

ASSESSMENT, EVALUATION & REPORTING

WHAT IS ASSESSMENT?

Assessment is the process of collecting and interpreting information about your progress on learning skills and work habits and on overall expectations of each course as they are described on your course outline. Teachers use assessment to give feedback by describing your strengths and next steps as a learner so that you know how to improve your work. The three types of assessment are described below.

	HAPPENS...	IS IMPORTANT BECAUSE IT...
Diagnostic Assessment	<i>at the beginning of a learning cycle or unit.</i>	<i>helps to determine what you already know to assist teachers in planning what you need to learn.</i>
Formative Assessment	<i>throughout a learning cycle or unit.</i>	<i>does not factor into grade determination. prepares you for summative assessment. may not include a grade, but takes the form of specific feedback offering strengths and next steps related to the learning goal.</i>
Summative Assessment	<i>at the end of a learning cycle or unit.</i>	<i>is used to determine your grade. provides feedback on your level of achievement of the course's overall expectations.</i>

Diagnostic assessment tasks lets both you and the teacher know where you are and what you need to learn next. You can use the information generated by these tasks to determine your next steps for learning.

Formative assessment tasks give you a chance to get feedback to help you do well on the summative assessment task. Not doing the work would be like arriving at a championship game or a musical recital without practising beforehand. The most important part is the feedback; grades are not necessarily assigned to these tasks; they do not contribute to your final grade because they focus on learning and less on achievement.

Summative assessment tasks are used to confirm what you know or are able to do at the end of a unit of study. A summative assessment task consolidates your learning in that unit of study. The formative assessment tasks and activities will have helped you to prepare for the summative assessment tasks. The rubrics or checklists that the teachers give to you will help you to see exactly what you need to know to do well on the task. Feedback offered on summative tasks helps you to be successful on summative assessment tasks that you'll complete later in the semester, including the final summative assessment task.

WHAT IS EVALUATION?

Evaluation is the process of judging the quality of your learning skills and work habits or academic achievement of the overall expectations of the course, and assigning a mark or grade to reflect that quality. After you have experienced opportunities through formative assessment, you then have an opportunity to complete an assessment task that allows you to demonstrate what it is you know you can do. When your teacher assigns a mark to the assessment, this is referred to as evaluation as it is the information that teachers use to determine your final grade.

WHAT IS REPORTING?

Reporting is the communication to you as well as to your parents/guardians of your most consistent level of achievement across the overall expectations and of the six learning skills and work habits. The grade you get will indicate the most consistent level of achievement at the time of the report. Teachers will evaluate your work in relation to the provincial standard (Level 3). Your teacher will give consideration to the most consistent evidence of achievement across the expectations, and will take into consideration growth in your demonstrated achievement. Your academic achievement is reported in the form of a numerical grade while the learning skills and work habits are reported as a letter grade: E (excellent), G (good), S (satisfactory), or N (needs improvement).

When Does Reporting Occur?

Reporting happens at least twice per semester. Mid-term and final reporting are done on the provincial report card, which is kept in your Ontario Student Record (OSR). In addition, early reports for grade 9 and 10 are mailed home in October and March. Final report cards are distributed at school in February for semester one courses and are available for pick up at the main office during the second week of July for semester two courses.

What Is Full Disclosure?

Failing grades at the junior level (grades 9 and 10) will not appear on your transcript. At the senior level (grades 11 and 12), grades will not be included if you withdraw from a specific course within five instructional days after the mid-semester reporting period. If the withdrawal occurs after this time, the grade will remain on the transcript. This policy is provincially mandated and is referred to as "full disclosure."

ACADEMIC ACHIEVEMENT

Your academic achievement is decided by your performance on your **term work**, as well as on your **final summative assessment task(s)**.

