



ASSESSMENT FOR LEARNING

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT IN CATHOLIC SCHOOLS

***INTERMEDIATE AND SENIOR
DIVISIONS
GRADES 9 – 12***

POLICY 2005



Kevin Kobus
Director of Education

Oliver Carroll
Chair of the Board

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The information in the following pages is intended to support local school planning in the context of the priority initiatives and on-going services which are available to schools from the Curriculum and Accountability Department.

This document was produced by the
Curriculum & Accountability Team

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FOREWORD

Issues and questions revolving around good and valid assessment and evaluation practices are on-going in all enlightened schools, school boards, districts and jurisdictions. Three of the enduring issues involve the balance between consistency and standardization, accountability and compassion, and the use of marks vs. levels.

Researchers and practitioners such as Grant Wiggins, Michael Fullan, Richard DuFour, Richard Stiggins, Lorna Earl, Ken O'Connor, Tom Guskey and Jay McTighe have been sought after internationally to assist in the attempt to identify ways to assess and evaluate the abilities, achievements and growth of students which will be seen as accurate, fair, effective and comprehensive.

We search for strategies that will encourage excellence without discouraging those who find the path to what is generally perceived to be academic excellence, more difficult to travel. We search for strategies that will help us identify, address, nurture and build on the particular strengths, learning styles and multiple intelligences of our students.

The current focus on "Success For All" accentuates the fact that good assessment is not intended to be a way to separate the wheat from the chaff. It is intended to be an aid for teachers to find ways to help all students develop and grow to intellectual and behavioural maturity. We encourage assessment for learning, not merely of learning. It is intended to be a way to help students to discover what exactly they must do to mature and succeed, and to encourage and inspire them to take those steps. Reports of student failure and drop out rates are evidence that there is a lot of work yet to do.

This is not a time to stand pat, to revert to past practice or to hesitate to try new ways.

That wide ranging and on-going search makes clear that there is no one way, no complete answer, no magic bullet available to us. If that were so, our vast collection of books, periodicals, journals and research studies could be filtered down to one or two volumes.

However, there is a growing sense of commonality in recent literature on the principles of good assessment, on good and effective practices, on strategies we should be adopting and those we must cease to use.

The purpose of this document is to add form to that function.

PURPOSE AND SCOPE OF THIS DOCUMENT

Upon completion, this document will be a clearer statement of the policies on student assessment and evaluation that the Toronto Catholic District School Board will apply in all of its schools at the intermediate and senior levels.

It builds on the 2001 TCDSB Resource Document: Assessment of Student Achievement in Catholic Schools, and the 2003 TCDSB Policy Document: Evaluation: Intermediate and Senior Divisions, Assessment of Student Achievement in Catholic Schools.

This document is consistent with all current Ministry Policies. Where those policies are open to interpretation in practice, this document attempts to take positions and make interpretations that will increase consistency in practice and expectations in all TCDSB schools for all students.

It is the position of this document that students in all of our schools have the right to have their work and accomplishments assessed and evaluated on the basis of common standards and through a use of comparable evaluation practices. An evaluation grade in one school should have the same meaning to parents, students and teachers as that same grade would in another school.

That sense of consistency and commonality is intended to assist schools in validating their evaluations of student achievement, and to provide schools with an additional, not the only, clear standard by which they can measure their own level of effectiveness.

At the same time, the policies have been written in such a way that schools, departments and teachers will be able to adapt them to the particular needs of their schools, classes and students.

Further refinements and specific interpretations are clearly left to be made by subject associations, individual schools, and local subject departments.

The document is intended to be a help for schools and teachers who may have questions regarding the extent to which they are expected to use their own skills, experience and professional judgement in the design of their courses, teaching/learning strategies, assessment strategies and evaluation tools.

In short, it attempts to strike a balance between standards and straightjackets.

To that end, the document begins with a statement of Guiding Principles. These principles are not to be an add-on. They are to be the residual, fall-back position and support for all of our decisions. It is important for the effective use of this document that those principles be read, discussed and carefully considered at the outset. It is in alignment with those principles that the rest of the policy statements must be interpreted and implemented. All of our policies must be - and must be seen to be - subject to and consistent with those principles.

Guiding Principles

Educative Assessment in Catholic Schools Intermediate & Senior Divisions

The dual mandate of Catholic Education creates a responsibility to educate mind, body and soul. This mandate includes the promotion of a world view and moral life that integrates and informs all elements of the curriculum. Curriculum planning for Catholic schools must respect all learning expectations mandated by government policy, which clearly outlines what students should know and be able to do.

In addition to meeting Ministry of Education expectations, programs of study developed for Catholic schools must also design down from the ***Ontario Catholic School Graduate Expectations*** (Institute for Catholic Education, 1998). These graduate expectations resulted from an extensive two-year consultative process, involving all partners in Catholic education. They articulate:

- not only what we expect our graduates to know and do,
- but also what we expect our graduates to be as they continue their life journey as compassionate human beings, as contributing members of society, and as followers of Jesus Christ.

The assessment requirements outlined in Ministry of Education policy documents identify four focal achievement categories:

1. Knowledge and Understanding
2. Thinking
3. Communication
4. Application.

Given the holistic mandate of Catholic schools, a fifth assessment category is required on which to focus assessment:

5. Attitudes and values.

Although difficult to measure and grade, the development of positive personal values and a commitment to act from a set of Christian values can be observed over a period of time and progress can be reported anecdotally. The ***Ontario Catholic School Graduate Expectations*** serve as useful assessment benchmarks for formative teacher feedback relative to holistic personal development and growth.

Guiding Principles

This fifth category is intended for formative feedback only and not for the determination of marks and grades.

The principal purpose and the ultimate goal of all assessment must be to improve learning. This ultimate goal can be realized when students demonstrate the self-assessment required to be effective life-long learners.

Therefore, to be most effective, the assessment, evaluation and reporting of student achievement must be seen to be educative by all stakeholders.

Educative assessment promotes learning and personal growth. An educative assessment plan must include the following seven qualities:

1. Comprehensive
2. Valid
3. Informative
4. Equitable
5. Ethical
6. Collaborative
7. A pursuit of excellence.

The data obtained from an educative assessment plan that includes the above qualities can be used with confidence as a basis for professional judgments and important decisions.

Professional learning communities are invited to review and revise assessment practices relative to these seven principles. Given the current emphasis on increased accountability in education, it is imperative that teachers and schools work from an assessment plan that is seen to be both principled and effective.

It is the obligation of students to explicitly demonstrate their achievement of mandated learning expectations.

It is the obligation of teachers to provide the documentation required in order to support all professional judgments made by teachers regarding the full extent (breadth and depth) of student achievement.

Seven Principles of Highly Effective Assessment

Effective assessment as outlined in the *Assessment of Student Achievement in Catholic Schools* (TCDSB 2001) is:

Comprehensive – Assessment should be based on a variety of data collected at regular intervals, in different situations.

Valid – Assessment should consistently and accurately measure the learning that it is intended to measure, produce evidence that is dependable and trustworthy and involve interpretation that is consistent with the intended purpose.

Informative – Assessment should provide information that is clear and understandable to all students, teachers, parents, schools and the school system.

Equitable – Assessment should be as free as possible from bias with regard to culture, developmental level, gender, socioeconomic background, language, learning style and other special interests and needs.

Ethical – The collection, maintenance, use and reporting of data should be conducted with sensitivity and discretion. Information should be kept confidential.

Collaborative – Assessment should be a co-operative effort in which each person has the opportunity to understand the purpose of assessment tools, interpretations, and reports.

A Pursuit of Excellence – Assessment should challenge students to discover and realize their full potential; challenge programs to be as effective as possible; reveal both strengths to be preserved and areas to be improved; assist students to become effective self-evaluators; and encourage educators to be reflective practitioners.

Effective Student Assessment is...

Comprehensive

- Based on a variety of methods including different modes (self, teacher, peer), types (diagnostic, summative, formative) and strategies (paper and pencil tasks, performance tasks, personal communication tasks) and tools (marking schemes, rubrics, rating scales, etc.) to suit the learner and the learning expectations;
- An ongoing integral part of the learning process to provide students with opportunities to demonstrate the full range of their learning;
- Balanced rather than primarily summative;
- Suitable for group and individual situations assessing both process and product while holding individual students accountable for individual achievements.

Valid

- Based on curriculum expectations (the content standards) and achievement charts (the performance standards) to address both what students learn and how well they learn;
- Based on categories (knowledge/understanding, inquiry/thinking skills, communication skills, and application skills) and achievement levels found in curriculum policy documents with the addition of a fifth category focused on attitudes/values and intended only for formative feedback;
- Linked to specific performance criteria that are observable, negotiated with and communicated to students as work is assigned.

Informative

- Useful in providing information for effective decision making by teachers, students and parents;
- Clearly communicated to and understood by all stakeholders (from the beginning);
- Planned and under regular review.

Equitable and Ethical

- Appropriate for all students, accommodating the needs of exceptional students and students who are learning English as their second language through appropriate accommodations and modifications;
- Respectful of the varied backgrounds, abilities and needs of students;
- Sensitive to different learning styles and multiple intelligences;
- Gathered and communicated with sensitivity and discretion.

Collaborative

- Seen as a challenging and satisfying opportunity for students to reflect on and assess their own learning and to set specific goals;
- Seen by students as an opportunity to demonstrate what they know, feel and can do.

A Pursuit of Excellence

- A positive rather than punitive experience;
- Seen by all stakeholders as fair and necessary for learning and personal growth;
- Aimed at both student and program improvement;
- Seen as building on prior learning and promoting life-long learning and the requisite self-assessment;
- Inviting students to take calculated and creative risks, to learn from practice, and to redeem earlier deficiencies through additional effort focused on clear goals.

Three R's of Educative Assessment

Educative assessment promotes learning and personal growth. Learning and personal growth are best promoted when a school and classroom culture of ***risk taking, revision and redemption*** are seen to exist.

According to effective studies research, risk taking, revision and redemption are key components of any assessment plan intended to foster the growth and development of life-long learners. Redemption is an extremely important part of the Catholic faith tradition.

