

# *Norman Johnston Alternate Program*

## *Assessment and Evaluation Policy*



Norman Johnston Alternate Program cultivates a unique learning environment. Staff and students work together to provide learning opportunities within a positive, goal-oriented, and student-centered learning community. Our mission is to enable each of our students to develop the attributes of a life-long learner. To accomplish this goal we focus on the whole student and provide for their academic, social and emotional needs. Students are encouraged to find their own path to a promising future. We believe in them; they believe in us.

### *Our Core Beliefs:*

- All students have the capacity to be successful. To achieve this success, students must be ready and willing to commit to the process of learning.
- Students must be responsible for their own learning, and we recognize our privileged role in helping them develop that sense of responsibility.
- Students will be provided with varied opportunities to develop and then demonstrate their learning as measured against the overall expectations of each course.
- The primary purpose of assessment and evaluation is to enhance student learning.
- Ongoing assessment plays a key role in the relationship between students and teachers. Timely concrete feedback which references achievement charts and rubrics is essential for student growth. We must provide the specific information to help student understand the next steps on their learning journey.
- At Norman Johnston, we strive to provide “complete care” for our students. Their readiness to learn is crucial and we will marshal all the supports we can to ensure that readiness.

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*An alternate way to support learning and personal growth in a caring and inclusive environment.*

## **The A&E Partnership: Independent Learning and the Teacher /Student Relationship**

Norman Johnston is primarily an independent learning environment. As such, students and teachers must work together in this unique educational setting in order to ensure student success. This partnership plays a key role in the effectiveness of the Independent Learning Model. In this partnership both teachers and students have responsibilities:

<b>Student Responsibility</b>	<b>Teacher Advocacy</b>
<p>Students are responsible for managing the time allocated for completing a course.</p> <p>Students must commit to completing both short and long term goals within their coursework. This means that students must be up to date at the halfway mark in their course in order to demonstrate their commitment to prolonged success.</p> <p>Students must demonstrate achievement of the overall expectations included in the curriculum policy document in order to be successful.</p> <p>Students are expected to complete their work to the best of their ability. Evaluation is based upon the work completed and when a student commits to academic integrity, this grade should accurately reflect the student's ability.</p> <p>Students must respect the school's attendance policy and they are responsible for communicating with the teachers regarding absences. Students will also be responsible for making up time missed due to absences.</p>	<p>Teachers will provide clear and manageable time lines that are realistic in accordance with both the course expectations and the student's capacity to learn.</p> <p>Teachers will assist students in developing time management and self-assessment skills in order to support students in meeting short and long term goals.</p> <p>Teachers will provide students with the opportunity to learn and demonstrate their skills. Each component of the course must be completed, or an alternate task must be provided if the teacher deems this is necessary. Teachers will use assessment to guide next steps and help students monitor their progress towards achieving their learning goals.</p> <p>Teachers will provide students with ongoing assessment to guide learning and will evaluate student achievement of the overall expectations based on the four achievement categories and four levels of achievement. Report card grades will be determined using professional judgement based on the student's most consistent level of achievement with special consideration to more recent evidence of overall expectations.</p> <p>Teachers must be available for students to discuss attendance issues. If students are falling into patterns of excessive tardiness or repeated absences, teachers must communicate with the students, and when necessary parents/guardians, regarding the impact these attendance issues have on academic success.</p>

## Incomplete Assignments and Missed Completion Dates

Student success in the Independent Learning Model at Norman Johnston requires that students and teachers work together to foster an atmosphere of productivity and achievement. In order to maintain this atmosphere, students are expected to adhere to course deadlines and completion dates while at the same time completing all course requirements as outlined in “The A&E Partnership: Independent Learning and the Teacher /Student Partnership” section of this policy.

