

The Ontario Online School (The OOS)

Assessment, Evaluation, and Reporting Manual (Policy 1)



In developing this document, the creators drew from language in the following documents:

[Growing Success](#) (2010), [The Ontario Human Rights code](#) (2014), [The Ontario Education Act](#) (1990), [The Ontario College of Teachers](#) (2017) standards of professional practice, and [The OSSTF Professional Conduct Guidelines](#)

The OOS uses a student assessment, evaluation, and reporting policy that is applied consistently throughout all programs. This policy is informed by the provincial policy for assessment, evaluation, and reporting required in [Growing Success](#) (2010), [Growing Success: The Kindergarten Addendum](#) (2016), and provincial curriculum expectations. To ensure effective implementation of ministry policy, direct statements from provincial and board policy documents have been embedded consistently throughout this document. These direct statements are referenced by endnotes.

The OOS is committed to excellence in education by supporting the equitable access to opportunities for success, for all students. This includes the commitment by the school, and its staff to anti-oppression practices through the identification and elimination of all types of discrimination as outlined in [Ontario's Equity and Inclusive Education Strategy \(2009\) in PPM No. 119](#), [Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#) (2013), [Ontario's Education Equity Action Plan](#) (2017) and the [Anti-Racism Directorate's three year anti-racism strategic plan, A Better Way Forward](#) (2017). Our assessment and evaluation practices are underpinned by these beliefs.

In the event that there is a dispute between what is written in this document, and what is stated explicitly in the aforementioned documents, the aforementioned supersede this document.

*for the purpose of this document, "school" refers to OOS, and "classroom" refers to the Google Classroom online environment.

FUNDAMENTAL PRINCIPLES OF ASSESSMENT & EVALUATION

In order to collect meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning,

Students need to:	Teachers will:
<ul style="list-style-type: none"> ● Demonstrate a sincere commitment to their work and their learning, and focus on the development of appropriate learning skills, as well as the curriculum specific skills. ● Monitor their own thinking and learning strategies, inform their educator as to the learning style best suited for them, and apply strategies that will most likely lead to success. ● Communicate with teachers about challenges and concerns clearly, and in a timely fashion. ● Be willing to share current learning strategies with their teacher, and work towards a more effective method if one is recommended by teachers ● Follow through with agreed upon commitments to their teacher, and to their classmates 	<ul style="list-style-type: none"> ● Create and maintain a positive/safe learning climate where students feel comfortable asking questions, trying new things, and participating in class discussions. [<i>p.8 - Growing Success</i>] ● Differentiate instructions and assessments to support the diverse learning styles of students [<i>p.6 - Growing Success</i>] ● Provide clear learning goals and success criteria at the start of learning, and return to them frequently during the learning process [<i>p.6 - Growing Success</i>] ● Offer multiple opportunities for assessments (for & as learning) before an evaluation [<i>p.6 - Growing Success</i>] ● Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely, in order to support improved learning & achievement [<i>p.6 - Growing Success</i>] <p>These will minimize misconceptions, encourage student involvement, and allow students to have a clear understanding of all the required expectations.</p>

If a student has concerns about their classroom experience,

Students should:	Teachers must consider the four MITIGATING factors:
<ul style="list-style-type: none">• Communicate with their teacher about the challenges or concerns clearly, and in a timely manner.• If that does not resolve the issue, students can choose to have a conference with the teacher, in presence of a parent/gaurdian, and an administrator	<ol style="list-style-type: none">1. Individual circumstances2. Number and frequency of incidents3. Maturity of the student4. Grade level of the student <p>After considering the four MITIGATING factors, teachers may, in their professional judgment:</p> <ul style="list-style-type: none">• Listen and respond accordingly to the raised concern with student's best interest in mind• Consult with other teachers for support and ideas• Reflect on current instructional & assessment practice• Discuss & develop a resolution plan with student• Communicate with the student's home, to notify parents of the concern, the strategies that have been put in place to address the concern, and later, the outcome of these strategies• Enter a note in The School Information System• If the issue cannot be resolved between teacher & student, then the teacher may initiate a conference with parents, student, and an administrator.

1. LATE ASSIGNMENTS *(Synchronous learning option)*

When an assignment is submitted after the agreed upon date.

