



PROCEDURE

SO-020

ASSESSMENT, EVALUATION and REPORTING

Superintendent Responsible: Superintendent of Program K-12 (Teaching & Learning)	Initial Effective Date: 2022/05/30
Last Updated: 2022/05/30	Next Review Date: 2025/02/25

Purpose

To outline Grand Erie District School Board's (Grand Erie) guiding principles for assessment, evaluation and reporting.

Guiding Principles

This procedure addresses three separate key areas of assessment, evaluation and reporting:

- 1.0 Academic Honesty
- 2.0 Late, Missed Assignments - Grades 7 to 12
- 3.0 Impact of Mark Penalty or Mark of 0 on Final Report Cards

1.0 Academic Honesty

Students are responsible for being academically honest in all aspects of their schoolwork. Teachers and parent(s)/caregiver(s) should support students in striving for excellence and producing work with integrity.

Academic dishonesty may be described as the following but not limited to:

Cheating

- Claiming credit for work, thoughts or ideas 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
- Submitting the same work to two different classes without prior approval
- A student allowing their work to be plagiarized
- Assisting another student to cheat.

Plagiarism

- 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
- Appropriation is considered submitting in whole or in part work, thoughts or ideas from any outside source without proper consent, consultation or acknowledgement
- Allowing one's work to be copied by another student.

Prevention of Cheating and Plagiarism

Students must understand all work submitted for assessment and 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 will develop strategies to help students understand what cheating and plagiarism are and how they can be avoided. Staff will communicate this information to students.

Some acts of plagiarism are unintentional – the student simply does not realize that what they are 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 realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

Some of the Reasons that Students may Plagiarize are:

- Being unaware that they are plagiarizing
- Lacking knowledge and understanding of the subject
- Poor time management skills
- Believing that plagiarism is not serious.

Any work (including artwork, 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 may be held in the electronic system 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.

Teachers should implement developmentally appropriate instructional strategies to support academic honesty. These strategies may include but are not limited to:

- Teachers will consider individual student's learning needs and understanding of academic honesty.
- Teachers 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/school year.
- Teachers deliver direct instruction to support students' awareness about academic honesty and plagiarism.
- Teachers implement checkpoints during learning process so that student progress and work can be monitored.
- Teachers review with students their rough notes, sources of information throughout the learning process.
- Teachers regularly modify assignments based on student's learning needs.
- Teachers develop learning activities that develop "higher order thinking skills".
- Teachers model academic honesty through acknowledging the sources of the materials used in class.
- Students will be made aware of the consequences of cheating and plagiarism.
- School Administrator(s) and teachers share information about plagiarism and cheating expectation, and this is communicated to students and parent(s)/caregiver(s).

Potential Consequences for Academic Dishonesty

Consequences for academic dishonesty will follow progressive discipline and focus on student learning and development of skills. All consequences should consider the individual student circumstance. When an act of cheating or plagiarism has occurred, the following actions may be implemented but are not limited to:

- The teacher will address the academic dishonesty and support the student's learning and skills to avoid a repeat occurrence
- Incidents of cheating and plagiarism will result in notification to the parent(s)/caregiver(s)
- Subsequent incidents will be reported to administration
- Elementary 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)
- Where the integrity of an evaluation activity has been compromised, a secondary 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. Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, may result in a mark of zero being assigned
- If incidents of academic dishonesty continue to occur progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.

2.0 Late and Missed Assignments - Grades 7 to 12

Strategies to Support Students in Meeting Due Dates

Teachers of Grades 7 to 12 can use a variety of instructional strategies to promote the timely completion of learning activities. They may include but are not limited to:

- Collaborate with students to establish due dates for the submission of each assessment of learning (i.e., assignments for evaluation of achievement on overall expectations for reporting purposes) and clearly communicate due dates to students and, where appropriate, to parent(s)/caregiver(s)
- Hold regular teacher-student conferences to monitor progress
- Deliver direct instruction focused on time-management skills
- Design major assignments to be completed in stages and assessment occurs throughout the process
- Encourage peer tutor groups for additional learning support
- Allow students to work with a school team to complete the assignment
- Provide alternative assignments where it is reasonable and appropriate to do so.

Late Assignments

If a student does not complete an assessment of learning by the established due date, the teacher will record an "N" (for non-submitted assignment) in the mark record. This notation does not indicate a mark of "0". The teacher will then use professional judgment and work with students to determine the subsequent course of action based on their individual circumstance.

In cases where the teacher finds it appropriate a new due date without penalty may be set. The new due date should be communicated to the student and parent(s)/caregiver(s)

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, the penalty for late submission of work may not exceed either one full level or 10% of the final grade for the assignment.

The teacher's decision to change a due date 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 caregiver. School Administrators will develop a process whereby teachers communicate to them those students who have late assignments.

Incomplete Assignments/Evaluation Tasks

The teacher will inform the parent(s)/caregiver(s) of the student's failure to complete the assignment.

If the student does not complete the assignment, the grade of "N" may 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.

Opportunities to complete work beyond the deadline may be offered in order to accommodate for changes in circumstances that may have hindered a student's chances for success.

3.0 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 assignments 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 School Administrator's responsibility to establish school-based procedures and appropriate course of action for students whose credits are in jeopardy.

Reference(s):

- Assessment, Evaluation and Reporting Policy (SO-20)
- Ontario Ministry of Education. Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12) 2010
- Ontario Ministry of Education. Growing Success - The Kindergarten Addendum, 2016