
Title of Policy: Assessment, Evaluation and Reporting Policy

Date Approved: July 2014

Approved By: Administration

Purpose: As mandated by *Growing Success*, the primary purpose of assessment and evaluation is to improve student learning. Rockway Mennonite Collegiate (RMC) believes that such improvement necessarily requires:

- i. Practices and procedures that are fair and transparent;
- ii. Practices that support all students (including those students who speak English as a Second Language and those students with Individual Education Plans);
- iii. Proactive communication with parents that ensures that parents understand curricular achievement charts, including levels of achievement (limited, some, considerable and high degree or thorough), categories of achievement (knowledge and understanding, thinking, communication and application), and demonstrations of achievements (observations and student products); and
- iv. An effective cheating and plagiarism prevention and intervention policy.

Applicable regulation(s): *Growing Success* (Ontario 2010)

Levels of Achievement

Curricular achievement charts identify four levels of achievement:

Level 1 (50-59%) represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.

Level 2 (60-69%) represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.

Level 3 (70-79%) represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 (80-100%) identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of or thorough effectiveness.

Cautionary

Although demonstrated achievement at Level 1 will result in a student successfully earning credit, it is important to note that **only at Level 3 or higher** can parents be confident that students will be prepared for work in subsequent grades and/or courses. Where a student has earned a credit at Level 1 or 2, remediation, summer school programming or tutoring is recommended, together with consideration of

subsequent courses at an applied (Grades 9/10) or workplace or college (Grades 11/12) preparation level.

Assessments

Wherever possible, teachers should identify student success criteria when introducing any assessment as, of or for learning task (whether observation, conversation, student product, or combination thereof). This will promote fair and transparent criterion-based marking. Student success criteria can be introduced in a rich variety of formats. A ‘checklist’ example follows:

Checklist

Persuasive Writing Task	Wow!	On target	Getting there	Working on it
I...				
● Highlighted main ideas				
● Checked for logical ordering of main ideas				
● Checked to see that each main idea is presented in a separate paragraph				
● Looked for transition words to connect the ideas from one paragraph to the next paragraph (e.g., <i>also, finally, as a result</i>)				
● Checked if writing contains too much explaining and removed extra words				
● Checked if writing was unclear and added details to provide more information				
● Used revising strategies to delete and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)				

Final Evaluations (Assessment of Learning)

70% of the assessment of learning (evaluation) is conducted throughout the course. This portion of the grade reflects the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the assessment of learning (evaluation) is in the form of a final evaluation. Students cannot be exempted from this final evaluation, which will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. Once final evaluations have been marked, teachers will reconcile those marks against the curricular achievement chart, in order to ensure that the mark aligns with a holistic application of the curricular achievement chart. If not, then the curricular achievement chart must take precedence. Students intentionally submitting a blank final evaluation will be assigned a mark of zero, which will be weighted into the final grade at the Ministry-mandated 30% level.

Accommodations and Modifications

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered. Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include: visual supports to clarify verbal instructions, assistive devices, or some form of human support; alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment; alternative settings that may be more suitable for the student to demonstrate his or her learning.

Rockway Mennonite Collegiate offers the following accommodations:

- an individual or small-group setting or an individual study carrel
- preferential seating within the regular classroom
- prompts for students with severe attention problems who are off-task for significant periods of time
- additional time, to a maximum of one-and-one-half the allotted time
- large-print
- verbatim reading

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

English Language Learners

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. Teachers must adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment. Appropriate adaptations include both modifications and accommodations such as specific teaching strategies. At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses. A student's level of proficiency in English will not influence the choice of grade placement. In elementary schools, English language learners will be placed with an age-appropriate group. In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations. English language learners should

be placed in a grade-level or subject-specific classroom for at least part of each day. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

Reporting

Students are encouraged to develop and demonstrate increasing responsibility for their own learning as grade levels increase. Such responsibility includes comprehensive and complete communication of academic progress to their parents. Report cards will be issued on an interim and on a final basis during each academic semester. Teachers will also notify families of any consistently demonstrated academic, behavioural or learning skill concerns considered in the teacher's opinion to be consequential. Parents are always encouraged to initiate any concerns in writing.

It is the prior responsibility of parents and students to notify the Principal in advance, in writing, of any additional reporting expectations, as assessments (for and as learning) and evaluations (assessments of learning) occur over the course of each academic semester. These expectations must be pre-approved in writing by the Principal before being considered accepted.

Final evaluation results are reviewed by each teacher at the end of Semester I with students in a classroom setting with the purpose of improving student learning. Final evaluation results for each semester are included in the final grade for each course. Final evaluation results for Semester II will be summarized in the teacher comment on the report card with reference to the Final Evaluation being successful or not. (No mark will be included.) All Final Evaluations are retained by the school and stored for Ministry of Education inspection purposes.

Cheating and Plagiarism

Rockway Mennonite Collegiate will continue to discourage cheating and plagiarism, pro-actively work to detect incidents of cheating and plagiarism, and issue consequences for students who cheat or plagiarize.

Plagiarism is the presentation of someone else's work as one's own. It may involve borrowing large amounts of material, or changing a few sentences or words from another source without proper references. RMC's goal is to teach the proper use and referencing of another author's work as an accepted and important part of research and scholarship. This skill and commitment is also a truthful way of using the ideas and writing of others. Proper research and reference procedures will be taught in all courses where these skills are important.

Plagiarized work will not count toward meeting course requirements. Work that has been plagiarized, in whole or in part, will not be marked. Consequences will typically include a requirement that the work be re-submitted within two weeks in order to avoid a mark of zero, but will involve consideration of a continuum of behavioural and academic responses, based on the following four factors:

- i. the grade level of the student;
- ii. the maturity of the student;
- iii. the number and frequency of incidents; and
- iv. the individual circumstances of the student.

Teachers must report all consequential incidents of cheating and plagiarism to the Principal.