Risk Taking

- ❑ Authentic challenges require students to take calculated risks.
- ❑ Students are most willing to take calculated risks when the assessment process is driven by feedback rather than by grading.
- ❑ The classroom should be the safest place to make and recover from a mistake.
- ❑ Students should be allowed to assess the effectiveness of their decisions.

Revision

- ❑ Difficult tasks must be broken down into manageable pieces, reviewed, revised and repeated to achieve mastery.
- ❑ Important tasks are worth doing well.
- ❑ Formative assessment provides feedback and leads to improvement and growth.

Redemption

- ❑ Everyone has bad days!
- ❑ Marks should be awarded for achievement rather than deducted for failure.
- ❑ Effective "second chance" assessment requires students to work on a manageable number of identified deficiencies.
- ❑ Mistakes, that when corrected improve learning, should not be held against the student.
- ❑ When everything counts for marks, it is extremely difficult for a student to redeem earlier efforts and assume creative risks.
- ❑ The most consistently and recently observed levels of achievement should take precedence in the assigning of grades.

Addressing Late and Missing Assignments

Learning Skills and Curriculum Expectations should be given separate but equal status. To the extent possible, Learning Skills should not be included in the determination of a student's percentage grade.

TCDSB Policies are based on principles which recognize that:

- Under OSS, there has been a fundamental shift in perspective regarding late and non-submitted assignments.
- Deduction of marks and zero's do not improve learning or assist students who are already struggling with success in schools.
- Students' success and progress is based on what a student demonstrates. Zeros or Incompletes should be used to indicate that a significant expectation has not been demonstrated; not be given as a penalty.
- In the world beyond school, there are penalties for missed deadlines. If dealt with responsibly, there are also negotiated timelines, continuous intakes, review and re-do time, and consideration of individualized circumstances and consequences.

Policies dealing with late or non-submissions should be consistent but not inflexible and prescriptive. Schools and teachers may not establish a general policy which sets pre-determined mark deduction penalties for late assignments. Responses must take into account individual circumstances which recognize:

- differences between uncharacteristic, repeated and chronic behaviours
- legitimate explanations
- poor time management skills
- the lack of requisite skills or comprehension to complete work
- students who are working from IEP's and ESL/ELD learners
- differences between grade levels

The rationale for differing responses should be discussed with students at the beginning of each course.

Strategies must be consistent with the principles and policies of the Ministry of Education and the Toronto Catholic District School Board.

Policy on Student Evaluation

Introduction

The Evaluation Policies of the Toronto Catholic District School Board are based on the following precepts, frameworks and goals.

1. The purposes of these policies is to:
 - i. Improve student learning
 - ii. Develop greater consistency in evaluation practice
 - iii. Provide clarity in reporting
2. The following policies and guidelines will be adhered to:
 - i. Ontario Secondary Schools, Grade 9-12, Program and Diploma Requirements, 1999.
 - ii. The Ontario Curriculum Grades 9-12: Program Planning and Assessment, 2000
 - iii. Guide to the Provincial Report Card, Grades 1-8, 1998
 - iv. Guide to the Provincial Report Card, Grades 9-12, 1999
 - v. The Ontario Curriculum, Grades 1-8
 - vi. The Ontario Curriculum, Grades 9-10
 - vii. The Ontario Curriculum, Grades 11-12
 - viii. The Ontario Curriculum, Grades 1-12, 2004: Achievement Charts (Draft)
 - ix. Ontario Catholic School Graduate Expectations
 - x. Individual Education Plans: Standards for Development, Program Planning and Implementation. Ministry of Education, 2000
 - xi. Transition Planning: A Resource Guide 2002
3. Subject to further clarification and specificity, TCDSB's Department of Curriculum and Accountability endorses the interpretation and application of the resource document *Policy to Practice (2003)* instituted by the Council of Directors of Education (CODE). The *Policy to Practice* document was funded by the Ontario Ministry of Education, written by a consortium of school boards and subject associations to reflect best practice.
4. Elementary schools are encouraged to use the resource document *Effective Elementary Assessment and Evaluation Classroom Practices, 2005* produced by CODE in partnership with the Ministry of Education, in implementing board assessment and evaluation policies.
5. All teachers should be provided with a copy of *Assessment of Student Achievement in Catholic Schools*, Toronto Catholic District School Board, 2001.
6. These policies will be subject to on-going review, professional development and sharing of best practice.

SECTION 1: Basis of Evaluation

§1.1 All teachers will use the subject-specific Achievement Charts in the curriculum documents and IEP's as the framework for assessing, evaluating, and reporting student achievement of the curriculum expectations. The achievement charts will provide a reference point for all authentic assessment practice, including the assignment of percentage grades when grading student performance at designated reporting times.

- The Achievement Chart categories will be used explicitly as the basis on which teachers record, maintain and report their marks.
- It is neither intended nor expected that all four categories be included in every assessment, or that the weighting of every individual assessment or evaluation be identical to the overall weightings of the course.
- An electronic marks manager program, approved for use by the TCDSB and compliant and compatible with TCDSB assessment and evaluation policies and procedures, will be used for the recording of marks by TCDSB teachers.

§1.2 Teachers will align authentic assessment practices with curriculum expectations by incorporating into their teaching practice a variety of appropriate assessment methods, strategies and instruments. As part of the authentic assessment process, students will be given a variety of opportunities appropriate to their learning needs to demonstrate what they know and can do. Teachers will select appropriate assessment methods and strategies which will allow them to directly assess, evaluate and track student achievement of the overall and specific expectations of the course related to the four categories of knowledge and skills:

- knowledge and understanding
- thinking
- communication
- application

§1.3 Teachers will use ongoing "formative" assessment activities to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction. Appropriate "diagnostic" assessment activities will be used, when required, to determine students' strengths and learning needs in order to plan, modify, adjust instruction or provide alternative learning opportunities. Teachers will track this data, using appropriate strategies (e.g., student files, portfolios, separate page in teacher's record book, teacher logs...). Teachers will refer to this formative data to support professional judgment in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. Teachers will also reference this

formative data when discussing student progress and achievement at parent-teacher-student conferences.

- It is the obligation of students to explicitly demonstrate their achievement of mandated learning expectations.
- It is the obligation of teachers to provide the documentation required in order to support all professional judgments made by teachers regarding the full extent (breadth and depth) of student achievement.

§1.4 The relative emphasis/weightings of the categories in the Achievement Chart will apply to all credit granting courses and be guided in accordance with the following listed in priority order:

- i. For all courses in all subject areas across the TCDSB the relative emphasis/weightings of any of the four categories must not exceed 40 out of the possible 70 marks (57.14%) nor fall below 10 out of the possible 70 marks (14.28%) for the student reported course evaluation;
- ii. Subject to §1.4i, Program Co-ordinators, in collaboration with the respective subject department heads, may further refine the upper and lower limits or establish specific relative emphasis/weightings of any of the four categories for any course and such limits will apply to all;
- iii. The decision arrived at in §1.4ii, will be reviewed annually by the Program Co-ordinators, in collaboration with the respective subject department heads, at or near the end of each school year;
- iv. Subject to §1.4i and §1.4ii, at the school or department level further refining of the upper and lower limits may take place to establish more specific relative emphasis/weightings of any of the four categories; in such cases, the limits must apply to all sections of the particular course.

SECTION 2: Learning Skills

§2.1 The report card has separate sections for reporting on the student's achievement of the curriculum expectations and for reporting on the student's demonstration of learning skills required for effective learning.

§2.2 Although Learning Skills have a significant impact on achievement, the assessment and evaluation of Learning Skills is distinct from, and should not influence the determination of percentage grades unless they are specifically included in the Curriculum Expectations of a course and / or subject area (e.g., Health and Physical Education, Drama, Navigating The Workplace).

Policy

§2.3 For each course of study, the teacher shall report on the quality of the learning skills demonstrated by the student in each of the categories identified on the report card (Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative), using the following letter symbols:

- E- Excellent
- G- Good
- S- Satisfactory
- N- Needs Improvement.

§2.4 Teacher comments related to Learning Skills should focus on:

- strengths
- areas for improvement
- next steps.

§2.5 Teachers must maintain appropriate documentation to support their assessment and evaluation of a student's Learning Skills.

§2.6 Learning Skills must be reported for each course in each reporting period using the prescribed letter symbols.

§2.7 Learning Skills should be communicated to students and parents as essential skills in a manner that highlights their importance as necessary for successful life-long learning and employment.

§2.8 Criteria used for the assessment of the achievement of Learning Skills must be specific, clear and consistent.

§2.9 Through explicit instruction and modeling, teachers must provide students with strategies for the development and achievement of Learning Skills.

§2.10 The assessment of Learning Skills should be consistent with the Christian philosophy of redemption. Students must be given numerous and varied opportunities to develop, demonstrate and improve upon Learning Skills.

§2.11 Given the mandate of Catholic Schools, the Ontario Catholic School Graduate Expectations provide an additional and required area for reporting. These can be observed over a period of time and can be reported anecdotally and, when available, as part of the comments section of each subject area on a Report Card. An Ontario Catholic School Graduate is expected to be:

- A self-directed responsible lifelong learner
- A discerning believer
- An effective communicator
- A reflective, creative and holistic thinker
- A collaborative contributor
- A caring family member
- A responsible citizen.

Policy

§2.12 Self and peer assessment may be used to improve a student's learning skills and for feedback, but not for the purposes of reporting on the report card.

§2.13 Policies and behaviour expectations based on the Learning Skills must be communicated clearly to parents and students through the School Code of Conduct. These would include, but are not restricted to policies which refer to:

- academic honesty
- missed classes (in accordance with Ministry policy OSS 1999, Sections 6.1, 6.4)
- missed assignments
- submission of assignments beyond the deadline date.

SECTION 3: Course Evaluations

§3.1 Teachers will use assessment activities to determine students' strengths and learning needs and to plan and modify instruction or to provide alternative learning opportunities. Ongoing assessment will be used to monitor student performance and to provide feedback to improve learning and instruction. Assessment information will support the teachers' professional judgment in the determination of a percentage grade.

