Solutions Manual for Instruction, Assessment, Evaluation and Reporting

The purpose of this document is to apply the principles of assessment and evaluation, as stated in _Growing Success_ _(2010)_ and _Peel Policy #14 (updated Oct. 2017)_, in support of student success at David Suzuki Secondary School. _Growing Success_ states that "The primary purpose of assessment and evaluation is to improve student learning." (_Growing Success_, p. 6)

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Guiding Principles

The following *guiding principles* inform our practices at David Suzuki Secondary School:

1. Assessment and evaluation practices will be fair, transparent, and equitable for ALL students. (Growing Success, p. 6 and *Policy #14, p. 2*).

2. Successful completion of a course reflects achievement of the overall expectations as determined by informed professional judgement. When assignments are not completed, teachers can record this information as "I." (Incomplete) (Growing Success, p. 43 and *Policy #14,* p. 11)

3. Teachers will consider most consistent achievement, with consideration to the most recent demonstration of learning, when evaluating term work. (Growing Success, p. 39, 44-45 and *Policy #14*, p. 6, 11)

4. Teachers will use triangulation of evidence (observations, conversations and products) when evaluating achievement of curriculum expectations and determining final grades. (Growing Success, p. 34 and *Policy #14,* p. 4-5).

5. Teachers will use appropriate assessment interventions and accommodations for students identified with an Individual Education Plan (IEP), as English Language Learners (ELL) and those students that are connected with the school success programming (e.g. Student Success, Contact Teacher, etc.). (Growing Success, pp. 70 and *Policy #14,* p. 2-3)

6. Teachers and administrators will consider the following mitigating factors when determining the grade for report cards:
   ▪ the grade level of the student;
   ▪ the maturity of the student;
   ▪ the number and frequency of incidents of insufficient evidence of learning (e.g. missing, incomplete, poorly done learning activities); and
   ▪ the individual circumstances of the student. (Growing Success, p. 43 and *Policy #14,* p. 9)
   ▪

7. Students have specific responsibilities to ensure success:
   ▪ students will provide sufficient evidence of learning in a timely manner;
   ▪ students will advocate for their specific learning needs;
   ▪ students will work to develop and improve their learning skills (responsibility, organization, independent work, collaboration, initiative, and self-regulation); and
   ▪ punctually attend class and communicate with teachers. (Growing Success, p.42-43, front matter of Ontario curriculum documents.)

8. Parents and guardians have specific responsibilities to ensure student success:
   ▪ remain informed, keep updated with school calendar and maintain open communication with staff (i.e. co-enrolled in online environments, report cards, course expectations etc.);
   ▪ keep contact information up to date (phone number, address);
   ▪ support attendance policy (student attendance); and
   ▪ communicating with students about their learning. (Front matter of Ontario curriculum documents.)

9. Teachers have specific responsibilities to ensure student success:
   ▪ teachers will provide multiple opportunities for students to demonstrate skills and understanding within a period of study;
   ▪ teachers will be conscious of and implement accommodations required for the student (students with an IEP, students who are ELL, etc.);
   ▪ teachers will communicate with parents and students about course expectations and student success; and
   ▪ teachers will provide sufficient timelines for students to complete assessments and demonstrate the overall curriculum expectations. (*Policy #14,* pp. 13-14 and front matter of Ontario curriculum documents.)

10. Administrators have specific responsibilities to ensure student success:

- administrators will provide professional leadership and mentorship to teachers to work towards consistency of assessment practices;
- administrators will communicate with parents and students about assessment and evaluation practices within the school; and
- administrators will work towards ensuring that Final Evaluations are balanced and fair for students at the end of the semester when creating the Final Evaluation schedules. (Growing Success, p. 29 and front matter of Ontario curriculum documents.)

