Section	SCHOOLS AND STUDENT	
Management Guideline	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSES ASSIGNMENT, MARKS BELOW 50 PERCENT	
Applicable Policy	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS BELOW 50 PERCENT	537

Board Approved: October 16, 2018, October 18, 2011 *Reviewed: June 5, 2018, September 26, 2011* *Review by: December 2023*

DEFINITIONS

"cheating" - is defined as "any effort to defraud, deceive, or elude someone else". Examples may include: taking a test or an examination in a dishonest way through improper access to answers, or giving or obtaining assistance without acknowledgement (www.dictionary.com).

"professional judgement" - being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction' (*Growing Success, p. 152).*

*"**plagiarism"*** - the use or close imitation of the language and thought of another without attribution, in order to represent it as one's own original work (*Growing Success, p. 151).* Plagiarism usually takes one of four forms:

*"**assessment"*** - the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

"evaluation" - the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

GUIDELINES

1.0 Determining a Report Card Grade Below 50%

1.1 Context

The lowest mark to be reported on the provincial report card below 50% can be as low as 0%. Where a mark is below 50%, the teacher will ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, with emphasis on more recent achievement of expectations. Where the situation warrants, the teacher will review the individual student's calculated grade using his or her professional judgement. The teacher will also ensure that there has been ongoing communication with the student, the parent and/or guardian, the school administration and key school staff (which may include, but is not limited to members of the Student Success Team and/or Program Development Team, the appropriate Program Leaders, Guidance, Special Education Resource Teacher and Student Success Teacher).

1.2 Use of Code “I” - Grades 7-10

Code “I” is to be given after consultation with the school administration. Code “I” may be used on rare occasions in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the students. For example:

- the student has enrolled in the school very recently (less than six weeks);
- there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

Code “I” may not be used in Grade 11 and 12.

1.3 Use of Code “R” - Grades 1-8

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. For achievement below level 1 in Grades 9 to 12, percentage marks below 50% are assigned. Both “R” and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50% indicate the need for the development of strategies by the teacher to address the student’s specific learning needs in order to support his or her success in learning.

1.4 Roles and Responsibilities

Where the mark to be recorded is below 50% (Mid-Term and Final Report Card for Grades 9-12 and Formal Report Cards for Grades 7-8) the following roles and responsibilities are outlined below.

1.4.1 Teachers will:

a) communicate with parent(s)/guardian(s) in a timely manner when the mark on the report card is less than 50%;
b) use professional judgement to ensure that the reported grade reflects the student's most consistent level of achievement of course expectations, *with emphasis on more recent achievement of curriculum expectations;*
c) communicate early and frequently with students, parents and/or guardians, school administration and key school staff (which may include members of the Student Success Team and/or Learning Lead, Guidance Staff, Special Education Teacher and/or Student Success Teacher);
d) develop next steps and a plan for improvement in collaboration with the student;
e) complete Credit Recovery Profile and Course Placement Forms, and submit a mark breakdown for any student with a mark below 50% to the Guidance Counsellor and the school administration;
f) make recommendations for students who may benefit from Credit Rescue, Credit Recovery, summer opportunities or repeating the course;
g) assist in the implementation of intervention strategies.

1.4.2 Students will:

a) communicate with their teacher, to develop next steps and a plan for improvement;
b) commit to follow through on intervention strategies and/or a plan for improvement such as seeking extra help, completing missed/alternative assignments;
c) act on the recommendations provided by the school with respect to IEP recommendations, Credit Rescue, Credit Recovery, Summer School or course repetition.

1.4.3 Parent(s)/Guardian(s) will:

a) be encouraged to communicate with the teacher and student to determine reasons for the unsuccessful grade and collaboratively develop next steps and a plan for improvement;
b) be encouraged to support their child(ren) to follow through with plan and/or strategies for improvement.

1.4.4 Student Success Team/ Guidance Counsellors will:

a) communicate with and support students and teachers throughout the development and implementation of a plan for improvement;
b) review whether students require Special Education services, additional classroom teacher support and/or support from the Student Success Team.

