



## Administrative Procedures Memorandum

### APC 017 Assessment, Evaluation, & Reporting in Secondary Schools A Companion Guide to *Growing Success*

**DATE OF ISSUE:** September 2010

**MEMO TO:** Secondary Teaching Staff

**FROM:** Director of Education

#### PURPOSE

The purpose of this memorandum is to outline a common approach and a consistent practice of assessment, evaluation, and reporting in our secondary schools which actively and intentionally pursues the Waterloo Catholic District School Board vision: "Our Catholic Schools: heart of the community ~ success for each and a place for all."

This document is a companion to *Growing Success* Assessment, Evaluation, And Reporting in Ontario Schools 2010 published by the Ministry of Education and provides further direction outlining policy specific to the Waterloo Catholic District School Board.

With this document, we work towards the realization of our vision by living our mission: "As disciples of Christ, educating and nurturing hope in all learners to realize their full potential to transform God's world."

The Vision and Mission of the Waterloo Catholic District School Board provides a distinctive lens for schools to serve students through a continually improving cycle of teaching and learning. In light of our Catholic faith tradition, a fundamental belief in the essential dignity of all learners governs all of our practice and has particular significance in the area of assessment, evaluation, and reporting. Designing and implementing authentic assessment, evaluation and reporting strategies which respect the uniqueness of the individual learner promotes improved student achievement of the provincial curriculum expectations enabling students to achieve the expectations for the Ontario Catholic School Graduate, calling them to contribute meaningfully to the community.

#### REFERENCES

- ◆ The Vision and Mission of the Waterloo Catholic District School Board (2010)
- ◆ *Growing Success* (2010)
- ◆ The Ontario Catholic School Graduate Expectations (1999)
- ◆ Ontario's Equity and Inclusive Education Strategy (2009)
- ◆ Learning for All – *draft* (2009)
- ◆ The Ontario Curriculum, Grades 9-12 Curriculum Documents
- ◆ The Individual Education Plan: A Resource Guide (2004)

#### FORMS

Form APC017-01 Credit Recovery Learning Plan  
Form APC017-02 Recommended Course Placement/Credit Recovery Profile Form  
Form APC017-03 Late and Missed Assignment Form



## APPENDICES

- Appendix A – Plagiarism and Cheating Guidelines
- Appendix B – Determining Midterm and Final Grades
- Appendix C – Late and Missed Assignments At-a-Glance
- Appendix D – Reporting Student Achievement At-A-Glance
- Appendix E – Grading and Reporting for Students on IEPs

## GUIDELINES AND COMMENTS

The following guidelines draw heavily from *Growing Success* while responding to the distinctive lens and unique circumstances of the secondary schools in the Waterloo Catholic District School Board. They have been developed in collaboration with representatives from a variety of schools, roles, and experiences and validated by the system-level AE committee and adopted by the Planning and Priorities team.

At the beginning of each semester teachers will distribute Student Information Sheets/Course of Studies in paper or electronic format to their students. The Student Information Sheets/Course of Studies will summarize the curriculum expectations for each of the four categories of knowledge and skills and will outline the assessment and evaluation methods and strategies for the course. In addition, teachers will communicate learning goals, expectations, and criteria for success to students as part of daily instruction.

Program Associations will develop the Student Information Sheets (SIS)/Course of Studies (CS) for all grade 9 to 12 courses using a common system developed format. In developing the SIS/CS forms, Program Associations will determine the percentage weighting for the four categories of knowledge and skills for each grade 9 to 12 course. This weighting will be consistent across the system and will be determined by clustering the expectations for each course under the four categories of knowledge and skills.

The overall instruction, assessment and evaluation of the course must reflect the prescribed weighting of the categories of knowledge and skills identified for the course, as specified on the course SIS sheets (for more information about categories of knowledge and skills, see *Growing Success*, 17).

**Note:** Chapter indications in this document correlate to the chapters of the *Growing Success 2010* Ministry document.

### **Chapter 1: Fundamental Principles**

The primary purpose of assessment, evaluation, and reporting is to improve student learning. *Growing Success* articulates seven fundamental principles which govern assessment, evaluation, and reporting to ensure that it is valid and reliable, and leads to the improvement of learning for all students. These principles ensure that assessment, evaluation, and reporting practices:

- ◆ are fair, transparent, and equitable;
- ◆ support all students regardless of need;
- ◆ are planned according to curriculum expectations and student experience;
- ◆ are communicated clearly and consistently;
- ◆ are ongoing and varied in nature;
- ◆ provide clear, specific, and meaningful feedback;
- ◆ develop the self-assessment skills of students (*Growing Success*, 6).



## Chapter 2: Learning Skills & Work Habits

There are 6 Learning Skills and Work Habits

- ◆ Responsibility
- ◆ Organization
- ◆ Independent Work
- ◆ Collaboration
- ◆ Initiative
- ◆ Self-Regulation

Examples of sample behaviours designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits can be found on page 11 of *Growing Success*. A student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-good, S-Satisfactory, N-Needs Improvement).