§3.2 The report card provides a record of the student's achievement of the curriculum expectations in every course in the form of a percentage grade at particular points in the school year or semester. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. (The Ontario Curriculum Grades 9 – 12: Program Planning and Assessment, p.15)

§3.3 The final grade for each course in Grades 9–12 will be determined as follows: (The Ontario Curriculum Grades 9–12: Program Planning and Assessment, p.15)

- i. seventy per cent (70%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- ii. thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.
- iii. in all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

§3.4 For the seventy per cent portion (70%), teachers may adjust the grade accordingly to reflect any evaluation(s) that were missed and for which evidence of achievement of the expectations has not been provided through other means or activities.

§3.5 Final evaluations (30%) must require students to demonstrate, through appropriate strategies, achievement of the key course expectations across the four Achievement Chart categories.

SECTION 4: Missed and Late Assignments

§4.1 While absences and lates significantly impact on student achievement, attendance and punctuality are learning skills and will not be used to determine the student's grade.

§4.2 If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation. (See Appendix B)

§4.3 In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed and the expectation cannot be met. At that point, generally at the end of the course, the mark becomes a 0.

§4.4 It is the responsibility of the student to explain to the teacher the reasons for late and missed demonstrations of achievement and undertake actions prescribed by the teacher to provide alternative demonstrations of achievement.

§4.5 It is the responsibility of the teacher to assist students with poor Learning Skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies. (See Appendix B)

§4.6 For mid-course evaluation, calculations will be based on the student's term evaluations. The teacher will judge the extent to which the student has demonstrated achievement of the course expectations in each of the four categories and will assign a percentage to represent the student's most consistent overall achievement.

Policy

§4.7 If a student has missed one or more evaluations and an “incomplete” has been recorded to indicate that evaluation is incomplete, the teacher will review the student's progress and consider: whether the student demonstrated achievement of the expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.

§4.8 If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.

§4.9 If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

§4.10 At mid-term reporting, or at any other reporting period prior to the final grade, a teacher will be provided with two grades to present to the student and/or parents.

- The true running average - This will calculate the mark translating all of the incompletes into zeros.
- The running average - This will omit the incompletes. It will indicate the potential mark if the incompletes are completed at a level equivalent to the completed assignments.

§4.11 For the final grade, barring extenuating circumstances and the teacher's discretion, all incompletes will be translated to zero. The mark appearing on the report card will reflect the true running average.

SECTION 5: Term Evaluation

§5.1 Seventy percent of the report card grade consists of evaluations that reflect the relative weightings of the Achievement Chart categories for that subject.

§5.2 Evaluations of units may use a variety of strategies: tests, performance tasks, multi-media presentations, portfolios and personal communication

tasks. They provide opportunities for students to demonstrate their achievement of the Overall and Specific Expectations of the course.

§5.3 Teachers will use the Achievement Chart and Overall and Specific Expectations to determine the criteria for evaluation. Teachers who are teaching different sections of the same course will develop and use common evaluation tools. Teachers should develop, in collaboration with colleagues and/or students, rubrics and other tools for use in evaluations. The criteria for evaluation will be determined at the onset of instruction and will be shared with students.

§5.4 The focus of the evaluation shall be on the achievement of the overall expectations.

SECTION 6: Final Evaluation

§6.1 The final evaluation will consist of one or more activities appropriate to the expectations and Achievement Chart categories, and may include a variety of evaluation strategies (e.g., report, essay, examination, interview, presentation, and portfolio). The final evaluation activity may be spread out over a period of time. This means approximately 3-4 weeks (for a semestered timetable) and 6-8 weeks (for a non-semestered timetable) prior to the formal evaluation schedule

§6.2 The final evaluation(s) require(s) students to demonstrate, through appropriate strategies, achievement of the key course expectations across the four Achievement Chart categories. The emphasis placed on the four categories of the Achievement Chart categories in the Final Evaluation must reflect the emphasis given to each category in the Term Evaluation.

§6.3 The achievement chart weightings used for the final thirty percent shall be consistent with those used for the previous seventy percent.

§6.4 If a student misses or does not complete the course culminating activity and/or final examination, a zero may be assigned and used in the calculation of the final mark. However, in cases where there is an extenuating reason for the missed evaluations, the teacher, in consultation with school administration, will determine whether it is appropriate to provide either an opportunity for an alternate evaluation or adjust the final mark with due consideration given to the reason for the missed final evaluation.

§6.5 The end of course final mark on the report card will be determined by a mathematical calculation. In all courses, seventy percent of the final mark will be based on term evaluations. Thirty percent of the final mark will be based on the final evaluation(s).

§6.6 If the end of course mathematical calculation results in a final mark of 46, 47, 48 or 49%, the teacher, in consultation with the school administration, will adjust the mark as appropriate. If this consultation results in a final mark of 45%, a credit will not be granted. Students will be informed of alternate ways of earning the credit (summer school, night school, deferred credit, correspondence or distance education).

SECTION 7: Levels To Percentages

§7.1 For the purposes of greater consistency across the Board and across subject disciplines, where a level has been used by a teacher to record a student's evaluation results and where a teacher wishes to translate those levels in percentage grades, the following guidelines must be used:

Ministry Levels	Ministry Grade Range	TCDSB Levels	TCDSB Grade Range	Summary Description
4	80 – 100 %	4+	94 – 100 %	A very high to outstanding level of achievement. Achievement is above the Provincial standard.
		4	87 – 93 %	
		4-	80 – 86 %	
3	70 – 79 %	3+	77 – 79 %	A high level of achievement. Achievement is at the provincial level.
		3	74 – 76 %	
		3-	70 – 73 %	
2	60 – 69 %	2+	67 – 69 %	A moderate level of achievement. Achievement is below but is approaching the provincial level.
		2	64 – 66 %	
		2-	60 – 63 %	
1	50 – 59 %	1+	57 – 59 %	A passable level of achievement. Achievement is below the provincial standard.
		1	54 – 56 %	
		1-	50 – 53 %	
	Below 50%			Insufficient achievement of curriculum expectations. A credit will not be granted.

SECTION 8: Communication and Reporting

§8.1 At the beginning of each course, students will receive Course Information Sheets. All courses will use the generic template, Course Information Sheet (CIS) developed by the Board.

- In consultation with subject Department Heads a decision must be made whether a CIS for a course will be standardized centrally, or completed through individual school subject departments. The CIS must be identical for every section of a particular course within a school.
- Schools, subject/disciplines, and departments may supplement the information outlined on the CIS with more materials specific to their school, subject/discipline, department and course.

The Course Information Sheets summarize:

- ii. The course description taken from the Ministry of Education Curriculum Policy Guide for the specific course;
- iii. The order of instructional delivery and duration time of units or strands;
- iv. The overall curriculum expectations or description of strands or units which must include the overall expectations for the course;
- v. The student evaluation criteria identifying the relative emphasis/weightings for both term and final evaluation;
- vi. The types of assessment and evaluation formats used in the course;
- vii. The main resources for the delivery of the course;
- viii. Any policies and procedures specific to the course. (See Appendix A – Course Information Sheet)

§8.2 Teachers will report student achievement through the Provincial Report Card and a variety of formal and informal reporting methods, which may include interviews and conferencing, phone calls and letters to parents. Schools must also host (a) formal parent-student-teacher conference session(s) in each semester.

§8.3 Teachers will engage students in the reporting process through the completion of the Provincial Report Card Response Form. Other strategies (e.g., three-way conferencing, student-led conferencing, student portfolios, etc.), may be determined by the school. The Response Form completed by the student and signed by the parent/guardian will be filed in the student's OSR. The Board will ensure that appropriate report card comments are available for teacher use, including those reflecting the Ontario Catholic School Graduate Expectations. The assessment and evaluation of learning skills is distinct from and shall not influence the determination of percentage grades. Teachers are encouraged, however, to include comments about the

student's learning skills in the "Comments" section of the report card. (See *Guide to the Ontario Provincial Report Card Grades 9 – 12*, p.10).

§8.4 For the Report Card, teachers must select from the prescribed list of comments provided by the program coordinator, in consultation with the Department Heads responsible for that discipline.

SECTION 9: Accommodations and Modifications

§9.1 Every student identified as exceptional by an I.P.R.C. must have an I.E.P. An I.E.P. is not mandatory for non-identified students, but must be completed for students who are to be assessed using modified expectations for reporting on the provincial report card and/or alternative report form. An I.E.P. is also recommended for students who regularly require accommodations for instructional, environmental or assessment situations.

§9.2 Accommodations refer to the teaching strategies, supports and/or services that are required in order for the student to access the curriculum and demonstrate learning. Accommodations DO NOT alter the provincial learning expectations for the grade level. Therefore, in cases where only accommodations are provided (and expectations are not modified or designated as alternative) DO NOT check the I.E.P. box on the student's report card.

- **Instructional Accommodations** refer to changes in teaching strategies that allow the student to access the curriculum.
- **Environmental Accommodations** refer to changes that are required to the classroom and/or school environment.
- **Assessment Accommodations** refer to changes that are required in order for the student to demonstrate learning.

§9.3 Modifications refer to changes made to the grade level expectations for a subject or course to meet the needs of the student. They include:

- Expectations for a different grade level
- Significant changes (increase or decrease) to the number and/or complexity of the learning expectations based on the I.E.P.

§9.4 In evaluating student achievement for students on an I.E.P., teachers will assign a percentage/mark to reflect the student's level of achievement of the learning expectations as identified in the I.E.P. The I.E.P. box MUST be checked on the Provincial Report Card for modified or alternate programs.

Policy

- §9.5 If some of the student's learning expectations for a course are modified from the curriculum expectations but the student is working towards a credit, the teacher will check the I.E.P. box in the report card and will enter the comment – *"Expectations for this course have been modified."*
- §9.6 The comments on the report card must reflect the needs of the I.E.P. statements. They must reflect, and clearly state, the progress of the student when the appropriate modifications are in effect.
- §9.7 If the principal determines that the student's learning expectations are modified to such an extent that they do not meet grade level expectations or if the expectations are alternatives to the curriculum expectations, the following statement must be included in the comments section of the report card – *"This grade is based on achievement of the expectations specified in the I.E.P., which differ significantly from the curriculum expectations for the course."* A zero (0) will be entered in the "Credit Earned" column.
- §9.8 In those rare instances where none of the student's learning expectations are derived from the provincial curriculum expectations; teachers will use the TCDSB Alternate Report to record achievement relative to the expectations set out in the I.E.P. and comment on strengths, areas for improvement and next steps.