1.4.5 Principals will:

a) review all marks where a mark is below 50%, and where appropriate, review the mark breakdown;
b) be prepared to communicate with students, parents and school staff,
c) collaborate with the teacher to respond to concerns to resolve outstanding issues;
d) support improvement plans.

1.4.6 Superintendents will:

a) collaborate with the school administration to respond to any concerns.

2.0 Academic Dishonesty - Cheating and Plagiarism

2.1 Context

In our schools, we strive to help students develop integrity, a strong work ethic, responsibility and the knowledge and skills needed for success beyond school. Academic dishonesty hinders students from developing these attributes and cannot be condoned in our schools.

As a school board, we aim to work collectively with stakeholders to “develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others” (*Growing Success*, p. 42).

It is essential that students and parents are aware of board policies as they relate to academic dishonesty. Academic dishonesty policies will be communicated through various means such as student handbooks, the board and school websites, newsletters, course overviews and the school code of conduct.

Academic dishonesty is often indicative of other concerns for a student, such as a student’s understanding of the assignment, academic inability to complete the work, time management or personal issues outside of school. Teachers are

encouraged to discuss student issues with staff at the school including School Administration, Guidance, Special Education Teachers, Student Success Team, and student success teacher.

Education of students and parents is the most effective manner in which to prevent plagiarism and cheating. “Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned”

(*Growing Success*, p. 42).

2.2 Consequences for cheating and plagiarizing

Growing Success outlines that the severity of consequences for academic dishonesty will be based on, but not limited to, the following mitigating factors:

- the grade level of the student and course type;
- the maturity level of the student;
- the number or frequency of incidents;
- the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgement. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

For all cases of plagiarism and cheating, teachers will communicate information to the parents/guardians about the infraction and the consequences.

Specific actions which will be taken are as follows:

- teachers will discuss the individual situation with the student;
- the principal will be informed;
- with repeated incidents, the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s).

Consequences will be based on the factors outlined above and may include the following:

- redoing part/all of the assignment;
- completing an alternate assignment;
- loss of marks;
- a mark of zero.

2.3 Roles and Responsibilities

2.3.1 Teachers will:

cheating and plagiarism to students and parents;

b) communicate information to parent(s)/guardian(s) about the infraction and the consequences for all cases of plagiarism and cheating;
c) ensure students understand the definition of plagiarism and cheating and the consequences to their learning;
d) explicitly teach strategies for citing sources properly and for avoiding plagiarism in all courses;
e) design and structure assignments aligned with the curriculum expectations that guide students through the research and completion process;
f) whenever possible, have student’s complete assignments for evaluation and tests/exams under the supervision of the teacher;
g) provide meaningful class time for the completion of assignments;

h) provide support by scaffolding, chunking, or differentiating assignments to prevent plagiarism;
i) consider the use of anti-plagiarism software, if appropriate (e.g.,www.turnitin.com).

2.3.2 Students will:

a) recognize the inappropriateness of academic dishonesty and accept the related consequences;
b) provide proof, when requested, of his/her work and research (e.g., process work);
c) understand that tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned;
d) be aware of assignment and test expectations;
e) seek assistance when necessary;
f) review work before submission to ensure that plagiarism has not occurred.

2.3.3 Parent(s)/Guardian(s) will:

a) be informed of the definitions of cheating and plagiarism, how they are addressed and the potential consequences;
b) be encouraged to help children set reasonable goals in keeping with the requirements of each course;
c) be encouraged to monitor homework and assignment completion.

2.3.4 Principals will:

a) clearly communicate expectations and consequences related to cheating and plagiarism;
b) provide professional development about plagiarism and cheating to staff, and encourage the use of a range of prevention and detection strategies in classes;
c) work collaboratively with the teacher to address and resolve any concerns that arise;
d) assume final responsibility for making decisions in cases of unresolved issues regarding cheating and plagiarism.