<b>Student Responsibility</b>	<b>Teacher Advocacy</b>
<p>Students must respect established unit deadlines and course completion dates. Students must understand that teachers will use their professional judgement to determine whether or not alternate opportunities to complete assignments and evaluations will be provided, based on whether or not there is sufficient evidence that the overall expectations of the course have been achieved.</p> <p>While it is understood that students face the challenge of meeting their responsibilities, completing work, and managing busy lives, students are still responsible for being prepared and adhering to deadlines when completing test/evaluations.</p> <p>Students will communicate their challenges and concerns with teachers in order to develop their time management skills and better set SMART Goals.</p> <p>When a student does not meet assignment deadlines, course completion dates, and if lates/absences impact their learning, then he/she may be asked to attend the Academic Support Period. This Academic Support Period is a strategy to enhance student achievement, allowing students the time needed to catch up on their course work in order to be successful.</p>	<p>Teachers must set clear and realistic completion dates and be committed to the continued communication of these dates with students.</p> <p>Teachers will assist students in meeting their challenges. They will accommodate legitimate absences and find other means of assessing and evaluating student performance on a case by case basis, enabling students to demonstrate the full range of their learning and to provide sufficient evidence of achievement of the overall expectations of the course.</p> <p>Teachers will advocate for students and use their professional judgement to determine the best means for enhancing the responsibility of the students.</p> <p>Teachers will advise students when they are falling behind in their course work or if they have missed a set course completion date. Teachers will communicate with parents/guardians when there are concerns. Students will be given an additional opportunity to complete the original, or an alternate task if, in the teacher’s professional opinion, there is not sufficient evidence of the overall expectations. In addition, teachers may refer students to the Academic Support Period in order to allow students to meet course expectations and complete the course in a timely fashion. Late and missed assignments for evaluation will be noted on the report card as part of the Learning Skills and Work Habits section.</p>

## Academic Integrity at Norman Johnston

At Norman Johnston Alternate, we believe that every student has the capacity to learn when they are committed to the task. As teachers, we are dedicated to supporting students in realizing their capacity to succeed, and this includes helping them to develop a sense of responsibility and integrity in all facets of their lives. Norman Johnston’s Academic Integrity Policy speaks to this belief.

<b>Student Responsibility</b>	<b>Teacher Advocacy</b>
<p>Students are aware that cheating is both a serious and fraudulent offence.</p> <p>Students understand that fraudulent work is of no value. Fraudulent work provides zero evidence of learning. Activities such as falsifying academic records, misrepresentation, acquisition of exams, tests or similar materials by improper means, cheating (including plagiarism) on tests, projects, assignments, and exams are all unacceptable.</p> <p>Students must commit to learning what constitutes fraudulent work and how to maintain academic integrity.</p> <p>Students recognize that fraudulent work will result in an “incomplete” notation assigned for the assignment until such time alternative assignment(s) have been completed. If a student repeatedly offends, further disciplinary action will be taken on a case by case basis.</p>	<p>Teachers will advise both the student and Vice Principal when submitted work is deemed fraudulent.</p> <p>Teachers will not assign a mark to fraudulent work as it does not demonstrate evidence of achievement of the overall expectations of the course.</p> <p>Teachers are committed to recognizing that students need explicit instruction on how to maintain their integrity, academically and otherwise. Teachers will advocate for the students and encourage them to amend the behaviour and to understand that the behaviour is counter-productive to learning.</p> <p>The student will be given an additional opportunity to demonstrate achievement of the overall expectations when, in the professional judgement, there is not sufficient evidence. Repeat offenders will receive disciplinary action as deemed necessary by the Vice Principal. These consequences will be based on mitigating factors including: grade level, maturity, number and frequency of incidents, and individual circumstances.</p>

The Norman Johnston Alternate Program Assessment and Evaluation Policy is based on the following three documents:

1. Ottawa-Carleton District School Board - *Policy P.083.CUR: Assessment, Evaluation, and Reporting of Student Achievement, 2010.*
2. Ottawa-Carleton District School Board - *Procedure PR.584.CUR: Assessment, Evaluation and Reporting of Student Achievement, 2010.*
3. Ontario Ministry of Education - *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.*

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