



ADMINISTRATIVE PROCEDURES

CATHOLIC EDUCATION: ASSESSMENT, EVALUATION AND REPORTING – KINDERGARTEN TO GRADE 12 (Policy Statement: Catholic Education: Assessment, Evaluation and Reporting – KINDERGARTEN to GRADE 12)

Purpose

Rooted in the Algonquin Lakeshore Catholic District School Board's Mission, Vision and Values our instruction, assessment, evaluation and reporting practices must meet or exceed the educational needs and expectations as ascribed by the Ministry of Education and they must articulate a world view shaped by Catholic conversation. These Administrative Procedures will reference and link directly to Ministry of Education, Algonquin Lakeshore Catholic District School Board and Institute for Catholic Education documents to ensure equitable, clear, consistent and aligned instruction, assessment, evaluation and reporting procedures and practices.

References

[ALCDSB Alternative Progress Report Template](#)

[ALCDSB Alternative Report Card Template](#)

[Alternative Reporting Questions & Answers](#)

[Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1-12, Ministry of Education \(2010\)](#)

[Growing Success - The Kindergarten Addendum. - Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education \(2016\)](#)

[Full Day Kindergarten Understanding Your Child's Report \(2017\)](#)

[Individual Education Plan \(IEP\), A Resource Guide, Ministry of Education \(2004\)](#)

[Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten - Grade 12, Ministry of Education \(2013\)](#)

[Ontario Catholic School Graduate Expectations, Institute for Catholic Education](#)

[Ontario Curriculum, Grades 1 to 12 -Achievement Charts \(2004\)](#)

[Ontario Curriculum, The Kindergarten Program \(2016\)](#)

[Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, Ministry of Education \(2011\)](#)

Procedures

1. Roles and Responsibilities

ALCDSB Trustees

- Ensure accountability of the ALCDSB to the Catholic communities they serve by reviewing and approving the ALCDSB Assessment, Evaluation and Reporting Policy and Procedure updates and revisions.

Senior Administrative Team (Director of Education and Superintendents of Education)

Model and foster a culture of high expectations for all principals, staff and students by:

- Ensuring all practices and procedures support the Ontario Catholic School Student Graduate Expectations and the ALCDSB Equity Plan.
- Supporting the implementation of the Assessment, Evaluation and Reporting Administrative Procedure.
- Building school administrator capacity and collaborating with schools to implement Growing Success.
- Monitoring and using assessment and evaluation data (school and system) to support our Catholic learning communities in developing Board and School Improvement Plans for Student Achievement and Well-being.

ALCDSB Central Staff

Support Senior Administration, Administrators, Teachers and Support Staff to implement policies and administrative procedures related to assessment, evaluation and reporting by:

- Building system and school staff capacity.
- Using assessment and evaluation information to inform decisions to support Catholic board and school improvement planning processes (MYSP, BIPSAW, SIPSAW).
- Modelling, naming and sharing best pedagogical practices in 21st century teaching and learning.
- Supporting professional development opportunities to support the system and collaborate with staff in understanding, using and communicating fair, transparent, inclusive and equitable assessment and evaluation practices.

School Administrators

Ensure a culture of high expectations for all staff and students by:

- Using the ALCDSB Assessment Framework to build school capacity through collaboration with board/school staff, students, and parents/guardians.
- Using assessment and evaluation information to inform decisions and practice which support the Catholic School improvement planning process.
- Supporting school staff in understanding, using and communicating timely, fair, transparent and equitable assessment and evaluation practices that support student centred learning.

- Working with teachers to ensure standard and equitable grading practices that follow Ministry and ALCDSB policies and procedures for assessment, evaluation and reporting.
- Supporting teachers and parents/guardians in ongoing communication and understanding of progress and achievement.

Teachers

Enhance and enrich the learning experience to motivate and support students by:

- Promoting and modelling a culture of high expectations.
- Ensuring that students see themselves reflected in the curriculum.
- Following the mandate of [Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grade 1-12, Ministry of Education \(2010\)](#) policy.
- Modelling, naming and sharing practices and procedures that reflect the [Ontario Catholic School Graduate Expectations, Institute for Catholic Education \(1999\)](#).
- Communicate assessment and evaluation information with students and parents/guardians throughout the school year.
- Administer large scale/standardized assessments.
- Adhere to guidelines for student evaluation including evidence of student achievement for determining grades and reporting.
- Develop and infuse instructional practices with assessment for, as and of learning frameworks to inform instruction, guide next steps, and help students monitor their progress.
- Design with student's learning goals and success criteria as part of the instruction and learning process.
- Keep culturally responsive and relevant teaching, pedagogy and assessment practices in mind when planning relevant, unbiased assessments.
- Analyze and interpret evidence of student learning and provide rich, relevant and timely feedback.
- Gathering and recording evidence of student achievement for evaluation over time through observations, conversations and student product reflective of student voice, choice and agency.
- Ensure that students with special education needs are accommodated, modified or programmed for in relation to an IEP.
- Ensure that English Language Learners are assessed based on content knowledge.

