

SCHS Guiding Principles of Assessment and Evaluation for students, parents, and teachers

Evidence of student learning is collected over time from a variety of sources (observations, conversations, and student products). Students will receive multiple opportunities to demonstrate their understanding of the curriculum expectations. Student grades are based upon achievement criteria and meeting the curriculum expectations, not based on behaviours.

While it is our expectation that the assessment expectations and responsibilities (see reverse) attached to our Assessment and Evaluation Procedures will be met consistently, to fully support our learners we also have a process to follow if expectations are not met.

Responsibility	Who's responsible	If not, steps/next steps
Student work is submitted by the assigned due date *	Student	Teacher talks to student to negotiate second opportunity;
Student participates on scheduled evaluation dates*	Student	if not done, teacher involves parents;
Student work is completed	Student	teacher involves Student Success and/or Admin as appropriate
Submitted work is in alignment with academic integrity guidelines	Student	Teacher involves academic integrity committee and admin
Student is provided with timely feedback on the assessment/evaluation (timeliness is based on the type/complexity of task)	Staff	Student and/or parent talks to teacher;
Parents are informed in a timely fashion when student is not successful on an assessment/evaluation	Students and staff	only if feedback not received, student and/or parent contacts department head; student and/or parent involves admin as appropriate

*Our expectation is that students and/or parents will reach out to teachers ahead of planned absences to make alternate arrangements

It is important to note that some aspects of the expectations above do not apply to summative evaluations. In particular, if students do not submit summative tasks by the assigned due date and/or do not participate in summative evaluations on scheduled evaluation dates they may be required to provide supporting medical or other appropriate documentation and may not have an additional opportunity to provide evidence of learning.

Additional Resources: [OCDSB Parent Guide to Assessment, Evaluation and Reporting](#)
[OCDSB Procedure - Assessment, Evaluation and Reporting of Student Achievement](#)
[Ministry of Education - Growing Success](#)

Assessment Expectations and Responsibilities

STUDENTS	TEACHERS	PARENTS
<p>Can expect to</p> <ul style="list-style-type: none"> ● know how they are performing ● receive timely feedback which identifies strengths and next steps for learning ● have opportunities to improve their work ● understand how they are being evaluated prior to the evaluation 	<p>Can expect to</p> <ul style="list-style-type: none"> ● have students take charge of their own learning as active learning partners ● receive student submissions which reflect a student's best work ● apply professional judgment regarding assessment and evaluation 	<p>Can expect to</p> <ul style="list-style-type: none"> ● know on a regular basis how their child is performing and being assessed. ● be able to contact teachers for advice or information regarding their child's progress ● be informed about subject requirements, assessment and evaluation and due dates for submission of work
<p>Responsibilities:</p> <ul style="list-style-type: none"> ● complete all work on time to the best of their ability ● be active partners in the learning process ● take all opportunities to improve work after receiving feedback ● assist other students ● be fully prepared for all assessment and evaluation experiences ● provide sufficient evidence of the overall expectations ● inform their parents about subject requirements, assessment and evaluation, and due dates for submission of work 	<p>Responsibilities:</p> <ul style="list-style-type: none"> ● deliver instruction that is supported by assessment and evaluation ● ensure that students understand how they are being assessed and evaluated ● inform parents when students do not submit key assignments ● assess and evaluate student work in a timely manner ● be familiar with, and implement, assessment and evaluation practices that are consistent with school, Board, and Ministry policy ● provide ongoing evidence of student achievement to students, parents/guardians prior to the formal reporting period 	<p>Responsibilities:</p> <ul style="list-style-type: none"> ● encourage their child to complete all work assigned ● monitor the progress of their child ● act as partner in the learning process ● take advantage of interview opportunities provided at parent/guardian interview nights ● Encourage their child to prepare for evaluation ● encourage students to have a healthy balance of family, school, social and employment responsibilities