



ASSESSMENT, EVALUATION, REPORTING GRADES 7-12

Responsibility:	<i>Superintendent, Student Achievement & Well-Being</i>
Legal References:	<i>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools</i>
Related References:	<i>Administrative Procedure 1260 – Student Discipline</i> <i>WRDSB Assessment, Evaluation, and Reporting Handbook 9-12</i> <i>WRDSB Assessment, Evaluation, and Reporting Handbook 1-8</i> <i>Board Policy 2010 – Assessment, Evaluation and Reporting</i>
Revisions:	<i>March 2016</i>
Reviewed:	<i>March 2016</i>

1. Preamble

The following procedure provides the process for responding to late and missed assignments, cheating and plagiarism, and lowest report card marks. The principal shall ensure that school communications and courses of study reflect this procedure.

2. Overview

2.1 The Waterloo Region District School Board Assessment, Evaluation, and Reporting Handbooks provide documentation (e.g., definitions, prevention strategies, detection processes, assessment planning, communications) to support teacher and administrator implementation of the procedures.

3. Late and Missed Assignments

3.1 The following describes the procedure for responding to late and missed “major” assignments (i.e., assignments that comprise part of the critical body of evidence for evaluation and reporting purposes) for all students in grades 7 to 12 courses, regardless of course type. Teachers must ensure that multiple prevention strategies, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students in meeting assignment completion timelines.

3.2 Communication must occur between the student, parent/guardian, and teacher to clarify the reason for any missed assignments. The teacher will inform (e.g., phone call, email, letter) the student and parent/guardian that the assignment has been missed, the consequences and next steps. It is recommended that, for students in grades 7 to 10, teachers make an effort to phone the parent/guardian before informing through other methods.

3.2.1 Next steps may include, but are not limited to:

- student referral to the in-school intervention support (e.g., student success teacher, administration, special education, guidance, ESL teacher, etc.)
- a negotiated extension
- an alternative opportunity for the student to demonstrate the same expectations

- 3.3 The teacher will determine a date where he/she will no longer accept an assignment for marks.
- 3.4 An assignment may only receive a mark with no deductions or an incomplete (i.e., "I"). A zero may not be assigned for any missed or late assignments.
- 3.5 A student's provincial report card Learning Skills and Work Habits sections (e.g., Responsibility, Organization) must be used to reflect late and/or missed assignments.

4. Cheating and Plagiarism

- 4.1 The following describes the procedure for responding to cheating and plagiarism with all students in grades 7 to 12 courses. Teachers and administrators must ensure that multiple prevention strategies, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students.
- 4.2 If a student is suspected of cheating or plagiarizing, the teacher will inform administration and meet with the student to determine the nature and extent of the incident and the student's understanding of the situation and intent.
- 4.3 Consequences will be progressive in nature (as defined in the Administrative Procedure 1260 – Student Discipline) and will take into consideration the following factors:
 - the grade level of the student;
 - the maturity of the student;
 - the number and frequency of incidents;
 - the individual circumstances of the student.
- 4.3.1 Consequences will be based on factors outlined above and may include the following:
 - student redoing part or all of the assignment or assessment (e.g., exam);
 - student completing an alternative assignment or assessment;
 - limit student access to recognitions (e.g., school awards, scholarships).
- 4.3.2 In consultation with administration, additional consequences related to the student's behaviour may be determined (e.g., detention, suspension, etc.) as per the school's progressive discipline process.
- 4.3.3 In cases of plagiarism and cheating, administrators and/or teachers will communicate information to the parent/guardian about the infraction and the consequences.
- 4.3.4 A student's provincial report card Learning Skills and Work Habits sections (e.g., Responsibility, Self-regulation) must be used to reflect incidents of cheating and plagiarism.

5. Percentage Marks 50% and Below

- 5.1 The following describes the procedure for responding to report card marks that are below 50% for all students in grades 7 to 12 courses, regardless of course type. Teachers must ensure that multiple strategies and early interventions, outlined in the WRDSB Assessment, Evaluation, and Reporting Handbooks, have been used to support students in being successful in their courses.
- 5.2 For students who, in the teacher's professional judgement, are progressing toward a provincial report card mark of less than 50%, the teacher shall follow the school's process for providing appropriate early interventions prior to the reporting periods.

- 5.3 The principal will ensure that there is a process in place for reviewing provincial report card marks below 50%.
- 5.4 Students who have provided insufficient evidence of learning or who are achieving below 50% will be assigned a provincial report card mark:
- ranging from 35% to 45% or a zero for grade 11 and 12 courses. A zero may be assigned only when the student has demonstrated no evidence of learning (i.e., critical evidence is not provided through: submitted work, attempted tests, participation in class discussions/activities). A potential zero must be reviewed with the principal prior to entry on the provincial report card.
 - of "I" (i.e., insufficient evidence) or, in exceptional circumstances and with principal consultation, 45% (i.e., achievement below level 1) for grade 9 and 10 courses
 - of "I" (i.e., insufficient evidence) or "R" (i.e., (i.e., achievement below level 1) for grade 7 and 8 courses
- 5.5 Students in grades 9 to 12 shall not be assigned a provincial report card mark that falls in the range from 46% to 49%. In these circumstances, teachers, in consultation with the department head and/or an administrator, will assign a provincial report card mark:
- of 45% or 50% for grade 11 and 12 courses
 - of "I" (i.e., insufficient evidence), 50%, or in exceptional circumstances and with principal consultation, 45% (i.e., achievement below level 1) for grade 9 and 10 courses