments for evaluation, in collaboration with students where appropriate, and clearly communicate those deadlines to students, and where appropriate, families.
- Conference with students regularly to monitor their progress in meeting deadlines and expectations.
- Explicitly teach time-management and organizational skills and model these behaviours.
- Explain clearly to students that not submitting work on time will affect their grade.
- Collaborate with teachers who teach the same course / subject / grade to co-construct common assessment timelines.
- Assign major evaluation tasks, in steps, with regular check-ins to assist students in achieving success in incremental stages.
- Maintain ongoing communication with students, and where appropriate, families, about due dates and late submissions.
- Utilize Brightspace to share deadlines and due dates.
- Where applicable, collaborate with Student Success or guidance to support individual students.
- Where necessary, provide alternative tasks, times, or locations for students to complete assigned work.
- Encourage students to approach their teacher prior to a due date if they are having difficulties meeting a deadline.



**Late and Missed Assignments: Responsive Measures (Grade 7 to Grade 12)**

- Pre-arranged extensions to due dates are not subject to a late penalty.
- Educators should take into consideration extenuating circumstances and may choose to extend due dates with no late penalty.
- Early intervention is critical for student success.

*The protocols below should be followed when there has been no prior conversation with the student/family, and evaluation tasks are not completed on time:*

Situation	Teacher Response
<b>Evaluation task is not completed by required due date</b>	<ol style="list-style-type: none"> <li>1. In consultation with the student, establish a new due date for the evaluation task owing, or assign an alternative evaluation with a new deadline.</li> <li>2. Contact parent/guardian/caregiver to inform them of the late or missed evaluation task and of the revised due date; also inform them of the deduction in marks (1/3 of one level).</li> <li>3. Identify any additional supports that may be required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success and/or Guidance.</li> <li>4. Complete the <i>Late and Missed Assignments Tracking</i> sheet and keep in your records.</li> <li>5. When the evaluation task is submitted by the revised due date:               <ul style="list-style-type: none"> <li>• Evaluate and assign a level per the original criteria</li> <li>• Lower the level by 1/3 only (i.e., a 3+ will be lowered to a 3)</li> <li>• Record both levels</li> </ul> </li> </ol> <p>Late evaluation tasks should be tracked in the educator’s mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>
<b>Evaluation task is still not submitted by the revised due date</b>	<ol style="list-style-type: none"> <li>1. Contact parent/guardian/caregiver, advising them that the revised deadline has also been missed, and of the late penalty of 1/3 level per day, up to the full value of the assignment.</li> <li>2. Identify any additional supports required to assist the student in completing and submitting the evaluation task, including collaboration with Student Success, Guidance and/or Administration.</li> <li>3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part B) and keep in your records.</li> <li>4. When the evaluation task is submitted:               <ul style="list-style-type: none"> <li>• Evaluate and assign a level per the original criteria</li> <li>• Lower the level by 1/3 of a level per school day (i.e., a level 2+ submitted four days late will be lowered to a level 1)</li> <li>• Record both levels</li> </ul> </li> </ol> <p>Late evaluation tasks should be tracked in the teacher’s mark records; documentation should include the <i>Late and Missed Assignments Tracking</i> sheet.</p>
<b>Evaluation task is not submitted</b>	<ol style="list-style-type: none"> <li>1. Consult with the Student Success Teacher / ALERT team / Guidance and/or Administrator, if required.</li> <li>2. Additional parent/caregiver/guardian/contact is required.</li> <li>3. Update the <i>Late and Missed Assignments Tracking</i> sheet (Part C) and keep in your records.</li> <li>4. Record a zero for the task in your marks recording tool.</li> </ol>



## Academic Honesty

The Brant Haldimand Norfolk Catholic District School Board (the Board) challenges students and staff to foster a supportive community in their faith journey while striving for academic excellence. Within a safe and Christ-centered environment, we empower individuals to become lifelong learners. We strongly believe in evaluating and grading students based on their individual merits, recognizing their unique talents and efforts. Furthermore, we emphasize the importance of academic integrity, ensuring that all work submitted for evaluation clearly represents the authentic words and ideas of each student. As technology continues to evolve, we remain committed to equipping our students with the necessary skills to navigate and harness its potential for growth and success.

