



# Parent & Guardian's Guide to Assessment and Evaluation

Secondary School Edition

Second Edition - Updated June 2010

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## We value our partnership

We know that a respectful and collaborative partnership between parents and guardians and their children's schools is one of the most significant factors in ensuring student success. We sincerely hope that this guide provides you with useful information about how your children's learning is supported through assessment and evaluation. The guide is designed to answer common questions that we hear from parents and guardians, and to provide some starting points for conversations that you might have with your children and their teachers and school administrators. Our secondary evaluation and reporting policy is posted on our board's website ([www.limestone.on.ca](http://www.limestone.on.ca)). We value your input, and intend to continue to work with our parent and guardian community to ensure success for all of our students.



## Why are learning skills and work habits so important?

Learning skills and work habits are critical factors in the development of students as lifelong learners, and as contributors to society and the world of work. That is why they are reported separately on the Ontario report card. If teachers and parents continue to stress the importance of learning skills and work habits, then it is more likely that students will also see their importance.

... read more on page 6



## Balanced Assessment

In the past, assessment has been used only for the purpose of judging student work. Now we know that it can be used to improve student learning. Here's how:

**Assessment for learning**, sometimes referred to as formative assessment, is used during learning for students and teachers to check for understanding. Teachers focus on providing clear descriptive feedback relative to learning goals so that students know where to place their effort as they prepare for summative tasks. Teachers then use this feedback to adapt their instruction. Formative assessment tasks are not used to determine the report card grade.

**Assessment of learning**, sometimes referred to as summative assessment, is used by teachers after a period of learning, and again at the end of the course, to determine what students have learned and can do. Teachers may use written tests as well as projects, oral presentations and portfolios of student work for this purpose. Summative assessment tasks are used to determine report card grades.

**Assessment as learning** refers to opportunities for students to reflect on their learning, and to set goals for future learning. When students take time to think about what works best for them as learners, and set goals for the future, the increased ownership that they feel can be highly motivating. However, it doesn't always come naturally – it needs to be explicitly taught.

## Maintaining a Balance

More than a decade of educational research has informed us of the benefits of assessment *for* and *as* learning. While we recognize that assessment *of* learning is necessary to provide reliable information about what has been learned, it is critical that we find instructional time for assessment *for* and *as* learning. For this reason, teachers have been asked to limit summative assessment to a reasonable number of tasks during a course so that more time can be spent on formative assessment and the provision of effective feedback. Consequently, it is critical that students complete all of the summative tasks given to them so that teachers have sufficient evidence to determine grades for reporting. Credits cannot be granted until all summative evidence is submitted.

As parents and guardians, you can help foster the partnership between teachers and students by encouraging your children to complete formative work and to act on the effective feedback provided; and by helping your children to reflect on their strengths and set goals for improvement. Please stress with your children the importance of completing all summative tasks by the agreed-upon due dates to ensure that there is enough evidence for grade determination while allowing lots of time for formative assessment (see page 9 for more information about due dates).

# Our Key Beliefs

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below, and form the basis of learning experiences for all of our students.

## Assessment for Learning

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

## Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

## Assessment as Learning

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.





# Course Outlines:

A tool for communication among teachers, students, and parents.

All students receive course outlines at the beginning of each course. A common format for course outlines is used in all schools and courses. Course outlines contain valuable information about ideas and skills that students will learn, course assessment and evaluation, and academic expectations of students.

## What will I see on a course outline?

Basic information about the course, including any prerequisite requirements, and a description of the key learning goals of the course.

Evaluation of student work is based on the Ministry of Education's *overall curriculum expectations* for the course.

### Course Outline – English, Grade 9 (ENG 1D)

**Credit Value:** 1.0  
**Department:** English  
**Date:** September, 2010

**Teacher:** Ms. Dubois  
**Department Head:** Mrs. Grant  
**Prerequisite(s):** None

#### Policy Documents

The Ontario Curriculum: Grades 9 and 10 English (2007)  
Ontario Secondary Schools 9 to 12 - Program and Diploma Requirements (1999)

#### Course Description

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

#### Overall Curriculum Expectations and Summative Tasks

##### Oral Communication

- Listening to Understand:** Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Speaking to Communicate:** Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflecting on Skills and Strategies:** Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

