



Colonel By Secondary School

Assessment & Evaluation Policy

revised January 2019

This Policy is in alignment with OCDSB Procedure [PR.584.CUR](#) – *Assessment, Evaluation, and Reporting of Student Achievement*.

Guiding Principles

- The primary purpose of *assessment* is to help students learn. It is a continuous process of gathering information about student learning and performance using a variety of sources over time. (Assessment for learning.)
- *Evaluation* is the process of judging the quality of the student work based on established criteria, and the assigning of a value to represent that quality. (Assessment of learning.)
- In determining a term or final grade, teachers will use their professional judgment based on the student's most consistent level of achievement with special consideration to more recent evidence of overall expectations.
- During the first week of the school year, all students will receive a Course Outline which identifies curriculum expectations as well as assessment and evaluation criteria which will be used throughout the year.
- Working together, students, teachers and parents support all students in achieving success and reaching their full potential in school.

Students are responsible for:

- participating actively in learning and assessment activities specified by the teacher;
- submitting tasks by due dates and completing original work;
- producing work of the highest quality based upon their ability;
- monitoring their learning through the use of Evidence Records and making plans for improvement based upon feedback provided by the teacher.
- providing a copy of their tasks in a format (digital/hardcopy) specified by their teacher.

Parents/Guardians are responsible for:

- creating a positive study environment at home and supporting homework requirements;
- monitoring their child's academic progress and achievement and communicating regularly with their child;
- advocating for their child in a timely and appropriate way, and collaborating with the school in identifying and implementing effective solutions in support of student achievement; and
- accounting for their child's absences and punctuality.

Teachers are responsible for:

- aligning practice with OCDSB Policies and Procedures, including the use of Assessment Plans and Evidence Records;
- providing students with multiple opportunities to demonstrate their learning and achievement of overall curriculum expectations;
- gathering evidence of learning through observations, conversations and student products;
- developing a range of authentic tasks that invite all students to think critically;
- monitoring student progress throughout the learning cycle through the use of Evidence Records;
- setting clear expectations and due dates and allowing students appropriate time to complete the required work and manage their time effectively;
- providing students with ongoing, descriptive feedback through the learning cycle—identifying students' strengths and next steps to improve;
- maintaining fairness and addressing the needs of all students, recognizing their differences and the possible need for accommodations;
- monitoring student progress and communicating with parents when there are concerns;
- at reporting periods, use professional judgement to determine a student's grade, based on the student's most consistent level of achievement and with special consideration of most recent evidence of achievement of the overall expectations; and
- providing ongoing evidence of student achievement to students and parents prior to formal reporting periods.

Late/Missed Assignments and Tests

- Students who do not submit assigned tasks by the deadline (Opportunity #1) will be required to complete an alternate task (Opportunity #2) determined by the teacher to show evidence of learning by expectation. The submission due date for Opportunity #2 will be determined by the teacher, taking into consideration the student's individual circumstances. See flowchart on page 3.
- If there is a reason why the students will not be in class at the deadline, they must make every effort to get the assignment to the teacher on time and not later than the first day back at school.
- Habitual neglect of duty in this regard may result in behavioral consequences.

Academic Integrity

Evidence of one's own learning through demonstration of responsibility, honesty, trust, and respect is valued at Colonel By Secondary School. Academic fraud is the act of presenting another person's work as one's own and is considered a serious academic offence. Any student who commits academic fraud does not demonstrate evidence of learning. A placeholder of Incomplete (I) OR zero (0) will be used until the student completes alternate, equivalent work.

Final Evaluations

- All students are required to complete Final Evaluation tasks assigned by the teacher.
- Students who are unable to write examinations for medical reasons must submit a medical certificate specifically indicating the student's inability to write exams and outlining the duration of such restrictions. Each case will be reviewed and considered on a case-by-case basis by the Administration.
- Students will not be excused from exams for holidays or trips. Families should not make plans that will conflict with the examination period. Final evaluation and examination dates are clearly indicated on the school calendar, in the student planner, and on the school website.

Missed Evaluation Procedure – Student Reference (Feb 2019)

Guiding Document: [Procedure 584.CUR Assessment, Evaluation and Reporting of Student Achievement](#)

“Students are expected to submit assigned tasks within the timeframe specified by the teacher.”

“To promote the timely submission of assignments, teachers will use a repertoire of proactive strategies.”