These skills and work habits will be clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. Although learning skills have a significant impact (positive or negative) on achievement, the evaluation of the learning skills will not be included in the determination of the student's percentage grade. In rare cases, for example in the health and physical education curriculum or with the mathematics process expectations, it is *not* possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement of a curriculum expectation. In these cases, teachers need to clearly identify the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate student achievement. For further clarification, refer to *Growing Success* page 10.

For students on an Individual Education Plan, assessment and evaluation of learning skills and work habits must be based on the identified strengths and needs in the student's Individual Education Plan.

## Chapter 3: Performance Standards – The Achievement Chart

Along with content standards (the curriculum expectations), there are performance standards outlined in the achievement chart in the curriculum documents for every subject area. The achievement chart identifies four categories which help teachers to focus not only on students' acquisition of knowledge, but also on their development of the skills of thinking, communication, and application. Within each category, the chart provides criteria and descriptors for each level of achievement (*Growing Success*, 18).

## Chapter 4: Assessment for Learning and as Learning

The primary purpose of assessment is to improve student learning. This requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies.

**For a detailed description of the three kinds of assessment (assessment *for* learning, assessment *as* learning and assessment *of* learning), the nature of the assessment (diagnostic, formative and summative), and the uses of assessment information, see *Growing Success*, table 4.1, 31.**

## Chapter 5: Evaluation

The primary purpose of evaluation is to improve student learning. Evaluation is based on assessment of learning which takes place at strategic times throughout the course, often at the end of a period of learning. Evidence of student achievement is collected over time from three sources: **observations, conversations and student products**



(tests or exams, and/or assignments for evaluation which include rich performance tasks, demonstrations, projects and/or essays).

Assignments for evaluation should:

- ◆ be completed, whenever possible, under the supervision of the teacher to ensure equity for all students
- ◆ include group projects only if individual student achievement can be evaluated independently and individual marks can be determined
- ◆ not include ongoing homework that students complete to consolidate their learning or to prepare for the next class

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's **most consistent** level of achievement, with special consideration given to **more recent** evidence. Teachers will consider:

- ◆ all evidence collected through observations, conversations and products
- ◆ all evidence for evaluation that the student has completed or submitted
- ◆ the number of test/exams, assignments for evaluation not completed or submitted
- ◆ different weighting assigned to various pieces of evidence (e.g. performance tasks)

Evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or the students' peers.

### Determining a Report Card Grade at Midterm and End of Semester

A student's achievement of the overall curriculum expectations will be evaluated using **levels** in accordance with the achievement charts in the provincial curriculum documents and will be reported using percentage marks. It is expected that **both professional judgement and mathematical calculations will inform the determination of percentage marks** (*Growing Success*, 40). The following conversion chart shows the alignment of the four levels of achievement to percentage marks:

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4 -	80-86
3+	77-79
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

Conversion Chart

WCDSB Policy	R+	40-49	Indicates that the student is able to achieve some expectations in limited ways; however, achievement is insufficient to be considered passable.
	R	21-39	Indicates that the student has difficulty achieving most of the expectations.
	R-	0-20	Indicates that the student has difficulty achieving any expectations.



### Lower Limit at Reporting Time (Midterm and Final)

When reporting **midterm** and **final** grades, marks within the **R-** range of 0-20% will be recorded as **20%** on the report card.

### Pass/Fail Consideration at End of Semester

If the calculation of a percentage grade falls between 47-49%, the teacher will use professional judgement in consultation with the program head/principal to adjust the grade to 46% or 50%. To assist in this determination, teachers will consider a student's achievement of overall expectations, including activities completed as assessments for learning.

### The Meaning and Use of "I"

For grades 9 and 10 courses only, the code "I" (insufficient evidence) is used in a teacher grade book/mark recording sheet and on a student's mid-term and final report card in the following circumstances:

- ◆ a student has enrolled late in the term with limited or no evidence of achievement
- ◆ a student, due to extenuating circumstances beyond his/her control (e.g. protracted illness), has insufficient evidence of achievement

Consult with administration prior to entering the code "I" on the mid-term and final report card.

A student will not earn a credit where the code "I" is used as a final mark. There is, however, the opportunity for credit recovery if there has been some evidence of achievement of the overall expectations for the course.

For grade 11 and 12 courses, the code "I" (insufficient evidence) may **not** be used.

### Cheating and Plagiarism

Cheating and plagiarism are forms of academic theft. They are serious matters which have significant implications for student learning and the moral climate of the school.

**Cheating** is a form of deceit which involves the intentional use of improper access to materials to complete an assignment or test. Cheating constitutes the use of material on paper, in text messages, or any other means of retrieving information, including oral communication or body language.

**Plagiarism** occurs when an individual intentionally or unintentionally uses information and represents another person's words, facts, ideas, translations, images (photographs, art work, graphs, etc.) or audio as their own by not giving credit to the creators. Plagiarism includes purchasing, copying, stealing or cutting and pasting some or all of another person's work and submitting it as their own. Plagiarism may occur when a student fails to properly reference and cite sources or paraphrase information.

As a part of the ongoing cycle of instruction and assessment, teachers should employ strategies to ensure that students avoid cheating and plagiarism (see Appendix A).

