

Missing Evidence of Learning Procedure

RATIONALE:

Teachers and school administrators implement **assessment and instructional practices as outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*** in order to:

- support **students' development of learning skills and work habits;**
- promote student engagement;
- **encourage students' academic honesty**
- guide instruction **to support all students, including students with special needs and English language learners;**
- use assessment to respond to student learning
- promote ongoing dialogue with students and parents;
- **clear communication to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;**

TERMINOLOGY:

Parent: The term “parent” throughout this Procedure is intended to be inclusive and represent parent, guardian and caregiver.

Descriptive Feedback: Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students' achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Missing Evidence of Learning Procedure

PROCEDURES:

1.0 Responsibility

1.1 The Principal:

- 1.1.1 effectively communicates to students and their parents:
 - a) students' responsibilities with respect to providing evidence of their learning within established timelines.
 - b) students' responsibilities with respect to academic honesty.
 - c) consequences for late or non-submission of work and academic dishonesty.
- 1.1.2 supports teachers to use a variety of strategies to facilitate student engagement and completion and submission of student work.
- 1.1.3 supports teachers to promote academic honesty and teach, assess and provide descriptive feedback to students on research skills.
- 1.1.4 supports teachers to consult with administration when evidence of student achievement of the overall expectations is consistently late, incomplete or missing.
- 1.1.5 for Grades 1 – 6, supports teachers to report on late or missed evidence of learning in the Learning Skills and Work Habits on the Report Card.
- 1.1.6 supports teachers to use a variety of strategies to facilitate the completion and submission of late, incomplete or missing evidence of learning.
- 1.1.7 where a mark penalty or deduction is applied supports teachers to ensure it does not result in a change of mark of greater than one level, or 10 percent from the student's actual achievement of the overall expectations.
- 1.1.8 where the submission of student evidence of learning cannot be accepted, supports teachers to provide other opportunities to demonstrate their achievement of the overall expectations.
- 1.1.9 in cases where students cheat or plagiarize supports teachers to treat the expectations being evaluated as missing.
- 1.1.10 supports teachers when promoting academic honesty with students, to consider all appropriate factors. See appendix 2.

Missing Evidence of Learning Procedure

1.1.11 consults with Superintendent of Student Achievement in unique cases where retention in grade is requested/recommended.

1.2 The teacher:

1.2.1 supports students to understand their responsibilities with respect to providing evidence of their learning within established timelines.

1.2.2 supports students to understand academic honesty and their responsibilities to ensure that the evidence they provide of their learning is their own work.

1.2.3 uses a variety of strategies to facilitate student engagement and completion and submission of student work.

1.2.4 promotes academic honesty, and teaches, assesses and provides descriptive feedback to students on research skills.

1.2.5 consults with administration when evidence of student achievement of the overall expectations is consistently late, incomplete or missing.

1.2.6 for Grades 1 – 6, reports on late or missing evidence of learning on the Learning Skills and Work Habits on the Report Card.

1.2.7 uses a variety of strategies to facilitate the completion and submission of late, incomplete or missing evidence of learning.

1.2.8 where a mark penalty or deduction is applied, ensures it does not result in a change of mark of greater than one level, or 10 percent from the student's actual achievement of the overall expectations.

1.2.9 should use alternate strategies when a mark deduction strategy does not correct late submission of student work.

1.2.10 where the submission of student evidence of learning cannot be accepted, provides students with other opportunities to demonstrate their achievement of the overall expectations.

1.2.11 in cases where students cheat or plagiarize, treats the expectations being evaluated as missing.

Missing Evidence of Learning Procedure

1.2.12 when promoting academic honesty with students, considers all appropriate factors. See appendix 2.

1.3 Students shall:

1.3.1 provide evidence of their learning by completing all tests, demonstrations, projects, presentations and assignments to the best of their ability within established timelines.

1.3.2 use organizational and time management strategies to meet deadlines.

