



PROCEDURE

SO-020

ASSESSMENT, EVALUATION and REPORTING	
Superintendent Responsible: Associate Director of Curriculum and Student Achievement	Initial Effective Date: 2022/05/30
Last Updated: 2026/03/20	Next Review Date: 2030/03/20

Purpose

To establish system-level expectations for assessment, evaluation, and reporting practices within the Grand Erie District School Board (Grand Erie).

Guiding Principles

This procedure is grounded in the principles and requirements outlined in the Ministry of Education's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* and affirms the central role of professional judgment in determining student achievement. It is intended to:

- promote fair, transparent, and equitable assessment and evaluation practices
- ensure that grades accurately reflect students' achievement of curriculum expectations
- provide clarity regarding academic honesty, late and missed assignments, and the appropriate use of mark penalties or zeros
- support consistency across schools while respecting the professional expertise of teachers and the individual circumstances of students

Three separate key areas of assessment, evaluation and reporting are addresses:

- 1.0 Academic Hone
- 2.0 Late, Missed Assignments - Grades 7 to 12
- 3.0 Impact of Mark Penalty or Mark of 0 on Final Report Cards

Detailed operational guidance related to assessment, evaluation, and reporting practices is provided through companion guidance documents (e.g., Elementary and Secondary Reporting Directions, Artificial Intelligence Guidelines). This procedure does not replicate instructional or reporting details contained within those documents.

1.0 Academic Honesty

Students are responsible for being academically honest in all aspects of their schoolwork. Teachers and parent(s)/caregiver(s) play an important role in supporting students in understanding expectations related to academic honesty and producing work with integrity.

Academic dishonesty may be described as follows but not limited to:

Cheating

- claiming credit for work, thoughts or ideas not the product of one's own effort
- use of unauthorized notes or materials during an evaluation
- submitting the same work to two different classes without prior approval
- assisting another student to cheat

Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, 2010, p. 151)

Plagiarism May Take Many Forms, Including the Following:

- copying word for word from any outside source without proper acknowledgement, including the use of an entire paper, sections or paragraphs, or a few words and phrase
- paraphrasing ideas from any outside source without proper acknowledgement
- submitting, in whole or in part, work completed by another student
- allowing one's work to be copied by another student.

Prevention of Cheating and Plagiarism

Students must understand that all work submitted for assessment and evaluation must be their own work and that cheating, and plagiarism will not be condoned.

It is important that students understand the seriousness of such behaviour and the importance of acknowledging the work of others. Teachers will support student understanding of academic honesty through clear communication of expectations.

Some acts of plagiarism are unintentional – the student simply does not realize that what they are doing is wrong. One of the most common errors is not citing sources used for an assignment. A common misunderstanding among students relates to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

Reasons Students may Plagiarize are:

- Being unaware that they are plagiarizing
- Lacking knowledge and understanding of the subject
- Poor time management skills
- Believing that plagiarism is not serious

Any work (including artwork, media work, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through an electronic system, and may be held in the electronic system for future matching purposes and protection of the student's work against copying by others. Teachers will ensure that students are made aware that their work may be stored in an electronic database.

Teachers will use developmentally appropriate approaches to support academic honesty and student understanding of expectations. Proactive strategies include:

- ensuring students understand the gravity of academic dishonesty and that the work they complete must be their own
- designing tasks that emphasize critical thinking, process documentation, and originality that are linked directly to curriculum expectations and activities/discussions/explorations conducted in the classroom
- providing explicit instruction and expectations in the use of Generative Artificial Intelligence
- providing explicit instruction and expectations related to research and citation (including Generative Artificial Intelligence and other external sources) and guidance on ethical decision-making

Potential Consequences for Academic Dishonesty

Consequences for academic dishonesty will follow principles of progressive discipline and focus on student learning and skill development. Decisions will consider the individual circumstances of the student. When an act of cheating or plagiarism has occurred, the following actions may be implemented but are not limited to:

- the teacher will address the academic dishonesty and support the student's learning and skill development to avoid a repeat occurrence
- incidents of cheating and plagiarism will result in notification to the parent(s)/caregiver(s)

- subsequent incidents will be reported to administration
- elementary students will be expected to complete work to the best of their ability in a supportive and supervised school environment. Incidents of cheating and plagiarism at the elementary level should be addressed developmentally, recognizing that they may reflect a lack of understanding of academic honesty or of the task expectations.
- where the integrity of an evaluation activity has been compromised, a secondary student is still responsible for demonstrating the achievement of the missed expectations. For a first offence, the teacher will provide an opportunity for the student to re-submit the evaluation activity or complete an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions. Repeated offences or a decision not to complete the alternate evaluation activity may result in a mark of zero being assigned
- If incidents of academic dishonesty continue to occur, progressive discipline as outlined in SO11 Progressive Discipline and Promoting Positive Student Behaviour will take effect.

2.0 Late and Missed Assignments

Grades 1 to 6

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits (Growing Success, p. 44).

Grades 7 to 12

Strategies to Support Students in Meeting Due Dates

Teachers of Grades 7 to 12 may use a variety of instructional strategies to promote the timely completion of learning activities, informed by professional judgment and individual student circumstances.