Academic honesty means representing oneself and one's work with integrity. This appendix is designed to foster a culture of academic honesty and deter any instances of academic misconduct. Academic misconduct, in any form, is a grave behavioural transgression that we firmly denounce. The subsequent information serves as a guided framework to address instances of academic misconduct.

There are many library references and style guides specific to a discipline or subject. Here are a few easily found websites on plagiarism:

- The New Plagiarism: a quick, student friendly, informative summary of plagiarism with antidotes.  
<http://www.fno.org/may98/cov98may.html>
- Plagiarism on the Web: gives tips on preventing plagiarism.  
<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>
- Teaching about Plagiarism  
<https://www.plagiarism.org/teaching-about-plagiarism>
- Academic Integrity in the Age of AI  
<https://www.turnitin.com/resources/academic-integrity-in-the-age-of-AI>

Ontario Library Board Resources:

- University of Toronto – Role of the Instructor (Academic Integrity)  
<https://teaching.utoronto.ca/resources/academic-integrity-and-the-role-of-the-instructor/>
- University of Toronto – Classroom Strategies re: Academic Integrity  
<https://www.academicintegrity.utoronto.ca/smart-strategies/classroom-strategies-talking-about-academic-integrity/>

### DEFINITIONS:

**Academic Misconduct:** refers to behaviours like plagiarism, which involves copying someone else's work, as well as any intentional action aimed at gaining an unfair advantage academically, either for oneself or others. Academic misconduct may occur when a student cheats on tests, falsifies data, allows others to submit work they completed, or submits work obtained from any source, including electronic means, without proper attribution or acknowledgement of the original sources. Furthermore, it is crucial to emphasize that utilizing ChatGPT or similar tools without proper acknowledgment and/or consent from teachers is a form of academic misconduct. It is essential to seek guidance and adhere to the guidelines provided by educators when utilizing such technologies for academic purposes.

Note: As it is not possible to cover every circumstance of academic misconduct, the above list should be considered only as a guide.

**Plagiarism:** refers to the act of presenting ideas or work from others as if they were one's own. Instances of plagiarism include when a student submits an essay that has been entirely or partially written by someone else, prepares an essay or assignment on behalf of another student, utilizes direct quotations or extensive paraphrasing without proper acknowledgment, copies someone else's essay or assignment, knowingly allows someone else to copy their own essay or assignment, or engages in the buying and selling of term papers or assignments to pass them off as their own, with the intent of committing plagiarism.



It is important to note that the use of technology tools like Quilbot and ChatGPT does not exempt students from adhering to academic integrity. Utilizing these tools without proper attribution or consent from teachers is a form of academic misconduct and can lead to serious consequences. It is crucial to understand the ethical guidelines surrounding the use of such technology and to seek guidance from educators when incorporating them into academic work.

Note: As it is not possible to cover every circumstance of plagiarism, the above list should be considered only as a guide

**Collaboration:** refers to the joint efforts of two or more individuals working together on a project or assignment. It is characterized by open communication, mutual respect, and shared responsibilities among collaborators. It encourages active participation and contributions from ALL individuals. Examples of collaboration are group projects or assignments where students work together towards a common goal; study groups or discussions where students share ideas, insights, and resources.

**Cheating:** is any act intended to gain an unfair advantage or deceive others in an academic setting. It is a violation of academic integrity and undermines individual effort, originality, and ethical conduct in academic work. Examples of cheating are copying from another student's work during exams or assignments, using unauthorized material or aids during assessments; plagiarizing or presenting someone else's work or ideas as one's own and fabricating data or results in research or scientific experiments.

Note: As it is not possible to cover every circumstance of cheating, the above list should be considered only as a guide

### Expectations and Guidelines

**Originality and Attribution:** All academic work submitted by students must be their original work, unless explicitly instructed otherwise. When using external sources, students must provide proper citation and acknowledgments, including in-text citations, footnotes, or a works cited, as per the specified reference style (i.e., MLA, APA, Chicago). Failure to attribute sources correctly may be considered a form of plagiarism.

**Collaboration:** Collaboration among students is encouraged within the boundaries set by teachers. When collaboration is allowed, it must be clearly stated by the teacher and students must abide by the specific guidelines. In cases where collaboration is not permitted, students are expected to complete their work independently and refrain from sharing or obtaining unauthorized assistance.