Appendix A:

COURSE INFORMATION SHEET

DEPARTMENT:

DATE:

SECONDARY SCHOOL:

DEPARTMENT HEAD:

TEACHER:

Curriculum Policy Document			
Course Title		Course Code	
		Grade & Type	
Pre-requisite			
<input type="checkbox"/> Full Year OR <input type="checkbox"/> Semester		Credit Value	

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)

Listed in order of instructional delivery		
Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE				
THINKING				
COMMUNICATION				
APPLICATION				
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT AND EVALUATION FORMATS USED		
WRITTEN	PERFORMANCE	OTHER

Resources	

Policies & Procedures	

LEARNING SKILLS CRITERIA			
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.			
E–EXCELLENT	G–GOOD	S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY			
INDICATORS:			
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 		<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences 	
SKILL: ORGANIZATION			
INDICATORS:			
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 		<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks 	
SKILL: INITIATIVE			
INDICATORS:			
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 		<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others 	
SKILL: TEAMWORK			
INDICATORS:			
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 		<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions 	
SKILL: WORK HABITS/HOMEWORK			
INDICATORS:			
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 		<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices 	

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s ***Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.***

COURSE INFORMATION SHEET

DEPARTMENT:

DATE:

SECONDARY SCHOOL:

DEPARTMENT HEAD:

TEACHER:

Curriculum Policy Document			
Course Title	<i>The information to be placed in these boxes must come from the appropriate Ministry of Education Curriculum Policy Guide for that subject area.</i>	Course Code	
Pre-requisite		Grade & Type	
<input type="checkbox"/> Full Year OR <input type="checkbox"/> Semester		Credit Value	

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)
<i>The information to be placed in this box must come from the appropriate Ministry of Education Curriculum Policy Guide for that subject area.</i>

Listed in order of instructional delivery		
Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)
<i>The information placed in these boxes may be taken from the Ministry of Education Curriculum Policy guide or from course profiles or be locally developed.</i>		<i>The overall expectations to be placed in these boxes must come from the appropriate Ministry of Education Curriculum Policy guide for that subject area.</i>
		<i>Unit or Strand descriptions may be used here or added as separate pages. These unit or strand descriptions may be developed locally or from the course profiles or produced through the subject association. These must clearly incorporate all of the Overall Expectations.</i>
		<i>Ministry of Education documents can be located at: www.edu.gov.on.ca</i>
		<i>Ontario Curriculum Course Profiles can be located at: www.curriculum.org</i>

EVALUATION OF STUDENT ACHIEVEMENT: ESTABLISHING THE GRADE				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD GRADE
KNOWLEDGE				
THINKING				
COMMUNICATION				
APPLICATION				
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT AND EVALUATION METHODS USED		
WRITTEN	PERFORMANCE	OTHER
<i>The information to be placed in these boxes may contain such items as tests, quizzes, essays, research papers, book review, newspaper article, diary, play script, scrapbook, etc.</i>	<i>The information to be placed in these boxes may contain such items as seminar presentation, musical performance, oral report, role play, group reports, debates, etc.</i>	<i>The information to be placed in these boxes may contain such items as charts, mobiles, collections, murals, photo essay, dioramas, web development, maps, art product, etc.</i>

Resources	
	<i>The information to be placed in these boxes may contain such items as specific student materials required, excursions, computer use, important or extensively used web-sites.</i>
	<i><u>In the case where a textbook is used as the main source for students, the text title must be listed.</u></i>

Policies & Procedures	
	<i>The information to be placed in these boxes may cover such items as plagiarism, late assignments, missed work, absences from class or tests, homework, regular reporting dates, teacher contact information and times and procedures for receiving additional assistance.</i>

FORMAT 1: TFJ 20: Hospitality and Tourism Technology

The teacher develops his / her own unit descriptions. Incorporated within the unit descriptions are all of the Overall Expectations taken from the Ministry of Education Course Guidelines. A copy of the MOE Overall Expectations is included here for teacher reference, but would not be necessarily distributed to the students. This sheet contains sample completions of all of the other sections of the CIS.

COURSE INFORMATION SHEET
DEPARTMENT: *TECHNOLOGICAL STUDIES*

DATE: *SEPTEMBER 2005*
SECONDARY SCHOOL: *ST. WHATEVER*
DEPARTMENT HEAD: *MR. HIGHTECH*
TEACHER: *Mr. Chef*

Curriculum Policy Document		<i>The Ontario Curriculum, Grades 9 & 10, Technological Education, 1999</i>	
Course Title	<i>Hospitality & Tourism Technology</i>	Course Code	<i>TFJ 201</i>
Pre-requisite	<i>None</i>	Grade & Type	<i>Grade 10, Open</i>
Semester		Credit Value	<i>One Credit</i>

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)
<i>This course emphasizes the scope of the hospitality and tourism industry. Students study food origins, food handling techniques, food preparation, health and safety standards, and the use of specialized tools and equipment. They also investigate travel and tourism activities in Ontario, develop effective communication and management skills, and identify career opportunities in the hospitality and tourism industry.</i>

Listed in order of instructional delivery		
Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)
<i>UNIT 1: The Scope of the Hospitality and Tourism Industry</i>	<i>10</i>	<i>This unit introduces students to the depth and breadth of the <u>hospitality and tourism industry</u>. Students investigate facts and myths and become aware of <u>the range of career opportunities</u> in each sector. Students begin to view the role of hospitality and tourism in their community, province, country, and beyond. They learn how to plan for participation in the working world of hospitality and tourism. This world is increasingly characterized by innovation, project-based teamwork, entrepreneurship, change, and the challenge of life-long learning. Students learn the intrinsic value of work and develop techniques to realize their potential for dignity, self-respect, and success. Critical evaluation and problem solving helps students make decisions in light of Gospel values and with an informed moral conscience.</i>

<p>UNIT 2: Safety and Sanitation in Food Service and Hospitality</p>	<p>10</p>	<p><i>This unit introduces students to basic principles of personal, workplace, and food safety in hospitality and food service. <u>Students examine their role in safety and sanitation in the hospitality and food service industry, beginning with their responsibilities as members of the school community. Through the study and application of safety and sanitation principles, students demonstrate respect for the welfare and dignity of others. They examine the impact of their attitudes and choices and demonstrate understanding of environmental and social issues related to food service and hospitality. Critical evaluation and problem-solving skills help students make decisions in light of Gospel values with an informed moral conscience.</u></i></p>
<p>UNIT 3: Food Preparation and Handling</p>	<p>30</p>	<p><i>In this unit, students develop the basic skills used in a professional kitchen. <u>Students are introduced to food-handling techniques, food preparation, and the use of specialized tools and equipment. Students identify, describe, and demonstrate knowledge of the equipment, tools, and procedures used to measure and handle food products. In a food lab, students use tools and equipment for food preparation, handling, storage, and serving while demonstrating different cooking methods. The importance of communication, time-management, and teamwork skills are stressed throughout all activities. Students apply industry standards related to personal and workplace hygiene.</u></i></p>
<p>UNIT 4: Food Origins and Tourism</p>	<p>30</p>	<p><i>This unit gives students the opportunity to investigate travel, <u>tourism, and food origins at the local, national, and international level. Students research food products, tools, equipment, preparation techniques, religious and social customs, environmental issues and significant tourist attractions indigenous to a selected area. Students apply the skills related to safety, sanitation, tools, equipment, cooking, and management in organized food labs. Students access the community, library, professional individuals and the Internet for information. Students illustrate their learning through discussions, information interviews, demonstration, displays, and special events. Gospel values are reflected through co-operative work strategies.</u></i></p>
<p>UNIT 5: Communication and Management Skills</p>	<p>30</p>	<p><i>This unit gives students the opportunity to develop effective communication and <u>management skills necessary in the hospitality and tourism industry. Students are made aware of the importance of these skills in a people- and service-oriented industry. Students also view communication and management skills as a reflection of their moral and ethical philosophy. Students illustrate learning through discussions, information interviews, demonstration, computer usage, displays, and special events. Students research, plan, organize, publicize, and manage an event/attraction focusing on either the hospitality or the tourism aspect of the course.</u></i></p>

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		
KNOWLEDGE	<i>15</i>	<i>Exam</i>	<i>10</i>	
THINKING	<i>15</i>	<i>Culminating Activity</i>	<i>10</i>	
COMMUNICATION	<i>10</i>	<i>Portfolio</i>	<i>10</i>	
APPLICATION	<i>30</i>			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT AND EVALUATION FORMATS USED		
WRITTEN	PERFORMANCE	OTHER
<i>Short Answers</i>	<i>Teacher Observation</i>	<i>Presentations</i>
<i>Multiple Choice</i>	<i>Project Work</i>	
<i>Essay / Journal</i>	<i>Lab Work</i>	
<i>Papers / Reports</i>	<i>Skills Checklists</i>	
<i>Case Studies</i>	<i>Portfolios</i>	

Resources	
<i>Textbook</i>	<i>None (use of a variety of texts)</i>
<i>Student Materials</i>	<i>Teacher generated notes, worksheets and handouts. Ministry and Industry Resources.</i>
<i>Excursions</i>	<i>City College (George Brown) – "Tech in the City"</i>
<i>Computer Use</i>	<i>As determined by the teacher</i>
<i>Course Related Websites</i>	<i>As determined by the teacher – subject to change each year</i>

Policies & Procedures	
<i>PLAGIARISM</i>	<i>See Student Agenda Book & School Policies</i>
<i>LATE ASSIGNMENTS</i>	<i>See Student Agenda Book & School Policies</i>
<i>MISSED WORK</i>	<i>See Student Agenda Book & School Policies</i>
<i>ABSENCES</i>	<i>See Student Agenda Book & School Policies</i>
<i>HOMEWORK</i>	<i>See Student Agenda Book & School Policies</i>
<i>TEACHER CONTACTS</i>	<i>After school assistance provided by appointment</i>

**THE MINISTRY OF EDUCATION GUIDELINES
OVERALL EXPECTATIONS
TFJ 201**

Theory and Foundation

Overall Expectations

By the end of this course, students will:

- describe the scope of the tourism and hospitality industries;
- describe geographical locations of food origins;
- identify and describe the equipment, tools, and procedures used to measure and handle food products.
- describe regional tourism activities;
- demonstrate knowledge of related specialized tools and equipment.

