



ARCHBISHOP O'LEARY

CATHOLIC HIGH SCHOOL

AOL Assessment Policy

Assessments are used to provide students with consistent, timely, and informative feedback about their performance relative to the standards and outcomes of the course. The term assessment is broad and includes any interaction between student and teacher that provides the teacher information about a student's achievement relative to their learning.

At Archbishop O'Leary, teachers work with Division consultants, subject-area colleagues, department heads, and administrators to develop assessments that represent the standard of the course, provide appropriate and consistent feedback, and maintain an ongoing sense of accountability throughout the course. While not all assessments are for marks, all assessments can be considered integral to the ongoing learning process within a course. Teachers will determine timelines and dates based on their ongoing assessment of student understanding and the required pacing for their courses.

Assessment Information

Formative Assessment	Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. Completion of these assessments is important as they provide feedback and an opportunity for deeper understanding of course content and learner outcomes. Although these assessments are not part of a student's overall final grade, they are essential to support student understanding and academic progress. These assessments are not optional.
Summative Assessment	Assessment experiences designed to collect information about learning to make judgements about student performance and achievement. These assessments will be used to determine a student's final mark in a course.

Student Expectations

Timeliness/ Missing Assessments, Labs & Practical Work	Students are expected to complete assessments on the due date provided by the teacher. These dates will be posted on PowerSchool, in the classroom, and/or the Google Classroom. For timely feedback to occur, all assessments are expected to be submitted on time by the entire class. • Examination dates are determined by the teacher based on the pacing of their course and their ongoing assessment of student understanding. Students who believe that they are not prepared for an upcoming examination must use PDT sessions in advance to prepare for the assessment and are expected to participate in assessments on the same day as their peers. • Students must attend PDT sessions on the assigned date to make up missed assessments or to complete late or incomplete assessments. Teachers will determine the date of when a missed, late, or incomplete assessment is to be completed. • Making up a missed assessment or submitting a late assessment shall only be permitted when: ○ A documented absence for illness (IL/(Illness), EA (Excused Absence), and SA (School Activity) that is registered at the office by a parent/guardian and, ○ There is no pattern of absences (excused or unexcused) on assessment dates. • Unexcused absences will result in a mark of zero unless a parent calls the school to confirm the absences. • Students unable to complete a summative assessment on time (due to an excused absence) will be expected to complete the missing assessment within 3 days of return or when assigned by the teacher. Alternate assessments may be given to students who have missed assessments. • Any assessments that are directed to take place in the assessment center should only be done during PDT, after school, or on spare. • Students who do not complete a missed assessment on the alternate date provided by the teacher will receive a zero for the assessment. • Students demonstrating a pattern of absenteeism on assessment days will need to engage in conversation with their Cohort Assistant Principal. Habitual absenteeism may result in marks of zero or removal from the affected course(s). • Some activities (practical labs, practical assessments requiring outside instructors, assessments done on field trips, for example) cannot be redone. Missing these practical assessments may result in a mark of zero.
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Academic Honesty	An authentic piece of work is one based on the student's individual and original ideas. The work of others must be appropriately acknowledged with proper citation and bibliography. Academic Honesty Misconduct includes: • Plagiarism: the representation of the ideas or work of another person as their own. • Collusion: supporting another student in allowing one's work to be copied or submitted for assessment by another. • Duplication of Work: presentation of the same work for different assessment components and/or diploma requirements. • Artificial Intelligence (AI Engines) • Any other behavior that gains an unfair advantage for a student or that effects the results of another student, including but not limited to, taking unauthorized material into an exam room, misconduct during an examination, falsifying records, exchanging or in any way supporting the passing on of information related to an examination, copying the work of another student, failing to comply with the instructions of the persons responsible for conducting an examination, impersonating another student, stealing examination papers, using an unauthorized calculator during an examination, disclosing or discussing the content of an examination, and/or fabricating data for an assignment. Misconduct during an assessment is an earned zero for the portion of the assessment that was academically dishonest (i.e., the student has selected to demonstrate no evidence of their learning despite having been provided the opportunity to do so). Consequences for Misconduct The classroom teacher will consult with the Cohort Assistant Principal to determine the consequence. Consequences may include, but are not limited to, grade reduction, redo assignment or assessment, receiving a zero, record on student file, suspension/expulsion from extra-curricular activities or from the school. Students who demonstrate patterns of academic dishonesty will receive (a) mark(s) of zero and may additionally receive school-based consequences such as a suspension.
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Planned/Extended Absences	Students who have pre-arranged absences (tournaments, appointments, etc.) need to plan for missed assessments prior to the assessment day with the teacher. Absences that are 5 days or more require the completion of an Extended Absence form. These forms must be reviewed and signed by students, parents/guardians, classroom teachers and cohort administrators. Notification of an extended absence needs to be completed and submitted 2 weeks prior to departure. Absences, planned or not, greatly impact academic progress and are highly discouraged. Missed learning opportunities cannot be replicated when a child is absent, it will be the responsibility of the student to utilize PDT sessions for missed instruction and assessment. Special cases shall be reviewed by the Cohort Assistant Principal. Absences of considerable length may result in removal from one or more course(s).
Students Receiving Accommodations	Students receiving accommodations must have an IPP that is created in consultation with Learning Coaches. Accommodations are facilitated by the classroom teacher and SASSI Learning Coaches. These students must still adhere to the assessment timeline of the course, as determined by the teacher.
Personalized Development Time	PDT is intended to serve as an additional support for any student who has missed instruction or assessment. It is also intended to provide an additional opportunity for any students who have legitimately missed assessments, at the direction of their teacher. Attending and participating in PDT is an academic expectation at Archbishop O’Leary.