



## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

### ADMINISTRATIVE REGULATIONS

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**Section:** Educational Services

• Assessment and Recognition

**Regulation Code:** ES-4.1.2

**Regulation:** ASSESSMENT, EVALUATION AND REPORTING

**Policy Code Reference:** ES-4.1  
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This administrative regulation is written in accordance with the relevant clauses in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, Growing Success: The Kindergarten Addendum, 2016, and with the guiding principles in Board Policy No. ES-4.1, Assessment, Evaluation and Reporting.

#### 1. Assessment, Evaluation and Reporting Guidelines

- 1.1 Equitable practices and procedures meet the needs of students and may not necessarily be the same for all students.
- 1.2 Effective classroom planning will take into consideration Class Profile information gathered through the use of a variety of tools and methods.
- 1.3 The primary goal for teachers and school administrators is to effectively communicate student achievement to parents and guardians. To ensure effective communication, teachers are expected to use clear, personalized language, as well as student names and pronouns when writing report card comments.
- 1.4 Ongoing communication that provides varied, timely and focussed feedback to students and parents will support the comments and/or grade on the report card and/or communication of learning, ensure that there are no surprises and reinforce the partnership of all involved to improve student learning.
- 1.5 Report card comments should focus on what students have learned, describe significant strengths and identify next steps for improvement, in language that parents will understand for each of the Learning Skills and Curriculum content areas. In Kindergarten Communication of Learning comments will describe key learning, growth in learning and next steps based on the four frames in the Kindergarten program.
- 1.6 Teachers must ensure that letter grades/marks and comments support and align with each other.
- 1.7 In order to inform their instruction, teachers must utilize diagnostic assessment during the school year. A teacher's professional judgment is the cornerstone of assessment and evaluation. Diagnostic assessment will be used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Information from diagnostic assessment will help teachers determine where individual students are in their acquisition of the knowledge and skills, so that instruction can be personalized

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and tailored to provide appropriate next steps for learning. Teachers will use their professional judgement to choose the appropriate assessment and/or evaluation tool(s), from the board's list of approved assessment tools, as well as determine the frequency and timing of its administration to allow for the gathering of data that is relevant, sufficient, and valid in order to make judgments about student learning during the learning cycle.

- 1.8 In Grades 1 to 10, "I" is a code used in mark books and/or student report cards to indicate that insufficient evidence is available to determine a letter grade or percentage mark. AI will be used when, in the professional judgement of the teacher, it is in the best interest of the student as the reasons for insufficient evidence are beyond the control of the student. In Grades 9 and 10, students who receive AI on the final report card will not receive credit for the course, however, there may be instances when they are considered for credit recovery.
- 1.9 In Grades 1 to 8, "R" is a code used when the measure of student understanding of overall expectations falls below Level 1/D-/50%. It signals additional learning and support from teachers and parents is required before the student begins to achieve success in meeting the learning goals of the subject or grade. It should not be used to reflect behaviour or learning skill/work habit challenges.
- 1.10 All learning skills/work habits will be evaluated and reported on during each reporting period. In Kindergarten, the focus is on the development of children's self-regulation skills. The complex processes of self-regulation are fundamental to the development of the learning skills and work habits that support student learning in Grades 1 through 12.
- 1.11 Evidence of student achievement for evaluation is collected over time in the form of observations, conversations and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

## **2. Late and Missed Assignments**

Schools will inform students and parents that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. It must be made clear to students early in the school year that they are responsible for their behaviour in the classroom and also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher. When in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and

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missed assignments. It is expected that teachers will use a variety of strategies before considering deducting marks or assigning a mark of zero.

2.1 Strategies for teacher consideration include:

- 2.1.1 collaborate with students to determine deadlines for submission or completion of assignments for evaluation.
- 2.1.2 help students develop better time management skills.
- 2.1.3 collaborate with other staff including the special education resource teacher/student success teacher, to prepare a part- or full-year calendar of major assignment dates for every class.
- 2.1.4 plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute.
- 2.1.5 maintain ongoing communication, in a variety of forms, with students and/or parents about due dates and late assignments, and schedule conferences with parents if the problem persists.
- 2.1.6 hold teacher-student conferences.
- 2.1.7 review the need for extra support for English language learners.
- 2.1.8 for First Nation, Métis, and Inuit students, in consultation with parents, involve Aboriginal counsellors and members of the extended family.
- 2.1.9 understand and take into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system.
- 2.1.10 collaborate with the special education resource teacher to determine if students require support from Special Education Services and in secondary schools, refer the student to the Student Success team or teacher if appropriate.
- 2.1.11 clarify with students and/or parents, the reason for not completing the assignment.
- 2.1.12 take into consideration legitimate reasons for missed deadlines. Legitimate reasons may include, but are not limited to, personal situations

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that significantly impact on the student's ability to adequately meet deadlines (e.g., circumstances related to family, emotional and physical well-being and access to resources).

2.1.13 set up a student contract when deemed appropriate.

2.1.14 use counselling or peer tutoring to try to deal positively with problems.

2.1.15 establish, discuss, investigate whether students require special education services.

2.1.16 require the student to work with a school team to complete the assignment.

2.1.17 provide alternate assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.

2.1.18 deduct marks for late assignments for evaluation up to and including the full value of the assignment.

