



AFNORTH OSSD (Ontario Secondary School Diploma) Assessment and Evaluation Policy 2011-2012

What we Believe-Philosophy

All students have the capacity to be successful and are expected to strive for excellence. Our professional practices will provide every reasonable opportunity to evaluate student learning in a way that is fair and addresses the needs of the individual learner. At the beginning of each course the course outline and the Assessment and Evaluation policy will be reviewed.

Integrity-Professional Judgment

When reporting achievement, teachers will use their professional judgment to consider more recent and more consistent level of performance. The final mark will be based upon the total body of evidence gathered during the learning process. Evidence of student achievement will be collected from three sources; observations, conversations and student products. Students need to demonstrate competency in the overall course expectations. Credit for a course may be withheld until all of the expectations have been met.

Respect for Students- Evidence of Learning- Learning Skills

The Ontario Provincial report card evaluates two aspects of student learning. The first is the student's level of knowledge which is based upon demonstrating proficiency in the competencies required by the curriculum of the course. The second aspect evaluates student learning skills. These skills are highly predictive for future success in the world of work, at college and at university. There are six areas which are evaluated: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation.*

Assessing and evaluating incomplete, missing or fraudulent tasks

Students are expected to submit assignments within the timeframe specified by the teacher. Teachers will use a number of proactive strategies to ensure that students get work in on time, such as scaffolding work, chunking assignments and providing extra support to students. Teachers also play a key role in proactively informing students about what constitutes academic fraud.

Insufficient Evidence	Response
<p>Late, Missed or Skipped Tasks</p> <p>(Parents are reminded to contact the school for all absences)</p>	<ul style="list-style-type: none"> • The student will be consulted regarding the reason • The parent/guardian will be contacted • A second due date may be negotiated at the discretion of the teacher. • If the task is not submitted according to the negotiated time lines, mark deductions of 10% per day up to and including "0" may be awarded. • Students who miss assessment tasks have presented zero evidence of learning. Based on the professional judgment of the teacher, students may be required to complete the assignment in order to meet the overall expectations of the curriculum. • A final mark of "1" or "insufficient evidence" is acceptable for grade 9 and 10 courses.
<p>Academic Integrity</p>	<ul style="list-style-type: none"> • Fraudulent work is of no value and provides zero evidence of learning. • Intentional academic fraud is a disciplinary issue and will incur consequences which may include suspension and mark reduction up to zero. • Teachers will take into account mitigating circumstance when dealing with academic fraud. • Students may be given an additional opportunity to demonstrate achievement when in the teacher's professional judgment there is not sufficient evidence that the student has met overall course expectations. • Fraudulent material will be documented and archived. • The parent/guardian will be contacted.

Based upon "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" 2010