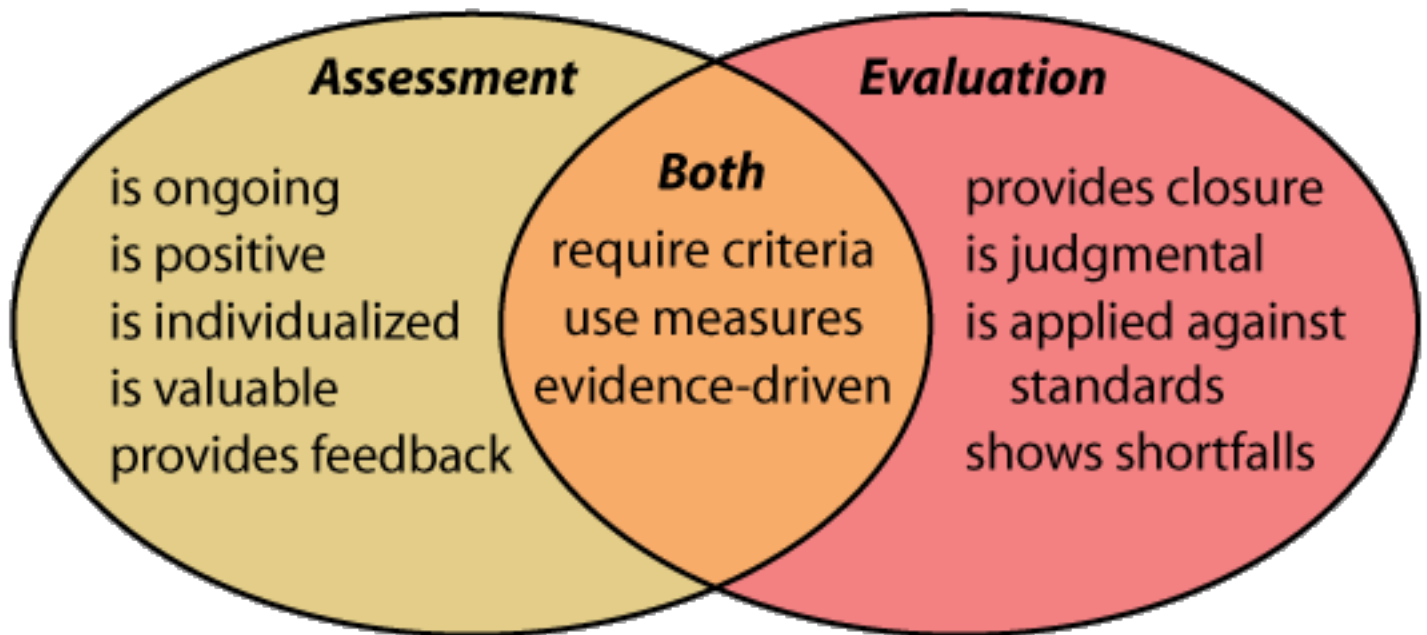


Assessment & Evaluation



Purpose

The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course. A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- ~ **Products**
- ~ **Observations**
- ~ **Conversations**

Grading

The final grade is based on performance in 3 areas:

- Products
- Observations
- Conversations

70% of the grade is based on evaluations conducted throughout the course.

30% is based on a final evaluation.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

To the Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.

The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.

There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

Based on *Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools*
Toronto District School Board, 2006

Attendance



Our school runs asynchronous online courses and, therefore, students are free to log-in and work on their course material at their own pace. Courses are designed to take 110 hours to complete and all course assignments, including the final exam, must be completed within **10 months** from the start of enrolment. Regular attendance at school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will arrange to meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. A meeting or online conference, with all stakeholder, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

If a student fails to attend their course and does not participate in the planned online activities then the student, and the parent(s) of the student, who is under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholder, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

Students are expected to **login 3 times each week**, not including scheduled holidays, for the entire duration of their course. **If a student fails to login to their course three times in a single week then an absence will be recorded on their report card.**

Truancy Policy



Truancy by definition is the absence of part of, or all of, one or more days from school during which the school **attendance** officer, principal or teacher has not been notified of the appropriate cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory education.

