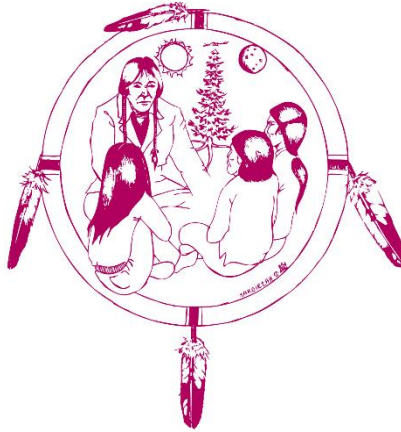


Ahkwesāhsne Mohawk Board of Education



POLICY 1003

EVALUATION OF STUDENT ACHIEVEMENT

Please Note:

AMBE policies are governance documents that state the Board's decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesāhsne Mohawk Board of Education (AMBE) on:

April 26, 2023

Subsequent amendments:

_____, 20__

Contents

1. Preamble.....	3
2. Purpose.....	3
3. Definitions.....	3
4. Guiding Principles	4
4.1. Foundational Principles.....	4
4.2. Evaluation Practices	5
5. Procedures.....	5
5.1. Evaluation Criteria and Methods	5
5.2. Evaluation Process.....	6
5.3. Fulfilling Evaluation Requirements	6
5.4. Accommodations for Students with Identified Learning Needs.....	7
5.5. Retention and Review of Exams.....	8
6. Responsibilities	8
6.1. AMBE Board	8
6.2. Director of Education	8
6.3. Associate Director of Post-Secondary and Continuing Education	8
6.4. Academic Program Manager.....	9
6.5. Superintendent of Financial Operations	9
6.6. Post-Secondary Coordinator	9
6.7. Instructors	10
6.8. Invigilators	10
6.9. Students.....	10
7. Policy Review and Revision.....	10
7.1. Principles and Directives	10
7.2. Procedures.....	10
7.3. Roles and Responsibilities	11
ANNEX A: Future Work Force Competencies	12
ANNEX B: Accommodations	14

1. Preamble

Student evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Each part of the teaching and learning process should be a positive experience for students and promote personal growth and confidence. Evaluation practices should be carried out in a way that they encourage and support curiosity and love for learning.

2. Purpose

The purpose of Policy 1003: *Evaluation of Student Achievement* is to provide consistency and accountability for the evaluation of students' achievement through the application of standards that guide student evaluation.

3. Definitions

In order of appearance.

3.1	Student Evaluation	Student evaluation is the assessment of a student's achievement; their ability to meet and/or demonstrate the required course competencies.
3.2	Student Achievement	Student achievement is the level or degree to which a student has met and/or demonstrated the required course competencies.
3.3	Growth	Growth is measured by the extent to which a student's achievement of the required course competencies has progressed over time, typically during a course or program.
3.4	Transparent Evaluation	Transparent evaluation ensures a student knows and understands the evaluation criteria and method that will be used to assess their achievement of the required course competencies.
3.5	Equitable Evaluation	Equitable evaluation is ensuring that the learning needs of each student are taken into consideration when evaluating the student's ability to demonstrate the required course competencies. This may require some adjustments or accommodations in the evaluation method, such as extending the time allowed to write an exam, the use of assistive technology, or providing a reader.
3.6	Consistent Evaluation	Consistent evaluation is ensuring that students within a course or program are evaluated using the same evaluation criteria (<i>required course competencies</i>), recognizing that for the evaluation to be equitable, some accommodations made need to be made in the method of evaluation.
3.7	Formative Evaluation	Formative evaluation is used to monitor student learning, provide ongoing feedback, and make needed adjustments and changes to curriculum and pedagogy to enhance student success.
3.8	Summative Evaluation	Summative evaluation is used to evaluate students learning and achievement at the conclusion of a course or program.

3.9	Future Work Force	<p>Preparing students for the future will require focused attention on developing the following competencies:</p> <ul style="list-style-type: none"> • Digital literacy; • Critical thinking and problem solving; • Collaboration across sectors; • Life-long learning mindset; • Initiative and entrepreneurship; • Effective oral and written communication; and • Cultural literacy <p>(Source: Conference Board of Canada, Council of Minister of Education – Canada, Government of Canada, Competencies, International Bureau of Education)</p>
3.10	Curriculum	<p>The curriculum is based on the required course competencies, and includes the instructional content, method, materials, and resources to facilitate student learning, and method of evaluation that will be used to assess student achievement.</p>
3.11	Competencies and Learning Outcomes	<p>Competencies commonly define the knowledge, skills, aptitudes, and abilities that a student is expected to demonstrate at the end of a program, course, or practicum (apprenticeship, internship, or clinical practice).</p> <p>Competencies are made up of very specific statements of Learning Outcomes that describe exactly what the students will be able to do in a measurable way. There may be more than one measurable outcome defined for a given competency.</p>
3.12	Pedagogical Approach	<p>The way the curriculum is delivered; the planned methods of interaction with students to facilitate their learning and achievement.</p>
3.13	Accommodation	<p>It is a tool or procedure that provides equal access to instruction and evaluation for students usually based on a documented disability or identified learning need.</p> <p>An accommodation does not change what the student is learning, but rather how the student is learning. Adaptations do not modify the instruction or lower expectations.</p>

