

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section	SCHOOLS AND STUDENTS	
Policy Name	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS LOWER THAN 50 PERCENT (Management Guideline Applies)	537
Board Approved:	October 18, 2011	Reviewed: September 26, 2011
		Review By: December 2023 December 2016

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### **POLICY**

The Superior-Greenstone District School Board is committed to enabling every student to reach their potential and succeed;

The Superior-Greenstone District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

### **BACKGROUND**

The Ministry of Education's **new** policy document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* **will** direct **s** the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy **document** directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's **Growing Success** **Growing Success** policy **document** contains fundamental principles that will guide the expected practices and procedures for **the assessment and evaluation of** all students in all SGDSB schools.

### **FUNDAMENTAL PRINCIPLES FROM GROWING SUCCESS**

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 and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who **are First Nation, Metis, or Inuit Indigenous**;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to interests, learning styles and preference, 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

### **Schools have the responsibility to:**

- Implement practices aligned with the fundamental principles in the Ministry of Education's *Growing Success* policy **document**;
- Ensure that reported grades accurately reflect student achievement of the curricular, overall expectations of the subject, course, or as identified in a student's Individual Education Plan (IEP);
- Ensure that students with special education needs are provided with accommodated, modified and/or alternate program, as outlined and monitored in their IEPs
- Ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- Promote a culture of student ownership and a voice in their learning;
- Promote academic honesty;
- Ensure that students are responsible for providing evidence of their learning within established timelines;
- Ensure that there are appropriate **interventions and** consequences for cheating, plagiarizing, not completing work, and submitting work late;
- Ensure that the determination of interventions and consequences will take into consideration the following factors: grade level, maturity, pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- Ensure that the mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curricular overall expectations;
- Assess the ongoing effectiveness of interventions and consequences to determine further interventions required to support student success.

### **REFERENCES**

- Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50% (Management Guideline)
- Policy 536: Equity and Inclusive Education
- ~~Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010~~  
*Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010*
- SGDSB: Learning For All, 2009
- ~~SGDSB: On Your Own, 2010~~
- ~~SGDSB: Guidelines to Assessment and Evaluation of Student Achievement: 2003~~