1.3.3 work collaboratively with their teachers to get extra help and support and manage their time when required.

1.3.4 ensure that the evidence they provide is their own work, not the result of cheating or plagiarism.

2.0 Process

2.1 establish clear classroom/school procedures for developing and communicating timelines and due dates. When possible and appropriate, develop classroom timelines with student input.

2.2 to ensure equity for all students, evidence of learning collected for evaluation is completed, whenever possible, under the supervision of a teacher.

2.3 use a variety of strategies to engage and motivate students and facilitate work completion and submission. For sample strategies, see Appendix 1 for Grades 1 – 6 and Appendix 2 for Grades 7 – 12.

2.4 use a variety of strategies to teach academic honesty and research skills, including assessing and providing students with feedback to help them improve these skills. For sample strategies see Appendix 1 for Grades 1 – 6 and Appendix 2 for Grades 7 – 12.

2.5 establish clear age/grade appropriate classroom/school expectations for using and referencing a variety of sources, including text, media and internet sources.

2.6 when evidence of student learning involves academic dishonesty, the evidence provided is not considered and the expectations are identified as missing or not yet achieved. In initial instances, teachers inform administration and use appropriate strategies for students to demonstrate achievement of the expectations. For sample strategies see Appendix 1 for Grades 1 – 6 and Appendix 2 for Grades 7 – 12.

Missing Evidence of Learning Procedure

- 2.7 subsequent incidents of academic dishonesty are reported to administration and treated as infractions of the code of conduct. For a continuum of consequences, see Appendix 1 for Grades 1 – 6 and Appendix 2 for Grades 7 – 12.
- 2.8 for Grades 7 – 12, note on the Learning Skills and Work Habits in the Report Card the tendency for a student to be late or fail to submit evidence of learning.
- 2.9 for Grades 7 – 12 follow guidelines provided in Appendix 2 when considering academic penalties or mark deductions for the late submission of evidence of learning. If a mark deduction penalty is applied, the resultant mark should be at most one level or 10 percent less than the actual evaluation of achievement of the expectations.
- 2.10 in Grades 7 – 12 where there is missing evidence of achievement of the overall expectation at the end of a reporting period, teachers consider the impact on the report card grade/mark. For details of factors to consider, see Appendix 2 in the Determining Report Card Grades Procedure.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 1



Grades 1 – 6: Support Strategies

Facilitating Timely Learning

Teachers use many strategies to facilitate student engagement and learning. These include but are not limited to:

- teaching organizational, time-management skills and responsibility;
- using planners and calendars – teaching these skills when required;
- teaching goal setting;
- where appropriate differentiating tasks, or providing student choice to increase engagement;
- building learning skills and work habits explicitly into tasks to help students learn organizational skills and responsibility;
- negotiating due-dates and deadlines with students and classes;
- providing “windows” for submission instead of single dates;
- providing scaffolding, especially for large or complex tasks;
- building in conferencing time;
- using strategies such as “exit cards” and check-in points to monitor student progress;
- “chunking” large tasks into smaller increments based on time available;
- providing class time to complete specific tasks;
- setting in class completion requirements for specific tasks;
- using diagnostic assessments to determine areas students are struggling with;
- requiring students to include timelines in their own planning processes;
- requiring students to record due dates in PDAs, planners or agendas;
- using classroom calendars to record due dates;
- staff collaboratively preparing a part- or full-year calendar of major assignment dates for every class;
- including timelines/calendars with task instructions and require students to update regularly;
- providing interventions and supports for students who are not meeting timelines;
- providing interventions and remediation for students who have learning gaps;
- providing alternative tasks;
- providing extra support for English language learners;
- reviewing strategies in IEP (where applicable)
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- providing appropriate accommodations for students on IEPs;
- providing appropriate accommodations for English language learners;
- utilizing Student Support and Student Alternative Support Programs for students who are not meeting timelines;
- contacting parents for support and assistance for students having difficulty meeting timelines;
- using completion contracts with students who have difficulty meeting timelines;
- utilizing Student Success Teams to support students who have repeated difficulties meeting timelines.

