



POLICY

SO20

Assessment, Evaluation and Reporting

Board Received: June 23, 2014

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Policy Statement:

The Grand Erie District School Board believes that assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. The Grand Erie District School Board is committed to enabling all students to reach their full potential. Assessment and evaluation practices support this commitment by ensuring that the primary purpose of assessment and evaluation is to improve student learning.

As required by the Ministry of Education, this policy encompasses three separate areas:

- Cheating and Plagiarism – Grades 1 to 12
- Late and Missed Assignments – Grades 7 to 12
- Lower Limit of marks below 50% on Report Cards – Grades 9 to 12

See attached Appendices.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34 – from *Growing Success* p. 8)

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Every school's Student Code of Conduct will reference this policy.
– Schools will follow the policies as set out in this document and will communicate these policies through the regular school communication process such as student agendas and school website.

Resources:

- *Growing Success Assessment, Evaluation and Reporting in Ontario Schools First Edition 2010*

Appendix A**Cheating and Plagiarism
Grades 1 to 12**

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student
- the maturity of the student
- the number and frequency of incidents
- the individual circumstances of the student

1. Definitions

Cheating may take many forms including the following:

- claiming credit for work not the product of one's own effort
- knowledge of or toleration of cheating by others
- use of unauthorized notes or materials during an evaluation
- turning in the same work to two different classes without prior approval
- a student allowing their work to be plagiarized
- assisting another student to cheat

Plagiarism — Plagiarism is a form of cheating. It can be 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, 2010* p. 151)

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgement. This applies to use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole or in part work completed by another student.
- Submitting in whole or in part an assignment completed for another course without prior approval of the teacher.
- Allowing one's essay, assignment, and/or test answers to be copied by another student.

This is not a definitive list — Any action which implies that someone else's work is your own can be considered plagiarism.

2. Prevention of Cheating and Plagiarism

Some acts of plagiarism are unintentional — the student simply doesn't realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realise that paraphrased material should be attributed to the original author in the same manner as a direct quotation

Some of the reasons that students plagiarize are:

- being unaware that they're plagiarising
- lacking knowledge and understanding of the subject
- poor time management skills
- believing that plagiarism isn't serious

The wealth of digital information available to students has made it easier to capture and adapt, and there are many more sources of information today than in the past. The Internet, in particular, provides massive amounts of information on every conceivable topic; there are dedicated web sites which provide ready-made essays.

Any work (including art work, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and be held in the database for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in the database.

Continuum of Behavioural and Academic Responses to Cheating and Plagiarism

Component	Primary /Junior	Intermediate/Senior
<p>Prevention of cheating and plagiarism</p>	<p>Students will be involved in plagiarism Awareness and Education</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on of assignments from one year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example — acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should design evaluation activities to include checkpoints so that student progress and work can be monitored.</p> <p>Teachers should change the topics or modify their approach to topics on of assignments from one semester and year to the next. Do not use the same topics so students are not tempted to copy or modify.</p> <p>Teachers should propose assignment questions that employ “higher order thinking skills”.</p> <p>Teachers should set an example – acknowledge the sources of the materials used in class.</p> <p>Teachers should ask students to submit rough notes and a list of sources with their final copy as proof of their work.</p> <p>Teachers should take note of the behaviour to use as evidence in the evaluation of learning skills.</p>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language tasks)</p> <p>The following are some clues that academic honesty is in question:</p> <ul style="list-style-type: none"> • shifts in style or quality of writing • references or quotations lacking or missing completely • similar or identical assignments submitted • datedness • odd, complex, out-of-place sentences • documented references are very unusual and hard to locate • spelling or grammar does not match the student’s writing abilities 	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and re-educated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include:</p> <ul style="list-style-type: none"> • Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines • Searching Library full text databases for text taken directly from a journal article • Searching research papers available for purchase via "paper mills" • Checking students' work using plagiarism detection software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is accessed through the Desire 2 Learn (D2L) platform.

