

## **ADMINISTRATIVE GUIDELINE**

### **TITLE: Assessment, Evaluation, Grading and Reporting Guideline: Grades 1 - 12**

**Effective Date: September 2010**    **Responsibility:** Superintendent of Program & Schools  
Revised Date: May 2011

#### **PURPOSE:**

The purpose of this document is to define the Near North District School Board's assessment, evaluation, grading and reporting policies for elementary and secondary schools. These policies and practices are consistent with the mission and vision statements of the Near North District School Board and Ministry of Education policy.

The guidelines have been provided in an effort to promote system consistency in assessment, evaluation, grading and reporting practices throughout the elementary and secondary schools in the Near North District School Board.

#### **REFERENCES:**

*The Ontario Curriculum, Grades 1 to 8 Curriculum Documents (revised)*









- 1.5.3 All evaluations are due within the time frame specified by the teacher. If a student is absent with just cause, the student must be prepared to submit or complete the missed evaluation on the day of his/her return to school or as soon as is reasonably possible. **Extenuating circumstances** may warrant an extension of the due date or an alternative evaluation. It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for

The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning. (*Growing Success 2010*)

1.6.4 Late marks may not be deducted in Grades 1-6.

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. (*Growing Success 2010*)

1.6.5 It is expected that teachers and school teams will use a variety of strategies to ensure that students submit assignments for evaluation and meet timelines. Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

A number of strategies that may be used to help prevent and/or address late and missed assignments are listed below. This list is not an exhaustive list of interventions; other strategies can certainly be employed. Teachers, based on their professional judgement, will use a series of appropriate strategies to help students provide the required evidence of their achievement with regards to overall course expectations. The deductions of marks should not be the first strategy considered.

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute ("Park It");
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation,

- Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher’s professional judgement, it is reasonable and appropriate to do so;
  - providing opportunities for students to take a pass on a late
  - providing a formal opportunity for students to explain the reason for a late submission (e.g., this is often done by implementing a Late Assignment Form on which students explain the reason for the late submission and then have it signed by a parent/guardian prior to submitting the work.)
  - deducting marks for late assignments.

## 1.7 Missing Assignments

- 1.7.1 **Deciding on a Zero** – Occasionally, an assignment may not be submitted and teachers sometimes have gaps in their record of achievement of expectations for those students. Because evaluation is criterion-based, teachers evaluate each student’s achievement of the overall curriculum expectations. Therefore, zeros assigned to a student should be subject to serious consideration.

Assigning a mark of zero indicates one of two possibilities relative to student achievement:

**Evidence of Zero** – The student’s demonstration/assignment reveals *no knowledge or skills* related to the expectations being evaluated. In the case that a student has demonstrated no knowledge or skill development, it is possible—although unlikely—that a zero may be given for a particular evaluation.

**Zero Evidence** – The teacher has *no evidence* of the student’s knowledge or skills related to the expectations being evaluated. In such cases, students miss tests, do not hand in assignments, or are absent for demonstrations or oral presentations. The “zero” represents the student’s absence of submitted evidence of that learning.

“Zero evidence” is the more common circumstance encountered by teachers. While students are accountable for providing the teacher with evidence of their learning based on the curriculum expectations, teachers should make every effort to encourage students to submit work and to be present for evaluations. The teacher may employ the “Park-It” strategy to ensure a student provides some evidence of learning.

When using the “Park It” strategy, a teacher, after assigning a zero for an incomplete evaluation, makes every effort to ensure that the student is scheduled into a student support centre to receive focussed attention that will assist him/her in completing the unfinished or missed evaluation. This will allow the student to provide some evidence of learning.

- 1.7.2 If evaluation opportunities remain unfinished after strategies regarding missing assignments have been exhausted, a placeholder of zero (0) is recorded in the teacher’s mark book, indicating lack of evidence of a student’s achievement of particular curriculum expectations.









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

The categories of knowledge and skills are:

- **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

2.0.2 Teachers will ensure that there is sufficient evidence of achievement in each of the categories of knowledge and skills to provide a valid grade.

2.0.3 Teachers will ensure that student work is assessed and or evaluated in a balanced manner with respect to the four categories of knowledge and skills, and that achievement of particular expectations is considered within the appropriate category of knowledge and skills.

2.0.4 **Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

**Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

**Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Students achieving at this

- 2.1.3 The letter or percentage grade represents the quality of the student's overall achievement of the expectations for the subject and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

## **2.1 Grading and Reporting**

- 2.2.1 A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in aTc -0.002 Tw 5.46 8 Tw 5.46 0 Td [(ith)2( th)2(e)[0 Td0(ac

***the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness,*** that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

In Grades 9 and 10, a student who receives an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there

**3.0.2 Complete Plagiarism**

A student submits, as his or her own work, an assignment that has been written by someone else. This could include published work, or the work of another person (student, friend, family member, etc.)

**Original Source**









**Social Studies (Grades 1 to 6)**

Fill in the student's letter grade for social studies in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.



However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the “IEP” box for that course and must include the following statement:

**“This percentage mark is based on alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.”**

### 5.1.3 Secondary – IEP with accommodations only

If the student’s IEP requires only accommodations to support learning in a course, teachers will not



Eligibility for the credit recovery program is based on (but is not limited to) the following criteria:

- proven success in current courses
- a mark of no less than 40% (credit recovery for a student with less than 40% will require approval from the principal).
- fewer than 15 absences in the course they would like to recover
- support from either a teacher, guidance counsellor and/or administrator (based on the Recommended Course Placement Form)
- support of the Student Success Team/Student Support Centre