**Use of Technology:** The use of technology, including computers, the internet, and AI-powered tools like ChatGPT, must align with academic honesty standards. Students should use technology responsibly, ensuring that the work produced represents their own efforts and that any external sources are cited appropriately.

### Consequences of Academic Dishonesty

Instances of academic dishonesty are taken seriously. The consequences for violating the points outlined in this Academic Honesty appendix may include, but are not limited to:

- Notification of parents/guardians/caregivers;
- The need to redo the assignment or assessment under different conditions;
- A meeting or discussion with teacher, counselor, or administrator to address the issue;
- Notation in academic records, including disciplinary records;
- Receiving a reduced or failing grade for the assignment or assessment in question; and/or
- Potential loss of privileges, such as participation in extracurricular activities or leadership roles.

The severity of the consequence will be determined based on the nature and extent of the academic dishonesty, previous infractions, and other relevant factors.



## Education and Prevention

The Board is committed to fostering a learning environment that promotes academic integrity. Students will receive education and support regarding academic honesty, plagiarism awareness, proper citation methods, and responsible use of technology. Educators will provide clear guidelines and expectations for assignments, emphasizing the importance of originality, attributions, and ethical conduct.

### Promoting Academic Honesty in the Classroom

The following are a list of guidelines and strategies aimed at fostering a culture of academic honesty within the classroom. By addressing the issues of academic misconduct, including questionable use of AI in assignments, we seek to promote integrity, fairness, and personal responsibility.

#### ○ **AWARENESS AND UNDERSTANDING**

- Educators will actively educate students on the importance of academic honesty and the negative consequences of academic misconduct. They will explain what constitutes plagiarism, cheating, and other forms of dishonesty, including the potential risk associated with the misuse of AI in assignments. Student will be made aware of the impact of their actions on their own learning, reputation, and future opportunities.

#### ○ **CLEAR ASSIGNMENT GUIDELINES**

- **Clear Expectations:** Educators will provide students with clear and detailed instruction for each assignment, including specific guidelines on originality, citation, and attribution. They will explain what constitutes acceptable collaboration and clearly indicate assignments that must be completed independently.
- **Assignment Variety:** To discourage academic dishonesty, educators will design assignments that encourage critical thinking, creativity, and personal engagement. By diversifying the types of assignments, including research papers, projects, presentations and discussions, students will be less likely to resort to dishonest practices and more inclined to demonstrate their own understanding and originality.

#### ○ **COLLABORATION AND PEER REVIEW**

- **Facilitated Collaboration:** Educators will create opportunities for collaborative learning experiences that promote academic growth and discourage dishonest behaviour. Group projects, peer-to-peer discussion, and guided collaboration will foster an environment where students can learn from each other, share ideas, and develop a sense of shared responsibility for their academic integrity.
- **Peer Review and Feedback:** Integrating peer review into the assignment process can enhance academic honesty. Students will be encouraged to provide constructive feedback to their peers, thereby promoting a sense of accountability and shared ownership of the learning process. Teachers will provide guidelines for effective peer review and ensure that students understand the importance of providing honest and respectful feedback.

#### ○ **TECHNOLOGY MONITORING AND SUPPORT**

- **Use of AI:** Educators will educate students about the appropriate and inappropriate usage of various AI-driven tools, such as Grammarly, within the educational setting. Through the assignment process, they will actively interact with students, offering guidance and clarification on the responsible and ethical utilization of AI in the classroom.
- **Technical Support and Resources:** Educators will provide students with technical support and resources related to the ethical use of technology. Students will be educated on proper citation methods when using AI tools and internet resources, including how to attribute information generated by AI to ensure academic integrity.



## ○ CONSEQUENCES AND ACCOUNTABILITY

- **Consistent Enforcement:** Educators will implement consistent consequences for academic dishonesty, emphasizing that integrity is vital for individual growth. Students found in violation of this *Academic Honesty* appendix will be held accountable through appropriate disciplinary measures.
- **Restorative Approaches:** In addition to disciplinary action, teachers will explore restorative approaches to address academic misconduct. Opportunities for reflection, learning and growth will be provided to students, fostering an understanding of the importance of honesty, integrity, and personal responsibility.

## EVALUATION AND IMPROVEMENT

This appendix will be regularly reviewed and evaluated to ensure its effectiveness is promoting academic integrity. Educators, administrators, and students will have the opportunity to provide feedback and suggest improvements.