##### Reading and Literature Studies

- Reading for Meaning:** Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- Understanding Form and Style:** Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- Reading with Fluency:** Use knowledge of words & cueing systems to read fluently
- Reflecting on Skills and Strategies:** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

<http://www>

You can find all Ministry of Education curriculum documents online at:

<http://edu.gov.on.ca/eng/curriculum/secondary>

**Term Summative Assessment Tasks (70% of final grade)**

Overall Expectations Evaluated	Description of Summative Assessment Task	Due Date	Level Achieved
1, 2, 3, 4, 5, 6, 7	<i>Poetry Reading, Analysis, Oral Performance, and Reflection Task:</i> Students will read a series of poems, one of which they must analyze and perform using techniques studied in class, and will reflect on their strengths as listeners, speakers, and readers. Products evaluated using a rubric.		
12, 13, 14, 15	<i>Short Story "Wordle" and Reflection Task:</i> Students will create their own "wordle" based upon a story studied in class, present it to their peers, and will reflect on their strengths and areas for growth as media interpreters and creators. Products evaluated using a rubric.		
1, 3, 8, 9, 10, 11	<i>Short Story Writing, Presentation, and Reflection Task:</i> Students will write their own short stories on a central theme using various narrative and literary elements, will orally present their work, and will reflect on their strengths as listeners, speakers, and writers. Products evaluated using a rubric.		
4, 5, 7, 8, 9, 10, 11, 14, 15	<i>A Midsummer Night's Dream Tabloid and Reflection Task:</i> Students will create their own gossip tabloid about the characters and events from <i>A Midsummer Night's Dream</i> , and will reflect on their strengths as readers, writers, and media interpreters and creators. Products evaluated using a rubric.		

\* **Note:** The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks.

**Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)**

Overall Expectations Evaluated	Description of Summative Assessment Task	Level Achieved
1, 3, 7, 11, 15	<i>Exit Conference (15%):</i> Students will meet with their teacher to reflect and confer about their strengths, areas for improvements, and next steps as learners.	

A list of all of the summative assessment tasks that will comprise the academic grade for the course, with an indication of which overall expectations each task evaluates. The *categories of achievement* (K/U – knowledge and understanding; T – thinking; C – communication; A – application) are balanced across these tasks.

**Assessment and Evaluation Overview**

**1. Learning Skills and Work Habits Achievement:**  
 Learning skills and work habits are instructed, assessed and evaluated separately from your academic work. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g. through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).  
**Responsibility** Students will follow instructions, and use time effectively in the classroom. They will not distract others from reading or working on tasks independently. Part of this grade will be based on students' ability to complete formative work and to meet "checkpoint" requirements for summative tasks. Self-assessment, teacher's observations, and conferencing will be used. Teacher will evaluate for report card grade.  
**Organization** Students will create a plan to complete tasks, keep complete and tidy notebooks and writing portfolios, use an agenda to track due dates for formative and summative assignments. This learning skill will be assessed through notebook checks, recording of late submissions of assignments, self-assessment, teacher's observations and conferencing. Teacher will evaluate for report card grade.  
**Independent Work** Students will put forth consistent effort, complete independent reading as assigned, use class time effectively, and persevere to complete complex tasks. Self-assessment, teacher observations and conferencing will be used. Teacher will evaluate for report card grade.  
**Collaboration** Students will show sensitivity to the needs of others, play many roles during brainstorming activities (chair, contributor, note-taker etc.), participate actively during peer editing and peer assessment tasks, and show respect for the ideas and opinions of others when engaging in dialogue in the classroom. Self-assessment, peer-assessment, teacher's observations and conferencing will be used. Teacher will evaluate for report card grade.  
**Initiative** Students will respond to challenges, take creative risks, seek out new opportunities for learning, identify problems to solve, seek additional information, pose thoughtful questions about course texts, and approach peers and teacher for help with assignments. Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.  
**Self-regulation** After receiving feedback from diagnostic assessments, students will set reading and writing goals in their portfolio. They will revisit these goals throughout the term. Each summative task and some formative tasks will require students to demonstrate their ability to "think about their thinking." Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.

**2. Achievement of Overall Course Expectations:**  
**Diagnostic and Formative Assessment Tasks** will be used throughout the course and may include quizzes, assignments, activities and investigations. Feedback will be used to help students and teachers to determine next steps to achieve the provincial standard on the overall expectations. These assessment tasks will not be used in the determination of grades.