Support Staff

Enhance and enrich the learning experience to motivate and support students by:

- promoting and modelling a culture of high expectations.
- modelling, naming and sharing practices that reflect the [Ontario Catholic School Graduate Expectations, Institute for Catholic Education \(1999\)](#).
- communicate observations and information of student learning with teachers.
- support students to understand and achieve learning goals and success criteria as part of learning and assessment process.

<ul style="list-style-type: none"> • support students with special education needs according to the accommodations and modifications outlined in the Individual Education Plan.
<p>Parents/Guardians</p> <p>Support the growing success of their child by partnering with the school team to:</p> <ul style="list-style-type: none"> • communicate and work collaboratively to support their child’s achievement and well-being.
<p>Students</p> <p>Participate in assessment tasks that support growth in learning by:</p> <ul style="list-style-type: none"> • modelling Academic Integrity by working to achieve excellence, originality and quality in learning and assessment tasks. • respecting the rights, responsibilities and contributions of self and others (teachers, parents/guardians, peers) throughout the learning and assessment process. • Demonstrating their learning by completing tasks and creating products reflective of established learning goals and success criteria. • Grow in their awareness as an individual learner, capable of self-advocacy and expression of agency through voice and choice. • Communicating and collaborating with the school team and parents/guardians to support their achievement and well-being. • Develop an awareness of how their learning reflects the expression of the <u>Ontario Catholic School Graduate Expectations, Institute for Catholic Education (1999).</u>

2. Assessment, Evaluation and Reporting

2.1 At ALCDSB we respect the dignity of all learners and provide multiple opportunities for students to demonstrate learning reflecting the wholistic and cyclical nature of assessment, evaluation and reporting responding to the variability of learners.

Assessment is the body of evidence that is collected by the teacher in the form of products, conversations and observations which demonstrate the level of learning of students and directs next steps for learning.

Evaluation is the professional overall judgment that a teacher makes upon reflection of the body of evidence which best represents the student’s level of achievement at that specific moment in time.

Reporting is the formal documentation of student achievement that is shared with the students and parents/guardians at Ministry of Education/ALCDSB mandated timelines on Report Cards.

[Growing Success- The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education \(2016\)](#)
[Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grade 1-12, Ministry of Education \(2010\)](#)

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2.2 ALCDSB Elementary Report Card Guidelines (Appendix 5)

In the Algonquin and Lakeshore Catholic District School Board, report cards are the primary method for educators to document student progress towards meeting the curricular expectations by grade level, as required by the Ontario Ministry of Education. These reports share essential information about each student’s development of learning skills. They share valuable information for parents/guardians and students to understand student strengths and next steps for improvement. Parents/guardians, educators, administrators and support staff refer to the Provincial Report Cards to look for previous patterns of achievement and important information in a student’s learning journey.

3. The Assessment, Evaluation and Reporting Cycle

Algonquin and Lakeshore Catholic District School Board recognizes that assessment, evaluation and reporting is embedded in the learning cycle as presented in the ALCDSB Assessment Frameworks.

[Appendix 4 ALCDSB Kindergarten Assessment Framework](#)

[Appendix 3 ALCDSB 1-12 Assessment Framework](#)