For each of the student skills described in these strategies it is essential that teachers explicitly teach, assess and provide feedback on students’ use of these skills.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 1



Missing Evidence of Learning

Teachers use many strategies to facilitate work completion (see below). In situations where there is missing evidence of the achievement of the **overall expectations** administration should be consulted to determine causes and plan interventions, which may include alternative demonstrations of these expectations. When appropriate a student's tendency to submit assignments late, or fail to submit assignments, will be noted on the report card as part of the student's evaluation of the learning skills and work habits.

Promoting Academic Honesty and Teaching Research Skills

Teaching academic honesty and research skills begins with the explicit teaching of the learning skills and work habits early in a child's schooling. For each of student skills described in the list below it is essential that teachers explicitly teach, assess and provide feedback on students' use of these skills.

Strategies that support the development of academic honesty and research skills include, but are not limited to:

- require and support students to express concepts and ideas in their own words;
- probe students' understanding of concepts and ideas;
- provide scaffolding to help students work through ideas or concepts;
- teach the learning skills and work habits organization and responsibility;
- teach students when and how to collaborate;
- teach students when and how to work independently;
- ensure students understand the concept of "cheating" and its seriousness;
- ensure students understand the concept of plagiarism and its seriousness;
- include requirements for collaboration and/or independent work as part of success criteria for learning skills and work habits on tasks evaluation;
- limit use of "copy from the notes, black-board, or text book" strategies;
- model referencing or quoting the ideas of others;
- teach and explain the concept of intellectual property in age specific language;
- model appropriate practices by citing references for all diagrams, pictures, video clips, and following copyright rules;
- use "teachable moments" to help develop concepts of academic honesty and intellectual property;
- diagnostic assessment at the beginning of a year/course to gauge students' understanding of academic honesty;
- diagnostic assessment at the beginning of a year/course/research activity to gauge students' development of research skills;
- differentiate instruction, scaffolding and support for students with gaps in research skills;
- teach graphic organizers and other strategies for students to record and organize information;
- provide for differentiation of instruction and assessment;
- ensure student tasks for evaluation include critical thinking skills;
- differentiate tasks to be used for evaluation of achievement;
- design/use student tasks for evaluation that require a variety of products/demonstrations;
- design/use student tasks based on current events;
- teach students to save different versions of electronic writing to demonstrate the revising and editing process;
- include student reflections, logs or journals as part of rich tasks;
- include "checkpoints" or conferences in large or complex student tasks;

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 1



- design student activities based on student strengths and interests;
- where appropriate support students in co-developing tasks that allow them to demonstrate their learning;
- teach students when/how to use internet sources, including copying, cutting and pasting;
- teach students how to collect and evaluation useful information from a variety of research sources;
- teach students how to organize research material;
- provide scaffolds to support students in developing research skills (e.g., web-search outlines with close activities);
- teach referencing and citation skills, providing practice, formative assessment and feedback;
- provide students with strategies for dealing with difficulties and questions when researching;
- where appropriate include citation requirements in success criteria for research and/or writing tasks;
- teach students to use appropriate software, e.g. Turnitin.com, to support correct research and citation skills;
- ensure students understand and accept responsibility for producing original work;
- require students to include rough work, research notes, etc. as checkpoints and/or with final submissions;
- require students to explain (in writing or words, to teacher or peers) their research methodology;

Promoting students' development of the attitudes and habits of academic honesty is one aspect of Character Development, which is integral to the role of educators. Knowing our students, how they learn, their interests, preferences, and work habits allows teachers to detect and correct academic dishonesty at the earliest warning signs. Some of the behaviours teachers can use to indicate a potential problem include:

- abrupt changes in the quality or style of student demonstrations of learning – writing, web pages, media presentations;
- use of words in student product that the student can't define orally;
- grammar, word complexity, sentence structure that is inconsistent with students' formative work;
- lack of evidence of research – no notes or rough drafts;
- lack of evidence of revisions, or editing - final version only saved;
- lack of coherence, disjointed sequence or evidence of "cutting and pasting" in student products;
- incorrect or missing citations;
- incorrect or missing references;
- inability to adequately explain research or editing process.