## INCREASING ACADEMIC HONESTY

Preventing plagiarism in classrooms is crucial to fostering academic integrity, promoting ethical research, and writing practices. Below is an outline of strategies and approaches that can be implemented to deter and address plagiarism:

### EDUCATION AND AWARENESS:

- **Introduction to Plagiarism:**
  - Define plagiarism and its consequences.
  - Explain different forms of plagiarism, including copying, paraphrasing without citation, and self-plagiarism.
  - Emphasize the importance of originality and ethical writing practices.
  - Proper citation and referencing:
    - Teach students different citation styles (i.e., MLA, APA) and how to format citations.
    - Provide guidance on referencing sources such as books, articles, websites, and interviews.
  - Research Skills Development:
    - Teach effective note-taking techniques to encourage critical thinking and synthesis of information.
    - Promote the use of reputable sources and reliable databases.
    - Demonstrate the process of properly integrating and attributing sources in written work.

### CLEAR EXPECTATIONS AND ASSIGNMENTS:

- **Detailed Assignment Guidelines:**
  - Clearly articulate the assignment's purpose, requirements, and expectations.
  - Specify the number and types of sources students should use.
  - Provide examples of correctly cited and referenced work.
- **Originality and Individuality:**
  - Encourage students to select a unique topic or perspective to prevent duplication.
  - Reinforce the importance of expressing their own ideas and analysis.
  - Discourage sharing or copying assignments among students.
- **Ongoing Communication:**
  - Maintain an open dialogue with students to answer questions and clarify expectations.
  - Address concerns about plagiarism directly, discussing its impact on personal and academic growth.



### **TECHNOLOGY TOOLS AND PLAGIARISM DETECTION:**

- **Plagiarism Detection Software:**
  - Utilize board approved plagiarism detection tools, such as Turnitin, to identify potential cases of plagiarism.
  - Demonstrate how these tools work and their role in maintaining academic integrity.
- **Classroom Technology:**
  - Encourage the use of technology tools, such as citation management software, to facilitate proper citation and referencing.
  - Teach students how to use grammar and writing assistance tools, like Grammarly, to improve their writing skills and prevent unintentional plagiarism.

### **FORMATIVE ASSESSMENT AND SCAFFOLDED ASSIGNMENTS:**

- **Incremental Assignments:**
  - Break down larger projects into smaller, manageable parts.
  - Provide regular check-ins and feedback during each stage of the assignment.
- **In-class Writing Exercises:**
  - Engage students in timed in-class writing activities to encourage original thinking and reduce reliance on external sources.
  - Assess students' understanding of concepts by evaluating their ability to articulate ideas without extensive research.

### **COLLABORATION AND ACADEMIC SUPPORT:**

- **Encourage Collaboration:**
  - Foster a classroom environment that promotes discussion and collaboration, while emphasizing individual accountability.
  - Teach students how to properly cite and acknowledge collaborative work.
- **Academic Support:**
  - Offer resources such as writing centers, tutoring, or peer review session to assist students in developing their writing skills.
  - Provide guidance on effective research strategies and sources evaluation techniques.

### **CONSISTENT ENFORCEMENT AND CONSEQUENCES:**

- **Establish Clear Consequences:**
  - Develop plagiarism guidelines that clearly outline the consequences for plagiarism.
  - Communicate the consequences to students and parents, ensuring awareness of the repercussions.
- **Consistent Enforcement:**
  - Investigate suspected cases of plagiarism thoroughly and fairly.

### **EDUCATOR QUICK GUIDE**

The most important steps in preventing plagiarism are those taken to address its causes. The strategies in this section are intended as guidelines to help the educator:

- Become aware of the reasons plagiarism occurs.
- Identify the different forms of plagiarism.
- Integrate plagiarism prevention techniques into your classes.





- **How Can I Prevent Plagiarism in my Classroom?**
  - Educate students about plagiarism.
  - Begin the academic year by clearly defining plagiarism and explaining its consequences.
  - Teach students about different forms of plagiarism, including copying, paraphrasing without citations, and self-plagiarism.
  - Emphasize the importance of originality and ethical writing practices.
  