Students are required to attend school until they reach the age of eighteen or graduate. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school, that student can be asked to cease **attendance** in school. Regular **attendance** at school is critical for the student's learning. To encourage regular **attendance** by students, our school will ensure that students and their parents are informed about the school's policy on **attendance**. Where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve **attendance**. Students of compulsory school age whose absence is reported to the school board **attendance** counsellor will have the reason for their absence investigated.

In the case of online learning **students are expected to login 3 times each week**, not including scheduled holidays, for the entire duration of their course. If a student fails to login to their course **three (3) times in a single week then an absence will be recorded on their report card**. If the student fails to login for two (2) weeks in a row then a message will be sent, either to the parents of a student under 18 years of age or to the student who has reached the age of majority, requiring an explanation and the immediate resumption of online **attendance**. If the student continues to be truant from their course then phone call(s) will be made to the telephone number provided on the registration forms. **If the student fails to attend classes for 59 days than the students' online account will be suspended.**

All work will remain intact and resumption of the online course will be determined by the principal in consultation with the student, teacher and parents (if applicable).

Instructional Approaches

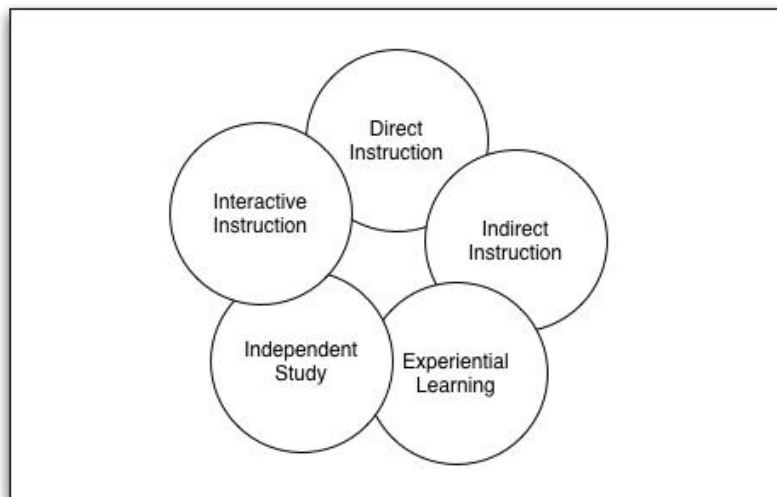


Figure 4. Instructional Strategies

Teachers in the school are expected to:

- clarify the purpose for learning
- help students activate prior knowledge
- differentiate instruction for individual students and small groups according to need
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes

- provide many opportunities for students to practise and apply their developing knowledge and skills
- apply effective teaching approaches involve students in the use of higher-level thinking skill
- encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually
 - cooperatively
 - independently with teacher direction
 - through investigation involving hands-on experience
 - through examples followed by practice
 - by using concrete learning tools - manipulatives - in mathematics such as connecting cubes, measurement tools, algebra tiles, and number cubes
 - by encouraging students to gain experience with varied and interesting applications of the new knowledge.
- Rich contexts for learning open the door for students to see the "big ideas" of mathematics that will enable and encourage them to reason mathematically throughout their lives.

English Learner



Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Antidiscrimination Education

Learning resources reflect students' interests, backgrounds, cultures, and experiences. Learning materials:

- involve protagonists of both sexes from a wide variety of backgrounds
- reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Metis, and Inuit peoples

- include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films
- provide opportunities for students to explore issues relating to their self-identity
- make students aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Literacy and Inquiry/Research Skills

The school emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
- emphasizing students' ability to interpret and use graphic texts.
- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet.
- learning that all sources of information have a particular point of view
- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Role of Technology



Information and communications technologies (ICT) tools used in many ways:

- Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs.
- They use technology to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.
- Students are encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet web sites to gain access to museums and archives in Canada and around the world.
- Students use digital cameras and projectors to design and present the results of their research to their classmates.
- The school plans to use ICT to connect students to other schools and to bring the global community into the classroom.
- Students are made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Career Education

Students are given opportunities to develop career-related skills by:

- applying their skills to work-related situations
- exploring educational and career options
- developing research skills

- practicing expository writing
- learning strategies for understanding informational reading material
- making oral presentations
- working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Financial Literacy



Financial Literacy

The school is emphasizing the importance of ensuring that Ontario students have the opportunity to improve their financial literacy. Financial literacy is defined as "having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence". The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. Thus, an attempt will be made to integrate Financial Literacy in all the school's courses.