### Procedures for Suspected Cheating and Plagiarism

In instances where a student is suspected of cheating or plagiarism, teachers will follow the procedures outlined in Appendix A.



## Consequences of Plagiarism and Cheating

All forms of plagiarism, whether intentional or unintentional, and cheating are unacceptable and demand consequences. Teachers will take into consideration the following when implementing consequences:

- ◆ the grade level/maturity of the student
- ◆ the number and frequency of the incidents
- ◆ the individual circumstances of the student
- ◆ intentional versus unintentional actions (determining factors may include student knowledge of proper practice, intent to deceive, prior instruction in appropriate citing, referencing, and paraphrasing.)

### Term work (70%)

- ◆ In instances of cheating or plagiarism, student products (tests, assignments for evaluation) will receive a mark of “0” on the assessment until it has been redone or revised under the supervision of a teacher, or an alternate assignment is completed and submitted. The resubmitted assignment for evaluation or test will be considered late and subject to the late policy.
- ◆ Repeat offenses of cheating and plagiarism may result in a “0” for each individual assignment for evaluation or test. In consultation with program heads and/or administrators, teachers will use professional judgement to determine the appropriate evaluation of student learning.

### Culminating course activities (30%)

- ◆ **Intentionally plagiarized culminating course activities** will receive a mark of “0” for the component of the culminating activity that has been plagiarized. The student is not required to re-do that component. If, however, there is a rough draft or other stage of the process that is not plagiarized, the teacher may consider this work to determine the grade on the culminating activity.
- ◆ **Unintentional plagiarism on culminating course activities** will receive a mark of “0” until the plagiarized assignment is redone and evaluated. If the re-write is not submitted, that component of the culminating activity will receive a mark of “0”.
- ◆ **Cheating on an exam** will result in a mark of “0” for any section where it is clear that cheating has occurred.

## **LATE AND MISSED ASSIGNMENTS FOR EVALUATION / MISSED TESTS – Term Work (70%) and Culminating Course Activities (30%)**

There are strong and often divergent opinions on the approach to late and missed assignments. Many stakeholders are of the opinion that late and missed assignments should result in mark deductions; on the other hand, educational researchers in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not make students change their behaviour or help them be successful in the community, workplace, college or university. The WCDSB policy takes into account both views, and is designed to enhance current effective assessment and evaluation practices that motivate and facilitate completion of work and demonstration of learning. Suggestions for effective strategies to help prevent and / or address late and missed assignments can be found in *Growing Success* on page 43. **Professional Judgement** is critical in determining the strategy that will most benefit student learning (see page 152 of *Growing Success* for the definition of professional judgement). School level Student Success teams provide additional supports and school developed protocols need to be followed when required to determine the strategy that will best assist students in completing and submitting work.

Throughout the semester, it must be clearly communicated to students that they are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. It is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students. Assessment and evaluation practices also need to support students who will predictably struggle with



completing tasks without additional interventions. Supportive intervention strategies (communicating with parents, collecting work in stages, holding student-teacher conferences, student contracts for pre-arranged extensions, etc.) **prior** to assignment deadlines also are effective in assisting students to submit work on time.

Schools will inform students and their parents about the consequences and procedures for students who submit assignments late, fail to submit assignments or are absent for tests. Parents and students will be advised that failure to complete evaluation activities reduces the body of evidence upon which the teacher can evaluate student achievement of the curriculum expectations and could jeopardize the attainment of the credit. Course SIS forms will refer to the board policy for late and missed assignments for evaluation and missed tests.

### Procedure for Late and Missed Assignments for Evaluation / Missed Tests

- ◆ Pre-arranged extensions to due dates are not subject to a late penalty.
- ◆ Legitimate reasons for missed deadlines will be taken into consideration; teachers will use professional judgement to grant an extension to the due date with no late penalty.
- ◆ Students who miss a test for legitimate reasons will re-write the test or an alternate test upon their return to school or at a time and date determined by the teacher in consultation with the student.
- ◆ If a student misses a test because of truancy, the student will re-write the test or alternate test at a time and date determined by the teacher and communicated to the parents. The teacher will evaluate the test and assign a level. The level will then be **lowered** by one third (e.g. a level 3 will be adjusted to a 3-); the teacher will record both levels for consideration at mark reporting time. If the student is truant for the re-write, the teacher will assign a "0" for the test and contact parents. If a student repeatedly misses tests, teachers must notify administration.
- ◆ If an assignment for evaluation is not submitted on time, teachers will ask the student to identify the reason for not completing the assignment for evaluation by the required due date. Teachers will determine a revised due date and / or outline an alternate assignment. In determining the revised due date, teachers will identify supportive interventions, as required by school policy, to assist the student in completing the assignment including working with a school Student Success team, communicating with parents, completing the assignment under teacher supervision, etc. Part A of the "Late and Missed Assignment Form" (Form APC017-03) or other school developed form can be used as a tracking tool for the assignment (e.g. "Request to Achieve", "CARP," etc.).
- ◆ When the assignment is submitted on the revised due date, the teacher will evaluate the assignment and assign a level. The level will then be **lowered** by one third (e.g. a level 3 will be adjusted to a 3- ); the teacher will record both levels for consideration at mark reporting time.
- ◆ If the student does not complete the assignment by the revised due date, parents will be contacted and informed that the late penalty of a third of a level per school day will continue to be applied up to the full value of the assignment. Additional supportive interventions that will assist the student in completing the assignment need to be implemented and may include working with the school's Student Success team following Student Success protocols established at the school to assist students in submitting work. Part B of the "Late and Missed Assignment Form" (Form APC017-03) or other school developed form (e.g. "Request to Achieve," etc.) can be used as a tracking tool for the assignment.
- ◆ Late and missed assignments will be reflected in the assessment of learning skills/ work habits.