They may include but are not limited to:

- establishing and clearly communicating due dates and expectations
- monitoring progress to inform any instructional scaffolding and/or accommodations and providing feedback throughout the learning process
- supporting the development of time-management and self-advocacy skills
- providing strategies and tools for students to complete complex tasks including understanding the complexities of the assigned tasks and supporting the development of advocacy skills in managing competing priorities
- collaborating with school teams, where appropriate, to support student success.

Late Assignments

If a student does not complete an assessment of learning by the established due date, the teacher will record an "N" (non-submitted assignment) in the mark record. This notation does not indicate a mark of zero. The teacher will then use professional judgment and work with students to determine the subsequent course of action based on their individual circumstances.

In cases where the teacher finds it appropriate, a new due date without penalty may be set. The new due date should be communicated to the student and parent(s)/caregiver(s).

In the event of late or missed assignments, teachers will use their professional judgement to determine the appropriate strategies to use to promote task completion. Strategies include but are not limited to:

- conferencing with the student to discuss the late or missing assignment to determine if there are factors, skills and/ or barriers preventing the completion of the tasks and supporting the student to develop strategies for submission
- offering alternative assessments (where appropriate) to demonstrate the student's developing mastery of a skill or their growing understanding of a concept
- communicating with parents/caregivers (if the student is under the age of 18) regarding incomplete assignment(s) which may significantly impact the student's overall achievement and/or student success
- collaborating with the school teams to determine additional strategies (i.e., Department Head, Student Success, Special Education, Guidance Teams, School Team, School Administration, Indigenous Education Team)
- collaborating with the student to establish a revised submission plan outlining a clear and agreed upon alternative submission date
- as a last resort, deduct marks for late assignments with the approval and support of school administration

To ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement, the penalty for late submission of work may not exceed either one full level or 10% of the final grade for the assignment.

The teacher's decision to change a due date and/or deduct marks will be made on an individual basis and informed by 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

Where a penalty is applied, the teacher must inform the student and parent(s)/caregiver(s). Administrators will establish a process to ensure they are informed of students with late assignments.

Incomplete Assignments/Evaluation Tasks

The teacher will inform the parent(s)/caregiver(s) of the student's failure to complete the assignment.

If the student does not complete the assignment, the grade of "N" may change to zero in the mark record. The decision to change the grade from "N" to zero will also be based on the individual circumstances of the student and informed by professional judgment.

Opportunities to complete work beyond the deadline may be offered to accommodate changes in circumstances that may have hindered a student's chances for success.

3.0 Determining Report Card Grades

Evaluations accurately summarize and communicate what students know and can do with respect to the overall curriculum expectations. The evaluation of student learning involves professional judgement and the interpretation of evidence collected through observations, conversations, and student varied products (i.e. assignments, seminars, presentations, performances, interviews, demonstrations, projects, tests, exams). Students should have a clear understanding of how grades are determined, including an outline of the mark category breakdown and weighting methods used in the determination of a student's final course grade.

Expectations for Report Card Grades

Expectations for the determination of report card grades include the following:

- students will be given numerous and varied opportunities to demonstrate their achievement of the overall curriculum expectations across all four categories of knowledge and skills
- in determining a term grade, professional judgment will be used based on the student's most consistent level of achievement with special consideration to more recent evidence of overall expectations
- student achievement will be based solely on individual performance including individual performance within a group task
- achievement of learning skills and work habits will be determined and reported separately from the achievement of curriculum expectations
- the evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or the student's peers or Generative AI
- teachers will collect evidence of student achievement for evaluation over time from three sources – observations, conversations, and student products. The triangulation of these sources will inform a teacher's professional judgment
- teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations and which ones will be accounted for in instruction and assessment but not necessarily evaluated

Impact of Mark Penalty or Mark of 0 on Final Grades

Evaluation is based on evidence of learning collected over time. Grades are used to communicate achievement of curriculum expectations and must not be used to reward or punish behaviour. The teacher's decision to deduct marks or assign a mark of zero must not result in a final mark that misrepresents the student's actual achievement.

The teacher must consider each student's level of performance on the overall expectations addressed in the course.

Where one or more assignments is incomplete, the teacher must determine the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.

If a teacher determines significant gaps in the achievement of overall expectations, a secondary student's credit may be in jeopardy. It is the Administrator's responsibility to establish school-based procedures and determine the appropriate course of action for students whose credits are in jeopardy.

Reference(s):

- Assessment, Evaluation and Reporting Policy (SO-20)
- Ontario Ministry of Education. *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools* (First Edition, Covering Grades 1 to 12) 2010
- Ontario Ministry of Education. *Growing Success - The Kindergarten Addendum*, 2016, appendix updated 2018)
- Ontario Ministry of Education. *Growing Success – Mathematics Addendum, Grades 1–8* (2020)
- Ontario Ministry of Education. *Growing Success – Language Addendum, Grades 1–8* (2023)
- Ontario Ministry of Education. *Growing Success – Mathematics Addendum, Grade 9* (2024)