



**REGULATION: Assessment, Evaluation and Reporting Grades 1-12**

REFERENCE NO: R-PR-10

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1. Assessment and evaluation is in accordance with the current policy set out by the Ministry of Education for the Province of Ontario and is based on the curriculum expectations and the Achievement Chart contained in *The Ontario Curriculum*.
2. Compliance with the provisions of this policy and its supporting regulations and procedures is the responsibility of teachers, department heads, vice-principals, principals and senior administration.
3. The confidentiality of student assessment and evaluation results must be protected at all times.
4. Assessment, evaluation and reporting procedures related to both achievement of the overall expectations and the development of learning skills and work habits are clearly and regularly communicated to students and parents/guardians.
5. Instruction of learning skills and work habits occurs over the course of the term/semester. Students receive ongoing descriptive feedback about the development of their learning skills and work habits.
6. Assessment and evaluation of student achievement accurately reflects what students know and are able to do and is not influenced by behavioural characteristics, learning skills and/or work habits, unless curriculum expectations require the demonstration of learning skills and/or work habits.
7. Assessment is ongoing and varied to meet the diverse needs of all learners. A balanced, equitable and unbiased approach to assessment allows individual students to demonstrate their learning in different ways.
8. Assessment for and assessment as learning focus on the provision of descriptive feedback, guiding teacher instruction and assisting students in recognizing their strengths and determining their next step.
9. In the design and implementation of assessment tasks, whether intended as assessment *for* or assessment *of* learning, teachers take into account the diverse needs of all students, including students identified by an Individual Education Plan (IEP) and of English Language Learners (ELLs).
10. At the beginning of each secondary course, students are provided with a course information sheet. The course information sheet (CIS) provides an overview of the course content and

related assessment and evaluation strategies, including a description of the final assignment for evaluation.

11. Teachers instruct and model academic honesty. Academic honesty is expected of all students. Breaches of academic honesty, including plagiarism, are reported to the school administration and a plan of action is implemented according to board procedures.
12. Assignments for evaluation and tests occur after a period of learning during which students receive ongoing descriptive feedback through assessment *for* learning opportunities and then are provided with time to act upon the feedback to improve their learning.
13. Clear criteria based on learning goals and performance standards for assignments for evaluation are articulated to students.
14. Assignments for evaluation must be completed, to the extent possible, under the supervision of a teacher. *Homework* to consolidate students' knowledge and skills or to prepare for the next class is not used for the purpose of assessment *of* learning. Homework may be used for the purpose of assessment *for* learning.
15. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. The determination of a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
16. Report card grades represent academic achievement of the overall expectations OR the student's learning expectations as outlined in the IEP. Teachers use their professional judgment to determine which specific expectations will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not in evaluation.
17. In all cases, grades are based on the achievement of each individual learner, even when assignments for evaluation involve group work. Collaboration is evaluated separately through learning skills and work habits.
18. Options such as Credit Recovery shall be considered for secondary students who fail one or more credits.