2.3.5 Superintendents will:

a) communicate system expectations related to plagiarism and cheating to school communities;
b) provide opportunities for professional development for staff and resource acquisition related to plagiarism and cheating prevention and detection;
c) support the school administration in working through the process of addressing any concerns that arise related to plagiarism and cheating as required.

3.0 Late and Missed Assignments - Grades 7-12

3.1 Context

The purpose of assessment and evaluation is to improve student learning.

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and in the school, but also for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form provided by the teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late (*Growing Success, p. 43)*.

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement (*Growing Success, p. 43).*

The following Guiding Principles are intended to support professional judgement.

3.2 Guiding Principles

3.21. Teachers will communicate timelines for both the submission of, and the return of, marked assignments to students and, where appropriate, to parents in a timely manner;
3.2.2 Consequences for late or missed assignments will be reflected in the student's learning skills and, when appropriate, after other steps have been taken, in the deduction of marks, up to and including the full value of the assignment;
3.2.3 Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement;
3.2.4 Following attempts to support the student (strategies outlined below), a zero may be assigned when there is no evidence of learning. (see Appendix C for complete list of Guiding Principles)

3.3 Deduction of Marks

For major assignments in a specific course, teachers **may***,* after considering mitigating factors, impose mark deductions. Using their professional judgement, where that judgement is employed in helping to determine what will most benefit student learning, a teacher may deduct marks for late assignments so long as the deductions do not affect the Level of Achievement earned on the assignment submitted for evaluation.

An assignment not submitted may result in a mark of zero (0). Alternative arrangements may be provided for the evaluation of the expectation(s).

Teachers will communicate to students the expectations and timelines of each major assignment in each course/subject at the beginning of the semester/term.

See the 'Implementation Framework for Late and Missed Assignments' (Appendix A) for additional information.

3.4 Roles and Responsibilities

3.4.1 Teachers will:
a) maintain ongoing communication with students, parents, teacher colleagues and their principal;
b) use the appropriate strategies, based on their professional judgement, to help students provide the required evidence of their achievement;
c) use a number of strategies, as outlined above;
d) in the absence of summative evaluative data, formative assessments may be used to determine grades, where appropriate;
e) in collaboration with students, will establish deadlines for submission of assignments for evaluation and clearly communicate those deadlines to students, and, where appropriate, to parents;

f) at the determined date of submission, and for purposes of timely feedback on student performance, communicate an expected time of return for assessed work;
g) ensure that the needs of exceptional students are met, consistent with the strategies outlined in their Individual Education Plans (IEPs);
h) work with the Special Education Teacher to address any accommodations and/or modifications as outlined in the IEP;
i) provide Assessment for Learning opportunities (diagnostic and formative) before the Assessment of Learning (summative), in order to demonstrate progress of achievement of the curriculum expectations (see Appendix B);
j) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.4.2 Students will:
a) be encouraged to discuss assignments with their teachers and parent(s)/guardian(s);
b) be responsible for providing evidence of their achievement of the overall expectations within the timeframe specified by the teacher, and in a form approved by the teacher;
c) understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
d) use class time productively;
e) in extenuating circumstances, request an extension from the teacher before the due date.

3.4.3 Parent(s)/Guardian(s) will:
a) be encouraged to maintain ongoing communication with their child's teacher, and the principal, if required;
b) be encouraged to support students to submit their completed assignments on time.

3.4.4 Principals will:
a) ensure that assessment and evaluation policies and practices are communicated and followed by all teachers and students;
b) provide support for staff, including professional development, to ensure a consistent common process throughout the school (program areas);
c) assume final responsibility for making decisions in cases of unresolved issues regarding late and/or incomplete assignments;
d) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.4.5 Superintendents will:
a) maintain ongoing communication with principals, and with parent(s)/guardian(s) as required;
b) provide support for schools, including professional development for principals and teachers, to ensure a consistent common process throughout the board;
c) support the process outlined in the 'Implementation Framework for Late and Missed Assignments' (Appendix A).