Skills and Processes

Overall Expectations

By the end of this course, students will:

- select and use tools and equipment for food preparation, handling, storage, and serving;
- organize and advertise small-scale excursions and events;
- demonstrate different cooking methods;
- demonstrate software applications used in the hospitality and tourism fields;
- demonstrate understanding of the importance of communication, time-management, and teamwork skills.

Impact and Consequences

Overall Expectations

By the end of this course, students will:

- demonstrate understanding of environmental and social issues related to hospitality and tourism;
- apply industry standards related to personal and workplace hygiene;
- identify professional opportunities in hospitality and tourism;
- explain health and safety standards as they relate to processes, materials, tools, and equipment in the hospitality and tourism industry.

FORMAT 2: CLU 3M: Understanding Canadian Law

This course is taught in the order of the strands presented in the Ministry of Education Course guidelines. In this case, the teacher has listed the Overall Expectations from those guidelines which, in this case, were considered sufficient. Further descriptions of the units were felt to be redundant. This sheet contains sample completions of all of the other sections of the CIS.

COURSE INFORMATION SHEET

DEPARTMENT: *CANADIAN & WORLD STUDIES*

DATE: *SEPTEMBER 2005*

SECONDARY SCHOOL: *ST. ANYWHERE*

DEPARTMENT HEAD: *P. MASON*

TEACHER: *Mrs. O. Holmes*

Curriculum Policy Document		<i>The Ontario Curriculum, Grades 11 & 12, Canadian & World Studies, 2005</i>	
Course Title	<i>Understanding Canadian Law</i>	Course Code	<i>CLU 3M</i>
Pre-requisite	<i>Grade 10 Canadian History CHC2D-2P</i>	Grade & Type	<i>Grade 11 University / College</i>
Semester		Credit Value	<i>One Credit</i>

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Listed in order of instructional delivery		
Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)
HERITAGE	27.5	<i>In this strand of the course, students will be expected to:</i> <ul style="list-style-type: none"> • explain what law is and why societies have laws, and describe the different categories of law; • analyse the contemporary impact of major historical developments in Canadian law; • explain the law-making process in Canada, including how laws are developed, interpreted, applied, challenged, and enforced.
RIGHTS & FREEDOMS	27.5	<i>By this strand of the course, students will be expected to:</i> <ul style="list-style-type: none"> • describe the sources of rights and freedoms in Canada and explain how particular rights and freedoms may conflict; • describe historical and contemporary barriers to the equal enjoyment of human rights in Canada; • describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario.

CRIMINAL LAW & PROCEDURES	27.5	<p><i>In this strand of the course, students will be expected to:</i></p> <ul style="list-style-type: none"> • explain how a criminal offence is defined in Canada; • describe the processes, legal institutions, and methods involved in bringing a criminal case to trial and in resolving it; • analyse the purposes of sentencing, including those relating to alternative methods of imposing sanctions or regulating behaviour; • explain how the criminal law applies to young people.
REGULATION & DISPUTE RESOLUTION	27.5	<p><i>In this strand of the course, students will be expected to:</i></p> <ul style="list-style-type: none"> • distinguish between private and public law; • describe the processes, legal institutions, and methods involved in bringing a civil dispute to trial and resolution; • explain how the law applies to family matters; • analyse the role of law as it applies to contractual obligations and claims for compensation for personal injury or loss; • explain the dynamic nature of law, including the way in which it evolves in response to technology and changes in societal values.
METHODS OF LEGAL INQUIRY AND COMMUNICATION	INTEGRATED IN ALL STRANDS	<p><i>Throughout this course, students will be expected to:</i></p> <ul style="list-style-type: none"> • use appropriate research methods to gather, organize, evaluate and synthesize information • apply the steps in the process of legal interpretation and analysis • explain, discuss, and interpret legal issues using a variety of formats and forms of communication

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE	17.5	<i>Independent Study Unit</i>	15	
THINKING	17.5	<i>Exam</i>	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT AND EVALUATION FORMATS USED		
WRITTEN	PERFORMANCE	OTHER
<i>Research Essay</i>	<i>Debate</i>	<i>Teacher Observation</i>
<i>Short Answer</i>	<i>Presentations</i>	<i>Interviews</i>
<i>Multiple Choice</i>	<i>Projects</i>	<i>Portfolios</i>
<i>Trial Judgement</i>	<i>Concept Mapping</i>	<i>Skills Checklist</i>
<i>Papers/Reports</i>	<i>Mock Trial</i>	

Resources	
Textbook	<i>All About Law (5th Edition)</i>
Student Materials	<i>Criminal Code of Canada. Resources from OJEN (The Ontario Justice Education Network). Expected on-going use of Globe & Mail and Toronto Star newspapers</i>
Excursions	<i>Viewing of Trials at local and superior courthouses</i>
Computer Use	<i>Library research facilities and opportunities provided</i>
Course Related Websites	<i>Selected use only – site lists will be provided throughout the course</i>

Policies & Procedures	
LATE ASSIGNMENTS	<i>Students will be given an opportunity to negotiate due dates based on other course assignments, to receive formative assistance in completing assignments, and time-management assistance. Students will remain after class time to complete assignments. At the due date assignments will be collected and marked based on the level of the expectations achieved. Assignments which are not submitted by the return date will receive a 0. Repeated lates will necessitate parent-student conferences.</i>
PLAGIARISM	<i>See "Code of Behaviour"</i>
Homework	<i>Homework is assigned to review and complete class work: average 2 hours/week. Major Assignments when assigned will substitute for regular homework.</i>
TEACHER CONTACT	<i>Extra assistance is available 3:00 to 4:00 Tuesdays and Thursdays or by arrangement. Parent contact can be made at 416 2228282 voice box 8016 or at Oliver.Holmes@tcdsb.org</i>

FORMAT 3: PPL 20: Healthy Active Living Education

The descriptions for these units were taken directly from the Course Profiles (located at <http://www.curriculum.org>). The writers of the profiles have taken into account all of the Overall Expectations. In this case the sample contains completions of the CIS sections on Student Evaluation Criteria and Assessment & Evaluation Formats Used. Actual forms must complete all sections based on actual class / course practice.

COURSE INFORMATION SHEET
 DEPARTMENT: *PHYSICAL EDUCATION*

DATE: *SEPTEMBER 2005*
 SECONDARY SCHOOL: *ST. ANYWHERE*
 DEPARTMENT HEAD: *MR. FIT*
 TEACHER: *Ms. Physic*

Curriculum Policy Document		<i>The Ontario Curriculum, Grades 9 & 10, Health and Physical Education, 1999</i>	
Course Title	<i>Healthy Active Living Education</i>	Course Code	<i>PPL 20</i>
Pre-requisite	<i>None</i>	Grade & Type	<i>Grade 10 Open</i>
Semester		Credit Value	<i>One credit</i>

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Through the achievement of the Ministry and the Ontario Catholic School Graduate expectations the student will apply movement principles to refine skills; participate in a variety of activities that enhance personal competence, fitness, and health; examine issues related to healthy sexuality, healthy eating, substance use and abuse; and apply informed decision-making, conflict resolution, and social skills in making personal choices. Aspects of this course include career education, community resources, and education for exceptional students

Listed in order of instructional delivery

Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)
UNIT 1: INTERACTIVE GAMES AND PHYSICAL FITNESS	33	<i>Through participation in various interactive games, students demonstrate respect for the rights, responsibilities and contributions of both self and others, e.g., modeling positive behaviour, encouraging others. Students assess their personal fitness levels, design and/or review and make appropriate revisions to their personal programs for daily, health related fitness activities. Students participate actively and safely in vigorous physical activities designed to maintain or improve personal fitness levels. Community resources and career opportunities are explored.</i>

UNIT 2: NUTRITION	12	<i>In this unit, students explain how healthy eating fits into a healthy lifestyle, e.g., risks of dieting and other eating behaviours. Students analyse the relationships among healthy eating, physical activity, and body image. As an extension to their personal fitness programs, students examine personal eating patterns and develop strategies for improvement. Students identify the relative effectiveness of different types of resources and support services related to healthy eating, e.g., health unit, sport nutritionist.</i>
UNIT 3: CONFLICT RESOLUTION AND ANGER MANAGEMENT	6	<i>Students demonstrate an understanding of the varied dynamics of conflict, e.g., the context, escalators, perception. Students have the opportunity to discuss and analyse various conflict situations and develop strategies for dealing with and managing anger. Methods of effective communication and mediation will be explored. Methods of delivery will include active participation, as well as classroom-based instruction.</i>
UNIT 4: HEALTHY LIFESTYLE CHOICES: GROWTH AND SEXUALITY, SUBSTANCE USE AND ABUSE	7.5	<i>Throughout this unit the decisions students make regarding their sexuality and the use of alcohol, tobacco, and drugs will be examined. Students demonstrate an understanding of the effects of their choices as they relate to sexual intimacy, e.g., STDs, HIV/AIDS, and identify community services related to sexual health concerns. Students explore factors that lead to substance dependency and demonstrate an understanding of the issues and coping strategies related to substance use and abuse. Emphasis is placed on the legal, physiological, and sociological impact of substance use and abuse.</i>
Unit 5: Outdoor Education	13.5	<i>Through a variety of outdoor pursuits students will discover and appreciate the environment as a source of recreation and physical fitness. The importance of safety and emergency procedures related to recreational outdoor activities will be discovered and applied. Through topics such as orienteering, hiking/backpacking, rock climbing, mountain biking, snow shoeing, and cross country skiing, students will come to cherish and respect the sacredness of the environment as an outlet that promotes lifelong participation.</i>

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE	10	<i>Fitness Portfolio</i>	10	
THINKING	10	<i>Student Presentation</i>	10	
COMMUNICATION	10	<i>Final Exam</i>	10	
APPLICATION	40			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT AND EVALUATION FORMATS USED		
WRITTEN	PERFORMANCE	OTHER
<i>Multiple Choice</i>	<i>Fitness Appraisal</i>	<i>Teacher Observation</i>
<i>Short Answer</i>	<i>Movement Skills</i>	<i>Student Interviews</i>
<i>Essay / Journal</i>	<i>Leadership Skills</i>	<i>Skill Checklists</i>
<i>Paper / Report</i>	<i>Conflict Resolution Skills</i>	<i>Portfolios</i>

FORMAT 4: ICS 4M: Computer and Information Science

The writers produced their own unit descriptions. They added to these in bullet form the Overall Expectations contained within those units. In this case the sample contains completions of the CIS sections on Student Evaluation Criteria and Assessment & Evaluation Formats Used. Actual forms must complete all sections based on actual class / course practice.