4. Guiding Principles

4.1. Foundational Principles

4.1.1. It is essential that evaluation of student learning is transparent, equitable, and consistent.

4.1.2. The evaluation of student learning is a process that includes:

- Formative evaluation, the monitoring of students' learning to provide ongoing feedback, and make needed adjustments and changes to curriculum materials and pedagogy to enhance student success; and

- Summative evaluation, the evaluation of the students' learning and academic achievement at the conclusion of a defined instructional period.
- 4.1.3. The evaluation process should promote and encourage student learning by:
- Providing students with the opportunity to demonstrate their mastery of competencies over time; and
 - Directly engaging students in ongoing formative and summative evaluation.
- 4.1.4. Instructors have a responsibility to ensure that formative and summative evaluation:
- Provide students with results and feedback in a detailed and timely way; and
 - Prepare their students for the future work force. (please see Annex A)

4.2. Evaluation Practices

- 4.2.1. The criteria used to evaluate student learning will:
- Align with the program of studies and/or curriculum;
 - Consist of clearly articulated competencies and learning outcomes the student is expected to demonstrate;
 - Link to the pedagogical approach used to convey the curriculum; and
 - Clearly articulate and communicate in writing to students at the start of a program and/or course.
- 4.2.2. Evaluation tools will:
- Promote, encourage, and support ongoing student learning and development;
 - Be varied and adapted to the learning styles and needs of students; and
 - Incorporate competencies required for future work force. (please see Annex A)

5. Procedures

5.1. Evaluation Criteria and Methods

- 5.1.1. Students will be evaluated based on clearly articulated competencies identified in each course outline. Instructors will ensure that the evaluation of student learning is based on a consistent, fair, and objective evaluation of the students' ability to meet the course competencies.
- 5.1.2. Prior to offering of a program or course, the course outline(s) will be submitted to the Academic Program Manager for approval. Once a course outline has been approved, the instructor will not make any major changes without consulting the Academic Program Manager.
- 5.1.3. Students will receive an approved course outline at the beginning of each course which will contain the following information (at a minimum):
- Course code and course name
 - Instructor's name and contact information
 - Course description
 - Pre-requisites or co-requisites
 - Course hours
 - Credit units
 - Clearly articulated course competencies and the related student learning outcomes.
 - Evaluation methods and weighting
 - Schedule of Classes, including date, time, length, and number of weeks
 - Passing grade

- Learning resources
 - Date course was approved
- 5.1.4. If student attendance or presence is required in a course as part of the evaluation criteria, the course outline will provide necessary details required by students to meet the criteria.
- 5.1.5. Students will ensure they receive and understand the requirements of a course and methods of evaluation. It is the student's responsibility to seek clarification if a requirement is not clear.

5.2. Evaluation Process

- 5.2.1. No single method of evaluating a student's ability to meet the course competencies may have a weighting of greater than 40% of the final grade except in exceptional circumstances as approved by the Academic Program Manager.
- 5.2.2. Practicums, apprenticeship, internships, and clinical practices will be assessed based on the competencies a student is expected to demonstrate on a "pass" or "fail" basis.

5.3. Fulfilling Evaluation Requirements

- 5.3.1. Administrating Examinations:

Student Responsibilities

Any student who refuses or fails to comply with the regulations noted below may be subject to disciplinary action that may include, but is not limited to, dismissal from the examination and/or disqualification of their exam.