In order to ensure that all evaluations are submitted by the established due date,

Students will:	Teachers will:
<ul style="list-style-type: none">• Know timelines around assignment submission by checking classroom resources, including the course calendar• Record due dates using their device or agenda• Enable notifications on the OOS Moodle App, so that they receive notifications about upcoming due dates.• Speak to their teacher well <u>BEFORE (not on) the agreed upon due date</u>, if they are unable to complete/submit the assignment on time	<ul style="list-style-type: none">• plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;• establish deadlines (collaborate with students) for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents;• publish submissions in an easily accessible medium e.g.: Google classroom.
	<p>Teachers may:</p> <ul style="list-style-type: none">• remind students of upcoming due dates

If an evaluation is submitted after the established due date,

Students will:	Teachers must consider the four MITIGATING factors:
<ul style="list-style-type: none">● offer suggestions for alternative assignments that can assess the skills and content that were being assessed in the initial assessment.● negotiate a new date to submit the assignment and adhere to the new deadline	<ul style="list-style-type: none">● Individual circumstances● Number and frequency of incidents● Maturity of the student● Grade level and pathway of the student <p>After considering the four MITIGATING factors, teachers may, in their professional judgment:</p> <ul style="list-style-type: none">● provide students with the opportunity to demonstrate their evidence of learning using an alternative format, where possible● call parents to discuss late assignments● schedule catch-up opportunities● accept late assignments with or without penalty, in accordance with Growing Success and Policy 1. However, “teachers must ensure that mark deductions will not result in a mark on the report card, that, in the professional judgment of the teacher, misrepresents the students’ actual achievement.”

2. PLAGIARISM

Misleading a teacher by using work of an author (exact or close imitation either in language or ideas/thoughts) and use as one's own original work.

In order to prevent issues of plagiarism,

Students will:	Teachers will:
<ul style="list-style-type: none">• Always produce original work• Give credit through appropriate citation and referencing when quoting and paraphrasing the work of others• Do not allow others to copy your work• Seek clarification and assistance from teacher regarding proper citation	<ul style="list-style-type: none">• discuss with students what academic honesty and plagiarism look like (i.e. examples)• share specific protocol concerning plagiarism with students at the beginning and throughout the semester• provide students with appropriate resources to properly reference their work (e.g. MLA/APA guide, easybib.com, turnitin.com, etc.)• create authentic evaluations to minimize the likelihood of plagiarism• consider evaluation criteria to thinking/ integrating/application of information• Explain the consequences for plagiarism <p>p.42 Growing Success</p>
	Teachers may:
	<ul style="list-style-type: none">• collect and assess work done during class time• provide students with assessment choices

As a result of plagiarism,

Students may:	Teachers must consider the four MITIGATING factors:
<ol style="list-style-type: none">1. Have a conversation with the teacher (Discuss the circumstances openly and honestly with teacher & accept responsibility and consequences for behaviour)2. Complete the same or an alternative assignment done with supervision in or out of class time3. Enter a note in The School Information System	<ol style="list-style-type: none">1. Individual circumstances2. Number and frequency of incidents3. Maturity of the student4. Pathway of the student <p>After considering the four MITIGATING factors, and their professional judgment teachers may:</p> <ul style="list-style-type: none">• have a conversation/interview with the student to determine whether the transgression was done inadvertently or deliberately.• document the incidence of plagiarism in THE SCHOOL INFORMATION SYSTEM• counsel the student and give him/her the opportunity to revise the work or resubmit all or part of the assignment with, appropriate with teacher supervision.• assign a reflection on academic honesty• contact parent/guardian• refer students to a vice-principal• provide alternative assignment - keeping in mind to differentiate the assessment (e.g. observation, conversation or product)• assign students a zero; however, “teachers must ensure that mark deductions will not result in a mark on the report card, that, in the professional judgment of the teacher, misrepresents the students’ actual achievement.”

3. MISSED ASSIGNMENTS

When a student is absent for an evaluation being done in the classroom.