Special Considerations for Students In Risk

We know that it is essential that students obtain 16 credits by the time they are 16 years old (e.g. by the time that the student finishes grade 10). On occasion, there will be students that have mitigating circumstances in which the teacher may be asked to accept work past the absolute deadline in order to assist the student. In such cases:

- the student should be identified as a Student Success candidate or be part of the Contact Program;
- the teacher will know in advance and be advised of mitigating circumstances from Guidance or the School Success Team; and
- the student's vice principal may assist in facilitating an extension to an absolute deadline.

Communication About Student Learning

Learning is about setting clear learning goals, establishing success criteria, and have a clear plan for how the learning is going to happen and how it can be demonstrated. It is the responsibility of the student and the teacher to ensure that the expectations and success criteria for learning are discussed in class prior to, during and after a defined learning cycle.

Communication in the Classroom

To support learning in the classroom and the communication of learning,

students will:	teachers will (where applicable):
- be punctual and attend class on a regular basis to ensure that they are able to hear the lessons, instructions, and demonstrations that are relevant to their learning - use their class time effectively so that they can engage in conversations with their teachers about their learning, ask questions and to clarify expectations - engage in assessment *as* learning activities to think critically about their own learning in relationship to the learning goals and success criteria - participate in the feedback cycle by submitting work on time so that descriptive feedback can be provided and applied to make improvements to the learning - utilize opportunities for extra help from peer tutoring and teachers to clarify and solidify their learning	- ensure that lessons, instructions and demonstrations are prepared in accordance to student learning needs (e.g. provided orally and in writing where appropriate) - engage students in conversation during classes to provide support for student learning - plan and support assessment *as* learning activities to assist students in understanding where they are at in their learning in relationship to clearly defined learning targets - ensure that feedback is provided in a clear, concise and timely manner that helps students to make incremental steps towards the learning targets - complete the inschool "Student In-Risk Form" to activate interventions to support student learning

Communication to Families & Documentation of Conversations

Teachers will also ensure that they communicate with students and parents throughout the semester regarding the student's learning progress, especially for students in risk. Teachers will document important conversations in the School Information System (SIS) according to the SIS Notes guidelines provided by PDSB. Teachers and administration will use SIS as a means of documenting conversations about student learning and progress in order to help support students, especially those that may have mitigating circumstances that are affecting their learning. (*Policy #14,* p. 1)

Academic Honesty

Students are expected to demonstrate **HONESTY** and **INTEGRITY** and submit assessments that reflect their own work. Cheating is defined as completing an assessment in a dishonest way through improper access to the answers. Examples include, but are not limited to: using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving/sending an electronic message to another student with test questions/answers, use of translation tools to produce written work, etc. Plagiarism is defined in Ministry policy 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, 151). When a student plagiarises or cheats, the student does not provide evidence of achievement (*Policy #14*, 10).

Prevention of Plagiarism and Cheating

In order to prevent incidents of plagiarism and / or cheating,

students will:	teachers will (where applicable):
- receive instruction on and understand that the assignments they complete must be their own work, and that plagiarism and/or cheating will not be condoned - read and be responsible for the information in the plagiarism and/or cheating portion of their student handbook - receive instruction and use knowledge on how to properly cite work - create and retain process work for assignments - seek further clarification on assignments before their submission in order to prevent plagiarism and/or cheating - only use approved materials during assessment and evaluations (e.g. teacher approved study sheets, calculators, translators, etc.) - ensure that all possible cheating materials/tools (e.g. cell phones, backpacks, etc.) are absent from assessment or evaluation situations	- explicitly teach plagiarism and/or cheating prevention and how it applies to the specific grade level and disciplines - refer students to the plagiarism and/or cheating portion of the student handbook - teach students how to properly cite work - be aware of and implement appropriate preventative measures (e.g. having students submit process work, create rich assessment tasks, create a student contract regarding plagiarism and/or cheating) - speak directly to student to ask for clarification regarding their actions where appropriate - request process work for the assignment where appropriate; - ensure that all possible cheating materials/tools (e.g. cell phones, backpacks, etc.) are absent from assessment or evaluation situations - create multiple versions of assessments while maintaining consistency within a course