Within this section, there is information on the assessment and evaluation of student learning skills and work habits, and of academic achievement. This part of the course outline also contains important information about due dates for assignments, academic honesty, and education for exceptional students.

**What can parents and guardians do with the course outline?**  
 Ask your children to show you their course outlines and talk to them about the importance of organization, and of meeting the expectations listed in the Assessment and Evaluation overview section. The course outline is also a useful document for framing discussions with teachers throughout the semester, including parent – teacher interviews.

# Learning Skills and Work Habits

Student learning skills and work habits have been reported separately from academic achievement on the Ontario report card since 2000.

Academic achievement is reported as a single percentage grade, and the six learning skills and work habits are reported as letter grades. In 2010, the Ministry updated the learning skills and work habits to make them consistent from grades 1 to 12.

Learning Skill / Work Habit	Sample Behaviours
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>fulfils responsibilities and commitments within the learning environment</li> <li>completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>takes responsibility for and manages own behaviour</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>devises and follows a plan and process for completing work and tasks</li> <li>establishes priorities and manages time to complete tasks and achieve goals</li> <li>identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li> </ul>
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>independently monitors, assesses, and revises plans to complete tasks and meet goals</li> <li>uses class time appropriately to complete tasks</li> <li>follows instructions with minimal supervision</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>accepts various roles and an equitable share of work in a group</li> <li>responds positively to the ideas, opinions, values, and traditions of others</li> <li>builds healthy peer-to-peer relationships through personal and media-assisted interactions</li> <li>works with others to resolve conflicts and build consensus to achieve group goals</li> <li>shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>looks for and acts on new ideas and opportunities for learning</li> <li>demonstrates the capacity for innovation and a willingness to take risks</li> <li>demonstrates curiosity and interest in learning.</li> <li>approaches new tasks with a positive attitude</li> <li>recognizes and advocates appropriately for the rights of self and others</li> </ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>sets own individual goals and monitors progress towards achieving them</li> <li>seeks clarification or assistance when needed</li> <li>assesses and reflects critically on own strengths, needs, and interests</li> <li>identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>perseveres and makes an effort when responding to challenges</li> </ul>

Learning skills and work habits are reported using one of the following four letter grades:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

*Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.*

~ Conference Board of Canada



# Learning Skills and Work Habits Q & A

**Question: Why are learning skills and work habits reported separately from academic achievement?**

Reporting separately on academic achievement and learning skills and work habits allows teachers to provide information to parents, students, post-secondary institutions and employers that is specific to each of the two areas of achievement. Employers and post-secondary institutions tend to place different emphases on academics and work habits so reporting on these two areas separately helps them. Separate reporting also helps students and parents to be more specific in identifying areas of strength and next steps for improvement.

**Question: How was the specific list of learning skills and work habits developed?**

The Ontario Ministry of Education has drawn on its own research, as well as findings from Human Resources and Skills Development Canada (HRSDC), the Conference Board of Canada, and international organizations such as the Organisation for Economic Co-operation and Development (OECD) to develop the list of skills and competencies identified in the six learning skills and work habits. There is broad agreement that these skills and habits contribute substantially to student success in school, at work, and in life. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills.

**Question: How can parents/guardians help to reinforce the importance of learning skills and work habits with their children?**

While the academic curriculum changes throughout a child's time at school, the same set of six learning skills and work habits are developed and assessed from grade 1 to 12. Parents and guardians can help to reinforce these skills and habits with their children in the following ways:

- ❖ model the use of skills and habits with your children and explain why they are valuable to you (e.g. establishing priorities, resolving conflicts)
- ❖ help teachers to understand your child's particular strengths, needs and areas for improvement in relation to learning skills and work habits
- ❖ coach your child to develop skills and habits (e.g. encourage him/her to advocate for themselves by seeking assistance from teachers, celebrate persistence when responding to challenges)
- ❖ make it a priority to discuss learning skills and work habits with your children and with their teachers when you receive report cards and during parent-teacher interviews



The learning skills and work habits from the Ontario report card are closely aligned with the employability skills identified by the Conference Board of Canada as essential for success in the workplace. Find out more at:

<http://www.conferenceboard.ca/topics/education/default.aspx>

The Ontario Skills Passport was developed by the Ontario Ministry of Education to identify skills and habits critical to success in the workplace. Find out more at:

<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>



# Levels and Categories of Achievement

Even though academic achievement is reported as a percentage grade on your children’s report cards, individual assignments are often assessed using four *levels of achievement*. These four levels describe how effectively students demonstrate the knowledge and skills described in the overall curriculum expectations. Level 3 achievement is referred to as the *provincial standard*. Students achieving the provincial standard should be well-prepared for continued study in the subject.