COURSE INFORMATION SHEET

DEPARTMENT: *TECHNOLOGICAL STUDIES*

DATE: *SEPTEMBER 2005*

SECONDARY SCHOOL: *ST. ANYWHERE*

DEPARTMENT HEAD: *MR. GATES*

TEACHER: *Mr. Jobs*

Curriculum Policy Document		<i>The Ontario Curriculum, Grades 11 & 12, Technological Education, 1999</i>	
Course Title	<i>Computer & Information Science</i>	Course Code	<i>ICS 4M</i>
Pre-requisite	<i>ICS 3M</i>	Grade & Type	<i>Grade 12 University / College</i>
Semester		Credit Value	One Credit

COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)

This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file-management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post-secondary education and career paths in computer science.

Listed in order of instructional delivery

Strand / Unit Titles	HOURS	Overall Expectations (Unit Or Strand Description)
Unit 1: Designing and Implementing Data Structures	25	<ul style="list-style-type: none"> • explain data structures and their processing algorithms; • analyse a number of programming paradigms; • use file management techniques in project settings. • identify postsecondary educational opportunities leading to careers in information systems and computer science; <p><i>Students review and extend knowledge of data structure, while focusing on implementation of projects to create and manipulate these constructs. They apply fundamental fixed-size data structures (arrays, user-defined data types, records) to real-life problems and suggest possible implications of data storage on people's lives in light of Canadian law and Catholic teaching. They use independent study activity to further their mastery of new programming skills to prepare for postsecondary destinations. They learn to select proper data structures that best match the information and promote program efficiency, code reusability, and maintenance; review</i></p>

CIS – Information and Samples

		<p><i>and reinforce the principles of ergonomics and relate them to the rights of workers; explore career opportunities in computing and information science.</i></p>
<p>Unit 2: Building Software Libraries</p>	18	<ul style="list-style-type: none"> • <i>describe issues related to the ethical use of computers;</i> • <i>analyse a number of programming paradigms;</i> <p><i>Students practise the re-use of code by building and sharing code libraries. The libraries are expanded in subsequent units. Students explore the differences between object-oriented and procedural programming as they apply to software libraries. Students also examine library design in the context of file management in network environments. They investigate intellectual property rights and code ownership from a Catholic perspective and the ethics of code re-use by examining and analysing software-licensing agreements.</i></p>
<p>Unit 3: Exploring Advanced Algorithms</p>	22	<ul style="list-style-type: none"> • <i>explain the importance of program correctness and efficiency;</i> <p><i>Students explore alternative algorithms for solving problems. They examine and program solutions to problems similar to those encountered in ICS3M (e.g., binary search or factorials), using new techniques such as recursion. They also plan solutions to more complex problems using industry-standard methodology (e.g., flow charts, pseudo code, structure charts). Students apply advanced algorithms, such as a recursive sort, to develop more efficient solutions to complex programming problems. Strategies for testing and debugging of programs are developed. Students also calculate cost savings generated by using advanced algorithms as an example of using God-given resources wisely.</i></p>
<p>Unit 4: Managing Software Projects</p>	18	<ul style="list-style-type: none"> • <i>describe the difference between procedural and object-oriented programming;</i> • <i>describe issues related to the ethical use of computers;</i> • <i>describe the use of information technology and its impact in the community;</i> • <i>explain the importance of employability skills and lifelong learning to information technology careers.</i> • <i>describe the steps in the software life cycle (problem definition, analysis, design, implementation, testing, and maintenance);</i> <p><i>Students examine the components of a software project plan and develop a plan, in the context of case studies, without coding a solution. They review the components of the software design life cycle and explore project management and team-building techniques. They also identify the skills that individuals contribute to the skill-set of the team in the building of Christian leadership. Students create a list of questions, pose the questions to a role-playing client, and write a problem definition and analysis report based upon the answers.</i></p>
<p>Unit 5: Applying Project-Management and Software-Development Skills</p>	27	<ul style="list-style-type: none"> • <i>incorporate the software life cycle in project settings;</i> • <i>effectively use software development and diagnostic tools;</i> • <i>implement advanced data structures and algorithms;</i> • <i>identify on-line and off-line resource materials;</i> • <i>use file management techniques in project settings.</i> • <i>describe the relationship among hardware, software, and network requirements.</i> <p><i>This unit is a culminating challenge with two concurrent tasks. Students</i></p>

CIS – Information and Samples

		<p><i>research, prepare, and present a report examining the use of information technology and its impact in the community and on the common good. They work in groups to apply project-management skills, learned in Unit 4, to a case study. They also plan, develop, test, and document a software solution to a given problem (e.g., an inventory control system for a small business, a record system for a volunteer organization, and patient records for a veterinary clinic). Students apply complex programming techniques and utilize software libraries</i></p>
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STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE	<i>15</i>	<i>Exam</i>	<i>15</i>	
THINKING	<i>20</i>	<i>Culminating Activity</i>	<i>15</i>	
COMMUNICATION	<i>15</i>			
APPLICATION	<i>20</i>			
TERM TOTAL	70	FINAL TOTAL	30	

Appendix B:

STRATEGIES FOR LATE AND NON-SUBMISSIONS

Establishment of a School Culture of Responsibility:

- Schools should emphasize the importance of work completion, meeting deadlines, responsibility and organization of time and work. This can be done in a number of ways:
 - Maintaining records of late and non-submitted work which verify the Learning Skills mark;
 - Class discussions of Learning Skills criteria;
 - Establishment and enforcement of school wide policies to deal with Learning Skills issues (such as, but not exclusively, late and missing assignments) other than mark penalties;
 - Publication of Learning Skills related policies in the student and parent handbooks.
 - Specific class instruction on methods of improving Learning Skills related expectations. These would include improvement of time management and work organization.
- **Modeling:** Schools are encouraged to model good work skill habits as a method of emphasizing the importance of Learning Skills evaluations. Modeling techniques would include the following:
 - Establishing a list of significant summative assignments with due dates for students in each course at the start of each term;
 - Establishing firm return dates for assignments allowing for feedback;
 - Establishing a central class/grade calendar for significant summative assignments with a prescribed limit on the number which may be called for in any given week.

Recording:

- Numeric grades and academic levels are based on the completion of achievement expectations.
 - If expectations are not evidenced because of work not submitted, or submitted after a closure date, lower level of achievement grades is a consequence; it is not punitive.

Strategies for Late and Non Submission

- Non-submission of work can lead to failure if expectations are not demonstrated.
- If, in a teacher's professional judgment, a student sufficiently demonstrates curriculum expectations in other ways, late or non-submitted work should not result in a lower grade.
- However, if, in a teacher's professional judgment, missing assignments mean there is insufficient evidence to make a valid evaluation, grades and levels should be adjusted accordingly.
- Missing assignments and assessments should be recorded as "I" for "incomplete".
 - If these affect the student's percentage grade, use the comment "This mark reflects incomplete assignments" on the report card.
- Distinctions should be made between work which is late or missing for "legitimate" and "non-legitimate" reasons.
 - Legitimate reasons should be discussed with the class.
 - Work missed for legitimate reasons should either be given extension without penalty, or skipped with an opportunity to demonstrate the expectations in alternative ways or in subsequent work.
 - Non-legitimate reasons may be responded to in several ways:
 - ❖ Mark as "I" in the grade book
 - ❖ An inability on the part of the teacher to provide formative assessments
 - ❖ Communicate with parents
 - ❖ Use comments and Learning Skills boxes to note the difficulty
 - ❖ Use the school's Code of Behaviour to prescribe consequences, such as loss of school and class privileges
 - ❖ Have a student make up for missing work during a spare period or after lunch.
- Give the onus and the opportunity to the student to make up for missing work.
 - ❖ Use a "contract" with the student which outlines his/her obligations
 - ❖ Expect from the student a written justification or explanation for missed work
 - ❖ Expect from the student a written commitment and plan to redeem missed work.

Strategies for Late and Non Submission

- Whenever feasible, establish separate “primary” and “closure” dates for assignments.
 - Primary Dates:
 - ❖ provide a window of opportunity (e.g., 3 days)
 - ❖ provide rewards for work submitted on the first primary date (preferably not bonus marks)
 - ❖ a positive consequence may be: those who meet the first day date have the rest of the “window” to work on other assignments. No new work is assigned for the window period. This encourages budgeting and prioritizing.
 - Closure Dates should be seen as rational, not arbitrary. Rational dates would be:
 - ❖ the date assignments are due to be returned
 - ❖ the end of a unit if the subsequent unit is dependent on the completion of the current
 - ❖ the date when marks are due or to allow time for marking, review and submission of marks
 - ❖ a date allowing the teacher to organize and prioritize his or her own workload.