In order to ensure that there is sufficient evidence of learning collected,

Students will:	Teachers will:
<ul style="list-style-type: none">• Provide input/consult with their teacher in order to negotiate timelines for due dates and absolute deadlines• Use their school agenda or personal electronic device to record due dates for assignments and evaluations• Speak to their teacher well <u>BEFORE (not on) the agreed upon due date</u>, if they are unable to complete/submit the assignment on time• Where possible, inform their teacher in advance if they will be absent for an evaluation• Provide a note from their parent/guardian authorizing their absence in cases of a missed evaluation	<ul style="list-style-type: none">• Gather evidence of learning based on observations, conversations with students, as well as products students create• Establish due dates and absolute deadlines with students• Inform students' parent/guardian, counsellor, and vice-principal about developing patterns of incomplete (missed) assignments• Provide student with an alternative assignment if the assignment/evaluation has been marked and returned
	Teachers may:
	<ul style="list-style-type: none">• remind students of upcoming in-class evaluation date• outline expectations of the evaluation in advance

If teachers have insufficient evidence of student learning,

Students will:	Teachers must consider the four MITIGATING factors:
<ul style="list-style-type: none"> ● Explain their reason for not completing the assignment ● Provide any relevant documentation that supports/explains why they did not complete the assignment (i.e. a note from parent/guardian or medical note) ● Make use of all available opportunities to complete missed assignments (for example, attend Credit Rescue) 	<ol style="list-style-type: none"> 1. Individual circumstances 2. Number and frequency of incidents 3. Maturity of the student 4. Grade level of the student <p>After considering the four MITIGATING factors, teachers may, in their professional judgment, address and respond to missed assignments by:</p> <ul style="list-style-type: none"> ● provide an alternative assignment - keeping in mind to differentiate the assessment (e.g. observation, conversation or product) ● assign <i>Zero</i> or <i>Incomplete</i> as a placeholder until the student demonstrates evidence of the learning ● refer to the last evidence of learning for the specific learning goals pertaining to the evaluation if no new evidence can be collected (using professional judgment) ● assign students a zero; however, “teachers must ensure that mark deductions will not result in a mark on the report card, that, in the professional judgment of the teacher, misrepresents the student’s actual achievement.” ● recommend students for Credit Recovery

4. CHEATING

Misleading a teacher in some way to gain credit for work that is done by another person either partially or fully; or work performed with unauthorized assistance

In order to ensure that all evidence is original to the student,

Students will:	Teachers will:
<ul style="list-style-type: none">• Understand the definition of cheating (an attempt to or any of the following: breaking the rules; completing work in a dishonest way; stealing or using another student's work; possessing or copying or using unauthorized notes; fabricating references; using an electronic device to access unauthorized sources; taking pictures and sending/receiving messages)• Always produce original work• Understand the consequences for cheating• Seek clarification and assistance on assigned coursework from teachers as needed• Be prepared to share sources of information and ideas when asked by a teacher• Not allow others to copy your work	<ul style="list-style-type: none">• Define cheating (an attempt to or any of the following: breaking the rules; completing work in a dishonest way; stealing or using another student's work; possessing or copying or using unauthorized notes; fabricating references; using an electronic device to access unauthorized sources; taking pictures and sending/receiving messages)• Explain the consequences for cheating → Note: zero can only be assigned to the section student was caught cheating on.

As a result of cheating,

Students will:	Teachers must consider the four MITIGATING factors:
<ul style="list-style-type: none">• Have a conversation with the teacher (Discuss the circumstances openly and honestly with teacher & accept responsibility and consequences for behavior)• Accept responsibility and the consequences of their choices	<ol style="list-style-type: none">1. Individual circumstances2. Number and frequency of incidents3. Maturity of the student4. Grade level of the student <p>After considering the four MITIGATING factors, teachers may, in their professional judgment:</p> <ul style="list-style-type: none">• provide an alternative assignment - keeping in mind to differentiate the assessment (e.g. observation, conversation or product)• have a conversation/interview with the student to determine whether the transgression was done inadvertently or deliberately.• document the incidence of cheating in THE SCHOOL INFORMATION SYSTEM• counsel the student and give him/her the opportunity to revise the work or resubmit all or part of the assignment with, appropriate with teacher supervision.• assign a reflection on academic honesty• contact parent/guardian• refer students to an administrator• provide alternative assignment - keeping in mind to differentiate the assessment (e.g. observation, conversation or product)• assign students a zero; however, “teachers must ensure that mark deductions will not result in a mark on the report card, that, in the professional judgment of the teacher, misrepresents the students’ actual achievement.”

5. OTHER: EXTENDED ABSENCES

Being away from the online school environment for 5 days or more.