- **Teach Proper Citation and Referencing**
  - Provide detailed instruction on different citation styles (i.e., MLA, APA) and how to format citations.
  - Show students how to reference various sources such as books, articles, websites, and interviews.
  - Explain how to integrate and attribute sources properly within their written work.
  
- **Foster Research Skills Development**
  - Teach students effective research techniques, such as using reputable sources and reliable databases.
  - Emphasize critical thinking and information synthesis.
  
- **Teach Students How to Take Organized Notes and Avoid Excessive Reliance on Direct Copying**
  - Provide clear assignment guidelines.
  - Clearly articulate the purpose, requirements, and expectations for each assignment.
  - Specify the number and types of sources students should use.
  - Provide examples of correctly cited and referenced work to serve as models.
  - Encourage originality and individuality.
  - Promote the selection of unique topics or perspectives to prevent duplication.
  - Encourage students to express their own ideas and analysis.
  - Discourage the sharing and copying of assignments among students.
  
- **Ongoing Communication**
  - Maintain an open dialogue with students.
  - Answer their questions and clarify expectations regarding plagiarism.
  - Discuss the importance of academic integrity and the negative consequences of plagiarism.
  
- **Use Plagiarism Detection Tools**
  - Utilize plagiarism detection software, such as Turnitin, to identify potential cases of plagiarism.
  - Demonstrate how these tools work and their role in maintaining academic integrity.
  
- **Scaffold Assignments and Provide Formative Assessments**
  - Break down larger projects into smaller, manageable parts.
  - Provide checkpoints and feedback throughout the process.
  - Engage students in in-class writing exercises or timed activities that test understanding and encourage original thinking.
  - Promote collaboration and academic support.
  - Encourage collaboration within defined boundaries.
  - Teach students how to properly acknowledge collaborative work.
  - Offer resources such as writing centers, tutoring or peer review sessions to assist students in developing their writing skills and preventing plagiarism.
  
- **Consistent Enforcement and Consequences**
  - Reference this appendix that clearly outlines the consequences of plagiarism.
  - Communicate this Academic Honesty appendix to students and parents/guardians/caregivers, to ensuring awareness of the repercussions.
  - Investigate suspected cases of plagiarism thoroughly and fairly, implementing consistent consequences, when necessary.

By implementing these strategies, you can create an environment that promotes academic integrity and discourages plagiarism in your classes.



## HOW DO I PREVENT CHEATING IN MY CLASSES?

- **Establish Clear Expectations**
  - Clearly communicate your expectations regarding academic integrity.
  - Discuss the importance of honesty and the negative consequences of cheating on personal growth and academic achievement.
- **Design Fair Assessments**
  - Create assessments that encourage critical thinking, problem-solving and application of knowledge, rather than relying solely on regurgitation of information.
  - Use a variety of assessment methods, such as essays/reports, projects, presentations, and in-class activities, to assess different skills and reduce opportunities of cheating.
- **Randomize Questions and Tasks**
  - If you are using online assessments, use question banks or randomize questions generation features to create unique exams for each student. This makes it difficult for students to share answers or copy from one another.
- **Change Assessment Formats**
  - Consider using alternative assessment formats, such as open-book exams, take-home assignments, or performance-based assessments, which require students to demonstrate deeper understanding and apply concepts rather than simply memorizing information.
- **Create a Supportive Classroom Environment**
  - Foster an environment where students feel comfortable asking questions and seeking help.
  - Encourage collaboration and peer learning while emphasizing individual accountability.
  - Promote a culture of academic integrity and discourage cheating through classroom discussions and activities.
- **Use Technology Tools**
  - Utilize *anti-cheating* tools and technologies, such as plagiarism and AI writing software detection or secure online exam platforms. These tools can help identify instances of cheating, plagiarism, and unauthorized collaboration.
- **Teach and Reinforce Ethical Conduct**
  - Educate students about the importance of ethical behaviour, including the consequences of cheating.
  - Discuss real-life examples of the negative impact of cheating on individuals and society.
  - Incorporate lessons on academic integrity and ethics into your curriculum.
- **Personalize Assignments and Assessments**
  - Assign tasks that are tailored to individual students' interests, experiences, or goals.
  - When students have a personal investment in their work, they are less likely to cheat.
- **Monitor and Vary Seating Arrangements**
  - During exams or assessments, change seating arrangements to prevent students from easily copying from one another.
  - Keep an eye on students' behaviour to detect any signs of cheating.
- **Establish Partnerships with Parents/Guardians/Caregivers**
  - Engage parents/guardians/caregivers in discussions about academic integrity.
  - Share information about your expectations and encourage them to reinforce the importance of honesty and discourage cheating at home.