2.2 If marks are deducted on an assignment for evaluation, student achievement of the overall expectations must still reflect, in the professional judgement of the teacher, the student's actual achievement. When marks are deducted, the adjustment to the student's overall mark will be no more than one achievement level 'e.g., 4+ to 4 or 2 to 2-).

### 3. Lower Limit

The lower limit refers to the mark below 50% that teachers may record on the report card of students in Grades 9 to 12.

3.1 The lower limit that a teacher may record on report cards for students in Grades 9 to 12 is zero. Teachers will use their professional judgement when determining the final grade and base the grade on a variety of demonstrated evidence of achievement, with special consideration for most consistent, more recent evidence.

3.2 Teachers in Grades 1 to 10 will use "I" when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade.

3.3 When the evidence of achievement signals that additional learning is required before the student will begin to achieve success in the meeting of the course

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expectations, the teacher will report a mark below 50% indicating the student has failed the course.

3.4 Percentage marks below 50% have implications for student learning opportunities that may include: credit recovery, summer school, repeating the course.

3.4.1 Credit recovery is an opportunity 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. There is *no minimum percentage mark* requirement in the original course for eligibility for credit recovery. The percentage mark achieved in the original course is only one factor considered when determining admission. The Credit Recovery Team must take into account factors that affected the student's achievement.

3.4.2 When the Credit Recovery Team identifies a student for eligibility in a Credit Recovery Program, the subject teacher shall complete a Credit Recovery Profile that will include expectations not successfully achieved and relevant information related to learning skills and work habits, and submit it to the Credit Recovery Team.

#### 4. Cheating and Plagiarism

4.1 A variety of strategies will be used by teachers to aid in the prevention of opportunities to plagiarize or cheat on assignments. Some examples of these strategies include but are not limited to:

4.1.1 explicitly teaching what plagiarism looks like within subject areas

4.1.2 co-creating assignments

4.1.3 co-creating success criteria

4.1.4 careful assignment design that emphasizes independent student thinking

4.1.5 explicit instructions on how to cite available resources

4.1.6 how to summarize or synthesize information gathered through research.

4.2 When the principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on:

4.2.1 the grade level of the student

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- 4.2.2 the maturity of the student
- 4.2.3 the number and frequency of incidents
- 4.2.4 the individual circumstances of the student.

4.3 Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks or partial marks on the original assignment for evaluation.

### **5. Examination/Evaluation Days**

- 5.1 The Board may assign up to 10 examination/evaluation days to each school for use during the school year. Each school shall include these days in its school year calendar, to be submitted to the Board for approval as part of the Board's school year calendar submission to the Ministry of Education.
- 5.2 Each school, subject to the approval/direction of the responsible superintendent, may place the examination/evaluation days on its school year calendar in a way that best suits program needs, but must be toward the end of each course.
- 5.3 The placement of the examination/evaluation days shall be made following consultation with staff and the school council and shall be communicated to students and the school community.
- 5.4 Each school must have a clear procedure in place for alteration in the scheduling of examination/evaluation days on the school year calendar in the event of bus cancellations because of inclement weather. The principal must inform their superintendent of the new examination/evaluation date's) and the reason's) for the change. The school must inform student's)/parent's)/guardian's) of the altered date's) as far in advance as possible. The Board must inform the Minister of Education of the altered date's) as far in advance as possible.

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### 6. Alternative Arrangements for Final Evaluations Including Examinations

- 6.1 Growing Success requires that 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
- 6.2 In extraordinary circumstances, when a student may not be able to complete the final evaluation as scheduled, the parents/guardians, or student who is an adult, shall make a written request for alternative arrangements for one or more components of the final evaluation. Such circumstances may include medical issues (supported by a medical certificate), bereavement, legal matters or other unique circumstances that cannot be arranged for another day.
- 6.3 Principals shall review the written request and any supporting documentation from the parents/guardians, or student who is an adult, regarding the extraordinary circumstances, and determine whether alternative arrangements are appropriate. Principals shall discuss any requests which are questionable with the responsible superintendent.
- 6.4 The principal may make alternative arrangements for one or more components of the final evaluation with regard to:
  - 6.4.1 time – components may be administered towards the end or upon completion of the course
  - 6.4.2 place – alternative locations should be limited to school settings whenever possible
  - 6.4.3 supervision – supervisors other than regularly assigned staff must meet the legal requirements of the Board
  - 6.4.4 format – alternative evaluation formats must be equally comprehensive and challenging.

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### **7. Incomplete Courses**

7.1 In accordance with Ministry of Education policy, a principal cannot exempt a student from the final evaluation. Where a student does not take advantage of alternative arrangements, and subsequently does not participate in one or more components of the final evaluation, the student shall receive as a final grade the reduced mark reflective of non-participation and receive zero in one or more components of the final evaluation.

7.2 As permitted by Ministry of Education policy, the student may decide to retake a course in another semester or through enrolment at summer school.

### **8. Report Card and Transcript Availability**

Information regarding availability of report cards and transcripts during regular school hours and holiday periods, shall be available in school calendars and publications such as school newsletters, to facilitate student and parent/guardian access.

### **9. Staff Accessibility by Students During Examination/Evaluation Days**

Examination/evaluation days are instructional days. All staff shall be in attendance at school on examination/evaluation days and shall be accessible to students and parents/guardians, as on any other instructional day unless otherwise directed by the principal.