In order to ensure that there is enough evidence of learning collected,

Students will:	Teachers will:
<ul style="list-style-type: none"> • Get the <i>Extended Absence Form</i> (link to this). • Complete the form (required information from the student). • Meet with their teacher and: <ul style="list-style-type: none"> ○ Notify the length of absence ○ Acquire what work will be missed during the absence ○ Discuss with the teacher the next steps ○ If available, the student will access the class site for more information 	<ul style="list-style-type: none"> • Complete the <i>Extended Absence Form</i> with the student • Discuss the expectations for completing the missed work either before, during, or after the absence • Establish a set date for all work during the absence to be completed • Provide learning goals, success criteria and online/print resources to support learning. • Provide an alternative task that combine essential skills and knowledge that are representative of missed summative task(s) <p>To ensure all students an equal educational opportunity, make up work and late assignments should be accepted.</p>
<ul style="list-style-type: none"> • The student will email the completed <i>Extended Absence Form</i> to the school administration for review. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Communicate with parents/guardians to either arrange a pre-conference in person or on the phone to outline expectations and agreements. • Refer students to credit rescue • Utilize Academic Resource Room

As a result,

Students will:	Teachers must consider the four MITIGATING factors:
<ul style="list-style-type: none">• Upon the return of the student, the agreed upon set date for work must be met• If the student fails to meet the deadline set, then it is his/her responsibility to create the next steps to demonstrating evidence of learning <p>Suggestions:</p> <ul style="list-style-type: none">• Set conference date with teacher• Complete alternative assignment with due date set by teacher	<ol style="list-style-type: none">1. Individual circumstances2. Number and frequency of incidents3. Maturity of the student4. Grade level and pathway of the student <p>After considering the four MITIGATING factors, teachers may, in their professional judgment:</p> <ul style="list-style-type: none">• Communicate with parents/guardians to arrange a post-conference to discuss next steps.• Assign <i>Zero</i> or <i>Incomplete</i> as a placeholder until the student demonstrates evidence of the learning• Refer to the last evidence of learning for the specific learning goals pertaining to the evaluation if no new evidence can be collected (using professional judgement)• Triangulate evidence of learning

6. OTHER: STUDENT CONTESTED GRADES

When there is a discrepancy between the received mark and given criteria.

In order to ensure that grades are accurate, consistent, meaningful and supportive of learning,

Students will:	Teachers will:
<ul style="list-style-type: none">● Review the rubric, instructions, expectations, checklist, Success Criteria and teacher feedback, prior to questioning/contesting the grade.● Allow at least 24 hours to complete the above steps before scheduling a time to discuss the grade with the teacher. This time is to allow the student to thoroughly review the evaluation.● Be accountable for providing reason for their contestation.● Be accountable for providing evidence for the grade the student is advocating for:<ul style="list-style-type: none">○ Learning Goals and Success Criteria○ Rubrics/checklists○ Other related course work	<ul style="list-style-type: none">● Instruct student to review task expectations, instructions, rubric/checklist, Success Criteria and feedback (prior to the discussion) OR ask if they first reviewed the evaluation before disputing the grade.● At teacher's discretion and/or convenience, he/she will schedule a time to discuss the grade and to review instructions, expectations, Success Criteria and rubrics with the student.

As a result,

Students may:	Teachers may:
<ul style="list-style-type: none">• If the concern is not resolved, then the student may discuss the concern with the department head.• If the issue is still not resolved, then the student may take the concern to a vice-principal and a conference may be set up to with the teacher, student and parents.	<ul style="list-style-type: none">• Initiate and arrange a meeting between parents, student and an administrator to resolve the issue

7. Attendance

Success in an online learning environment depends on regular and active participation in class activities. As a rule of thumb, it is recommended that students spend approximately 6 hours a week on the course. This includes time logged on to the OLP, as well as off line time working on lesson materials. Final grades in OOS courses are distilled through a Triangulation of student **products** (the grades a student gets on the assignments they complete and submit), **observations** of the student, and **conversations** the student has with teachers and fellow students. As such, it is imperative that students log on frequently, and participate in the various class discussions.

OOS teachers monitor student attendance through participation, and will notify students and parents, if a program arises. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program. Please see the Student code of conduct for full details on the OntarioOnlineSchools.ca attendance policy.

9. APPROPRIATE COMPUTER USE POLICY

The Learning Management System (LMS) at the Ontario Online School is designed for educational purposes only. All use of any LMS tool within the course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes. The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or

removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police. Students need to be very vigilant in order to prevent them from getting into a situation where they may be suspected for inappropriate use. Therefore students are reminded to

Always protect their passwords and not share them with anyone

Always inform their teachers of suspicious messages or other incidents that they encounter

Always only access content that is intended for student use.