



Solutions Manual 2014-2015

The purpose of this document is to apply the principles of assessment and evaluation, as stated in *Growing Success* and "Peel Policy #14," to David Suzuki Secondary School. As stated in *Growing Success*, "The primary purpose of assessment and evaluation is to improve student learning."

- The following **guiding principles** inform our practices at David Suzuki S.S.:
 1. Assessment and evaluation practices will be fair, transparent, and equitable for ALL students.
 2. Successful completion of a course reflects achievement of the overall expectations and is based on informed professional judgement.
 3. Teachers will consider most consistent achievement, with consideration to the most recent demonstration of learning, when evaluating term work.
 4. Teachers will use a triangulation of evidence (observations, conversations and products) when evaluating achievement of curriculum expectations.
 5. Teachers and administrators will consider the following mitigating factors:
 - The grade of the student;
 - The maturity of the student;
 - The number and frequency of incidents;
 - The individual circumstances of the student.
 6. Teachers will provide multiple opportunities for students to demonstrate understanding within a period of study.
 7. Students have specific responsibilities to ensure success:
 - They will provide sufficient evidence of learning;
 - They will advocate for their specific learning needs;
 - They will work to develop and improve their learning skills (responsibility, organization, independent work, collaboration, initiative, and self-regulation).
 8. Teachers have specific responsibilities to ensure student success:
 - 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;
 - Teachers will provide sufficient timelines for students to complete assessments and demonstrate the overall curriculum expectations.

- This solutions manual is broken down into the following areas:
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 - 3. Final Evaluations: Page 4**
 - 4. Anchor Marks Under 50%: Page 5**

DSSS Solutions Manual – Academic Honesty

- Students are expected to demonstrate **HONESTY** and **INTEGRITY** and submit assessments that are reflective of 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, 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 (Peel Policy 14, 7).

In order to prevent incidents of plagiarism and/or cheating, students will:	In order to prevent incidents of plagiarism and/or cheating, teachers will, where applicable:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
As a consequence of plagiarism and/or cheating, students may:	In order to discipline incidents of plagiarism and/or cheating, teachers will, where applicable:
<ul style="list-style-type: none"> • Be prepared to produce process work for assignments; • Be asked to revisit and review the definition of plagiarism and/or cheating and proper citation methods; • Be asked to complete the task, or a similar assessment, again; • Lead or attend a parent/teacher conference; • Have a note added to their school record 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 zero as a placeholder until the student has demonstrated his or her learning; • Be referred to their VP for progressive disciplinary measures. 	<ul style="list-style-type: none"> • 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 zero as a placeholder until the student has demonstrated his/her learning; • if no evidence of learning is submitted, please see the “Missed Assignments” section.

DSSS Solutions Manual – 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.
- In order to ensure that all evaluations are submitted by the established due date,

Students will:	Teachers will, where applicable:
<ul style="list-style-type: none"> • 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; • Advocate for extensions in advance when needed. 	<ul style="list-style-type: none"> • 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; • 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, D2L class site, etc.).

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

Students may be required to:	Teachers will, where applicable:
<ul style="list-style-type: none"> • Work with the teacher to re-negotiate a new deadline; • Complete a reflection or restorative piece; • Be referred to Student Success, Guidance or Special Education; • Be asked to commit to a written contract which identifies the reason for missing the deadline and establishes a new deadline; • Attend Project Complete; • Complete the assignment on their own time; • Attend a Student Conference after repeated late assignments (Student, Parent, Teacher, Guidance Counsellor, Student Success Teacher, VP). 	<ul style="list-style-type: none"> • Contact parents; • Renegotiate and clearly communicate a new deadline for the assignment with the student by creating a contract; • Have the student complete the assignment “on the spot” on the renegotiated due date; • Assess the student’s knowledge/skills based on the process work as well as teacher’s observations of and conversations with the student; • Nominate student for Project Complete; • Assign a zero as a placeholder until the student demonstrates his or her learning; • Document the incident on the student’s school record (SIS).

