

WOSS Assessment & Evaluation Expectations

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, the teachers and staff of White Oaks will use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students; including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nations, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Create environments in which all students feel valued, confident and encouraged to take risks and make mistakes. Teachers at White Oaks will model a love of learning that can deeply influence students' lives.

FUNDAMENTAL PRINCIPLES

It is expected that:

- Overall expectations will be consistent with both the Ontario (or Locally Developed*) curriculum for each course of study. These will be made apparent to both students and parents.
- Instruction of key learnings will be made consistent with course outlines as described by Halton District School Board.
- Teachers will work with students to help them develop the learning skills and work habits (identified in the attached table**).
- Attendance will inform instructional practices/decisions, promote student engagement, and improve student learning.

Included:

Principles of Assessment.....	Page 2
Principles of Evaluation.....	Page 2
Late and Missed Evaluations.....	Page 2
Late and Missed Assignment Guidelines.....	Page 3
Academic Dishonesty.....	Page 4
Final Assessments and Evaluations.....	Page 5

PRINCIPLES OF ASSESSMENT

Purpose: To provide ongoing descriptive feedback *for* learning that is clear, specific, meaningful, and timely to support improved learning and achievement. It will be reflective of how well a student is achieving the specific expectations of a course.

- Assessment and feedback will be ongoing, varied, and administered over a period of time to provide multiple opportunities, for students to demonstrate the full range of their learning.
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
- Assessment should allow students to demonstrate and develop:
 - Learning skills
 - Critical thinking skills
 - Problem solving skills

PRINCIPLES OF EVALUATION

Purpose: To judge the quality of student learning based on overall expectations, and assign representative value. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the course.

- It is the responsibility of the students to provide evidence of their learning within established timelines.
- A variety of evaluation tools are to be used to allow students to demonstrate their learning.
- Evaluation of student work is based on the achievement charts in the Ontario curriculum.
- Evaluations reflect the judgment of the teacher based on evidence of learning as demonstrated by each individual.
- The nature of evaluations is consistent within sections of a course and from semester to semester between a course.
- All evaluations are to be returned to student in a timely fashion to facilitate learning.

LATE AND MISSED EVALUATIONS

It is the students' responsibility to provide evidence of their learning within established timelines. Teachers will ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the relevant circumstances of each student.

Late and missed evaluations will be responded to in following ways:

- Holding a teacher-student conference to develop a student-learning plan.
- Contacting a parent/guardian concerning the late or missed evaluation.
- Deducting marks for late evaluations, up to and including the full value of the evaluation.

Teachers will ensure that mark deduction will not result in a report card percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement of the overall expectations.

LATE AND MISSED ASSIGNMENTS GUIDELINES

Due dates are to be clearly set by staff (collaborating with course team) and, where possible, with student input.

If a due date is not met for an assignment, the teacher has the discretion to set a new timeline goal or to proceed with the following:

Phase 1 – Creating Learning Plan***

Classroom teachers will conference with the student to negotiate the completion of the evaluation. They will then implement one or more of the following:

- Contact with parent/guardian
- Establish a time for the evaluation to be completed (possibly immediately) during lunch time/before/after school, with teacher supervision and necessary support
- Provide an alternative evaluation
- Detention or other appropriate consequence
- Involve ESL teacher or SERT for ELL or identified students
- Application of a late consequence (as a last step) of 5%/day up to the full value of the assignment (teachers should communicate this approach to parents/guardian prior to enacting it)

If the negotiated deadline has not been met, then contact home must be made.

Phase 2 – Establish Closure Date

When the negotiated deadline has not been met, teachers will conference with the student to set a closure date that may result in a mark of zero. The learning plan will then be updated. Once done, teachers will implement the following:

- Use of written/oral contracts which includes the closure date for the late/missed work
- Parental contact
- Extra help/support for the student
- Contact with school support staff (i.e. Student Success, Department Head, Admin etc...)

As a last opportunity to complete the assignment, contact will be made home.

Phase 3 – Missed Closure Date

Zero may be assigned on the closure day, if and only if all of Phase 2 has been completed.

Contact with parents/guardian must occur if a zero is in fact assigned.

Phase 4 – Future Preventative Measures

Prior to next evaluation, teachers will modify an action plan to help students to improve their learning skills, in particular with developing skills in regards to timely completion of evaluations. If subsequent evaluations are not submitted on the due date, a series of different interventions during “Phase 1” should be utilized to motivate student.