	● determine that insufficient of evidence is provided on a formal evaluation when a student has cheated or plaigarized

Consequences of Plagiarism and Cheating

When a student is believed to have plagiarized or cheated,

students may :	teachers will (where applicable):
● be asked to produce process work for assignments ● be asked to revisit and review the definition of plagiarism and/or cheating and proper citation methods appropriate to the discipline in which the infraction took place ● be asked to complete the task, or a similar assessment, again ● lead or attend a parent/teacher conference about the nature of the plagiarism and/or cheating ● have a note added to their school record (SIS) about the incident of plagiarism and/or cheating ● be required to demonstrate understanding of the consequences of plagiarism and/or cheating ● receive a mark of incomplete as a placeholder until the student has demonstrated his or her learning ● be referred to their VP for progressive disciplinary measures	● collect evidence of plagiarism and/or cheating (e.g. comparing work to previous conversations, observations, or products) ● provide student with an opportunity to complete an alternative assignment to demonstrate the same curriculum expectations ● be involved in a student conference with parents in attendance ● document the incident of plagiarism and/or cheating on the student's school record (SIS); ● make a disciplinary referral to VP ● assign a mark of incomplete as a placeholder until the student has demonstrated his/her learning ● if no evidence of learning is submitted, please see the **"Late Missed Assignments"** section

Late or Missed Assignments (Term Work)

Students are expected to demonstrate **RESPONSIBILITY** and submit all assessments by the established due dates. Students are also responsible for providing evidence of their learning and of their achievement of the overall expectations within time frames specified by the teacher, and in a form approved by the teacher. As well, students must understand that there are consequences for not completing assignments for evaluation or for submitting those assignments late. (Growing Success, pp. 43-44 and *Policy #14*, p. 7)

Supporting Students in Meeting Due Dates

In order to ensure that all evaluations are submitted by the established due date,

students will :	teachers will (where applicable):
● offer realistic timelines when involved in the negotiation of deadlines for assignments ● manage time effectively and responsibly to complete all process work and the final assignment ● record and monitor deadlines in print or electronic format	● involve students in negotiating deadlines ● clearly communicate consequences for missing deadlines in advance ● show students how to break down large tasks into manageable process steps

● advocate for extensions <u>in advance</u> when needed	● show students how to prioritize tasks and how to schedule time to achieve priorities
	● communicate deadlines in a variety of ways (e.g. on blackboard, orally, on calendar, on class site, etc.)

Missed Due Dates

If an evaluation is NOT submitted by an established due date,

students may be required to:	teachers will (where applicable):
● work with the teacher to re-negotiate a new deadline	● contact parents
● complete a reflection or restorative piece	● renegotiate and clearly communicate a new deadline for the assignment with the student by creating a contract
● be referred to Student Success, Guidance or Special Education	● have the student complete the assignment "on the spot" on the renegotiated due date
● be asked to commit to a written contract which identifies the reason for missing the deadline and establishes a new deadline	● assess the student's knowledge/skills based on the process work as well as the teacher's observations of and conversations with the student
● complete the assignment on their own time	● assign an incomplete as a placeholder until the student demonstrates his or her learning
● attend a student conference after repeated late assignments (student, parent, teacher, guidance counsellor, student success teacher, VP)	● document the incident in the student's school record (SIS)