Consequences:

- Consequences established in schools must adhere to the Guiding Principles: Addressing Late and Missing Assignments.
 - If a student does not meet a closure date, the teacher may choose to assess the completion of the expectation in another manner. Until that time, the expectation/assignment would be recorded as “Incomplete” and ultimately graded as a zero.
 - If a student does not provide enough evidence to allow a valid evaluation of that expectation, the final grade should be based on “most consistent” level of achievement with the percentage and level adjusted to reflect incomplete assignments. This adjustment must be supported by records and the teacher’s professional judgment.
 - Adjustment of level grades should be based only on summative assignments.
 - One late assignment should not be the basis of evidence of achievement of learning.

Strategies for Late and Non Submission

- To the extent possible, the evaluation of learning skills should not be considered in the determination of grades.
- Once the window of opportunity and other considerations and strategies have been taken into account, a teacher may collect whatever work the student has accomplished to that point in time. The work that has been completed may be evaluated based on the level of achievement of the expectations on the rubric for that assignment.
 - the rubric must be given to students in advance and maintained as the basis for achievement
 - learning skill categories cannot be written in as part of the rubric descriptions – only curriculum expectations. This is a mark based on level of achievement. *NOTE: It is not a penalty mark*
 - if a student achieves the same expectations to a higher level in subsequent work, the more recent grade should be assigned. *NOTE: It does not have to be the same assignment.*
- The following communication was provided from the Ministry of Education in September 2005: *'Late assignments should be reported as part of the learning skills such as Independent Work and Homework Completion. Teachers may also use a variety of other methods for dealing with late and missed assignments: detentions, counselling, peer tutoring, mark deduction, and parent conferences. Mark deduction as a consequence of late and missed assignments should however be used as a last resort. In some cases district school boards have provided guidelines that further interpret ministry policy and assist teachers in making these decisions'*
- TCDSB response to this option:
 - ❖ This communiqué is not stated in any Ministry Policy document.
 - ❖ This communiqué is inconsistent with prior Ministry Policies: Program Policy & Assessment 2000, Guide to the Provincial Report Card 1999.
 - ❖ The use of mark penalties as an effective strategy to improve student learning is not supported by or endorsed by or consistent with the findings of current educational researchers such as Grant Wiggins, Richard Stiggins or Ken O'Connor.
 - ❖ "Years and years of teachers using penalties shows that they do not work". (K. O'Connor).

Strategies for Late and Non Submission

- ❖ The use of mark penalties is inconsistent with the Guiding Principles of the TCDSB Policy: Assessment For Learning.
- ❖ The strategy of mark penalty is identified in the communiqué "*as a last resort*" used in exceptional circumstances.
- ❖ Principals are asked to use personal discretion and be judicious in any approval given for use of such a strategy. Late assignments should not impact the student's final grade. (Policy to Practice, 2004) Evaluation of learning skills must not be included in the determination of percentage grades. (Guide to the Provincial Report Card, 1999).
- ❖ It remains the position of the TCDSB that the use of mark penalties is not an effective or appropriate strategy for dealing with late submissions.

Course Failure:

- The school should establish a consistent and publicized minimum attendance percentage. Unexcused absence from or absence of that percentage of summative evaluation may result in failure or removal from the course by the Principal if the expectations cannot be met in an acceptable alternative way.
- Students with persistent lates, absence or non-submissions are to be referred to the administration, guidance.

Strategies to Assist Students:

Strategies to assist students may include:

- Accepting and assessing major assignments in stages. This allows teachers to identify problems before the closure date, to assist students whose lack of comprehension may result in a late or non-submitted assignment, reward students who are meeting due dates with formative assessment, and teach students to pace themselves;
- Allowing students who have failed to meet an expectation an opportunity to redeem their mark by completing an alternative assignment on time. This avoids the sense of hopelessness and lost opportunity which may be experienced particularly by students in difficulty;
- Provision of a class calendar with negotiations with students and between teachers to prevent overload – the academic traffic-jam of assignments and school activities;

Strategies for Late and Non Submission

- Providing, insisting on the use of, and checking student calendar-agendas;
- Teachers should consult with school Guidance Counsellors and Administrators and Board attendance counsellors and parents;
- Teachers should encourage students to make them aware of out-of-school responsibilities and commitments. Discussions should be held with parents regarding the limiting of out-of-school activities;
- As a Catholic school system, we must always hold pre-eminent the value and needs of the students. They are the responsibility of the whole community to assist and redeem.
- Teachers and administrators should examine current educational literature for additional strategies. Recommended sources:
 - How To Grade For Learning: Linking Grades to Standards, Ken O'Connor. Pearson Professional Development, 2002. pages 100-103
 - Dealing with Lates and Absences', Cathy Costello and Barry McKillop, Orbit: OISE/UT's Magazine for Schools, Volume 30, Number 4, 2000. pages 43-46.[available on-line at www.oise.utoronto.ca/orbit]





Appendix C:

Policy Compliance Checkpoints

How congruent is my assessment plan with Ministry of Education assessment policy?

Checking for Validity My assessment and evaluation strategies:	<input checked="" type="checkbox"/>	Improving Validity My action plan:
1. address both what students learn and how well they learn		
1. are based on mandated learning expectations		
2. are based on the categories of knowledge and skills found in the Achievement Chart		
3. are based on the achievement levels found in the achievement chart		
4. are appropriate for the learning activities used, the purposes of instruction and the needs of students		
5. are fair to all students		
Checking for Reliability My assessment and evaluation strategies:	<input checked="" type="checkbox"/>	Improving Reliability My action plan:
6. are varied in nature		
7. are administered over a period of time		
8. provide numerous opportunities for students to demonstrate the full extent of their learning		
9. include the use of samples of students' work that provide evidence of their achievement		



Checking for Comprehensiveness My assessment and evaluation strategies:		Improving Comprehensiveness My action plan:
10. are used to inform all judgments made regarding student achievement on provincial report cards (culminating in a course percentage grade)		
11. award marks and ultimately the course percentage grade only for the completion of mandated learning expectations		
12. track and report on the effective use of learning skills separately from marks		
13. are used to support teacher anecdotal comments regarding student strengths and areas for improvement		
14. are planned out so that 70% of the course grade is base on summative assessments conducted during the term		
15. are planned out so that 30% of the course grade is based on the final evaluation(s) administered towards the end of the course		
16. are planned out so that students have been explicitly taught, and have had varied opportunities to practice, the components of the final evaluation(s)		
Checking for the Improvement of Learning My assessment and evaluation strategies:		Improving Learning My action plan:
17. accommodate the needs of exceptional students, consistent with the strategies outlined in their IEP		
18. accommodate the needs of students who are learning the language of instruction		
19. ensure that each student is given clear directions for improvement		
20. promote students' ability to assess their own learning and to set specific goals		
21. are communicated clearly to students and parents at the beginning of the course, and at other appropriate points throughout the year		
22. are used to inform program improvement (reviewing course content, instructional strategies, and assessment procedures)		

Source:
Ministry of Education (2000) *Program Planning and Assessment*, page 13
Ministry of Education (1999) *Guide to the Provincial Report Card, Grades 9-12*, pages 5, 9



Appendix D: Homework Guidelines of the Toronto Catholic District School Board

Homework is a long recognized thread in the fabric of Catholic Education. The Toronto Catholic District School Board believes that homework represents a tradition of partnership between home and school. It represents an opportunity for partnership, a co-operative effort between home and school, involving parents, teachers and students.

OUR VISION OF THE LEARNER The Toronto Catholic District School Board's *Graduate is expected to be:*

1. ***A discerning believer*** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. ***An effective communicator*** who speaks writes and listens honestly and sensitively, responding critically in light of gospel values.
3. ***A reflective, creative and holistic thinker*** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. ***A self-directed, responsible, lifelong learner*** who develops and demonstrates their God-given potential.
5. ***A collaborative contributor*** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
6. ***A caring family member*** who attends to family, school, parish, and the wider community.
7. ***A responsible citizen*** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The achievement of the expectations of a Toronto Catholic District School Board Graduate can be enhanced through an appropriate homework program based on the needs of the child.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of the Toronto Catholic District School Board's graduates, therefore, are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions.

This foundation statement is intended for use by administrators and schools in their review and development of local school homework guidelines, and by School Councils, parents, teachers, and students in their ongoing work to enhance student achievement.



Definition of Homework

The Toronto Catholic District School Board recognizes the value of homework that furthers students' learning in relation to the curriculum. Homework should be a positive experience. The Board also recognizes the value to communicate clearly and effectively to parents the learning expectations related to homework.

Homework can be defined as an important and relevant learning activity that is related to the school program, and that takes place in a variety of settings in the home or in the community. When children complete homework, they consolidate and reinforce the learning from in-school experiences in a practical and meaningful way. Homework is a planned and purposeful activity that is linked to *The Ontario Curriculum Learning Expectations, Learning Skills, and Ministry of Education Reporting Guidelines, and the Ministry of Education Curriculum Guidelines.*

Purpose of Homework

Homework consists of relevant learning experiences that are related to the school curriculum.

A well-designed homework program **should:**

- meet the developmental and individual needs of the student
- reinforce and extend school experiences
- assist students in assuming responsibility for their own learning development
- develop positive attitudes towards independent study and life-long learning
- encourage the development of self-discipline, good work habits, and time management skills
- enable parents to become involved and to participate in their child's learning
- enable regular and on-going communication between teachers, parents and students
- assist students in preparing for subsequent learning activities.

A well-designed homework program **should not:**

- be punitive
- place unreasonable demands on the parent(s)



Time Guidelines

Grade	Amounts of Time
1 – 8	5 to 10 min. per grade most nights Grade One – 5 to 10 min. Grade Two 10 to 20 min. Grade Three – 15 to 20 min. Grade Four – 20 to 40 min. Grade Five – 25 to 50 min. Grade Six – 30 to 60 min. Grade Seven – 35 to 70 min. Grade Eight – 40 to 80 min. (plus Read Aloud or Independent Reading)
9 – 10	6 to 10 hours per week (depending on type of assignment, course, or program; some students, including those with special needs, may have more of an in-class focus for their learning)
11 – 12	an average of 10 to 20 hours per week (depending on grade and courses)

Types of Homework

Homework offers a variety of experiences, using a variety of mediums that encourage and support children in relation to their in-school experiences.

There are Four Main Types of Homework:

TYPE	REASON	EXAMPLES
Completion	To keep up-to-date with classroom work.	Completing classroom assignments, including reading responses, notes, exercises, pieces of writing, reading selections Completing activities from the Family Life program.
Preparation	To prepare for the next day's class work or for coming lessons.	Collecting information, reading background materials, or studying for quizzes, tests and exams. Completing tasks associated with sacramental preparation. Using planners to establish regular study and review time.
Practice and Application	To develop, review, and reinforce specific skills. To transfer skills or concepts into new situations.	Completing extra questions in a textbook if an assessment item demonstrates that the student has not mastered a skill (i.e., calculating tax, categorizing plants). Writing a letter after being taught the components of a business letter. Completing community service hours. Reviewing and drilling of number operations and troublesome spelling words, where necessary. Being read to, reading aloud, and independent reading (materials may be English, dual track and/or first language).
Extension / Creative	To enrich classroom experiences and to deepen the student understands. To provide opportunities for problem-solving and critical thinking. To integrate skills.	Identifying local plant and animal life in one's environment. Volunteering to help in local parish or a community group. Working on projects, research and independent study Inventing a product to solve a problem. Creating designs, stories, drama, and prayers.



Provisions for students with different needs

The types and quantity of homework assigned should reflect the wide variation in students' academic ability. **Careful consideration should be given to modification of expectations and/or quantity of assigned work according to the individual needs of the students,** for example:

- highly motivated independent learners,
- students involved in dual programs,
- students experiencing difficulty,
- students receiving Special Education support,
- students for whom English is a second language.

Roles and Responsibilities in the Homework Partnership: *School, Teachers, Parents, and Students*

For homework to be an effective extension of the school program, the school, teachers, parents, and students must share the responsibility for developing and maintaining good homework practices.

The **school:**

- **develops and communicates school guidelines for homework to be used by teachers, parents, and students;**
- offers information to assist parents in helping their children at home (e.g., Curriculum Nights, interviews/conferences, newsletters);
- works with the community to develop programs to provide students with support for homework (e.g., remedial programs, peer tutors, homework clubs).

The **teacher:**

- explains to students the purpose and importance of homework and its connection to school success;
- teaches skills necessary for the student to complete homework (e.g., note-making, preparation for upcoming test);
- provides homework that is clear, meaningful, purposeful, and understood;
- assigns work that is appropriate to the student's age, developmental level, learning style, maturity, skills, and individual needs;
- provides support to parents and students on establishing homework routines and effective study habits (e.g., time management, using school planner);
- uses homework as a vehicle for developing and reinforcing learning, not as a punishment for misbehaviour or failure to perform as expected;
- monitors, checks, or evaluates homework, as appropriate;
- works collaboratively with other teachers to assign reasonable amounts of homework, and to avoid overload in rotary class situations;
- communicates regularly with parents;
- summarizes and reports on homework completion in the Learning Skills section of the Provincial Report Card.



The **parent:**

- provides encouragement and appropriate support, without doing the homework for the student;
- expects the student to complete homework regularly;
- provides an environment (i.e., workplace, block of uninterrupted time)
- usually in the home or in an alternate setting, e.g., Homework Club;
- shows interest in the student's schoolwork and progress;
- maintains regular contact with the teacher;
- continues to read to and with the student in English, French (French Immersion), or in the home language(s) of the family throughout the early years of a child's schooling.

- The **student:**

- ensures that he/she clearly understands the homework (i.e., assignments, criteria, timelines);
- asks for help if homework assignments or expectations are not clear;
- completes homework regularly;
- prepares appropriately for upcoming lessons;
- participates actively in all aspects of the school program;
- manages time and materials appropriately (e.g., uses school planner, submits homework on time, organizes necessary materials);
- studies appropriately for tests and examinations;
- communicates regularly with teachers and parents;
- monitors progress and sets goals, as appropriate;
- assumes appropriate responsibility for homework completion as he or she proceeds through school.

Homework Tips!

Tips for teachers:

Give the right amount of homework (see Time Guidelines).
Keep parents informed via communication book or agenda.
Vary the kinds of homework.
Be cognizant about how much time parents can be involved with homework.
Never let homework be punitive.
Be mindful of students' ability to access resources and technology, and provide alternatives where necessary.

Tips for parents:

Make sure your child has an appropriate place and sufficient time for homework.
Be a positive role model about the homework your child receives.
Be a monitor and a mentor in your child's learning at home.
Communicate promptly with the school when homework concerns arise.

Tips for students:

Pick a good time and place to do homework. Your place needs to be comfortable and to make studying easy.
Remember to budget enough time for lengthier projects and assignments.
Spend more time on more difficult homework, and complete it first.
If homework is getting too hard, seek help.



Appendix E: Glossary of Terms

Accommodations – the changes made to assessment strategies, teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. *Accommodations do not alter the provincial learning expectations for the grade. Subjects that are accommodated only do not require annual program goals or learning expectations (IEP).*

- **Instructional accommodations** are changes in teaching strategies required to enable the student to learn and to progress through the curriculum.
- **Environmental accommodations** are changes that are required to the classroom and/or school environment.
- **Assessment accommodations** are changes that are required to enable the student to demonstrate learning.

Accommodations include special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. All accommodations documented in the IEP must be made readily available to the student.

Students who require accommodations may have subjects or courses classified as "Accommodated only", "Modified", and/or "Alternative". It is quite possible that the student will require the same accommodations in many or all of his or her subjects or courses.

For the sake of clarity, the accommodations that the student requires in connection with instruction, assessment, and functioning in the physical environment should be identified and listed separately, as follows:

It is important to make the above distinctions, and to record all necessary accommodations accurately in the IEP, to ensure that students will be eligible to receive the permitted accommodations during provincial assessments. (Assessment accommodations should be consistent with the accommodations permitted by the Education Quality and Accountability Office [EQAO].)

In a subject or course classified as "Accommodated only", the accommodations enable the student to acquire the knowledge and skills outlined in the regular grade-level or course expectations and to demonstrate his or her learning independently. The provision of accommodations in no way alters the curriculum expectations for the grade level or course. The accommodations, which are likely to apply to all of the student's subjects or courses, should be described in the designated section



of the IEP form. (Because the student is working on regular grade-level or course curriculum expectations, without modifications, there is no need to include information on current level of achievement, annual program goals, or learning expectations, as is necessary in connection with subjects or courses with modified expectations or alternative programs.)

Achievement – a student’s learning of curriculum expectations demonstrated at a given time

Achievement Chart – a framework, consisting of four categories of knowledge and skills in each subject area, within which student achievement **must** be assessed and/or evaluated

Achievement Chart Category – a broad group of knowledge and skills which are defined by clear criteria within the curriculum expectations for any given grade are organized

Achievement Levels – descriptions of the degree of student achievement of curriculum expectations defined within the Achievement Chart in the policy document for the four levels of achievement which establish the performance standards

Alternate Assessment – a range of assessment methods designed to take the place of or to supplement standardized tests

Anecdotal Evidence – a narrative description of a student’s learning behaviour in a specific situation

Assessment – the process of gathering, recording, and analyzing information and data, without judgment, for the purpose of informing instruction and providing feedback to guide student learning

- **Diagnostic Assessment** – assessment used to determine student strengths and weaknesses for the purpose of programming appropriately
- **Formative Assessment** – the periodic collection of information to provide students feedback concerning their progress toward achieving their learning goals

Assessment Strategy – process teachers follow that permits students to demonstrate acquired knowledge and skills through actions, oral demonstrations or written work

Authentic Assessment – a process that emphasizes the use of meaningful tasks and contextual settings like those in the real world

Criteria – essential elements or qualities that must be met for work to measure up to a standard



Criterion-referenced – a statement of performance in terms of the expected range of achievement for specific learning expectations (i.e., achievement levels 1, 2, 3, or 4)

Evaluation – using assessment information to make judgments and decisions about the quality of student work and performance at a given point in time

- **Term Evaluation** – evaluation of the work done throughout the course for 70% of the final mark
- **Final Evaluation** – evaluation conducted toward the end of the course for 30% of the final mark
- **Summative Evaluation** – the collection of information at the end of an instructional unit to judge the final quality of students' achievement

Exemplar – a sample of student work that represents a specific level of achievement used to describe provincial documents containing students' work

Expectations – The Ontario Curriculum expectations identified for each grade describe the knowledge and skills that students are expected to acquire and demonstrate in their class work and investigations, on tests, and in various other activities on which their achievement is assessed. The overall expectations describe in general terms knowledge and skills that students are expected to achieve by the end of each grade. The specific expectations are used to support the overall expectations to describe the expected knowledge and skills in greater detail.

Learning Skills – a set of skills and habits that are essential to students' success [The report card provides a record of the learning skills demonstrated by the students in every course/subject, in the following five categories: Works Independently, Teamwork, Organization, Work habits, and Initiative. The learning skills are evaluated using a four – point scale (E-Excellent, G-Good, S-Satisfactory and N-Needs Improvement).]

Mark - the practice of describing students' achievement by assigning a letter, numerical, or other score

Modifications – the changes made to the grade level expectations for a subject or course in order to meet the needs of the student (Modifications include expectations for a different grade level and significant changes (increase or decrease) to the number and/or complexity of the learning expectations, based on the student's Individual Education Plan)



Norm-Referenced – statement of performance based on a comparison with the performance of a similar group (i.e., students in the same class, course or grade in a school board, province, country or a specific segment of the population)

Peer Assessment – assessment of student work based on evidence and explicit criteria supported by feedback from other students for the purpose of improvement

Process – skills and activities engaged in by students as they work toward the completion of a task

Process Assessment – assessment of how well the students have mastered an entire process or set of inter-related skills

Reporting – the process of communicating the results of assessment and evaluation to students and parents/guardians

Rubric – a scale that uses statements based on criteria to describe levels of achievement of a process, product, or performance

Scale – a range of scores possible for assessment and evaluation

Self-Assessment – self-reflection on the quality of work, based on evidence and explicit criteria, for the purpose of improvement