ACADEMIC DISHONESTY

All courses must contain a session on describing plagiarism and other forms of academic dishonesty as well as the consequences for such actions.

Grade 9 or 10 Course:

- Contact parent/guardian
- Complete the assessment/evaluation and re-submit
- Evaluation will be marked and returned (this mark will be used to calculate final grade)
- Students accused of academic dishonesty will have their name added to academic dishonesty registry
- Further occurrence of dishonesty will be referred to admin and dealt with by the Academic Honesty Committee (Student Success Team) for possible consequences
- Any evaluation that is deemed dishonest must be resubmitted within a learning plan

Grade 11 Course:

- Contact parent/guardian
- Referral to the subject department head and, if a zero is considered appropriate, further referral to the Academic Honesty Committee

Grade 12 Course:

- Contact parent/guardian
- Mark of "0" shall be entered for evaluations
- Student may appeal decision to Academic Honesty Committee
- Decision of committee shall be final

Academic Honesty Committee

- Membership:
 - 1 Administrator
 - 1 Department Head
 - 1 Staff Member from area of study where dishonesty occurred
- Meetings shall be called by the assigned administrator
- Student/staff member/parent(guardian) may be requested to attend by members
- Student and staff member may also indicate a desire to attend, which will be granted

FINAL ASSESSMENTS AND EVALUATIONS

30% Final Evaluations for each course will take the form of the following:

Course Performance Tasks

- All courses will have a performance task worth at least 10% of the course
- January & June are 'protected learning time'
- No course will have a performance task that lasts longer than 16 days
- Work assigned as part of performance tasks must not require significant home preparation
- Group work is permissible as part of the preparation for a student's independent demonstration of achievement, but group work may not be evaluated

Exams

- The exam schedule must have all students in the building in some capacity
- The overall goal is that students will not have more than one exam per day
- Most courses will have an exam worth at least 10% of the course

In all cases students are required to complete the requirements of the final evaluation.

* Locally Developed Courses - In cases where students' educational and/or career preparation needs cannot be met by courses authorized by the provincial curriculum policy documents, school boards may develop courses locally that can be counted as credits for diploma purposes

• **Attached documents of key work habits and learning skills

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility				Organization	
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 		<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 			
Independent Work				Collaboration	
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 		<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 			
Initiative				Self-Regulation	
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 		<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 			

• ***Sample student learning plan.

WOSS STUDENT LEARNING PLAN

Student's Name: _____ Course Code: _____

Evaluation: _____ Original Due Date: _____

Phase One – Learning Plan **New Deadline (if applicable):** _____

Student's Reason for Late Evaluation:

Classroom teachers will implement one or more of the following:

Intervention Strategies *Teacher Tracking* *Contact with parent/guardian*

Establishing a time for the evaluation to be completed (possibly immediately) during lunch time/before/after school, with teacher supervision and necessary support

Provide an alternative evaluation

Detention or other appropriate consequence

Involve ESL teacher or SERT for ELL or identified students

Application of a late consequence (as a last step) of 5%/day up to the full value of the assignment (teachers should communicate this approach to parents/guardian prior to)

If the negotiated deadline has not been met, then contact home must be made.

Phase 2 – Establish Closure Date

Conference with the student to set a closure date that may result in a mark of zero.

Closure Date: _____

Once the closure date is set, teachers will implement the following:

Intervention Strategies Teacher Tracking Use of written/oral contracts which includes the closure date for the late/missed work Parent contact

Extra help/support for the student

Contact with school support staff (i.e. Student Success, Department Head, Admin etc...) As a last opportunity to complete the assignment, contact will be made home.

Phase 3 – Missed Closure Date

Zero may be assigned on the closure day, but only if all of Phase 2 has been completed.

Contact with parents/guardian must occur if a zero is in fact assigned.

If subsequent evaluations are not submitted on the due date a second set of different interventions during Phase One should be utilized to motivate student.

Phase 4 – Future Preventative Measures

How can certain learning skills will be addressed prior to the next evaluation?

Responsibility -

Organization -

Collaboration -

Independent Work -

Initiative -

Self-Regulation -

Additional Supports for the Student Prior to Next Evaluation:

Reflection

Additional Comments or Suggestions for Future Teachers:

*Attached documents of key work habits and learning skills