- 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:
<ul style="list-style-type: none"> ▪ Identify reasons for missing deadline; • Be referred to Special Education or Guidance; • Attend project complete or project rescue; • Receive a mark of zero if the new deadline is not met; • Not achieve the credit if they have not demonstrated sufficient achievement of the overall expectations in the course, for example by missing assignments (see “Anchor Marks below 50%”). 	<ul style="list-style-type: none"> • Offer referrals to Special Education, Guidance, and/or Administration as appropriate; • Contact parents when assignments are not completed; • Nominate student for Project Complete; • Give the students an opportunity to provide evidence of their learning in another manner, at the discretion of the teacher; • Assign a mark of zero if the student fails to complete the assignment on the renegotiated deadline, ensuring that the assignment of a zero will not result in a misrepresentation of the student’s overall achievement as signified by the report card mark; • No term work, including alternative assignments for missed work, will be accepted after the semester’s absolute deadline (to be determined on a yearly basis by the leadership team and posted on the DSSS website calendar). • Not grant the credit if there is insufficient evidence of achievement of the overall curriculum expectations. See “Anchor Marks”.

DSSS Solutions Manual – 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, in-class exams, formal exams, Independent Study Projects (ISUs), and essays. 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.
- “Marks for the final 30% should not 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, 7).
- 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%).
- “Principals, 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).
- In order to ensure success on the final evaluations,

Students will:	Teachers will, when applicable:
<ul style="list-style-type: none"> ▪ Ensure that they are both present and on time for the final evaluation, which can include both class time near the end of 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 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 work late. 	<ul style="list-style-type: none"> • Design a final evaluation that allows for students to demonstrate their learning in all four achievement categories (knowledge and understanding, thinking, communication, application), and evaluates using the same weighting of these categories as is 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; • Ensure that portions of the final evaluation taking place before the formal exam period are not accepted once the formal exam period begins, barring mitigating circumstances.

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

Students may:	Teachers will, when applicable:
<ul style="list-style-type: none"> • 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 “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). 	<ul style="list-style-type: none"> • Work with administration, parents, and 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] <u>not</u> assigned based on lack of or absence of evidence” (“Evidence of Learning” Peel Monograph 7) when students have mitigating circumstances; • In consultation with administration, assign a zero 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 zero 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”).

DSSS Solutions Manual – Anchor Marks Under 50%

- *Growing Success* states that “marks below 50% signal that additional learning is required before the student begins to achieve success in meeting course expectations.” Students cannot achieve a mark over 50% if they have not demonstrated learning in the overall expectations for the course.
- Credit recovery, continuing education courses, and retaking of the credit may not be applicable to all programs.

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.

- **A mark of 51%** will be assigned if a student has sufficiently demonstrated of all of the overall curriculum expectations and has been granted an “earned mark” of 50%.
- **A mark of 50%** will be assigned when a teacher has used his/her professional judgement—including triangulation of observations, conversations, and evaluations—to determine that the student has met enough of the overall expectations to be granted the credit. In grades 9-12, no marks of 46%, 47%, 48% or 49% will be assigned, teachers using their professional judgement to record a 50% or a 45%.
- **A mark of I** 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 exceptional circumstances, 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 student, parents, and administration which overall expectations still need to be demonstrated in order to achieve the credit.
- **A mark of 45%** will be assigned when the student has not demonstrated sufficient achievement of the overall expectations of the course, **but has been evaluated for all of the overall expectations.** 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.
- **A mark of 40%** will be assigned when the student has not demonstrated sufficient achievement of the overall expectations for the course, and **has not been evaluated for all significant strands of the curriculum.** 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.
- **A mark of 35%** will be assigned when a student **has not demonstrated sufficient achievement of the overall expectations in multiple strands in the course.** Gaps in learning may be addressed through either repeating the credit in day school, night school, or in exceptional circumstances by utilizing the credit recovery program (as determined by the student success team), or in a **four week full credit summer school course.** This can be entered as an anchor mark for grades 11 and 12 in place of an “I”.
- **A mark of 20%** will be entered as a result of 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.
- **A mark of 10%** will be entered when 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.