- **Consistent Enforcement and Consequences**
  - Implement a fair and consistent approach when addressing instances of cheating.
  - Clearly communicate the consequences of cheating to students and consistently enforce them to maintain a sense of fairness and accountability.

By employing these strategies, you can create an environment that discourages cheating and promotes academic integrity in your classes.

## HOW DO I DETECT CHEATING OR PLAGIARISM?

Detecting cheating or plagiarism can be challenging, but there are several methods and tools you can use to identify potential instances. Here are some approaches to detecting cheating and plagiarism:

- **Familiarize Yourself with the Work**
  - As the teacher, you should be familiar with your students' capabilities and writing styles. If a student's work drastically deviates from their usual performance or exhibits a different writing style, it may warrant further investigation.
- **Review Assignments Carefully**
  - Read the assignments thoroughly to identify any suspicious patterns or inconsistencies.
  - Look for abrupt shifts in tone, language, or content that may indicate that work was not entirely the student's own.
- **Utilize Plagiarism and AI Detection Software**
  - Plagiarism and AI detection tools, like Turnitin, can compare student work against a vast database of published sources, online content, and other student submissions. These tools can highlight potential instances of plagiarism or similarity.
- **Pay Attention to Language and Writing Quality**
  - Pay attention for language or writing quality that appears too advanced or out of character for a student.
  - If the work contains sophisticated vocabulary or complex sentence structures that are inconsistent with their demonstrated abilities, it may need to be addressed.
  - Look for mixed citations or formatting changes. This may indicate work has been copied from another source.
- **Google Specific Phrases or Sentences**
  - Take suspicious or unique phrases or sentences from a student's work and search them on search engines like Google or Edge.
  - This can help identify if the text has been copied from existing online sources.
- **Compare Students Work to Each Other**
  - Compare the work of different students, especially if they have submitted similar or identical answers.
  - Look for shared phrases, ideas or mistakes that could indicate collaboration or cheating.
- **Request Oral Presentations or Student Conferences**
  - Ask students to present their work orally or defend their ideas in a one-on-one conversation.
  - This can help identify inconsistencies or discrepancies between their written work and their ability to discuss it.
- **Communicate with Colleagues and Students**
  - Discuss your concerns and observation with other teachers.
  - Students may also provide information or tips regarding potential cases of cheating or plagiarism.

Remember that these detection methods are not foolproof and it's essential to approach each situation with fairness and gather enough evidence before accusing a student.



**SANCTIONS FOR ACADEMIC MISCONDUCT**

(Adapted from York and Rutgers Universities)

It is crucial to consider each case individually and to adjust the consequences accordingly. The progressive approach outlined below serves as a general guideline, but the severity of consequences may vary based on factors such as the student’s previous conduct, age, and other relevant circumstances. Additionally, opportunities for restorative practices and learning should be integrated at each stage to encourage growth, reflection, and a renewed commitment to academic integrity.

Teachers will use their informed professional judgement, in consultation with administration when appropriate, to determine the most appropriate response to a situation of academic dishonesty.

VIOLATIONS	SANCTIONS
<b>Level One Violations</b>	
<p>Level One Violations occur because of inexperience or lack of knowledge of principles of academic honesty on the part of the student. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.</p> <p>Examples of level one violations are:</p> <ul style="list-style-type: none"> <li>• Working with another student on a lab report or assignment when such work is prohibited.</li> <li>• Failure to footnote or give proper acknowledgement in an extremely limited section of an assignment.</li> </ul>	<p>Possible sanctions for Level One Violations are listed below.</p> <p>It is NOT NECESSARY to bring these violations to the attention of the Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school’s standards of conduct, and that repeat offences will result in more serious disciplinary action.</p> <p>Contact the parent or guardian/caregiver to inform them of the incident.</p> <p>Redo the original assignment or complete another equitable assignment.</p> <p>Participation in a tutorial on academic honesty.</p>
<b>Level Two Violations</b>	
<p>Level Two Violations are characterized by dishonesty of a more serious nature, or which affects a more significant aspect or portion of the course work.</p> <p>Examples of Level Two Violations are:</p> <ul style="list-style-type: none"> <li>• Quoting directly or paraphrasing, to a moderate extent without acknowledging the source.</li> <li>• Receiving assistance from others without acknowledging such assistance in an assignment, project, or exam.</li> <li>• Copying the work of another student and submitting it as your own.</li> </ul>	<p>Possible sanctions for Level Two Violations are listed below:</p> <p>Cases involving Level Two Violations MAY be brought to the attention of the Department Head and/or Administration.</p> <p>Verbal or written disciplinary warning or reprimand noting that the student has not met the school’s standards of conduct, and that repeat offences will result in more serious disciplinary action. If the teachers create a written reprimand, a copy MUST be sent to the Department Head and Administration.</p>