Missed Re-Negotiated Due Dates

If a renegotiated deadline is NOT met, the evaluation is considered a "Missed Assignment"

students may (at the discretion of the teacher):	teachers will (where applicable):
● identify reasons for missing the deadline	● offer referrals to Special Education, Guidance, and / or Administration as appropriate
● be referred to Special Education or Guidance	● contact parents when assignments are not complete
● attend Project Complete or project rescue	● nominate student for Project Complete
● receive a mark of incomplete if the new deadline is not met	● give the students an opportunity to provide evidence of their learning in another manner, at the discretion of the teacher
● not achieve the credit if the have not demonstrated sufficient achievement of the overall expectations (see "Anchor Marks")	● assign a mark of incomplete if the student fails to complete the assignment by the renegotiated deadline; the teacher will ensure that the assignment of an incomplete will not result in a misrepresentation of the student's achievement of the overall expectations as signified by the report card mark (<u>Growing Success</u>, p. 39 and *Policy #14,* p. 9)
	● not grant the credit if there is insufficient evidence of achievement of the overall expectations (see "Anchor Marks") (<u>Growing Success</u>, p. 39 and *Policy #14*, p. 7)

The Role of Project Complete

Project Complete is an opportunity for students to complete assignments that are deemed necessary for for the successful completion of a course. The student has yet to sufficiently demonstrate knowledge and / or skills related to some of the overall expectations.

Project Complete occurs twice per semester as determined by school administration and the Student Success Teacher:

- approximately one week before the mid-term reporting deadline, and
- approximately two weeks before the formal examination period.

At David Suzuki S.S. Project Complete acts as an absolute deadline for term work for teachers to gather evidence for determining a student's grade. This deadline ensures that there is sufficient time for the teacher to accurately evaluate student learning.

Eligibility for Project Complete

The primary purpose of Project Complete is to assist students who have had difficulty in demonstrating their learning for a variety of reasons, including but not limited to:

- access to resources and or cultural barriers,
- relationships and mental wellness,
- academic concerns,
- attendance, and
- behavioural.

Students eligible for Project Complete demonstrate a remedial understanding of course content or have gaps in their demonstration of evidence for one or two of the overall expectations for a course. We use the following anchor marks to indicate whether or not a student is is able to participate in Project Complete. **Each "anchor mark" is determined by student academic performance, and is not a calculated grade, rather each mark represents the student's achievement and work completion.** Refer to the Archor Mark chart on page 12.

All students are eligible for Project Complete including senior and junior students working towards academic, applied, open, workplace and locally developed courses. The expectation is that a sustained and concerted effort by the student will allow the student to be successful. The work done by the students on Project Complete is the equivalent of approximately 6 hours of class time (e.g. one week) and can be used to effectively determine if sufficient learning has occured.

When deciding if a student is should participate in Project Complete, you can use this flow chart: Solutions Manual - Appendix 2

When a student is nominated for Project Complete,

students will:	teachers will:
- have a conversation with teacher about the missing work and the expectations for what needs to be completed during Project Complete - gather the necessary resources/tools that are required to complete missing work before hand - attend Project Complete and sign in with a supervising teacher - bring necessary resources to complete work (e.g. notes, worksheets, graphic organizers, technology)	- nominate students who are eligible for Project Complete - hand the "Project Complete Invitation" to the student and have a conversation about the missing work and expectations of what needs to be completed - provide the School Success Teacher with necessary assignment outlines, resources and materials necessary for the student to complete work - be available to support the student during Project Complete

Final Evaluations

"Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course […] The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course" (Growing Success, 41). Final evaluations may take many forms and be composed of several parts, including, but not limited to:

- performance tasks / exit interviews
- in-class exams
- formal exams
- Final Evaluation Projects (FEPs)

Students must provide evidence of their learning to be assigned a grade in any of the final 30% components.

Because of their time-sensitive nature, final evaluations will have an "absolute deadline" for submission or completion that is determined by the teacher and the course team. Barring valid mitigating factors, students who do not complete the final evaluation by the absolute deadline will not be able to submit the assignment. In such cases, the components that are not submitted will be marked as Incomplete.

> *"Marks for the final 30% should <u>NOT</u> be assigned based on lack of or absence of evidence"*
> "Evidence of Learning" Peel Monograph 7

> *"Teachers must ensure that the assignment of a zero in an assessment of learning context will not result in a misrepresentation of the student's overall achievement as signified by the report card mark"*
> *Peel Policy #14,* p.9

A student who does not complete any or all portions of the final evaluations, barring valid mitigating factors, may not have completed the expectations for the course and may not be able to achieve the credit (see "Anchor Marks below 50%).