Cheating - to violate rules dishonestly. <http://www.merriam-webster.com/>

There are "rules" implicit in the tasks we have students complete to assess and evaluate their learning.

- Tasks must be completed independently.
- Products to demonstrate learning should not be shared with other students.
- Tests require students to use only the information they can remember and they must not use other resources (unless explicitly provided with resources).
- A product used to demonstrate learning can only be used once.

To assist students in developing and demonstrating academic honesty teachers use the strategies described in these Guidelines. As well they need review with students both the implicit "rules" that apply to any summative tasks through which students demonstrate their learning as well as the reasons for these rules.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 1



Plagiarism – a form of cheating. Growing Success defines plagiarism as: *The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work.*

Plagiarism can occur in different ways:

- Improper paraphrasing, or paraphrasing without acknowledgement of the source;
- Quoting from a source without acknowledgement (copying);
- Cutting and pasting from an electronic source without acknowledgement, including graphic representations;
- Representing as his/her own a product that a student did not produce;

When students submit evidence of achievement that is not their own, cheating or plagiarism, the expectations are treated as **missing** and other means of determining achievement need to be used. These could include, but are not limited to:

- Revising and resubmitting the task;
- Completing the task under supervision;
- Determining if there is other evidence of achievement of these same overall expectations;
- Alternate demonstrations of student learning.

In unique cases this could involve using formative assessment data.

Additional consequences should be considered as below.

Consequences for Cheating or Plagiarism

In Grades 1 – 6 students are developing their understanding of academic honesty. Through explicit teaching of the learning skills and work habits and research skills teachers help students develop their organizational skills and responsibility for their own learning. Most incidents of academic dishonesty in these years provide “teachable moments” to clarify and deepen student understanding. In developing consequences for academic dishonesty for student in grades 1 – 6 teachers and principals consider:

- The age and maturity level of the student;
- the grade level of the student;
- student’s IEP (where applicable);
- intent of the student;
- individual circumstances of the student;
- number and frequency of incidents; and
- any other mitigating factors that may have influenced the student’s behavior.

Despite preventative strategies and initial consequences a student may engage in further acts of academic dishonesty. Consequences for these incidents should be aimed at changing student behavior through actions such as:

- student/teacher conference;
- student/parent/teacher conference;
- confirmation of student understanding of academic honesty;
- planning and goal setting;
- additional learning tasks to demonstrate understanding of academic honesty.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 1



When an incident of cheating or plagiarism has been understood and intentional by the student it needs to be treated as **infraction of the code of conduct**. Students and their parents will be made aware that this behavior constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. Students will also need to demonstrate any overall expectations that have not been met because of this act.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



Grades 7 – 12: Support Strategies

Facilitating Timely Learning

Teachers use many strategies to facilitate student engagement and learning. These include but are not limited to:

- teaching organizational, time-management skills and responsibility;
- using planners and calendars – teaching these skills when required;
- teaching goal setting;
- where appropriate differentiating tasks, or providing student choice to increase engagement;
- building learning skills and work habits explicitly into tasks to help students learn organizational skills and responsibility;
- negotiating due-dates and deadlines with students and classes;
- providing “windows” for submission instead of single dates;
- providing scaffolding, especially for large or complex tasks;
- building in conferencing time;
- using strategies such as “exit cards” and check-in points to monitor student progress;
- “chunking” large tasks into smaller increments based on time available;
- providing class time to complete specific tasks;
- setting in class completion requirements for specific tasks;
- using diagnostic assessments to determine areas students are struggling with;
- requiring students to include timelines in their own planning processes;
- requiring students to record due dates in PDAs, planners or agendas;
- using classroom calendars to record due dates;
- staff collaboratively preparing a part- or full-year calendar of major assignment dates for every class;
- including timelines/calendars with task instructions and require students to update regularly;
- providing interventions and supports for students who are not meeting timelines;
- providing interventions and remediation for students who have learning gaps;
- providing alternative tasks;
- providing extra support for English language learners;
- reviewing strategies in IEP (where applicable)
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- providing appropriate accommodations for students on IEPs;
- providing appropriate accommodations for English language learners;
- utilizing Student Support and Student Alternative Support Programs for students who are not meeting timelines;
- contacting parents for support and assistance for students having difficulty meeting timelines;
- using completion contracts with students who have difficulty meeting timelines;
- utilizing Student Success Teams to support students who have repeated difficulties meeting timelines.

For each of the student skills described in these strategies it is essential that teachers explicitly teach, assess and provide feedback on students’ use of these skills.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



Missing Evidence of Learning

Teachers use many strategies to facilitate work completion. In situations where despite these measures there is missing evidence of the achievement of the **overall expectations** through **end of learning summative activities**, administration should be consulted to determine causes and plan interventions. Patterns of incompleteness of formative assessment activities should also be brought to the attention of administration as indicators of student challenges academically or with the learning skills and work habits.

Late Submission of Evidence

If a student has not submitted evidence of learning on the due date, the teacher uses strategies as appropriate to facilitate the completion and submission of the work:

- asking the student to clarify the reason for not completing the task;
- negotiate an alternate due date;
- require the student to complete the task or an alternate in a supervised setting;
- contacting parents to notify work is missing and explain/determine next steps;
- taking into consideration legitimate reasons for missed deadlines;
- in secondary schools, referring the student to the Student Success team or teacher;
- setting up a student contract for completion;
- using counselling or peer tutoring to try to deal positively with problems;
- requiring the student to work with a school team to complete the assignment;
- providing alternative tasks.

When the expectations have been achieved the student is assigned the appropriate level of achievement.

For some types of activities, if the student does not submit evidence of learning by the time the marked work is returned to the class, or at the end of the reporting period, the teacher may choose not to accept submission. In such cases teachers notify administration and see steps below for dealing with “no evidence of learning”.

Late Submission of Evidence – Use of Mark Deduction Penalties

Growing Success notes the belief that academic penalties in the form of mark deduction for late the late submission of work can motivate some students, who might not otherwise, to complete and submit the evidence of their learning within the established timeline.

Growing Success also draws upon the work of educational researchers who have found that “*punitive measures such as deducting marks only serve to discourage students and promote failure, and that it is more appropriate and more productive to focus on preventive measures* (p. 46). Many students when faced with a penalty for late submission will choose to submit work that is incomplete, or does not adequately represent their level of achievement of the expectations. Some students will choose not to submit the evidence of learning entirely.

Students are responsible for providing evidence of their learning to the best of their abilities. The inability to complete this evidence according to established and communicated timelines should indicate either academic challenges or difficulties with a student’s learning skills and work habits. Strategies as outlined above should be used to support the student in providing this evidence of learning.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



“Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students’ needs and should not be considered a form of unwarranted “special treatment” (Growing Success, p. 46) .

The research also clearly shows that *“because every assignment – whether submitted on time or late – provides evidence of learning, deducting marks for late assignments could misrepresent the student’s true level of achievement” (Growing Success, p. 46)*

When considering to apply academic penalties by deducting marks for late submission of student work, teachers should consider:

- the grade level;
- the course destination type;
- individual student’s IEP (where applicable)
- individual circumstances of the student;
- any other mitigating factors that may have influenced the individual student.

To support students in completing and submitting the best quality evidence of their learning within established timelines and to ensure that mark reduction will not result in a report card mark that misrepresents the student’s actual level of achievement, a **mark penalty applied to an assignment must not result in a change of more than one Level (10%)**.