VIOLATIONS	SANCTIONS
	<p>Contact parent/guardian/caregiver to inform them of the incident.</p> <p>Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student.</p> <p>Assign another evaluation task on a relevant topic for student to demonstrate their achievement.</p> <p>Participation in a tutorial on academic honesty.</p>
<p><b>Level Three Violations</b></p>	
<p>Level Three Violations include dishonesty that affects a major or essential portion of work done to meet course requirements, involves premeditation, or is preceded by one or more violations at any level.</p> <p>Examples of a Level Three Violation are:</p> <ul style="list-style-type: none"> <li>• Copying on a test or examination.</li> <li>• Plagiarizing major portions of a written assignment.</li> <li>• Acting to facilitate copying during an exam.</li> <li>• Presenting the work of another as one's own.</li> <li>• Using purchased term papers or other materials.</li> <li>• Using prohibited materials, i.e., books, notes, or calculators during an exam.</li> </ul>	<p>Possible sanctions for Level Three Violations are listed below:</p> <p>Incidents MUST be reported to Administration and documented.</p> <p>Administration will:</p> <ul style="list-style-type: none"> <li>• Consult with teacher(s) to determine appropriate consequences.</li> <li>• Contact the parent/guardian/caregiver to inform them of the incident.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Complete an Academic Integrity Report.</li> <li>• Copy the report to Administration.</li> <li>• Record a Code / for the assignment and consider evidence of achievement of those expectations missed by the student when calculating the grade. (Note: If the assignment is part of the 30% final evaluation, a zero may be assigned for that portion of the 30%.)</li> </ul> <p>Additional consequences for Level Three Violations may be assigned at the discretion of the Administrator. They may include:</p> <ul style="list-style-type: none"> <li>• Academic Probation (i.e., inability to obtain honour roll status, and/or academic awards for said academic year).</li> <li>• Inform student and parent that the credit is in jeopardy.</li> <li>• The student may receive a grade penalty for the assignment or exam in question. This penalty can range from a reduced grade on the assignment to a zero.</li> </ul>



VIOLATIONS	SANCTIONS
	<ul style="list-style-type: none"> <li>The student may be restricted from participating in extracurricular activities or leadership positions.</li> </ul>
<p>NOTE: As it is not possible to cover every circumstance of a violation, the above lists should be considered only as a guide.</p>	<p>NOTE: Sanctions may be imposed singularly or in combination for any incident of academic misconduct.</p> <p>The sanctions list may be augmented at the discretion of the teacher and/or Administration.</p>

**FACTORS TO BE CONSIDERED WHEN IMPOSING CONSEQUENCES**  
(ADAPTED FROM YORK UNIVERSITY)

Key factors to be considered by individuals and committees when imposing consequences or reviewing penalty recommendations are:

- Extent of the Violation:** The actions which constitute specific offenses of academic honesty (i.e., plagiarism, cheating) vary in terms of severity. Some instances of academic dishonesty constitute only minor infractions while others represent the most extreme form of violation. Consequences should correspond to the nature of the offence.

  - The level of the student’s academic experience is important in determining the degree to which they should be penalized (i.e., grade level and destination should be considered).
  - Extenuating circumstances, which a student faced at the time in question may help explain the action taken on their part, and due weight should be attached to those circumstances.
  - If the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, a less severe consequence may be applied.
- Prior/Multiple Incidents:** if the offence is a second (or subsequent) one for the student and/or is in combination with another offence, then a severe consequence should be considered.