3.5 Grades 1-6
Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or failing to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits (*Growing Success, p. 44).*

3.6 Grades 7-8

Explicit instruction regarding work habits and study skills needs to occur and be reinforced with students.

Teachers of students in grades 7 and 8 need to ensure that the progression of consequences which may lead to the deduction of marks and/or a mark of zero are followed.

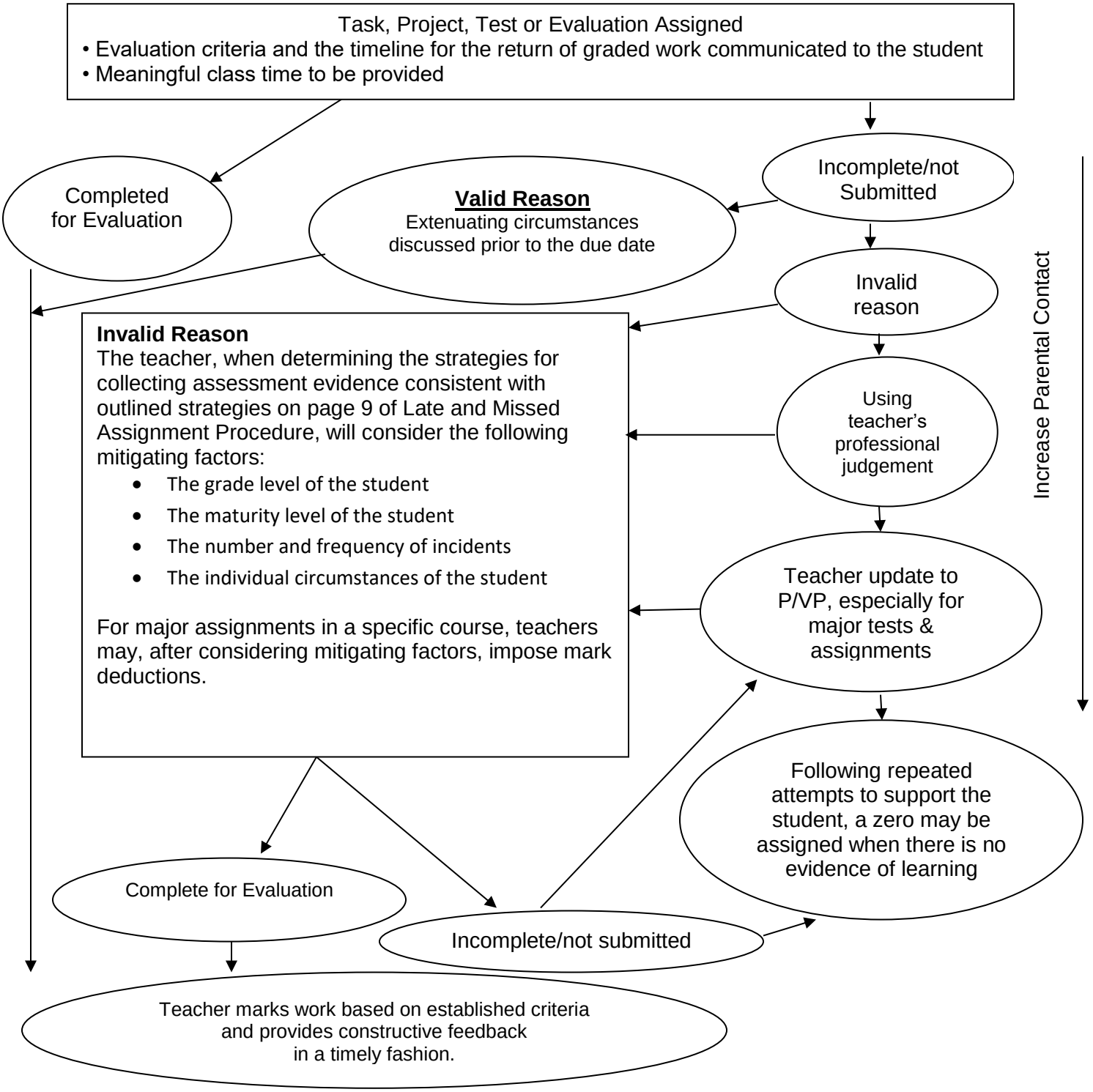
REFERENCES

- Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%
- Policy 536: Equity and Inclusive Education
- Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- SGDSB: Learning For All, 2009

