



Sir Guy Carleton Secondary School

Assessment, Evaluation and Reporting Policy and Practices 2020-2021

Philosophy

Sir Guy Carleton Secondary School is committed to ensuring that the assessment, evaluation and reporting of student achievement is transparent, valid, reliable, and leads to the improvement of student learning in a manner that is fair and equitable for all students. Sir Guy Carleton is a progressive community based on respect, diversity and the pursuit of excellence. Students will acquire skills for success in the workplace.

Identifying, developing and employing each student's strengths are the focus of the school's faculty. The school is committed to meeting the needs of all students to ensure they reach their full potential. The education of each student is a partnership that includes the students, parents, school staff and the community.

Assessment

Assessment is a variety of tasks (including observation and conversations with students, practice assignments, first drafts, first tries, etc.) designed to guide instruction and promote student learning through descriptive feedback. Results are not included in the calculation of report card grades. Using information gathered from assessments, teachers will work collaboratively with students to determine next steps for improvement and to help students become life-long learners.

Evaluation

Evaluation is a variety of tasks designed to measure individual student achievement of overall expectations. Teachers will use the Ontario Ministry of Education achievement charts to evaluate evidence of the student's performance demonstrated after guided feedback and opportunities for improvement.

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, which also provides a record of the learning skills demonstrated by the student.

Academic Integrity

Plagiarism is both a serious and fraudulent offence. The activity of plagiarism includes, but is not limited to, copying someone else's work, cheating on tests and exams, and misrepresentation. Any of these activities are unacceptable practice at Sir Guy Carleton. When dealing with concerns regarding academic integrity, the teacher will inform the department head and the school's administration. Also, parents will be contacted. Since plagiarized work does not count as evidence of meeting the learning expectations, the teacher will consult with the department head and/or administration to define the parameters for the student's alternative opportunity to demonstrate achievement of the curriculum expectations. In addition, a range of progressive disciplinary options may be imposed. These include, but are not limited to, forfeiting eligibility for letters of reference, awards and extra-curricular involvement. The student may be referred to the Student Success program or the administration.

Late/Missed Assignments

Each component of a course is important and must be completed or an alternate task completed to ensure that the student has demonstrated the learning outcomes for these specific skills. It is the student's responsibility to complete their work on time and to the best of their ability. If work is missed or skipped, it will be the responsibility of the student to communicate with the teacher in order to come up with a solution as to how and when they will demonstrate that the learning of this skill is evident. If a student is not meeting the time schedules set-out for each course, they may lose marks, or may have to work with the teacher to create a plan as to how they will demonstrate the outcomes that were missed in a timely fashion. This may include completing a new assignment or by having a second opportunity to showcase evidence of their learning. In a case where assignments are late or are missed, the parents/guardians will be contacted in order to keep them in communication with their student's progress (unless the student is over 18 and has completed a no parental contact form).

Teacher's Responsibilities

- Establish and communicate clear expectations for student work.
- Provide students with a clear description of the curriculum expectations and evaluation criteria at the beginning of a task and/or course.
- Provide a variety of assessment and evaluation opportunities that recognize different learning styles and multiple intelligences.
- Provide students with multiple opportunities to receive feedback prior to formal evaluation.
- Communicate clear, reasonable due dates and provide feedback in a timely manner.
- Ensure formal evaluation tasks will have clear expectations, marking schemes and rubrics.
- Provide students with multiple opportunities to be evaluated on each expectation.
- Communicate concerns to students and parents.

Student's Responsibilities

- Attend classes regularly and consistently.
- Complete course requirements.
- Submit assignment on the assigned due date.
- Be aware of summative and exam dates.
- Complete and submit their own work.
- Produce work of the highest quality.
- Self-advocacy.

School's Responsibilities

- Communication with families through Synervoice (automated phone and email system).
- Meet the Teacher Night.
- Parent-Teacher Interviews.
- Report Cards.
- Code of Conduct.
- Progress reports.
- Exam/summative schedules.

Parent's Responsibilities

- Monitor student progress and attendance.
- Communication with teachers regarding on-going issues and special circumstances.
- Be informed regarding:
 - Summative dates.
 - Exam dates.
 - Academic integrity.