

## **POLICY ON ACADEMIC INTEGRITY**

Students are expected to submit their own original work and to demonstrate honesty in all academic activities. Any ideas, data, images, or words borrowed from another source must be properly cited using an accepted citation format. The same expectation applies to material generated with the assistance of artificial intelligence (AI) tools — if AI is used, it must be acknowledged, and students remain responsible for the accuracy, originality, and ethical use of the content. Presenting the work or ideas of another person as one's own is known as plagiarism.

Academic dishonesty includes, but is not limited to:

- Plagiarism – misrepresenting the ideas, work, or content of another as one's own.
- Cheating – copying from another student's test, exam, or assignment, or using unauthorized aids.
- Unauthorized use of AI tools – generating assignments, essays, or solutions using AI technologies (e.g., ChatGPT or similar tools) without teacher permission or proper attribution.
- Facilitating dishonesty – knowingly allowing another student to copy or use one's work.

Consequences for academic dishonesty will follow the school's Code of Conduct and assessment policy. Consequences may include a mark of zero on the specific task, requirement to resubmit the work, and/or other disciplinary actions determined by the principal. Consequences will take into account the student's grade level, maturity, and previous incidents, consistent with Ministry and Board policy.

## **ASSESSMENT, EVALUATION AND REPORTING STRATEGIES OF STUDENT PERFORMANCE**

CGA follows the Ministry of Education's Growing Success document to assess, evaluate and report student's performance for the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback.

### **Definitions of Assessment**

**Assessment is** the process of gathering, from a variety of sources, information that accurately reflect show well a student is achieving the curriculum expectations in a subject or course.

- **Assessment as Learning (ASL)**

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next

steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.

- **Assessment for Learning (AFL)**

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)

- **Assessment of Learning (AOL)**

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

- **Assignment for Evaluation**

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

The primary purpose of assessment and evaluation is to improve student learning. Assessment as and for learning will help teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations. Assessment of learning will evaluate student's achievement of the course's overall expectations.

In order to ensure assessment and evaluations are valid and reliable, the following will be considered in the planning of assessment and evaluations tasks.

- Assessment will be ongoing and differentiated to provide multiple opportunities for students to demonstrate the full range of their learning
- Assessment are based on the four categories of knowledge and understanding, thinking and investigation, application, and communication
- Accommodations will be provided to English Language Learners and students with special education needs in accordance to their IEP

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by school teachers. CGA assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education 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 course and at other 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.

Our procedures and process for assessment, evaluation and reporting at CGA are outlined below and stem from the fundamental principles found in the *Ministry of Education's document: Growing Success – Assessment, Evaluation and Reporting: Improving Student Learning*.

To assist students, teachers will:

- share learning goals and success criteria to help students develop a clear understanding of the quality of work that students need to demonstrate to meet the performance standards;
- show exemplars and samples of student work;
- provide students with opportunities to receive, give and use descriptive feedback from teachers, peers and self, prior to the final evaluation;
- teach students to set their own goals and monitor growth in relation to the curriculum expectations;
- develop and assess students' learning skills and work habits to support lifelong learning;
- provide clear communication of timelines, due dates, and the school policy for assessment and evaluation
- use fair, transparent and equitable assessment, evaluation and communication practices
- provide Course Outline to students and parents/guardians at the beginning of each course to inform course details and expectations

To be active participants in their learning, students will:

- provide evidence of achievement of the curriculum expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- demonstrate the learning skills and work habits that support life-long learning;
- use descriptive feedback to monitor learning
- recognize, describe and apply success criteria in relation to the learning goals;
- reflect on thinking and learning to inform next steps
- seek assistance when appropriate; and
- fulfill responsibilities and commitments within the learning environment.

### **Late Assignments, Absences, Missed Work**

In all courses, students are expected to complete all course work assigned to them. If a student is absent from class, it is the student's responsibility to be informed about the work that he or she missed. Skipping a class will result in a consequence. Some deadlines are negotiated; some are absolute. If a student chooses not to submit/complete work either on a negotiated or absolute deadline then that work may not be assessed or evaluated. In those cases, the student may receive a mark of zero.

