

Bell H.S. Assessment & Evaluation Policy 2017-2018

Bell High School supports a learning environment built upon shared responsibilities between the school, students, and parents.

Students' Responsibilities

1. Students are responsible for completing course requirements within the timeframe specified by the classroom teacher.
2. Through regular attendance, students are responsible for providing evidence of their learning within established timelines, and ensuring that they have demonstrated academic integrity for all work submitted. There are consequences for cheating, plagiarizing, not completing work, and submitting work late.
3. Examinations provide students with a final opportunity to demonstrate their learning of overall expectations. Failure to attend an examination may result in the withholding of a credit. Please refer to the exam schedule posted on the OCDSB and Bell High School website.

Teachers' Responsibilities

1. To use professional judgment in evaluating student work and, at semester end, to determine the full range of student learning and achievement in assigning a final grade.
2. To increase the reliability and validity of the evaluation of student learning, teachers will evaluate student work collected over time from three different sources: observations, conversations, and student products.
3. To monitor the steps and processes involved in tasks to ensure individual accountability and provide assessment feedback to students.
4. To assign due dates in a timely manner, in consultation with students where possible, and to allow sufficient completion time for students.
5. To consider mitigating factors including the grade level, maturity, number and frequency of incidents and individual circumstances of the student in determining next steps where mandatory evaluative pieces (e.g. tests, assignments, presentations, projects, etc.) have been missed or plagiarized. Expectations will naturally increase as the student progresses from junior to senior grades.
6. For students in grade 9 or 10 courses, report a final mark of "I" in cases of extenuating circumstances beyond the student's control in consultation with the appropriate vice-principal to indicate insufficient evidence to determine a percentage grade and consider for Credit Rescue.

Late/Missed Assignments

Students consistently missing assignment deadlines seldom meet course expectations and are less likely to succeed. Late submissions make it difficult for students to receive necessary feedback to improve achievement and do not allow students to demonstrate academic competence.

1. All assignments must be submitted by the due date specified by the teacher. Students concerned about due dates must approach the classroom teacher to discuss a mutually agreed upon extension or alternate task prior to the initial due date, providing a reason for the request. Where a subsequent extension or submission of an alternate task is also missed, zero evidence of learning will be indicated in the student's evidence record. These placeholder marks will be reviewed by the classroom teacher before the end of the semester.
2. To promote the timely submission of assignments, teachers will use proactive strategies (e.g. planning for major assignments to be completed in stages so that students are less likely to be faced with an all-or-nothing situation at the last minute, collaborating with other staff to schedule major assignment dates for every class). Teachers will communicate with parents when a student fails to meet responsibilities.
3. Subsequent to employing a range of aforementioned strategies, including providing a student with an additional opportunity to demonstrate achievement of the overall expectations, a teacher may consider deducting marks as a consequence of late submission(s). If a deduction is being considered the teacher will communicate with school administration in order to maintain professional collaboration and consistency with school-wide practices. Mark deductions (if utilized) will not result in a percentage grade that, in the professional judgment of the teacher, misrepresents the student's actual achievement.
4. Persistent disregard of deadlines will result in progressive interventions such as case conferences with parents, referral to the Student Success Team and the appropriate vice-principal/guidance counsellor, and/or an in-school sanction to facilitate assignment completion. Such behaviour will be reflected in the Learning Skills portion of the Ontario Report Card.

Missed Tests/Performances/Presentations

1. Students aware that they will be absent for a test (medical appointment, school activity) must approach the classroom teacher prior to the day of the test to discuss the possibility of alternate arrangements. Confirmation of appointments must be received in the form of a phone call, email, or note from parents.
2. Students missing tests for unexpected reasons (e.g. illness) must return to school with a parental note provided to the classroom teacher justifying the absence.
3. Based on their professional judgment, teachers will communicate with parents when a student misses an assessment or an evaluation.
4. Performances and presentations are one time opportunities requiring significant planning and preparation by all group members. Students will be evaluated individually within group situations. When group members are absent for any reason, this has a significant impact on the entire group and the finished product. Given the nature of these situations and the inability to “replay” them, students missing these opportunities will have no opportunity to display their learning and zero evidence of learning will be indicated in the student’s evidence record

Academic Integrity

“Fraudulent work provides ‘zero evidence’ of a student’s knowledge or skills related to the expectations being evaluated. A mark of zero will represent the student’s absence of evidence of that learning.” [OCDSB Procedure PR.584.CUR, 5.5 (e)] This work will not be included among the evaluation evidence that is considered for grading purposes. To protect against and discourage plagiarism, Bell HS subscribes to software against which evaluations submitted by students are compared. Students may will be provided with a second opportunity to demonstrate achievement of the overall expectations when, in the teacher’s professional judgment, there is not sufficient evidence to evaluate student achievement or if the credit is in jeopardy. This possibility will be considered by the classroom teacher in consultation with the department head and/or vice-principal. When the transgression is close to the end of the semester, this opportunity may be provided through credit rescue at the end of the exam period for that semester.

Academic dishonesty at all levels will be addressed as a behavioural issue. Disciplinary measures will include parental contact. Where transgressions are considered premeditated and pertain to course requirements students will also be required to present themselves, along with a parent/guardian, before an Academic Review Committee (ARC) comprised of the classroom teacher, department head and the principal/vice-principal(s). Consequences for such behaviour may include suspension from extra-curricular activities; forfeiting of application to awards, bursaries, and scholarships at the school; and the informing of the student’s other teachers.

Adapted from Growing Success and OCDSB Procedure PR. 584 CUR