At mark reporting time, teachers will ensure that mark deductions will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

In determining a percentage mark for the report card for a student who has missed tests or submitted one or more assignments for evaluation late and for which the teacher has recorded two marks, the teacher will consider both levels recorded for the test(s) or late assignment(s) when considering the overall most consistent, most recent level of achievement in accordance with the achievement chart.



In determining a percentage mark for a student who has missed tests and / or has missed submitting one or more assignments for evaluation and a zero has been recorded, the teacher will consider the student's most consistent, most recent level of achievement in accordance with the achievement chart and will use professional judgement to lower the range within the level (level 2 is adjusted to 2-) or to lower the level itself if warranted (level 2 is adjusted to level 1) in consultation with the program head or administration where appropriate.

## Chapter 6: Reporting Student Achievement

Beginning in the 2010-2011 school year, the new Provincial Report Card, grade 9-12 will be used in all secondary schools.

### “SHSM” Box: Grades 11 and 12

When a student is taking a course as a credit towards a Specialist High Skills Major, check the “SHSM” box on the first and final report card.

### Teacher Comments

In writing comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should use parent-friendly language and should avoid language that simply repeats the wording of curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what the students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers are encouraged to compose and use personalized comments on report cards.

## Chapter 7: Students with Special Education Needs

Procedures for reporting student achievement vary according to the IEP. In the case of an IEP with accommodations only, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations as identified in the IEP.

### IEP with Accommodations-Working for Credit

When there are **accommodations** only (the student is meeting grade level expectations) the IEP box is **not** checked and **no** reference is made to the student receiving accommodations in the report card comment section. Teachers will assign a percentage mark to reflect the student's level of achievement.

### IEP with Modifications-Working for credit

When some of the student's learning expectations for a course are **modified** from the curriculum expectations, but the student is **working towards a credit**, the teacher will check the IEP box for every course to which the plan applies. **No** statement is made. Enter the percentage mark, and the appropriate report card comment. Teachers will complete an evaluation of the learning skills and work habits based on the strengths and needs identified in the IEP.

### IEP with Modifications-Not working for credit

When the student's learning expectations are modified to such an extent that the expectations for the course are **not** being met and the principal deems that credit will **NOT** be granted, check the IEP box. Enter a percentage mark for the course, and the appropriate report card comment. Comment 64 must be used:

*“This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”*





Subject specific comments will be used for strengths and next steps for improvement.

Evaluate the learning skills and work habits based on the student's strengths and needs as identified in the IEP. A zero is entered in the credit earned column.

### **IEP with Alternative Expectations-Not working for Credit**

In those instances where the student's learning expectations are alternative (not derived from the provincial curriculum expectations), check the IEP box. Leave the mark box blank. Complete evaluation of learning skills and work habits on the Provincial Report Card based on the strengths and needs in the IEP. Use comment 65.

Not working for Credit. See attached anecdotal report.

Use WCDSB Anecdotal Report to record achievement of alternative expectations identified in the IEP and comment on strengths and next steps for improvement. This anecdotal report must accompany the Provincial Report Card-Grades 9-12 -at regular reporting times. A zero is entered in the credit earned column.

## **Chapter 8: English Language Learners**

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. Please see page 77 of *Growing Success* for accommodations related to instructional strategies. However, recognize English language learners may also have special education needs.

It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

Accommodations can relate to instructional strategies, learning resources, and assessment strategies. Modifications relate to curriculum expectations. For examples, see p. 78 of *Growing Success*.

### **Reporting Student Achievement for English Language Learners:**

When a student's achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.

For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

The ESL/ELD box should *not* be checked to indicate:

- ◆ that the student is participating in ESL or ELD programs or courses; or
- ◆ that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).



## Chapter 9: E-Learning

E-learning is one of a number of alternative methods school boards can use to supplement traditional classroom teaching in order to deliver credit courses to Ontario secondary school students who, for a variety of reasons (e.g. low student enrolment in particular course offerings, unique scheduling and personal situations), require a more flexible learning option. School boards deliver provincially developed e-learning credit courses through the provincial Learning Management System (LMS).

Teachers using online courses and tools, whether through the provincial LMS or another learning management system, must abide by the assessment, evaluation, and reporting policies outlined in *Growing Success* and by the directives for the delivery of those courses outlined in *E-Learning Ontario: Policy Document, 2006* found at [http://edu.gov.on.ca/elearning/pdf/Policy\\_document.pdf](http://edu.gov.on.ca/elearning/pdf/Policy_document.pdf).

## Chapter 10: Credit Recovery

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade.