### **Responses and Application of Consequences**

In the event that an assignment for evaluation is not completed on the assigned date, or plagiarism is suspected, teacher will engage in solution-focused dialogue with students and/or your parent(s)/guardian(s) to determine and document appropriate consequences and responses which may include a combination of the following:

- Completion and submission of the late/missed assignment or an alternate assignment
- Renegotiation of timelines for submission, after which a mark of zero may be assigned
- Deduction of marks for late assignments

### **Student Achievement and Reporting**

Student achievement will be communicated formally to students and parents/guardians by means of the Ontario Provincial Report Card, Grades 9–12. The report card provides a record of each student's achievement of the curriculum expectations in every course, at designated points in the school year or semester, expressed as a percentage grade. It also includes teachers' comments describing the student's strengths, areas requiring improvement, and strategies for growth. The report card also contains separate sections for recording attendance and for evaluating the student's learning skills and work habits in each course.

A final grade is recorded for each course. A credit is granted and recorded for every course in which the student's final grade is 50% or higher.

The final grade for each course will be determined as follows:

- 70% of the grade is based on evaluations conducted throughout the course, including tests, assignments, projects, and other demonstrations of learning.
- 30% of the grade is based on a final evaluation, which may include an examination, performance, essay, or other method appropriate to the course content.

Evaluation is based on achievement of curriculum expectations, organized into the four categories of the Achievement Chart:

- Knowledge and Understanding
- Thinking
- Communication
- Application

In all courses, students must be provided with multiple and varied opportunities to demonstrate their achievement. Evaluation should reflect the student's most consistent level of achievement, with special consideration given to the more recent evidence of learning.

Summative evaluations are administered toward the end of each course. In the case of an absence due to verified illness (supported by a medical certificate) or bereavement, the Principal will determine appropriate actions in consultation with the teacher.

Provincial report cards are issued twice per semester (midterm and final). Students are also encouraged to monitor their own progress continuously and to seek feedback from their teachers to support ongoing improvement.

### **Recording and Reporting Student Achievement to Parents**

Mid-term reports are sent home at the mid-point of each semester and Final Reports at the end of the semester. The report card focuses on two distinct but related aspects: the achievement of curriculum expectations, and the development of learning skills. The teacher in each course explains to the students at the beginning of the semester exactly what is expected in the way of assignments and tests.

### **Students Deemed to Be At Risk**

When a student is struggling in a CGA course and is at risk of not meeting curriculum expectations, teachers and administration will support the student and provide interventions through a variety of means. These may include monitoring and tracking student progress, providing differentiated instruction, creating opportunities for meaningful engagement, re-engaging early school leavers, and working collaboratively with parents/guardians to support student success.

### **Failing Grade Policy**

CGA teachers are committed to supporting students in achieving course success. Where a student does not meet the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents/guardians and the student, will determine what program, intervention, or alternative pathway may best enable the student to meet expectations and earn credit.

### **Reassessment Policy**

In particular circumstances where a student earns less than 55% on a major test or assignment, they may request an opportunity to resubmit the assignment or complete a reassessment. The student must also provide a written explanation to the teacher and CGA's office outlining why they believe their performance will improve and explaining the circumstances affecting their original result.

Approval of reassessment opportunities is at the professional discretion of the teacher. If granted, the student will complete the reassessment, and the final recorded grade may reflect the average of the two marks or the more consistent evidence of achievement, in keeping with Growing Success assessment principles.

If a student feels that their mark on an assignment or test does not reflect their performance, the student may file a grievance in writing and submit it to their teacher and CGA's office. Grievances must be respectful, evidence-based, and clearly explain why the grade is being questioned. Each grievance will be reviewed on a case-by-case basis in consultation with the teacher and administration.

### **Students with IEPs**

CGA provides opportunities for students with special education needs to work toward

curriculum expectations set out in the Ontario curriculum policy documents. Students who have an official Individual Education Plan (IEP) from their home school or board will be accommodated, although CGA cannot guarantee that all accommodations will be possible in every circumstance. Teachers will ensure that students with IEPs are supported through instructional, environmental, and assessment accommodations to foster success in the classroom.

**General guidelines for accommodations:**

- Students must submit an official copy of their IEP to CGA's office. Information from the IEP will be shared with teachers.
- Parents/guardians are encouraged to submit the IEP at registration and to contact the office in advance of assignments, tests, exams, or projects to discuss necessary accommodations.

CGA will also support English Language Learners (ELLs) through instructional strategies, appropriate learning resources, and varied assessment strategies.

**Assessment and Evaluation Policies**

Assessment and evaluation of student achievement are based on provincial curriculum expectations and achievement levels, and on the categories of knowledge and skills, and the achievement level descriptions, given in the achievement charts for each subject. Our evaluation policies are based on the Ministry of Education's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.

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Term work is worth 70% of the final mark or grade. The remaining 30 % is made up from a final examination, or a combination of performance task and examination, administered near the end of the course.