No Evidence of Learning

There are many strategies available to teachers to engage students in learning and promote work completion, and to provide support or interventions when students are struggling to demonstrate their learning. If a student has not participated in learning activities in the classroom, and the teacher has not been able to assess learning through observations, conversations or student products the teacher may not be able to evaluate student achievement of the overall expectations for a unit, subject or course. This would happen in situations such as:

- The student has not attended or participated in learning activities throughout the unit.
- There is no formative assessment data to inform the teacher’s professional judgement.
- The student has not participated in end of unit culminating activities.
- Other circumstances as described by administration, Student Services and/or Student Success teams

In such situations, specific steps for assessment, work completion, remediation if required, and demonstration of student learning need to be developed. This may be done in class; it may require the support of the student success team, the student support program or student alternative support program, or it may be completed outside of class time. In cases where a student successfully demonstrates the overall expectations, the student is assigned their level of achievement. The student should continue to have supports and opportunities to demonstrate those expectations until reporting time.

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



Promoting Academic Honesty and Teaching Research Skills

Teaching academic honesty and research skills begins with the explicit teaching of the learning skills and work habits early in a child's schooling. For each of student skills described in the list below it is essential that teachers explicitly teach, assess and provide feedback on students' use of these skills.

Strategies that support the development of academic honesty and research skills include, but are not limited to:

- require and support students to express concepts and ideas in their own words;
- probe students' understanding of concepts and ideas;
- provide scaffolding to help students work through ideas or concepts;
- teach the learning skills and work habits organization and responsibility;
- teach students when and how to collaborate;
- teach students when and how to work independently;
- ensure students understand the concept of "cheating" and its seriousness;
- ensure students understand the concept of plagiarism and its seriousness;
- include requirements for collaboration and/or independent work as part of success criteria for learning skills and work habits on tasks evaluation;
- limit use of "copy from the notes, black-board, or text book" strategies;
- model referencing or quoting the ideas of others;
- teach and explain the concept of intellectual property in age specific language;
- model appropriate practices by citing references for all diagrams, pictures, video clips, and following copyright rules;
- use "teachable moments" to help develop concepts of academic honesty and intellectual property;
- diagnostic assessment at the beginning of a year/course to gauge students' understanding of academic honesty;
- diagnostic assessment at the beginning of a year/course/research activity to gauge students' development of research skills;
- differentiate instruction, scaffolding and support for students with gaps in research skills;
- teach graphic organizers and other strategies for students to record and organize information;
- provide for differentiation of instruction and assessment;
- ensure student tasks for evaluation include critical thinking skills;
- differentiate tasks to be used for evaluation of achievement;
- design/use student tasks for evaluation that require a variety of products/demonstrations;
- design/use student tasks based on current events;
- teach students to save different versions of electronic writing to demonstrate the revising and editing process;
- include student reflections, logs or journals as part of rich tasks;
- include "checkpoints" or conferences in large or complex student tasks;
- design student activities based on student strengths and interests;
- where appropriate support students in co-developing tasks that allow them to demonstrate their learning;
- teach students when/how to use internet sources, including copying, cutting and pasting;
- teach students how to collect and evaluation useful information from a variety of research sources;
- teach students how to organize research material;

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



- provide scaffolds to support students in developing research skills (e.g., web-search outlines with close activities);
- teach referencing and citation skills, providing practice, formative assessment and feedback;
- provide students with strategies for dealing with difficulties and questions when researching;
- where appropriate include citation requirements in success criteria for research and/or writing tasks;
- teach students to use appropriate software, e.g. Turnitin.com, to support correct research and citation skills;
- ensure students understand and accept responsibility for producing original work;
- require students to include rough work, research notes, etc. as checkpoints and/or with final submissions;
- require students to explain (in writing or words, to teacher or peers) their research methodology;