The **Guiding Principals** outlined on page 84 of *Growing Success* are intended to provide a consistent framework for the development of credit recovery programs across the province.

The **Credit Recovery Team** is a subset of the school's Student Success team, responsible for determining the placement of students in credit recovery programs (*Growing Success*, 85).

The **Process for Determining Eligibility for Credit Recovery** begins with the classroom teacher and involves the principal and the credit recovery team: refer to page 86 of *Growing Success* for details on the process.

The **Credit Recovery Profile** (Form APC017-02) is completed by the classroom teacher and submitted to the credit recovery team. It outlines units/concepts/expectations not successfully achieved and relevant information related to the learning skills and work habits of a student who is identified as eligible for credit recovery (*Growing Success*, 87).

The **Credit Recovery Learning Plan** (Form APC017-01) is developed by the credit recovery teacher on the basis of the Credit Recovery Profile. The learning plan is intended to address the student's individual needs and includes items such as which units of instruction will be recovered and how a final percentage mark will be determined. Refer to page 87 of *Growing Success* for additional items to include in the learning plan.

There are **Credit Recovery Limitations** to be considered: A credit can only be recovered within two years of when it was unsuccessfully completed; a student can only recover a credit for a course s/he has already completed; and there is no minimum percentage grade required in the original course for eligibility in credit recovery (*Growing Success*, 88).

### Credit Recovery Programming, Assessment and Evaluation

Seventy percent of the credit recovery grade can be based solely on the student's performance in the credit recovery program (Option 1) or based on a combination of evidence from the original course and evidence from credit recovery (Option 2). Thirty percent of the mark will be based on a final evaluation (based on the entire course) administered toward the end of the credit recovery course: see page 89 of *Growing Success* for a detailed explanation of two Options and the 70/30 breakdown.

### Continuing Education Optional After-School Credit Rescue / Recovery Program

The school will select staff to deliver an after-school program, the length of the program, meeting times, and subject areas to be covered. The school will complete the existing form for the Learning Opportunities Grant and submit to school superintendent for approval.



Once approval has been given, the school superintendent will forward a copy to the school and St. Louis. St. Louis will administer the program by ensuring that staff is in-serviced on register and time sheets. St. Louis staff will process all hiring forms through the Human Resources Department.

For a program to run, there must be a minimum of 10 students in one or more subject areas. For groups less than 10 in number, the school will provide a budget number to St. Louis to make up the difference.

Students must report for each session. The instructor will determine the length of time they must stay. The instructor must be present for the total length of time as indicated on the register.



## Credit Recovery Learning Plan

Student Name:	Date:
Teacher Name:	Guidance Counsellor:
School Name:	Student Success Teacher:
Course Code:	
Special Education Teacher (if on IEP)	

### Program Delivery Mode

- Day School                       St. Louis (ConEd)

### Components of the Learning Plan

#### Attendance Expectations:

#### Workload Expectations:

#### Missed Expectations (and accompanying assignments) Identified for Recovery:





**Recommended Course Placement Form/Credit Recovery Profile**

Student: \_\_\_\_\_ Phone# \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_

IEP: Yes/ No ESL: Yes/ No Course Code: \_\_\_\_\_

Mid-Term Mark: \_\_\_\_\_ Final Evaluation:( /30 ) ( /70 ) Final Mark: \_\_\_\_\_

Contact Made With: \_\_\_\_\_ to inform about this failure.

**\*\*NOTE: LEAVING THIS INFORMATION ON ANSWERING MACHINE IS NOT SUFFICIENT. PARENT WORK NUMBERS ARE AVAILABLE FROM ATTENDANCE.**

**\*\*PLEASE ENSURE YOU HAVE CONTACTED HOME BEFORE SUBMITTING THIS FORM**

**DATES OF PARENT CONTACT:**

Meeting	_____	_____	_____
Written	_____	_____	_____
Interview	_____	_____	_____
Phone Calls	_____	_____	_____

**SPECIFIC REASON FOR LOSS OF CREDIT**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Seminars – missed/poor    | <input type="checkbox"/> No class participation | <input type="checkbox"/> Skills – weak                |
| <input type="checkbox"/> Reports – poorly done     | <input type="checkbox"/> Motivation – low       | <input type="checkbox"/> Extra help not sought        |
| <input type="checkbox"/> Assignments – poorly done | <input type="checkbox"/> Lack of effort         | <input type="checkbox"/> Concentration – difficulties |
| <input type="checkbox"/> Homework – incomplete     | <input type="checkbox"/> Behaviour – disruptive | <input type="checkbox"/> Test performance             |
| <input type="checkbox"/> Class work – incomplete   | <input type="checkbox"/> Attitude – not focused | <input type="checkbox"/> # of Lates _____             |
| <input type="checkbox"/> Organization              | <input type="checkbox"/> # of Absences _____    |   |
| <input type="checkbox"/> Other _____               |   |   |

\*\*\*\*\*

**PROGRAM RECOMMENDATIONS:**

- Summer School - to attend summer school, student must contact Counsellor before **the last week of June** to ensure registration.
- Credit Recovery
- Repeat Course at same level
- Repeat Course at \_\_\_Applied \_\_\_Academic \_\_\_Essential \_\_\_College \_\_\_University \_\_\_Workplace
- Night School
- Self-Directed Learning

Rationale for your recommendation: \_\_\_\_\_



## Credit Recovery Profile (Part 2)

UNITS/CONCEPTS/ASSIGNMENTS/OVERALL EXPECTATIONS NOT MET SUCCESSFULLY BY STUDENT

*Teachers are asked to attach pertinent documentation that identifies both the achieved expectations and the missed expectations from the course profiles (i.e. mark reporting sheets, assignments for evaluation).*

Strategies that may facilitate credit recovery (e.g. using manipulatives, graphic organizers, PowerPoint, etc.)