Appendix A

Implementation Framework for Late and Missed Assignments

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
ASSESSMENT AND EVALUATION FRAMEWORK



Academic dishonesty or truancy, particularly on the day of a test or evaluation, may result in a mark of zero being assigned.

Appendix B

<table>
<tr><th colspan="3">The Purpose Of Assessment, The Nature Of Assessment For Different Purposes,
And
The Uses Of Assessment Information</th></tr>
<tr><th>Purpose of Classroom Assessment</th><th>Nature of Assessment</th><th>Use of Information</th></tr>
<tr><td rowspan="2">Assessment For Learning

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”

(Assessment Reform Group, 2002, p. 2)</td><td>Diagnostic Assessment:
• occurs before instruction begins so that teachers can determine students ’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</td><td>The Information Gathered:
• is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so that teachers can plan instruction and assessment that are differentiated and personalized, and work with students to set appropriate goals.</td></tr>
<tr><td>Formative Assessment:
• occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</td><td>The Information Gathered:
• is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</td></tr>
<tr><td>Assessment As Learning

“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors; however, teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.”
(Western and Northern Canadian Protocol, p. 42)</td><td>Formative Assessment:
• occurs frequently and in an ongoing manner during instruction, with support, modeling, and guidance from the teacher.</td><td>The information gathered:
• is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</td></tr>
<tr><td>Assessment Of Learning

“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”
(Western and Northern Canadian Protocol, p. 55)</td><td>Summative Assessment:
• occurs at or near the end of a period of learning, and may be used to inform further instruction.</td><td>The information gathered:
• is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</td></tr>
</table>

Appendix C

List of Guiding Principles

1. Communication among all stakeholders (teachers, students, parent(s)/guardian(s), principal) is key to the success of the assessment and evaluation process;

2. Descriptive, frequent and timely feedback are critical for the improvement of student learning Teachers will communicate evaluation criteria to the student at the point of distribution of the assignment;

3. Grades are used to report evidence of achievement of course expectations, not to reward or punish;

4. Teachers will use a variety of strategies to allow students to demonstrate evidence of their learning;

5. Meaningful class time to work on graded assignments will be provided;

6. Teachers will use a variety of strategies to ensure students submit their assignments for evaluation and meet timelines;

7. Assignments should be designed to allow students to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills as identified in the achievement charts;

8. Teachers are to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time;

9. Teachers must ensure that multiple strategies are used. To support their professional judgement, careful consideration will be given to mitigating factors, such as:
    i) the grade level of the student;
    ii) the maturity level of the student;
    iii) the number and frequency of incidents;
    iv) the individual circumstances of the situation.

These strategies may include:

a) asking the student to clarify the reason for not completing the assignment;
b) helping students develop better time-management skills;
c) collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
e) planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
f) maintaining ongoing communication with students and/or parents/guardians about due dates and late assignments, and scheduling conferences with parents/guardians if the problem persists;
g) in secondary schools, referring the student to the Student Success team or teacher;
h) taking into consideration legitimate reasons for missed deadlines;
i) setting up a student contract;
j) using counseling or peer tutoring to try to deal positively with problems;
k) holding teacher-student conferences;
l) reviewing the need for extra support for English language learners;
m) reviewing whether students require special education services;
n) requiring the student to work with a school team to complete the assignment;
o) for First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family;

p) understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
q) providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
r) deducting marks for late assignments, up to and including the full value of the assignment. (*Growing Success, p. 43)*
s) evidence of student achievement is collected over time from three different sources – *observations, conversations,* and *student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. (*Growing Success, p. 39)*