

Frequently Asked Questions

1. Can the principal compel you to change a student's final grade?

A: The principal cannot compel you to alter your evaluation. However, you should seek the assistance of your OSSTF/FEESO representative in cases where discipline is threatened.

Under the *Education Act*, a principal has the authority to grant credits, so effectively (s)he can alter the final grade, even without teacher approval.

2. My Board does not have a Late Assignment policy or a policy for minimum grades and zero. There is no consistency among schools or even departments within schools. What should I do?

A: It is the responsibility of the classroom teacher to establish deadlines for the submission of assignments for evaluation, and clearly communicate those deadlines to students. Teachers must ensure that the mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

3. What is the difference among the terms Assessment As, Of, and For Learning?

A: Assessment for learning is diagnostic, and formative. Assessment as learning involves self and peer assessment. Assessment of learning is summative and is used for grading.

4. What is the difference between 'accommodation' and 'modification' for students with an IEP?

A: 'Accommodation' is a change to the way you deliver the curriculum.
eg. an oral test instead of a written test.

'Modification' is a change to the actual curriculum expectations.

5. Can I use 'N' (No Mark) on a student report card?

A: The 'N' designation is no longer used in secondary schools. Code 'I' for grades 1 to 10 may be used to indicate that insufficient evidence is available to determine a letter grade or percentage mark. A percentage mark is required in grades 11 and 12. Code 'NM' (No Mark) is used only for college-delivered Dual Credit courses as a mid-term mark when a percentage grade is unavailable.

6. Do I need to seek permission from my administration to use 'I' (Insufficient Evidence) on a student report card?

A: No, you do not require permission; however, you may wish to inform administration. Teachers are to use their professional judgment when assigning 'I'.

7. Do I have to post the marks for my course on a website?

A: Although there are two formal reporting periods per semester in secondary schools, communication with parents and students about student achievement should be continuous throughout. It's not mandatory for a teacher to post marks to a website; it is one method that could be utilized. Seek assistance from your OSSTF/FEESO representative if you are being compelled to do so.

8. How often do I have to update my mark records?

A: Student achievement should be shown as continuous progress throughout the course. As such, marks should be updated in a timely manner, but marks are not the only way that a student is evaluated. The 'mark' is only a numerical reflection of the student's progress. Principals may individually request a copy of a teacher's mark records.

9. What are the classroom teacher's responsibilities when a student is enrolled in credit recovery for a credit not achieved while in the teacher's class?

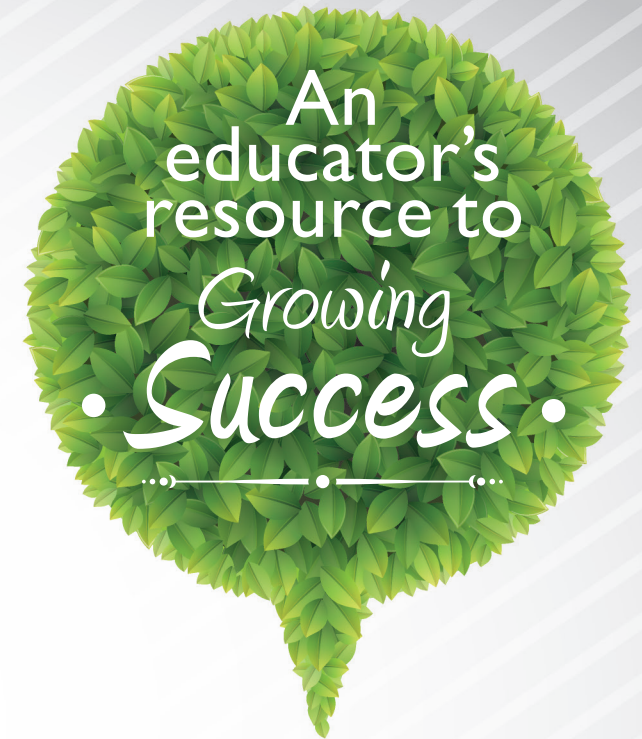
A: When credit recovery is recommended by the subject teacher, that teacher must provide the following information:

- the final percentage mark for the course
- a breakdown of all percentage marks for the course
- reasons supporting a recommendation for credit recovery

If credit recovery is recommended by administration or the Student Success team, the classroom teacher completes a Credit Recovery Profile that includes:

- units/concepts/expectations not achieved
- relevant information related to learning skills and work habits

All collaboration between classroom teacher and credit recovery teacher is voluntary and dependent on availability of time and resources.



Learning Skills and Work Habits
Performance Standards and Achievement Charts
Assessment and Evaluation
Cheating and Plagiarism
Late and Missed Assignments
Frequently Asked Questions

Learning Skills and Work Habits (pp. 10-14)

- Six Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation) to be evaluated with N,S,G,E (p.11)
- Evaluation of Learning Skills should not be considered in the determination of a grade unless part of a curriculum expectation
- Homework completion, participation, motivation, shall not be part of the mark, but may be commented upon as part of Learning Skills

Performance Standards and Achievement Charts (pp.16-36)

- Examples of achievement charts are provided (p.24)
- Assessment is based on overall and specific course expectations
- Grade should be based on levels 1-4 (p.18), in four categories: Knowledge and Understanding, Thinking, Communication, Application (p.17)
- Every test/assignment does not necessarily need to include all four categories
- There should be a balanced approach, but not necessarily 25 per cent for each category
- Students should have numerous and varied opportunities to demonstrate the full extent of their achievement
- Assessment should be criterion referenced (student achieves learning goal), not norm referenced (comparison to others) (p.19)



Assessment (pp. 28-29)

Teachers should:

- Plan assessment concurrently and integrate it seamlessly with instruction
- Share learning goals and success criteria with students at the outset of learning to ensure there is a common and shared understanding as learning progresses
- Gather information about student learning before (**for**), during (**as**), and at or near the end of a period of instruction (**of**), using a variety of assessment strategies and tools
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals
- Analyze and interpret evidence of learning
- Give and receive specific and timely descriptive feedback about student learning
- Help students to develop skills of peer and self-assessment

Evaluation (pp. 38-39)

Teachers should:

- Use their professional judgement defined as “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning”
- Determine the specific curriculum expectations to be used to evaluate achievement of overall expectations
- Not all specific curriculum expectations need to be evaluated
- Use multiple sources of evidence of student achievement for evaluation such as, observations, conversations, and student products
- Use homework to consolidate students’ knowledge/skills or to prepare them for the next class, but not as evidence of learning

Cheating and Plagiarism (p. 42)

Boards, in consultation with the Federation, must develop policies that address the prevention and detection of cheating/plagiarism and consequences for students who cheat/plagiarize.

There must be established consequences based on the following:

- grade level of the student
- maturity of the student
- number and frequency of incidents
- individual circumstances of student

Late and Missed Assignments (pp. 43-46)

Late and missed assignment policies should be developed and implemented consistently in schools.

Students are responsible for providing evidence of their learning within established timelines.

Teachers should:

- Establish deadlines and clearly communicate these deadlines to students and, where appropriate, parents/guardians
- Ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement
- Provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all

Note: a list of strategies that teachers **MAY** use to address late or missed assignments is provided (p.43). This is not a must-do list.

If there are no Board policies for late/missed assignments, cheating/plagiarism, minimum marks (including zero), teachers must use professional judgment and establish class policies with their students prior to assigning anything that will be evaluated.

All page references come from the Growing Success policy document available at www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf