Appendix 5
Assessment, Evaluation and Reporting of Student Achievement Growing Success

The Seven Fundamental Principles:

The Canadian International School of Egypt is committed to improving student learning through assessment and evaluation and reporting of student achievement. The Ontario Ministry of Education states that the primary purpose of assessment and evaluation is to improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, supportive and equitable for all students;
- support all students including those with literacy needs;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment and Evaluation Expectations, Roles and Responsibilities

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<tr>
<th>Students</th>
<th>Teachers</th>
<th>Parents</th>
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<td><strong>Expectations:</strong></td>
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<td>- To be fully prepared for all assessment and evaluation experiences</td>
<td>- To have students take charge of their own learning as active partners</td>
<td>- To be informed through their child about course requirements and overall expectations, assessment and evaluation tasks, and due dates for submission of work</td>
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<td>- To understand how they are being evaluated prior to the evaluation</td>
<td>- To receive student submissions on time</td>
<td>- To be able to communicate with teachers for advice or information regarding their child’s progress</td>
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<td>- To have an opportunity to reflect on their learning and incorporate feedback from their formative</td>
<td>- To have students complete daily work in preparation for achieving the overall expectations</td>
<td>- To be partners in the learning process</td>
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<th>Responsibilities:</th>
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| - To attend class regularly with the appropriate learning materials  
- To complete all work to the best of their ability  
- To submit their own work to teachers by set deadlines  
- To be active partners in the learning process  
- To respect the learning environment, others, and self  
- To set individual goals for learning  
- To take all opportunities to improve work after receiving feedback  | - To prepare all students fully for assessment and evaluation  
- To monitor student progress based on daily work and assessment tasks  
- To grade and return student work in a timely manner  
- To be familiar with and implement assessment and evaluation practices that are consistent with Ministry and CISE policy  
- To be fair, transparent, and equitable in assessment, evaluation and reporting practices  
- To keep parents informed regarding the progress of their child  
- To initiate regular contact with parents if difficulties arise  
- To use a repertoire of proactive assessment strategies and ongoing feedback to ensure that quality work is submitted in a timely fashion  | - To act as partners in the learning process  
- To monitor the progress of their child  
- To initiate contact with teachers if and when difficulties arise  
- To ensure that students spend time at home preparing for evaluations and completing their own work  
- To know about and monitor, due dates for submission of work  |

**Communication/Reporting**
CISE uses various methods of communications to inform parents of student progress; parents are encouraged to make use of them to communicate with the school. Communication methods include:

- Elementary: progress reports (mid-term-November) term one report cards (mid-February), and final report cards (mid-June).
- Secondary: At risk reports –if required (issues approximately six weeks into each semester); mid-term reports (mid-November): final reports at the end of the semester.
- Parent-teacher interviews
- Telephone calls
- Emails

**Grades**

Final grades will be issued on an individual student's demonstrated level of achievement in the four categories defined in the curriculum documents: Knowledge/Understanding, Thinking, Communications and Application.

Secondary: Seventy percent (70%) of the grade will be based upon term evaluations and thirty (30%) of the grade will be based upon summative evaluations administered towards the end of the course. Course expectations must be met in order for the credit to be awarded.

Elementary: In determining overall grades for report cards, consideration will be given to the student’s most recent and consistent level of achievement on assessment tasks administered by the teacher throughout the term.

**Learning Skills**

Although learning skills can have a significant impact on academic achievement, they are assessed and reported separately using a four-point scale (Excellent, Good, Satisfactory and Needs Improvement).

**Evaluations**

Students are expected to make every attempt to meet their academic responsibilities. If they are unable to do so, it is expected that they and/or their parents will be in regular contact with their classroom teachers. Circumstances where critical evidence of learning is missing will be dealt with in the following manner:

| Missed Tests or Presentations | • Upon missing a test or a presentation, students will be required at the teacher’s discretion, either to:
|                             |   - Complete the test or presentation immediately upon return to school; or
|                             |   - Make arrangements with the teacher for a make-up; or
|                             |   - Make arrangements with the teacher for an alternate task or assignment. |
- If the parent/guardian has not already contacted the school or the teacher directly, he/she will be informed by the teacher about the missed test or presentation.

- Timelines for completion of this work will be negotiated with the teacher and failure to complete it according to the negotiated schedule will result in a mark of zero if the student does not produce evidence of learning.

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<th>Late, Missed or Incomplete Assignments</th>
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<td>- If the parent/guardian has not already contacted the school or the teacher directly, he/she will be informed about the late, missed or incomplete assignment.</td>
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<td>- A mark of ‘incomplete’ will be recorded until the late, incomplete or missed work is submitted and/or the student demonstrates evidence of learning.</td>
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<td>- Students may be assigned an alternate task in order to provide evidence of learning if the integrity of the original task is compromised by late submission.</td>
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<td>- Timelines for the submission of late, incomplete or alternate assignments must be negotiated with the teacher. Once an assignment is late or incomplete, the student will be expected to arrange to dedicate additional time during breaks or after school to complete the task.</td>
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<td>- <strong>Secondary</strong>: All missed, incomplete and/or alternate assignments must be submitted to the teacher by the last day of instruction in each semester.</td>
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- Students who do not complete assignments may require an intervention by Guidance, the Student Success Teacher, a VP or P.

- Grades 7-12, late submission of assignments are subject to a 10% deduction on the first day that the assignment is late, with a 2.5% deduction per day to a maximum of 20%.

- After a period of 5 days assignments will still be handed in with a pass/fail designation. Teachers will provide an assessment of the submitted material to ensure student has feedback on their submission.

- Mitigating circumstances may circumvent the imposition of reduction of marks at the discretion of the teacher – Principal.
### Academic Integrity

- In keeping with the expectations outlined in the CISE Character Development program, all students are expected to produce and take credit for their own work.
- Fraudulent work is of no value and provides zero evidence of a student’s learning.
- Fraudulent work includes, but is not limited to, copying someone else’s work, cheating, citing references incorrectly, and handing in the same assignment for more than one course.
- Parents/guardians will be contacted in such cases and all fraudulent work submitted will be documented and archived.
- Students will then have an opportunity to redo the original assignment or complete an alternate task, based on a due date negotiated with the subject teacher.
- A mark of zero will be assigned if students do not produce evidence of learning.

The teacher will inform the parent/guardian about a late or missed summative evaluation. As with formal examinations, a legitimate absence from a summative is one resulting from student illness or family emergency, and appropriate documentation must be provided to the student’s Vice-Principal or Principal. In the case of legitimate absence, the Vice-Principal will consult with the teacher and an alternate due date will be established. If the summative is time sensitive, an alternate task may be assigned.

### Learning Skills and Work Habits - Sample Behaviours

#### Responsibility
- fulfils responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

#### Organization
- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

#### Independent Work
- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

#### Collaboration
- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
• works with others to resolve conflicts and build consensus to achieve group goals;
• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative The student:
• looks for and acts on new ideas and opportunities for learning;
• demonstrates the capacity for innovation and a willingness to take risks;
• demonstrates curiosity and interest in learning;
• approaches new tasks with a positive attitude;
• recognizes and advocates appropriately for the rights of self and others.

Self-regulation The student:
• sets own individual goals and monitors progress towards achieving them;
• seeks clarification or assistance when needed;
• assesses and reflects critically on own strengths, needs, and interests;
• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
• perseveres and makes an effort when responding to challenges.

The categories of knowledge and skills are as follows:

• Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
• Thinking: The use of critical and creative thinking skills and/or processes
• Communication: The conveying of meaning through various forms
• Application: The use of knowledge and skills to make connections within and between various contexts

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.