> *"The principal, for medical or compassionate reasons, can work with parents and others to find a fair resolution to the issue of evidence of learning for final 30% and grade determination. Teachers, in finding a fair resolution to a dispute over completion of components in the final 30% can provide students with a similar alternative evaluation—fairness does not equal sameness"*
> "Evidence of Learning" Peel Monograph 7

Supporting Student Success for Final Evaluations

In order to ensure success on the final evaluations,

students will:	teachers will (when applicable):
● ensure that they are both present and on time for the final evaluation, which can include both class time near	● design a final evaluation that allows for students to demonstrate their knowledge ofthe overall expectations for the course (*Assess Peel Final Evaluation Guide)*

the end of the term, as well as a scheduled exam time in the formal exam period
- ensure that all components of the final evaluation are submitted on time
- share information regarding assessments and evaluations with their parents, and plan strategies and timelines to ensure success
- communicate clearly with the teacher about extenuating circumstances that may prevent the completion of a final evaluation activity, and work with parents and teachers to determine an appropriate solution
- understand that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for late work

- design a final evaluation that allows for students to demonstrate their learning in all four achievement categories (knowledge, thinking, communication, application); the weighting of the achievement chart categories will be the same as used throughout the course
- provide clear communication about the nature and the format of the final evaluation, including all relevant "absolute deadlines" and success criteria

Insufficient Evidence of Learning on a Final Evaluation

Should a student NOT provide evidence of achievement on the 30% final evaluations,

students may:	teachers will (when applicable):
- be required to provide documentation, such as a doctor's note, when needed to explain a missed final evaluation - be required to complete a similar alternative evaluation to provide evidence of learning - be denied the opportunity to complete the final product if the "final evaluation absolute deadline" has passed - not achieve the credit if there is insufficient achievement of the overall expectations - be required to attend credit recovery, summer school, or to take the course again (if available)	- work with administration, parents and the student to determine if the evaluation was missed for medical or compassionate reasons and what a "fair resolution" might be - consider whether a "fair resolution" includes providing students with a similar alternative evaluation, another opportunity to complete the original assignment (renegotiating the deadline), or another means of determining a final grade - fairness does not equal sameness ("Evidence of Learning" Peel Monograph 7) - consult observations and conversations, as well as any portions of the product, to attain evidence of student's achievement level - ensure that "marks for the final 30% [are] not assigned based on a lack of or absence of evidence" ("Evidence of Learning" Peel Monograph 7) when students have mitigating circumstances - in consultation with administration, assign a incomplete to a portion of the final evaluation when there are no mitigating circumstances and there are no further opportunities to show evidence of learning; this incomplete may be used to help determine a student's final grade - not grant the student the credit if there is insufficient evidence of student achievement of the overall curriculum expectations (see "Anchor Marks")

Reporting with Anchor Marks

Growing Success states that "marks below 50% signal that additional learning is required before the student begins to achieve success in meeting course expectations." (Growing Success, p. 43) Students cannot achieve a mark over 50% if they have not demonstrated learning in the overall expectations or overall learning goals for the course.

Credit recovery, continuing education courses, and retaking of the credit may not be applicable to all programs. The use of anchor marks is designed to provide direction for the school's promotion meeting teams as to which option is suited to support students in continuing their learning and earning credits towards their Ontario Secondary School Diploma.

In order to ensure clarity and accuracy in communication, teachers will use the following "anchor marks" to record their evaluation of student learning and the overall expectations in the course. Grades 51% and below must correspond with one of the anchor marks in the chart below. The teacher will determine which anchor mark best describes student achievement based on the descriptions provided. Each "anchor mark" is determined by student academic performance, and is <u>not</u> a calculated grade, rather each mark represents the student's achievement and work completion.