Feedback provided on individual assignments will normally be provided in relation to the four categories of achievement that are common to all Ontario curriculum documents. These categories are: knowledge and understanding; thinking; communication; and application. Providing feedback in relation to each category helps students to identify specific strengths and areas for improvement in their learning. This makes goal-setting and next-steps much easier to identify.

The chart below summarizes the four levels of achievement in relation to the categories of achievement, and illustrates how academic grades for report cards are determined.

Level	Description of Categories of Achievement	Most Consistent Level	Suggested Grade	
<b>LEVEL 4</b> Achievement <i>exceeds</i> the provincial standard.	Demonstrates understanding of content with...  Uses planning and processing skills and critical/creative thinking processes with...	<i>a high degree</i>	4++	100%
			4+	95%
			4	90%
			4-	86%
			4--	80%
<b>LEVEL 3</b> Achievement <i>meets</i> the provincial standard.	Expresses and organizes ideas and information with...	<i>considerable</i> effectiveness	3+	78%
			3	75%
			3-	72%
<b>LEVEL 2</b> Achievement <i>approaches</i> the provincial standard.	Communicates for different audiences and purposes with...  Applies knowledge and skills in familiar contexts with....	<i>some</i> effectiveness	2+	68%
			2	65%
			2-	62%
<b>LEVEL 1</b> Achievement <i>is far below</i> the provincial standard.	Transfers knowledge and skills to new contexts with....	<i>limited</i> effectiveness	1+	58%
			1	55%
			1-	52%
<b>BELOW LEVEL 1</b>	The student has not demonstrated the required knowledge and skills. Additional instruction and assessment is required before a credit can be granted.		code of 35	
<b>INSUFFICIENT EVIDENCE</b>	There is outstanding summative evidence that must be submitted before a grade can be determined. A credit will not be granted until the evidence is submitted.		code of 25 (gr. 11 & 12) code of I (gr. 9 & 10)	

## Question: Who should I talk to about my child’s achievement and assessment?

The first person to talk to is your child. Emphasize the importance of the learning skills and work habits by relating them to the skills you need in your own life. Encourage your child to set goals and to use the feedback provided by teachers. Talk to your child’s teachers about the assessment practices that they use, and focus the conversation on your child’s achievement relative to the provincial standard, as well as on the next steps for learning.



# Determining Academic Grades for Report Cards

As you can see from the chart on the previous page, there is quite a range of percentage grades on the report card for each of the four levels of achievement, especially for level 4 achievement. It is common practice for teachers to use + and – indicators for each of the levels on an individual assessment, so you might see marks like 4+ or 3- on your children's work. This allows teachers to further differentiate between pieces of work demonstrating different levels of effectiveness.

Final grades for report cards are calculated with 70% of the grade coming from the most consistent level of work during the term, and 30% of the grade coming from the results of final summative tasks such as exams and other culminating tasks. When determining the percentage grade for the report card, teachers consider how often students achieve in each of the levels, taking into consideration any evidence of *growth in achievement* over time. So if a student's work is most consistently at level 3+, then a percentage grade of 78% would be used at mid-term or as the 70% term grade. It is common for student achievement to vary somewhat during a course, so teachers use their professional judgement to take into account such variation, and to consider growth in student achievement throughout the course when determining academic grades.

## Question: What's wrong with just calculating an average to find the academic grade?

There are problems with validity when using an average to determine academic grades. One problem is that a single mark that is significantly different from the majority of marks can skew the grade away from the most consistent level of achievement. Another problem is that the average does not take into account improvement in achievement over time. Calculating an average might be easier to perform and to understand, but may not be a valid representation of student achievement. Teachers are provided with guidance in how to determine a grade that best represents student achievement.