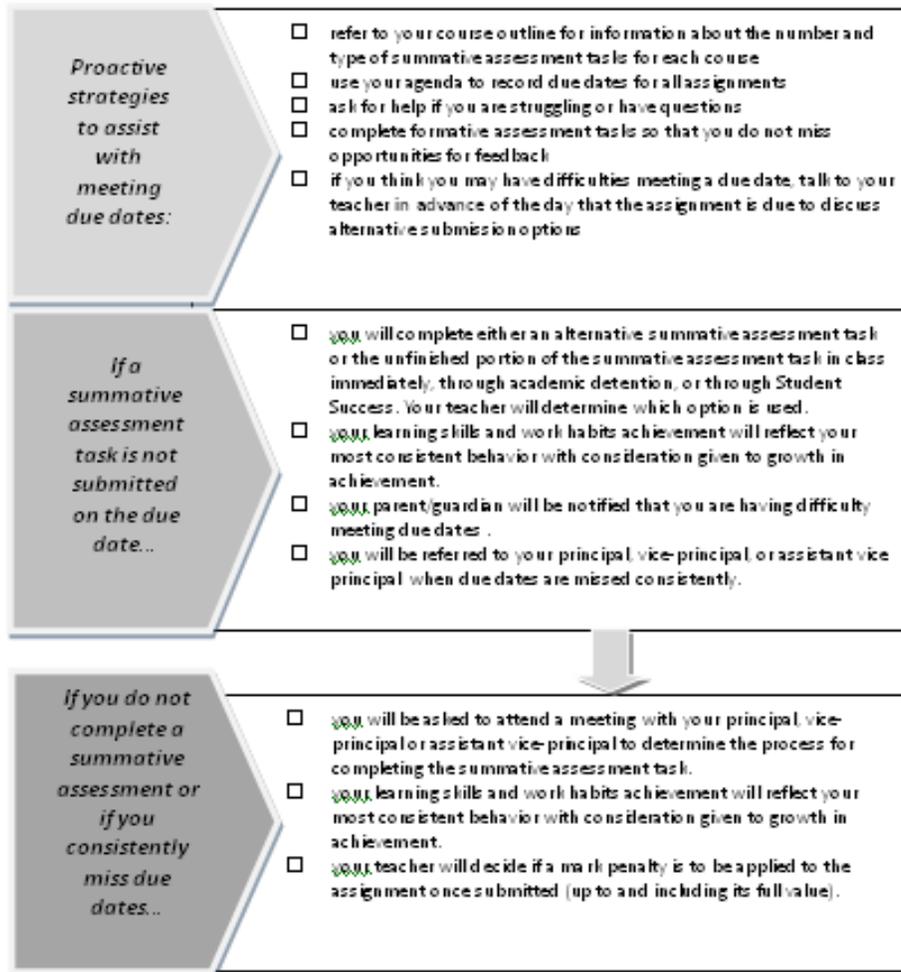
Term Work:

70% of your grade will be based on summative assessment conducted throughout the course. It is critical that you complete summative assessment tasks to ensure that your teachers have adequate evidence of your learning for grading purposes. Teachers assign a limited number of summative assessment tasks, so it is imperative that you complete all of them to demonstrate to your teacher what you have learned. Refer to your course outline for a tentative list of summative assessment tasks in each of your subjects.

Due dates for Term Work:

Due dates are designed to help ensure that you are successful and that you complete all course requirements. It is your responsibility to plan ahead. On your course outline there is a list of summative assignments so that you are able to anticipate the demands of each course and plan accordingly. Your success in this area will be reflected in the learning skills and work habits section of the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates may be adjusted as determined by the school staff. In cases where you are aware that you may have difficulties meeting a due date, it is expected that you speak to the teacher in advance of the day that the assignment is due to discuss alternative submission options.

Summative assessment tasks are not optional and it is expected that you will submit all summative assessment tasks on the date that they are due. Credits will only be granted once all summative assessment tasks have been submitted. The following is a list of proactive strategies to assist you with meeting summative assessment tasks and potential consequences that will result:



Final Summative Assessments Task(s):

30% of your grade will be based on final summative assessment task(s), in the form of an examination, culminating activity and/or any other method of assessment suitable to the course's overall expectations and delivery. These will be administered towards the end of the semester.

Completion of Final Summative Assessment Task(s):

You must complete all final summative assessment tasks at the scheduled times. You are informed at the beginning of the school year of the exact dates of the examination period. **Plans for holidays or employment are not acceptable reasons for missing a final summative assessment task. The only exceptions will be conflicts in the schedule, medical reasons, or a court order.** Please note that attendance is critical for the five days prior to the start of exams due to culminating activities and review. If you miss a final summative assessment for medical reasons, you will need to see an administrator. In the case of extenuating circumstances, your parent/guardian should contact the principal.

Accommodations

All students need support from teachers, classmates, family, and friends to

achieve success in their course work. Some students require supports beyond those typically provided in the school setting. These needs may be met through accommodations. Accommodations are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. There are three types of accommodations:

- *Instructional accommodations are changes in teaching strategies, like presentation styles, organisational methods, and technology use, that support student learning and success.*
- *Environmental accommodations are changes in the classroom setting, like preferential setting, or special lighting, that support student learning and success.*
- *Assessment accommodations are changes in the way that student work is assessed, like allowing extra time for students to complete work, and permitting students to offer oral responses to test questions, to support student learning and success.*

Accommodations allow all students to achieve to their full potential in their course work.

WHAT ARE LEARNING SKILLS AND WORK HABITS?

*Learning skills and work habits are assessed and evaluated separately from your academic achievement. Learning skills and work habits are important to cultivate. First, well-developed learning skills and work habits can often help improve your academic achievement. As you develop the ability to understand how you learn, recognize areas for improvement, and set goals for yourself you become more involved in your learning. **Remember, school is not happening to you; rather, you are in charge of your success.** Second, focusing on learning skills and work habits helps prepare you for success beyond school. For instance, your learning skills and work habits achievement will be of interest to employers who are considering you as a potential employee.*

You will be assessed frequently on your level of achievement of the following six learning skills and work habits (through conferences with your teacher, observation during class activities, and completion of assignments where specific learning skills are addressed), and evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement):

- ***Responsibility (e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)***
- ***Organization (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)***
- ***Independent Work (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)***
- ***Collaboration (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)***
- ***Initiative (e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)***
- ***Self-regulation (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal***

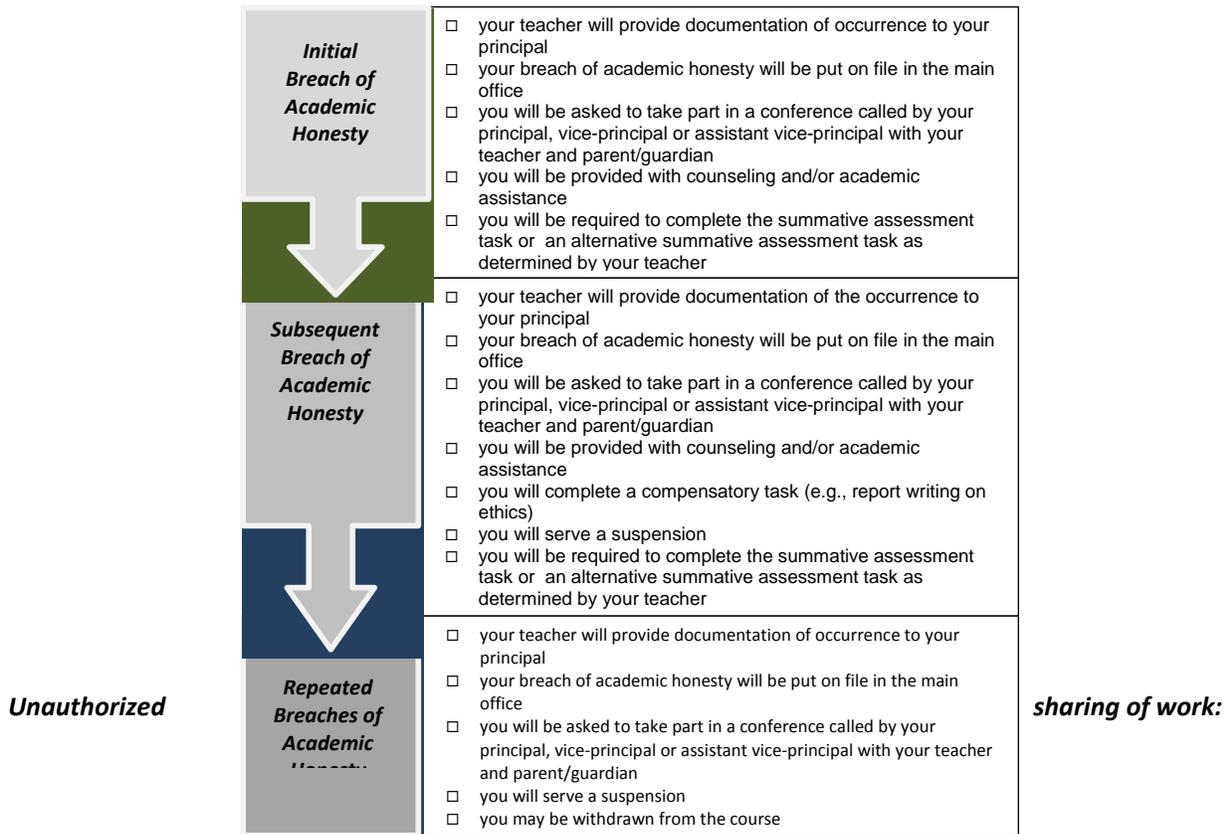
needs and achieve goals; perseveres and makes an effort when responding to challenges)