**PROGRAM HEAD SIGNATURE:** \_\_\_\_\_

**STUDENT SUCCESS TEAM FOLLOW-UP:**

**Credit Recovery Program Placement:** Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Rationale for your recommendation: \_\_\_\_\_

**(Final recommendations for Credit Recovery Program placement is determined by the Student Success Team)**

**Administrator's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

cc. Ontario Student Record

**Information Collection Authorization:**  
*Information on this form is collected pursuant to the board's responsibilities set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Information on this form will be used to administer the Credit Recovery Program. Questions regarding the collection of this information should be directed to the school principal.*



## Plagiarism and Cheating Guidelines

Teachers who suspect that a student has plagiarized an assignment, or cheated on a test or assignment must:

- ◆ for assignments for evaluation, review the rough notes and bibliography/sources submitted by the student
- ◆ search the Internet or print source for works related to the assignment to see if the assignment has been copied
- ◆ for tests, identify the source used for cheating (such as notes, electronic devices, copying another student's answers, etc.)
- ◆ determine aspects of the test or assignment which reflect cheating

### Communicating with Others

- ◆ if the teacher has evidence of plagiarism or cheating, he/she may consult with a colleague or Program Head in order to provide objectivity in handling the situation
- ◆ in all cases, the student, the parent(s) or guardian(s) will be contacted
- ◆ if more than one student is involved, speak to each student individually

### Notification of Administration

- ◆ the teacher will inform Administration of all acts of plagiarism
- ◆ students who offer or sell their assignments to other students will be referred to Administration
- ◆ in cases of cheating, discretion will be used as to the severity of the incident (i.e. cheating on a quiz versus an exam or major test) to determine whether or not to inform Administration
- ◆ repeated instances of cheating will be reported to Administration

### Appeals to the Consequences

If an appeal of the consequences is requested, a further meeting may be called to include student, teacher, parent / guardian and administrator (and Program Heads if Administration requests their attendance at the meeting).

### How to Help Students Avoid Plagiarism

- ◆ At the beginning of each assignment, review the definition and consequences of cheating and plagiarism.
- ◆ Teach students note taking, paraphrasing and citation skills.
- ◆ Teach students when to quote directly and when to paraphrase.
- ◆ Require a bibliography or source for every assignment -- even when taking ideas or information from a textbook.
- ◆ Approve references as work is being done.
- ◆ Require a variety of sources so that the assignment is not internet dependent -- a good rule of thumb is to require at least one book and one article from an online research database for every web site a student uses.
- ◆ Collect and assess the stages of the writing process, giving feedback as the students work through an assignment.
- ◆ If a stage in the process is not completed, meet with the student and call home -- don't wait until final draft time.
- ◆ Request that all rough notes and draft copies of the assignment are included with the final copy.
- ◆ If possible, vary assignment topics and create original topics that require students to create their own work rather than easily copying from the internet or other assignments.
- ◆ Develop schedules and timelines for students giving enough time to complete the assignment.





- ◆ Require a bibliography or source for all assignments.
- ◆ Insist that students get written permission of both teachers to re-use an assignment.

**Some resources on plagiarism are available from these sources:**

**Lesson plans:** for grades 6-9 on Plagiarism and Citing Sources (items #5 & #9 respectively) are available from *School Libraries in Canada* vol. 20, no. 4 (2001) through EBSCO's Education Research Complete database <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&jid=D7A&site=ehost-live> Entire issue on Ethics of Information Use. (Accessed Sept 28, 2010)

**Paraphrasing:** Refer to exercise at <http://owl.english.purdue.edu/owl/resource/619/01/> (Accessed Sept 28, 2010)

**PowerPoint presentations on plagiarism** are available on the:

- Ontario School Libraries web site at Academic Honesty – Promoting the Legal and Ethical Use of Information by Secondary Students [for teachers] [http://www.accessola2.com/osla/docs/acad\\_honesty\\_teacher.ppt](http://www.accessola2.com/osla/docs/acad_honesty_teacher.ppt) [For teachers] (Accessed Sept 28, 2010)
- **Cite your stuff** PowerPoint presentation is available on our Board web site: <https://staffnet.wcdsb.ca/ps/Resource/Pages/default.aspx> under Copyright & Plagiarism (Accessed Sept 28, 2010)
- **Academic Honesty – The Legal and Ethical Use of Information** [for students] [http://www.accessola2.com/osla/docs/acad\\_honesty\\_student.ppt](http://www.accessola2.com/osla/docs/acad_honesty_student.ppt) (Accessed Sept 28, 2010)

