ASSESSMENT AND EVALUATION STRATEGIES

ACADEMIC HONESTY: CHEATING AND PLAGARISM
All students in the Toronto District School Board are expected to submit their own work for evaluations. Cheating and plagiarism will not be condoned. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism; and
- ensure that all their work is original and that they cite sources accurately and consistently

Consequences for academic misconduct could result in assignments of a lower grade (including zero), failure in a course and removal from a course and/or suspension from school.

EVALUATION OF LATE OR MISSED ASSIGNMENTS
Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

Teachers support students in the development of their skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time.

Students must also understand that there are consequences for incomplete, missing and late assignments. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

MISSED EVALUATIONS
It is the student's responsibility to make arrangements, ahead of time, for any evaluations that may be missed. If a student misses a test due to an illness or family emergency, then that student must bring a note signed by a parent/guardian with a phone number where they can be reached in the evening. Also, that student will be expected to write a make-up test immediately upon return to school. Missed exams require a medical note that states the student was medically incapable of writing an exam.
PURPOSE OF ASSESSMENT
The term assessment is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

ASSESSMENT FOR LEARNING
Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

ASSESSMENT AS LEARNING
Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. This type of assessment occurs frequently and in an ongoing manner and helps students reflect on their learning and set individual goals for learning.

ASSESSMENT OF LEARNING
Assessment of learning is the assessment that becomes public and results in the student’s overall grade. This type of assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

LEARNING SKILLS
Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation are assessed on an ongoing basis. Good attendance, academic integrity, homework and timely assignment completion are also crucial to the success of the student.

COURSE EVALUATION

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<thead>
<tr>
<th>Course Work – 70%</th>
<th>Learning Categories</th>
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<tbody>
<tr>
<td>Ongoing assessment of learning will occur to allow students the opportunity to be successful. Your achievement will be assessed during each unit to determine how well you are progressing towards achieving course expectations. Course work will be assessed using the four learning categories: 1) Knowledge/Understanding; 2) Thinking/Inquiry; 3) Communication and 4) Application. The weighting of each learning category varies by subject and course.</td>
<td>Knowledge and Understanding 25%</td>
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<tr>
<td>Descriptive feedback from your teacher will enable you to improve. Assessment of learning in course work will determine 70% of your overall grade. Examples of tasks used to determine this mark may include: tests, assignment, reflections, essays etc.</td>
<td>Thinking/Inquiry 25%</td>
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<td>Communication 25%</td>
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<td>Application 25%</td>
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<tr>
<th>Culminating Task – 30%</th>
<th>Culminating Task: In-class Summative 30%</th>
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<td>You are expected to take part in the course culminating activity. This will allow you the opportunity to demonstrate your achievement of all the course expectations. The Culminating Task will determine 30% of your overall grade in this course. Examples of culminating tasks are an argumentative research paper, final exam, presentation etc.</td>
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