4. ACADEMIC INTEGRITY

- 4.1 Academic integrity is a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. An academic community flourishes when its members are committed to these five fundamental values. These values must be embodied in the evidence of student learning. Academic integrity is built upon continuous conversations with students, teachers, parents/guardians and administrators about how these values are, or are not, evident in student work.
- 4.2 As appropriate to their age and grade, students are guided by their teachers to develop an understanding that they are responsible for providing evidence of their learning and that the projects, tests or exams they complete and the assignments they submit for assessment and evaluation must be their own work and that a compromise of academic integrity will not be condoned. As appropriate to the grade level, students are instructed in the ethical use of intellectual property and the mechanics of documentation.
- 4.3 Where academic integrity is compromised, responses by teachers and administrators will be guided by the vision of the learner as described in the following Ontario Catholic School Graduate Expectation: *A Responsible citizen who acts morally and legally as a person formed in Catholic traditions; and accepts accountability for one's own actions* and within an environment of reconciliation and restorative practice that leads to the rebuilding of trust.
- 4.4 In Grades 1 to 6, should academic integrity be compromised:
- the student and parent/guardian are informed by the teacher;
 - the task shall either be re-done or an alternate assignment is permitted to demonstrate achievement of the curriculum expectations;
 - the teacher explains and provides feedback to the student, to ensure a deepening understanding that assignments, completed for assessment and evaluation, must be their own work.
- 4.5 In Grades 7 and 8, should academic integrity be compromised:
- The student is informed by the teacher;
 - The assignment shall not be accepted by the teacher;
 - The teacher will contact the parent/guardian;
 - If this is a first offence, the work shall either be re-done to demonstrate achievement of the curriculum expectations or a teacher may choose to view the

assignment as incomplete and permit the demonstration of the curriculum expectations in a different assignment.

4.6 In Grades 9 and 10, should academic integrity be compromised:

- the student is informed by the subject teacher;
- the assignment shall not be accepted by the teacher;
- If this is a first offence, the student will be given the opportunity to resubmit the assignment or an alternative assessment;
- should the student fail to resubmit the assignment, a mark of zero will be assigned;
- the teacher will notify administration by completing [Appendix 2 ALCDSB Academic Integrity Misconduct Report](#) the teacher will contact the parent/guardian;
- the teacher will remind the student of strategies to avoid compromising academic integrity.

4.7 In Grades 11 and 12, should academic integrity be compromised:

- the student is informed by the subject teacher;
- the assignment will receive a mark of zero;
the teacher will notify administration by completing [Appendix 2 ALCDSB Academic Integrity Misconduct Report](#) the teacher will contact the parents/guardians, where appropriate;
- the teacher will remind the student of strategies to avoid compromising academic integrity.

4.8 In Grades 9 through 12, should academic integrity be compromised on subsequent occasions:

- the student is informed by the subject teacher;
- the assignment will receive a mark of zero;
- the teacher will contact the parent/guardian, where appropriate;
- the teacher will notify administration by completing [Appendix 2 ALCDSB Academic Integrity Misconduct Report](#) administration will inform the parent/guardian by letter.

5. LATE AND MISSED ASSIGNMENTS

5.1 Early in each school year or semester teachers will communicate to students and, where

appropriate, to parents/guardians that students are responsible not only for their learning in the classroom and the school, but also for providing evidence of their achievement within a specified time frame and that failure to complete assessment and evaluation activities reduces the body of evidence upon which the teacher can assess and evaluate student achievement of the curriculum expectations. There are consequences for not completing assignments for evaluation or for submitting assignments late. See pages 43 and 44 of [Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grade 1-12, Ministry of Education \(2010\)](#)





6. REPORTING STUDENT ACHIEVEMENT

- 6.1 Policy for reporting the achievement for all students using the elementary and secondary provincial report cards and the elementary progress report cards is outlined, in detail, in the document [Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grade 1-12, Ministry of Education \(2010\)](#), [Growing Success - The Kindergarten Addendum. - Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education \(2016\)](#), [Appendix 5 ALCDSB Elementary Report Card Guidelines](#)
- 6.2 If, in the teacher's professional judgment, after reviewing the collection of evidence, the student has not demonstrated achievement of the missed expectations, and there are no extenuating circumstances, the teacher will determine that insufficient evidence of achievement has been provided by the student to make an accurate and valid evaluation of student performance. The teacher will refer to [Appendix 1 Determining Student Achievement Under 50% in Grades 9-12](#)

Appendices

- Appendix 1: [Appendix 1 Determining Student Achievement Under 50% in Grades 9-12](#)
 Appendix 2: [Appendix 2 ALCDSB Academic Integrity Misconduct Report](#)
 Appendix 3: [Appendix 3 ALCDSB 1-12 Assessment Framework](#)

Appendix 4: [Appendix 4 ALCDSB Kindergarten Assessment Framework](#)
Appendix 5: [Appendix 5 ALCDSB Elementary Report Card Guidelines](#)