## The Importance of Meeting Due Dates

It is critical that students meet due dates for assignments. Class time will be provided, wherever possible, for the completion of summative work. If a due date is missed, the following process will be used to ensure the required summative work is submitted:

*If a summative assessment task is not submitted on the due date, the teacher will...*

- require the student to complete either an alternative summative assessment task or the unfinished portion of the summative assessment task in class immediately, through academic detention or through Student Success.
- communicate with parents/guardians that a due date has been missed and share the consequences and next steps.
- ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered).
- refer the student to administration when due dates are consistently missed.

*Only in the case of non-compliance with the above process...*

- the teacher will communicate with administration.
- the administration will meet with the student to determine the process for completion of the summative assessment task.
- the teacher will decide if a mark penalty is to be applied to the assignment once submitted (up to and including its full value). Any mark penalty will not result in a mid-term or final grade that, in the professional judgement of the teacher, misrepresents the student's actual achievement.
- ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behavior (evidence of growth must be considered).

# The Ontario Report Card

Mid-term and final letter grades for the six learning skills and work habits.  
E – excellent, G – good, S – satisfactory, N – needs improvement

The Ontario Report Card is completed twice per semester and will be sent home with your child in November and February for first semester courses, and in April and July for second semester courses.

		<b>Provincial Report Card, Grades 9–12</b>						Semester: _____ Reporting Period: _____ Date: _____								
STUDENT: _____		IDEN: _____		Grade: _____		Homeroom: _____		Principal: _____								
Address: _____						School Council Chair: _____										
SCHOOL: _____				Telephone: _____		BOARD: _____		Email/Website: _____								
Address: _____				Fax: _____		Address: _____										
Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments		Attendance			
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Strengths/Next Steps for Improvement		Classes Missed	Times Late		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First   Final															
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First   Final															

Mid-term and final percentage grades.

**Alternate codes:**

- 35 most consistent level is below level 1 – no credit granted.
- I (grades 9 and 10) – insufficient evidence to determine a grade - no credit granted.
- 25 (grades 11 and 12) – insufficient evidence to determine a grade - no credit granted.
- W withdrawn from course

Report card comments indicate strengths and next steps for improvement in relation to both the curriculum expectations, and the learning skills and work habits.

Number of classes missed and times late during the course.

**Discussing Report Cards with Your Children**

- ❖ talk about learning skills and work habits as key factors contributing to success in school, work and life
- ❖ focus on areas of strength that you see in the report card
- ❖ ask your children to identify things they would like to improve and to set specific goals
- ❖ consider meeting with your children’s teachers for a parent-teacher conference

## Parent-teacher Communication

Effective and regular two-way communication between home and school through course outlines, telephone calls, report cards, parent-teacher interviews, and parent involvement in the classroom and school all support the partnership between school and home.

Parent-teacher interviews are a valuable tool to help you and your child's teachers work together for your child’s school success. Parent-teacher interviews are short face-to-face sessions, arranged by the school one evening per semester.

**Before the interview:**

- ❖ Determine what you need from the interview to support your child. Focus the conference on your child rather than on other children or on the teacher.

**During the interview:**

- ❖ Ask about your child’s strengths. We all have weaknesses, but we build from our strengths.
- ❖ Ask if there are things your child is reluctant to try right now and discuss what support he/she needs.
- ❖ Share knowledge and experience about your child and ask if there are things you could do at home to help him/her to get even more out of school.
- ❖ Don't hesitate to make notes while the teacher is talking so that you will remember what he or she said once you get home.

**After the interview:**

- ❖ Keep in regular contact with the teacher to follow up on the mutually agreed plan.
- ❖ Talk with your child about what was discussed and how you and the teacher will work together at improving your child’s learning.

## Promoting Academic Honesty

Academic honesty is a fundamental cornerstone of student learning. Teachers will explicitly instruct behaviours and intentionally develop skills that support academic honesty. Breaches of academic honesty are intentional attempts to gain credit for work that is not the student’s own. All breaches of academic honesty will be reported to the school administration and a plan of action will be implemented follows:

<b>Initial Breach of Academic Honesty</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> documentation of occurrence by administration</li> <li><input type="checkbox"/> conference called by administration with teacher, student, parent/guardians</li> <li><input type="checkbox"/> counselling</li> <li><input type="checkbox"/> academic assistance</li> <li><input type="checkbox"/> completion of summative assessment task or alternate</li> </ul>
<b>Subsequent Breach of Academic Honesty</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> documentation of occurrence by administration</li> <li><input type="checkbox"/> conference called by administration with teacher, student, parent/guardians</li> <li><input type="checkbox"/> counselling</li> <li><input type="checkbox"/> academic assistance</li> <li><input type="checkbox"/> compensatory task (e.g., report on ethics)</li> <li><input type="checkbox"/> suspension</li> <li><input type="checkbox"/> completion of summative assessment task or alternate</li> </ul>
<b>Repeated Breaches of Academic Honesty</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> documentation of occurrence by administration</li> <li><input type="checkbox"/> conference called by administration with teacher, student, parent/guardians</li> <li><input type="checkbox"/> suspension</li> <li><input type="checkbox"/> loss-of-credit due to lack of sufficient evidence of achievement</li> </ul>



## Additional Questions and Answers

### Question: Why are assessment and evaluation practices different from those I experienced when I went to school?

Ontario’s education system is one of the most inclusive in the world. We pride ourselves in offering a high quality education system that values the strengths and abilities of all students. Over the past ten years, we have learned much about how to use assessment and evaluation strategies to engage students in their learning, and to help them develop to their potential. In particular, we know of the power of formative assessment, and how descriptive feedback related to specific learning goals helps students to identify next steps for their learning. We also know that motivation is increased when students feel more control over their learning, and when their performance is measured relative to fixed learning goals, rather than being measured in comparison to other students.

### Question: Is the achievement of Ontario’s students improving over time?

Yes, Ontario’s students are showing evidence of improved learning and engagement in school. Scores on Ontario’s EQAO assessments are gradually improving, and the percentage of high school graduates is on the rise. The performance of Ontario students on International assessments is also improving. Assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) show that Ontario students are consistently among the highest achieving in the world, and that their performance is consistently improving.

## Glossary of Assessment and Evaluation Terms

<b>Assessment</b> – the process of gathering information related to learning skills and work habits or academic achievement, and providing feedback to inform both students and teachers of the next steps for learning.	<b>Formative Assessment</b> – used to monitor student performance and provide feedback to students and teachers in an effort to improve learning and instruction. Formative assessment data are not used to determine grades.	<b>Overall Curriculum Expectations</b> – the knowledge and skills, described in general terms, that students are expected to develop and demonstrate; all overall expectations must be accounted for in evaluation.
<b>Categories of Achievement</b> – four areas of knowledge and skills developed through the curriculum expectations. The four areas are: knowledge and understanding; inquiry; communication; and application.	<b>Grade</b> – a letter (for learning skills and work habits) or number (for academic achievement) used to represent the most consistent level of achievement used for the purpose of reporting at the middle or end of the semester.	<b>Professional Judgement</b> - professional knowledge informed by understanding of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning.
<b>Consistency</b> - the most commonly occurring level of achievement across the overall expectations of the course; if achievement is lacking in consistency, an attempt must be made to find the centre of the achievement pattern without considering unusually high or low marks.	<b>Growth in Achievement</b> - a consideration for grade determination; such consideration is only given when the evidence relates to the same, or a similar set of overall expectations; growth ensures that extenuating circumstances do not negatively impact a student’s grade in cases where more recent evidence is lower than earlier evidence.	<b>Provincial Standard</b> – achievement of curriculum expectations at level 3, as described in the achievement chart; parents/teachers of students achieving at level 3 can be confident that their children/students will be prepared for work in subsequent courses.
<b>Criterion-Referenced Evaluation</b> – an approach to the evaluation of student learning and achievement relative to predetermined performance standards, levels, or criteria rather than relative to the performance of other students; this approach is mandated by the Ministry of Education.	<b>Levels of achievement</b> – four different levels of achievement of the provincial curriculum expectations for any given course. Level 3 is the Provincial Standard, while level 4 identifies achievement that surpasses the standard. Level 2 identifies achievement that approaches the standard. Level 1 identifies achievement that falls much below the Provincial Standard.	<b>Success Criteria</b> - specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in, and categories of, the achievement chart; criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning.
<b>Evaluation</b> – the process of judging the quality of a student’s learning skills and work habits or academic achievement of overall expectations, and assigning a mark or grade to reflect that quality.	<b>Norm-referenced</b> – an approach to the evaluation of student learning and achievement relative to the achievement of other students; this approach is inconsistent with Ministry policies.	<b>Summative Assessment</b> – process used to determine the level of achievement of overall expectations at the end of a period of learning. Summative assessment data are used to determine grades.