**Bibliography Creation:** students can refer to sites which help create bibliographies:

- OSLIS Citation Maker <http://secondary.oslis.org/orig-steps/research/citesource> (Accessed Sept 28, 2010)
- EasyBib <http://www.easybib.com> (Accessed Sept 28, 2010)

[Plagiarism in the Internet Age](#). By: Howard, Rebecca Moore; Davies, Laura J.. *Educational Leadership*, Mar2009, Vol. 66 Issue 6, p64-67, 4p; Abstract: Discussion on means of addressing plagiarism in educational research. Details are given citing the frequent misuse of the Internet as a scapegoat in teaching research techniques to students. It is suggested that the Internet is not inherently unreliable, but that teachers should present and stress proper methods of research source citation. Additional comments are given highlighting the larger significance of research integrity in education and that authorship values should be more discussed in classrooms. (AN 36666628) <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&jid=EDL&site=ehost-live> Note: Much of the issue focuses on the ways in which digital technology affects the education industry, focusing specifically on online social networks and communications tools that change the ways people write and learn from others.



## Determining Midterm and Final Grades

### Step 1: Determining the Percentage Grade for a Category

The following example illustrates that a teacher could arrive at different Percentage Grades for a specific Level designation.

Knowledge	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Overall Level	Percentage Grade
Student A	3+	3+	3+	3	3+	77
Student B	3+	3+	3+	4-	3+	79

The 3+ range is between 77%-79%. The teacher has determined that Student A is at the lower end of the 3+ range, while Student B is at the higher end.

### Step 2: Determining the Midterm Grade or (70%) Term Grade

Category	Level	Percentage Grade (as determined by teacher)	SIS % Weighting	Category Grade
Knowledge	3	74	30%	22.2
Thinking	2+	69	20%	13.8
Communication	3-	71	20%	14.2
Application	3	76	30%	22.8
Midterm report card grade (or Term Grade)				73%

This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

### Determining the Final Grade

In the following steps, the Final Course Grade will be determined by combining the Term Grade (70%) from Step 2 with the Final Evaluation Grade (30%).

### Step 3: Final Evaluation Grade (30%)

Category	Level	Percentage Grade (as determined by teacher)	SIS % Weighting	Category Grade
Knowledge	4-	82	30%	24.6
Thinking	3	74	20%	14.8
Communication	3	76	20%	15.2
Application	3+	79	30%	23.7
			Total	78.3%

### Step 4: Final Course Grade (100%)

	Weighting	Grades	Calculation	
Term Grade	70%	73%	$0.70 \times 73$	51.1
Final Evaluation	30%	78.3%	$0.30 \times 78.3$	23.5
<b>Final Course Grade</b>				<b>75% (74.6)</b>



**Late and Missed Assignment for Evaluation Tracking Sheet**

Student Name: \_\_\_\_\_ IEP  Date Issued \_\_\_\_\_

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_ Period: \_\_\_\_\_

Title of Assignment: \_\_\_\_\_  Term Work  Culminating

**PART A**

Initial Evaluation Opportunity	
Initial Due Date: _____	Number of Late/Missed Assignments To Date _____
Reason for not submitting assignment on Due Date: _____ _____	
Evaluation Agreement	
Student will complete:	
<input type="checkbox"/> Outstanding Assignment <input type="checkbox"/> Alternate Assignment: _____	
Revised Due Date: _____ <b>NOTE: One third of a level late deduction will be applied</b>	
<input type="checkbox"/> Other special arrangements and / or supporting interventions required (e.g. completed at lunch/after school with teacher supervision, parent contact, Student Success team assistance, etc.) _____	
Teacher Signature: _____ Student Signature: _____	
<input type="checkbox"/> Assignment Completed (Please check when assignment is submitted by revised due date)	

**PART B** Complete if assignment is not submitted as outlined in PART A, Evaluation Agreement  
 ☞ **Inform parent of late policy (one third of a level per school day is deducted for late assignment up to the full value of the assignment).**

Parental Contact	
Date: _____	Comments: _____
<input type="checkbox"/> Special arrangements and / or supporting interventions required (e.g. completed at lunch/after school with teacher supervision, additional parent contact, Student Success team assistance, etc.) _____	
<input type="checkbox"/> Assignment Complete	Date Submitted: _____



**Late and Missed Assignments At-A-Glance**



**Pre-arranged extensions to due dates are not subject to a late penalty.**

**Teachers may take extenuating circumstances into consideration and extend due dates with no late penalty.**

Student Situation	Teacher Response
Assignment for evaluation is <u>not</u> completed by <b>required</b> due date:	<ol style="list-style-type: none"> <li>1) With student, establish a new due date for the outstanding assignment and/or assign an alternate assignment for evaluation</li> <li>2) Identify any additional supports that may be required to assist the student in completing and submitting the assignment, including following Student Success protocols established at the school</li> <li>3) When assignment is submitted by revised due date:               <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> evaluate and assign a level</li> <li><input checked="" type="checkbox"/> lower the level by one third (a level 3+ will be adjusted to a 3)</li> <li><input checked="" type="checkbox"/> record both levels</li> </ul> </li> </ol> <p>Assignment can be tracked on <b>PART A</b> of the “Late and Missed Assignment Form” (Form APC017-03) or other school developed tracking sheet (“Request to Achieve,” “CARP,” etc.)</p>
Assignment for evaluation is still <u>not</u> complete by the <b>revised</b> due date:	<ol style="list-style-type: none"> <li>1) Contact parents, advising them of the late assignment and late penalty of a third of a level deduction per school day up to the full value of the assignment</li> <li>2) Identify additional supports required to assist the student in completing and submitting the assignment, following Student Success protocols established at the school</li> <li>3) When assignment is submitted:               <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evaluate and assign a level</li> <li><input checked="" type="checkbox"/> Lower the level by one third of the level per school day (a level 2+ submitted 4 days late would be adjusted to a level 1)</li> <li><input checked="" type="checkbox"/> Record both levels</li> </ul> </li> </ol> <p>Assignment can be tracked on <b>PART B</b> of the “Late and Missed Assignment Form” (Form APC017-03) or other school developed tracking sheet</p>
Assignment for evaluation is <u>not</u> submitted for evaluation	<ol style="list-style-type: none"> <li>1) Additional parent contact is required</li> <li>2) Consult with the Student Success Team, if required</li> <li>3) Record a zero for the assignment</li> </ol>



**Reporting Student Achievement At-A-Glance**

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4 -	80-86
3+	77-79
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

*Conversion Chart*

<b>WCDSB Policy</b>	R+	40-49	Indicates that the student is able to achieve some expectations in limited ways; however, achievement is insufficient to be considered passable.
	R	21-39	Indicates that the student has difficulty achieving most of the expectations.
	R-	0-20	Indicates that the student has difficulty achieving any expectations.

Reporting Student Achievement for English Language Learners:	“SHSM” Box: Grades 11 and 12
<p>The ESL/ELD box should <i>not</i> be checked to indicate:</p> <ul style="list-style-type: none"> <li>that the student is participating in ESL or ELD programs or courses; or</li> <li>that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student’s first language).</li> </ul>	<ul style="list-style-type: none"> <li>Check this box on the midterm and final report card when a student is taking the course as a credit towards a Specialist High Skills Major.</li> </ul>
<p>For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the “ESL/ELD” box and the “IEP” box.</p>	



## Appendix E

### Grading and Reporting for Students on IEPs

Special Consideration	Completing the Provincial Report Card	Report Card Comments
<b>Student is Working for Credit</b>		
Student has an IEP in place with accommodations. Accommodations are changes made to the learning environment and/or teaching strategies and assessment to help support a student in achieving curriculum expectations. Student is meeting grade level expectations	<ul style="list-style-type: none"> <li>. Do not check the IEP box</li> <li>. Complete evaluation of learning skills and work habits based on the strengths and needs identified in the IEP.</li> <li>. Enter a percentage grade</li> </ul>	<p>Subject specific comments are used for Strengths, Next Steps for Improvement</p> <p>No reference is made to the student receiving accommodations.</p>
Student has an IEP in place with modifications. Modifications are changes made to the expectations for the course and are outlined in the Individual Education Plan. The modifications <b>do not</b> jeopardize the integrity of the credit.	<ul style="list-style-type: none"> <li>. Check the IEP box for courses where grade level expectations have been modified</li> <li>. Enter a percentage mark</li> <li>. Complete evaluation of learning skills and work habits based on the strengths and needs identified in the IEP.</li> </ul>	<p><i>No IEP statement is made.</i></p> <p>Subject specific comments are used for Strengths, Next Steps for Improvement</p>
<p><b>Individual situations may arise where the principal will determine whether achievement of the modified expectations will indicate successful completion of the course and will decide whether the student is working for credit.</b></p>		
<b>Student is NOT Working for Credit</b>		
Student has an IEP in place with modified expectations. Expectations are modified to such a degree that expectations for the course are <b>not</b> being met and the principal deems that a credit will <b>not</b> be granted.	<ul style="list-style-type: none"> <li>. Check the IEP box</li> <li>. Enter a percentage mark</li> <li>. Complete evaluation of learning skills and work habits based on the strengths and needs identified in the IEP.</li> <li>. A zero is entered in the credit earned column</li> </ul>	<p>Comment 64 must be used: <i>"This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."</i></p> <p><b>And</b> Subject specific comments are used for Strengths, Next Steps for Improvement</p>
Student's learning expectations are alternative (not derived from the provincial curriculum i.e. The Community Living program)	<ul style="list-style-type: none"> <li>. Check the IEP box.</li> <li>. Leave the mark box blank.</li> <li>. Complete evaluation of learning skills and work habits based on the strengths and needs identified in the IEP.</li> <li>. Use WCDSB Anecdotal Report on achievement in specific subjects, which must accompany the Provincial Report Card</li> <li>. A zero is entered in the credit earned column</li> </ul>	<p>Comment 65 must be used: <i>Not working for credit</i> <i>See attached anecdotal report</i></p> <p>Report should comment on student's Strengths, Next steps for Improvement.</p>
<p><b>Note: Accommodations may ALSO be used to help students achieve modified/alternative expectations.</b></p>		