WHAT ABOUT ATTENDANCE AND PUNCTUALITY?

Your grades are determined by your most consistent level of achievement across the overall expectations of the provincial curricula. Your learning skills and work habits are important because they support your academic achievement of these expectations. In much the same way, attending regularly and arriving punctually are important for success in your course work. Your teachers will expect you to attend regularly and arrive on time, prepared to work. Remember that your report card captures all measures of achievement; information about attendance and arriving on time is included on your report to communicate their importance in terms of your success at school. Please see KCVI Code of Behaviour located in the student agenda for attendance procedures.

ACADEMIC HONESTY POLICY

Academic honesty is a core value in our school. If you submit work or parts of work that are not your own, you have not shown that you can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. To avoid this, your teachers will help you plan your work. If you find that you require assistance in order to complete the assignment properly, see your teacher well in advance of the due date. Your teacher can help you to establish a reasonable timeline to complete an assignment and/or strategies to do your research and write your final submission. **Remember when you do research, that you must cite all sources. If you do not mention where you got your information, you are giving the impression that you are the source of the information. If you do not say where you got something and it is not yours, you are stealing ideas, concepts, pictures, or data.** Research is the act of gathering and presenting information in a new way. This is what you are learning to do in high school. Sometimes you will create or present new ideas but if you are using existing information from other sources you must identify these sources.



Providing work to another student for the purposes of academic dishonesty is a violation of our code of conduct. If you intentionally allow another student to use your work and present it as his or her own, you will be referred to administration and serve an academic detention where a paper on academic ethics may be assigned. A record will be kept centrally in the main office and consequences will be more severe for subsequent infractions, which may include suspension from school.

Proper Citation Rules: What is a citation?

A citation is a brief reference to someone else's work embedded in the body of your paper that acknowledges and gives credit for sources of information that you have used. You must cite another person's ideas or opinions (whether they are quoted directly or paraphrased), as well as any fact, statistic, illustration, image, graph, or information that is not common knowledge. Talk to your teacher or teacher librarian to learn more about the conventions of appropriate citation. See the information at the end of this section for citation rules and methods.

Referencing Using the Modern Language Association (MLA) Format *For English, History and Modern Languages*

There are two important components of the MLA format. The first is the in-text citation. This means that you must place a citation (in brackets) within your text whenever you quote, paraphrase, or otherwise use information produced by someone else.

e.g. The cheetah has been classified as endangered because of its small population size and its lack of genetic diversity (Baldauf 204).

- o Baldauf is the last name of the author whom you are sourcing.*
- o The number 204 indicates the page on which the information can be found.*

The following formats should be used when constructing your citations.

One author

Isaac (201) indicated in his research

In a recent study, research indicated (Isaac 201)

Two or more authors

Always cite both names every time you refer to work generated by two authors. For works with three or more authors, cite all authors the first time the reference occurs. In all further citations, include only the last name of the first author followed by et al.

No authors

Cite the first few words of what appears first for the entry in your references list (usually the title) and the year.

The second component of MLA format is the list of all materials you cited throughout your paper, entitled "Works Cited". This list will give more detail on publisher, journal title, etc. for each source that was given throughout your paper. Only include sources you cited in your Works Cited list. The following formats should be used when creating your references list at the end of your paper.