Students will:

- Be considered for deferral of final examination in extenuating circumstances only. Minor illnesses and ongoing chronic illnesses under medical management will normally not be considered valid grounds for granting a deferred final examination.
- Maintain silence in the examination room.
- Present student identification upon request by the Instructor.
- Not be allowed to write the examination if they arrive more than thirty (30) minutes after the examination has begun.
- Only use pre-approved electronic devices, materials (*e.g. books, notes, dictionaries, and other references*) and tools (*e.g. calculators*) during the examination process; where a disagreement occurs, the Instructor's decision is final.
- Shut off, store, and keep out of reach all electronic devices or communication tools that have not been approved (*e.g. phone, tablets, laptops, connected watches, etc.*).
- Store all materials and devices not required or approved for use during the exam in a sealed backpack, computer bag, and/or purse in an area designated by the Instructor. Students must expect that unauthorized materials found during the exam will be confiscated.
- Only leave the room with the approval of the Instructor, and should they need to leave the examination room temporarily (*e.g. to use the washroom*), they must:
 - request permission from the Instructor;
 - leave all their examination materials; and
 - leave all electronic communication devices with the Instructor.
- Not remove any examination materials from the examination room.

Invigilation Responsibilities

- Instructors will be responsible for the invigilation of their exams.
- If an Instructor is not able to invigilate their exam for a justifiable reason, it will be the responsibility of the Academic Program Manager to find a replacement.

The Instructor or Invigilator will:

- Verify student identification.
- Ensure that all examinations commence promptly at the scheduled time.
- Convey prior to the examination start what materials are permitted and the time parameters for the examination.
- Warn students who are not meeting their responsibilities and may give them an opportunity to correct their behaviour and continue to write the exam.
- However, if the offense is severe (*e.g. blatant cheating*), or if the student becomes disruptive or offensive, they will be asked to leave the exam.
- Collect evidence and document events where a student is not meeting requirement as noted above and submit the report to the Academic Program Manager immediately after the exam.

5.3.2. Missed Examinations, Tests and Evaluations, and Deferrals Due to Excused Absences:

- Students who miss an exam, test or evaluation with appropriate notification and the required documentation, may have a make-up scheduled.
- The make-up must take place as soon as it can be scheduled.
- Make-ups must be at the same level of difficulty as the original exam and cover the same material as the original evaluation, but need not be of an identical format.
- Where possible, the make-up shall occur prior to the submission of the final course grade.
- When a student with the appropriate notification and the required documentation to miss a final evaluation cannot be given a make-up prior to the submission of final course evaluation, the instructor may:
 - Provide an incomplete grade and schedule a make-up at a later date; or
 - Under exceptional circumstance, where the student has already demonstrated the ability to meet the required competencies through other means, in discussion with the Academic Program Manager provide a final evaluation based on the prior evidence.

5.4. Accommodations for Students with Identified Learning Needs

- 5.4.1. Iohahi:io Akwesasne Education and Training Institute is committed to a learning environment that is free of discrimination and harassment on the grounds of a disability or identified learning need. It stresses all students must be afforded an inclusive teaching and learning environment that acknowledges and promotes equal rights for students as enshrined in the Canadian Charter of Rights and Freedoms (1982), the Ontario Human Rights Code (1962), and the Accessibility for Ontarians with Disabilities Act (2005).
- 5.4.2. Students have a responsibility to self-identify and advocate for their learning needs by providing any information or documentation that will assist in meeting their needs.
- 5.4.3. All requests for reasonable academic accommodation for students with temporary or permanent disabilities will be taken into consideration.

5.4.4. Accommodations may include a variety of actions and interventions as noted in Annex B.

5.5. Retention and Review of Exams

5.5.1. Upon request, a student has the right to review their own examination materials with the instructor after the examination has been marked. Should the instructor not be available, the review will be done under supervision of the Academic Program Manager or their delegate. Students shall not retain the original examination materials.

6. Responsibilities

6.1. AMBE Board

The Board will:

- 6.1.1. Ensure the implementation and revision of this policy; and
- 6.1.2. Receive the *Annual Report on the Evaluation of Student Achievement* submitted by the Associate Director of Post-Secondary and Continuing Education.

6.2. Director of Education

The Director of Education will:

- 6.2.1. Advise the Board on any matters concerning the evaluation of student achievement;
- 6.2.2. Recommend to the Board any revisions to this policy;
- 6.2.3. Work with the Associate Director of Post-Secondary and Continuing Education and Academic Program Manager to ensure that appropriate mechanisms for the implementation of the policy are in place along with appropriate training provided to staff;
- 6.2.4. Work with the Associate Director of Post-Secondary and Continuing Education to establish partnerships with internal and external stakeholders to develop and revise courses and programs, ensuring they are consistent with this policy;
- 6.2.5. Assist in ensuring the availability of financial resources required to effectively implement this Policy; and
- 6.2.6. Receive the *Annual Report on the Evaluation of Student Achievement* submitted by the Associate Director of Post-Secondary and Continuing Education and ensure that it is presented to the AMBE Board.