Promoting students' development of the attitudes and habits of academic honesty is one aspect of Character Development, which is integral to the role of educators. Knowing our students, how they learn, their interests, preferences, and work habits allows teachers to detect and correct academic dishonesty at the earliest warning signs. Some of the behaviours teachers may notice to indicate a potential problem include:

- abrupt changes in the quality or style of student demonstrations of learning – writing, web pages, media presentations;
- use of words in student product that the student can't define orally;
- grammar, word complexity, sentence structure that is inconsistent with students' formative work;
- lack of evidence of research – no notes or rough drafts;
- lack of evidence of revisions, or editing - final version only saved;
- lack of coherence, disjointed sequence or evidence of "cutting and pasting" in student products;
- incorrect or missing citations;
- incorrect or missing references;
- inability to adequately explain research or editing process.

Cheating - to violate rules dishonestly. <http://www.merriam-webster.com/>

There are "rules" implicit in the tasks we have students complete to assess and evaluate their learning.

- Tasks must be completed independently.
- Products to demonstrate learning should not be shared with other students.
- Tests require students to use only the information they can remember and they must not use other resources (unless explicitly provided with resources).
- A product used to demonstrate learning can only be used once.

To assist students in developing and demonstrating academic honesty teachers use the strategies described in these Guidelines. As well they need review with students both the implicit "rules" that apply to any summative tasks through which students demonstrate their learning as well as the reasons for these rules.

Plagiarism – a form of cheating. Growing Success defines plagiarism as: *The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.*

Plagiarism can occur in different ways:

- Improper paraphrasing, or paraphrasing without acknowledgement of the source;
- Quoting from a source without acknowledgement (copying);
- Cutting and pasting from an electronic source without acknowledgement, including graphic representations;
- Representing as his/her own a product that a student did not produce;

Assessment, Evaluation, and Reporting

Policy Directive: Missing Evidence of Learning

Appendix 2



Responding to Academic Dishonesty

Throughout Grades 7 - 12 students refine their understanding of academic honesty. Teachers use many strategies to teach and promote academic honesty and research skills. Through explicit teaching of the learning skills and work habits and research skills teachers help students continue to develop their organizational skills and ultimately assume full responsibility for their own learning. Some incidents of academic dishonesty, particularly with intermediate students can be “teachable moments” to clarify and deepen student understanding. In developing consequences for academic dishonesty teachers and principals should consider:

- The age and maturity level of the student;
- the grade level of the student
- student’s IEP (where applicable)
- individual circumstances of the student;
- number and frequency of incidents; and
- any other mitigating factors that may have influenced the student’s behavior.

Despite preventative strategies a student may engage in intentional acts of academic dishonesty. These should be reported to administration and consequences applied. Consequences for initial incidents should be aimed at changing student behavior through actions such as:

- student/teacher conference;
- student/parent/teacher conference;
- confirmation of student understanding of academic honesty;
- planning and goal setting;
- additional learning tasks to demonstrate understanding of academic honesty;
- developing in the student an understanding of the action as misrepresentation and theft of intellectual property.

When students submit evidence of achievement that is not their own, cheating or plagiarism, the expectations being assessed should be treated as **missing** and other means of determining achievement need to be used. These could include:

- Determining if there is other evidence of achievement of these same overall expectations;
- Revising and resubmitting the task;
- Completing the task under supervision;
- Alternate demonstrations of student learning;
- Additional learning tasks to demonstrate understanding of academic honesty;
- In particular cases this could involve using formative assessment data.

Repeated incidents of cheating or plagiarism should be referred to administration. When review of the prior consequences as per the actions above make it clear that the student has understood and intentionally cheated or plagiarized it should be treated as a behavioural **infraction of the code of conduct**. The student and his/her parents should be made aware that this behavior constitutes lying and or theft and progressive discipline actions appropriate to these infractions will ensue. Ultimately, a zero can be given after process and consultation with administration, however, students will need to demonstrate any overall expectations that have not been met because of this act.