- o Begin the reference list on a new page, with the title, Works Cited, centred in the top middle of the page.*
- o If the list takes up more than one page, do not re-title each page.*
- o Use one space after all punctuation.*

- o Double space between items.
- o Double space with hanging indent (after the first, additional lines are indented five spaces) within citations.
- o Italicise titles of book, journals etc.
- o Arrange entries in alphabetical order.

Journal Article, One Author

Simon, A. "Perceptual comparisons through the mind's eye". *Memory and Cognition*, 23 (2000): 635-647.

Journal Article, Two Authors

Becker, M.M. and Rozek, S.J.. "Welcome to the energy crisis". *Journal of Social Issues*, 32 (1995): 230-343.

Magazine Article

Garner, H.J. "Do Babies Have a Universal Song?". *Psychology Today*, 10 July 1997: 70-77.

Newspaper Article

Fletcher, I.M. "Study Finds Free Care Used More." *Wall Street Journal*, 10 Dec. 1996, pp. A1, A25.

Newspaper Article, no author

"Study Finds Free Care Used More." *Wall Street Journal*, 10 Dec. 1996, pp. A1, A25.

Book

Strunk, W. *The Elements of Style* (3rd ed.) New York: Macmillan, 1979.

Edited Book

Letheridge, S. and Cannon, C.R., eds. *Bilingual education*. New York: Praeger, 1980. 24-26.

Entry in an Encyclopedia

"Imago". *World Book Encyclopedia*. Vol. 10, p. 79, 2000.

Report from a Private Organization

Kimberly-Clark. *Kimberly-Clark (Annual Report)*. Dallas, Texas: I.M Fletcher, 2002.

Dissertation

Olsen, G.W. "Campus child care within the public supported post-secondary educational institutions in the state of Wisconsin (dare care)." *Diss. University of Wisconsin-Madison*, 1985.

Videotape/DVD

Mass, J.B. (Producer), and Gluck, D.H. (Director). *Deeper into hypnosis*. (Motion Picture) 1979.

Internet Article Based on Print Source

(The citation is done as if it were a paper article and then followed by a retrieval statement that identifies the date retrieved and the source.)

Smith, R. "Achoo!" *Better Nutrition*. January 1999. Retrieved September 17, 2001.

Web Page with Private Organization as Author

Midwest League. *Pitching, individual records*. 1 October 2003,
<http://www.midwestleague.com/indivpitching.html>

Chapter or Section in an Internet Document

Thompson, G. "Youth coach handbook". In Joe Soccer. 17 June, 2001,
<http://www.joesoccer.com/menu.html>

Web Page, Government Author

Wisconsin Department of Natural Resources. "Glacial Habitat Restoration Areas." 1 September, 2001
<http://www.dnrstate.wi.us/org/land/wildlife/hunt/hra.htm>

Referencing Using the American Psychological Association (APA) Format For the Sciences

There are two important components of the APA format. The first is the in-text citation. This means that you must place a citation (in brackets) within your text whenever you quote, paraphrase, or otherwise use information produced by someone else.

e.g. The cheetah has been classified as endangered because of its small population size and its lack of genetic diversity (Baldauf, 1986, p. 204).

- o Baldauf is the last name of the author whom you are sourcing.
- o The number 1986 indicates the year in which the source material was published.
- o The number 204 indicates the page on which the information can be found.
- o The commas separate these pieces of information.

The following formats should be used when constructing your citations.

One author

Isaac (2001) indicated in his research

In a recent study, research indicated (Isaac, 2001)

Two or more authors

When a work has two authors, always cite both names every time the reference occurs. For works with three, four, or five authors, cite all authors the first time the reference occurs. In all further citations, include only the last name of the first author followed by *et al.*

No authors

Cite the first few words of what appears first for the entry in your references list (usually the title) and the year.

The second component of APA format is the list of all materials you cited throughout your paper, entitled "References". This list will give more detail on publisher, journal title, etc. for each source that was given throughout your paper. Only include sources you cited in your References list. The following formats should be used when creating your References list at the end of your paper.

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Journal Article, One Author

Simon, A. (2000). "Perceptual comparisons through the mind's eye". *Memory and Cognition*, 23, 635-647.

Journal Article, Two Authors

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Magazine Article

Garner, H.J. (1997, July). "Do babies have a universal song?" *Psychology Today*, 102, 70-77.