Component	Primary /Junior	Intermediate/Senior
Consequences for students who cheat or plagiarize	<p>The teacher will use professional judgement and work with the student to determine the course of action on an individual basis.</p> <p>Subsequent incidents of cheating and plagiarism will result in notification to the parent(s) and school principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment (work assigned should be developmentally appropriate and within their range of proximal development - incidents of cheating and plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand - both should be explored and considered a teachable moment).</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO130 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p>	<p>The teacher will conference with the student and contact the parent to explain the situation.</p> <p>The teacher will use professional judgement and work with the student to determine the course of action on an individual basis.</p> <p>Subsequent incidents will be reported to administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p> <p>In those instances where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.</p> <p>If the incidents continue to occur this moves from an assessment issue to a discipline issue and progressive discipline as outlined in SO130 Progressive Discipline and Promoting Positive Student Behaviour will take effect.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

Appendix B

Late and Missed Assignments Grades 7 to 12

Setting Collaborative Deadlines

Teachers of grades 7 to 12 will collaborate with students to establish deadlines for the submission of each assessment *of learning* (i.e. assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate those deadlines to students and, where appropriate, to parents / guardians.

Late Assignments

If a student does not complete an assessment *of learning* by the deadline, the teacher will record an “N” (for non-submitted assignment) in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

In cases where the teachers finds it appropriate to set a new deadline without penalty a number of strategies may also be used to help prevent and/or address late assignments, these include but are not limited to:

- Helping students develop better time-management skills;
- Planning for major assignments to be completed in stages;
- Setting up a student contract
- Using peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments where it is reasonable and appropriate to do so
- A complete list of strategies can be found in Growing Success on page 43

In order to ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student’s actual achievement, it is suggested that the penalty for late submission of work not exceed either one full level or 10% of the final grade for the assignment.

The teacher’s decision to change a deadline and/or to deduct marks will be made on an **individual** basis and be based on: (1) the grade level of the student; (2) the maturity of the student; (3) the number and frequency of incidents; and (4) the individual circumstances of the student. In cases where a penalty is to be deducted, the teacher must inform the student and parent or guardian (when appropriate) of the specific penalty. Principals will develop a school based process whereby teachers communicate those students who have late assignments to administration.

Incomplete Assignments / Evaluation Tasks

The teacher will inform the parents/guardians and the school administration of the student’s failure to submit the assignment.

If the student does not complete the assignment, the grade of “N” can change to 0 in the mark record. The decision to change the grade from “N” to 0 will also be based on the individual circumstances of the student.

Schools may choose to offer opportunities to complete work beyond the deadline in order to accommodate for changes in circumstances that may have hindered a student’s chances for success.

Impact of Mark Penalty or Mark of 0 on Final Grades

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments *for* learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

Appendix C

Lower Limit of Marks Grades 9 to 12

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence (*Growing Success* p. 39)

Grades are used to report evidence of achievement of overall course expectations, not to reward or to punish. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.

Zero can be assigned as a student's report card mark only when there is **no** evidence of achievement of the required curriculum expectations for that course.

Additional Considerations

When reporting marks for students in Grades 9 and 10, teachers may use the code "I", as defined on page 42 of *Growing Success, 2010*. "I" may not be used in Grades 11 and 12.

For Grades 9 to 10, the code "I" may be used in a mark book and/or 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, teachers will use their professional judgment to determine when the use of "I" is appropriate and in the best interests of the student (*Growing Success 2010*, p. 41). Teachers must provide specific information in the report card comment to support the mark of "I" so students, parents/guardians and school administration understand the reason for this mark.

A final mark of "I" indicates that no credit is granted. It may lead to credit recovery, repeating the course, summer school, or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher, and administrator. Pages 84 – 86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.

A student who receives a failing minimum final mark of 40 or greater may be recommended by the principal as a candidate for two-week summer school which presents an overview of the overall expectations of a course.

A student whose mark is under 40 may be recommended to take four-week summer school which represents a full 110 hours of course work.