Anchor Mark	Description
51%	The student has demonstrated evidence of all the overall curriculum expectations and has been granted an "earned mark" of 50%. This student is eligible for project complete.
50%	The teacher has used his/her professional judgment—including triangulation of observations, conversations, and products—to **determine that the student has demonstrated sufficient evidence** to meet the overall expectations to be <u>granted</u> the credit. This student is eligible for project complete. In grades 9-12, no marks of 46%, 47%, 48% or 49% will be assigned. Teachers will use their professional judgment to record a 50% or a 45%.
I	"I" or incomplete evidence of learning may be used **in grade 9 and 10 only** when the student has not provided sufficient evidence in order to determine a credit mark, or when the student has not demonstrated sufficient achievement of all of the overall expectations. **This may only be used in <u>exceptional circumstances</u>, in particular, if a student has been extensively travelling, hospitalized, or new to the school board.** The student may still qualify for credit recovery, depending on the extent to which a student has demonstrated the overall expectations of the course. Teachers need to clearly communicate with the student, parents, and administrators which overall expectations still need to be demonstrated in order to achieve the credit. **Example:** A student has suffered from poor mental health for the duration of the semester and as a result many assessments are in complete or partially complete. There is some evidence of learning, but the student has not demonstrated sufficient learning to earn the credit. Due to mitigating circumstances, it is determined that the student's achievement cannot be accurately determined.
45%	**The student <u>been evaluated for all of the overall expectations</u> in the course but <u>has NOT demonstrated sufficient achievement </u> of the overall expectations in <u>several strands </u> in the course.** This student is eligible for project complete.

	Gaps in learning may be addressed by repeating the credit in day school, night school, by utilizing the credit recovery program, or by taking a 2-week summer school course. Teachers need to clearly communicate, for example on the report card, which strands and overall expectations have not been met. **Example: Grade 9 Academic Science** The student has been evaluated in all strands of the curriculum (Scientific Investigation Skills, Biology, Chemistry, Physics and Earth and Space Science) but was not successful in meeting the Overall Expectations in the Biology, Chemistry and Physics strands (3 of the 5 strands).
40%	**The student has been evaluated for all of the overall expectations of the course but <u>has not demonstrated sufficient achievement</u> of the overall expectations in <u>one strand</u> in the course.** This student is eligible for project complete. Gaps in learning may be addressed by repeating the credit in day school, **by utilizing the credit recovery program, or by taking a 2-week summer school course.** Teachers need to clearly communicate, for example on the report card, which strands and overall expectations have not been met. **Example: Grade 12 Visual Arts** A student has been evaluated in all of the strands of the curriculum (Creating & Presenting, Reflecting Responding & Analyzing, Fundations), and was not successful in meeting the Overall Expectations in each of the Overall Expectations (3 of the 3 strands).
35%	**The student has demonstrated <u>insufficient achievement of the overall expectations</u> in the course and <u>has not been evaluated for several significant strands</u> of the curriculum.** This student is eligible for project complete. Gaps in learning may be addressed by repeating the credit in day school, by utilizing the credit recovery program, or by taking a four week full credit summer school course. Teachers need to clearly communicate, for example on the report card, which strands and overall expectations have not been met. This can be entered as an anchor mark for grades 11 and 12 in place of an "I". **Example: Grade 11 English** A student is to be evaluated for Oral Communication, Reading & Literature Studies, Writing & Media Studies. The student has not completed evaluations or parts of evaluations pertaining to one or more overall expectations.
20%	**The student has multiple incomplete assessment tasks and insufficient evidence of achievement in the form of observations, conversations and process work.** The course must be retaken if the credit is compulsory. **Example:** Students have incomplete assessment tasks as a result of ineffective use of class time, missed classes, missing or late assessments so that a fair determination of a grade through triangulation of student evidence cannot be made.
10%	**The student has prolonged absences in the class and has not demonstrated any evidence of achievement.** The course must be retaken if the credit is compulsory.