Newspaper Article

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Newspaper Article, no author

"Study finds free care used more" (1982, April 3). *Wall Street Journal*, pp. A1, A25.

Book

Strunk, W. (1979). *The elements of style* (3rd ed.) New York: Macmillan.

Edited Book

Letheridge, S. and Cannon, C.R. (Eds.). (1980) *Bilingual education*. New York: Praeger.

ERIC Document

Peterson, K. (2002). *Welfare-to-work programs: Strategies for Success* (Report No. EDO-JC-02-04). Washington D.C.: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED467985)

Entry in an Encyclopedia

"Imago". (2000). In *World Book Encyclopedia* (Vol. 10, p. 79). Chicago: World Book Encyclopedia.

Report from a Private Organization

Kimberly-Clark. (2002). *Kimberly-Clark (Annual Report)*. Dallas, Texas: I.M Fletcher.

Dissertation

Olsen, G.W. (1985). "Campus child care within the public supported post-secondary educational institutions in the state of Wisconsin (dare care)." (Doctoral dissertation, University of Wisconsin-Madison, 1985). *Dissertations Abstracts International*, 47/03, 783.

Videotape/DVD

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Smith, R. (1999, January). "Achoo!" *Better Nutrition*, 61, 24. Retrieved September 17, 2001.

Web Page with Private Organization as Author

Midwest League. (2003). *Pitching, individual records*. Retrieved October 1, 2003, from <http://www.midwestleague.com/indivpitching.html>

Chapter or Section in an Internet Document

Thompson, G. (2003) "Youth coach handbook." In *Joe soccer*. Retrieved June 17, 2001 from <http://www.joesoccer.com/menu.html>

Web Page, Government Author

Wisconsin Department of Natural Resources. (2001). "Glacial Habitat Restoration Areas." Retrieved

September 1, 2001 from <http://www.dnrstate.wi.us/org/land/wildlife/hunt/hra.htm>

Company Information from Database

Ripon Pickle Company Inc. (company profile). (2004). Retrieved September 18, 2002, from Business and Company Resource Centre.

Additional Websites:

Citation machine

Bibme.org

HONOUR ROLL POLICY

Students must exhibit consistently high academic performance and must satisfy the following requirements:

Year 1 A total of 640 marks out of 800 marks from courses taken in the regular day program during the current school year.

Year 2 A total of 640 marks out of 800 marks from courses taken in the regular day program during the current school year.

Year 3 A total of 560 marks out of 800 marks from courses taken in the regular program during the current school year.

Year 4 A total of 480 marks out of 600 marks from courses taken in the regular day program during the current school year with the only exception being as follows: 1 Continuing Education credit may be used to provide 100 of the above 600 marks provided that the student is taking 5 courses in the regular day program to provide the other 500 marks. A student who is taking fewer than 5 credits will not be allowed to include any Continuing Education credits.

Notes:

- *Summer School credits will not be used for Honour Roll purposes.*
- *KCVI students who take a course at another secondary school because it is not offered at KCVI may have that course included for consideration on the Honour Roll.*
- *Students who take a Focus Program may have the courses considered for KCVI Honour Roll purposes.*
- *Royal Conservatory of Music credits will not be considered for KCVI Honour Roll purposes.*

DIPLOMA PLANNER

TO EARN AN ONTARIO SECONDARY SCHOOL DIPLOMA, YOU MUST SUCCESSFULLY COMPLETE:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in
Gr. 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics and
- 0.5 credit in career studies

Group 1: 1 additional credit in English
or a third language
or Social Sciences and the Humanities
or Canadian and world studies
or Guidance and career education
or cooperative education*

Group 2: 1 additional credit in Health &
Physical Education
or Business Studies
or The Arts
or Business Studies
or cooperative education*

Group 3: 1 additional credit in Science
(Grade 11 or 12)
or Technological education (Gr. 9 to 12)
or cooperative education*

12 Elective Credits
Chosen from the available courses at secondary
school. Note that these courses should be selected
by considering the requirements of the possible
post-secondary destination(s).

40 hours of Community Involvement activities

Provincial Literacy Test Pass (written in Grade 10)

*A maximum of 2 credits in cooperative education can count as
compulsory credits.