6.3. Associate Director of Post-Secondary and Continuing Education

The Associate Director of Post-Secondary and Continuing Education will:

- 6.3.1. Work with the Director of Education and Academic Program Manager to ensure that appropriate mechanisms for the implementation of the Policy are in place along with appropriate training provided to staff;
- 6.3.2. Ensure that centers and programs under their responsibility have appropriate mechanisms in place to monitor the application of this Policy;
- 6.3.3. Work with the Director of Education to establish partnerships with internal and external stakeholders to develop and revise courses and programs, ensuring they are consistent with this policy;
- 6.3.4. Work with the Academic Program Manager to ensure the appropriate means for the evaluation of student achievement are established and implemented, including examination and other means of evaluation;

- 6.3.5. Receive complaints regarding the application of this Policy and ensure that they are addressed appropriately in accordance with the policy and established practices;
- 6.3.6. When a student is reported for not abiding by the examination rules noted in this policy, review the incident report and proof submitted by the Instructor or Invigilator that outline the student's actions as well as the student's response with the Academic Program Manager prior to providing a binding resolution;
- 6.3.7. Ensure the availability of financial resources required to effectively implement this Policy; and
- 6.3.8. Review the *Annual Report on the Evaluation of Student Achievement* submitted by the Academic Program Manager, which once reviewed will be forwarded to the Director of Education and the AMBE Board.

6.4. Academic Program Manager

The Academic Program Manager will:

- 6.4.1. Work with the Director of Education and Associate Director of Post-Secondary and Continuing Education to ensure that appropriate mechanisms for the implementation of the Policy are in place along with appropriate training provided to staff;
- 6.4.2. Provide pedagogical support and guidance to instructors within respective programs;
- 6.4.3. Work with the Associate Director of Post-Secondary and Continuing Education to ensure the appropriate means for the evaluation of student achievement are established and implemented, including examination and other means of evaluation;
- 6.4.4. When a student is reported for not abiding by the examination rules noted in this policy, prior to meeting with the Associate Director of Post-Secondary and Continuing Education to establish a binding resolution:
 - Meet with the instructor to review their incident report and proof of the student's actions; and
 - Request a meeting with the students, and should they choose to meet, record their response to the Instructor's incident report and proof submitted.
- 6.4.5. Provide a final resolution regarding missed exams, tests or evaluations based on the report submitted by the Instructor;
- 6.4.6. Share the results of any review requiring a resolution with the student;
- 6.4.7. Collect, record, and maintain records of student achievement, including any records of offenses related to student evaluation and resulting disciplinary actions; and
- 6.4.8. Submit an *Annual Report on the Evaluation of Student Achievement* to the Associate Director Post-Secondary and Continuing Education, which once reviewed will be forwarded to the Director of Education and the AMBE Board.

6.5. Superintendent of Financial Operations

The Superintendent of Financial Operations will:

- 6.5.1. Assist in ensuring the availability of financial resources required to effectively implement this Policy.

6.6. Post-Secondary Coordinator

The Post-Secondary Coordinator will:

- 6.6.1. Keep detailed records of course and exam schedules and student absences.

6.7. Instructors

The Instructors will:

- 6.7.1. Be responsible for thoroughly reviewing and being familiar with the expectations contained within this Policy;
- 6.7.2. Ensure they are proactive in their approach to implementing this Policy by actively engaging in any training and/or seeking clarification required to successfully implement this Policy;
- 6.7.3. Review their roles and responsibilities contained in this Policy, including but not limited to Section 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, and 5.5.; and
- 6.7.4. Specifically, when a student does not abide by the examination rules noted in this policy, prepare an incident report supported by proof to submit to and review with the Academic Program Manager.

6.8. Invigilators

Invigilators will:

- 6.8.1. Under the direction of the Academic Program Manager, review and implement their roles and responsibilities contained in this Policy including but not limited to Section 5.3.1.; and
- 6.8.2. Specifically, when a student does not abide by the examination rules noted in this policy, prepare an incident report supported by proof to submit to and review with the Academic Program Manager.

6.9. Students

Students will:

- 6.9.1. Be active and engaged participants in their learning processes;
- 6.9.2. Take a proactive approach to learning by understanding what they are learning, why they are learning it, and how their achievement will be evaluated;
- 6.9.3. Be expected to review their roles and responsibilities contained in this Policy, including but not limited to Section 5.1, 5.2, 5.3, 5.4, and 5.5.; and
- 6.9.4. Specifically, when an Instructor or Invigilator indicates to them that they have not abided by the examination rules noted in this policy, should they choose, meet with the Academic Program Manager to respond to the incident report and proof submitted by the Instructor.

7. Policy Review and Revision

7.1. Principles and Directives

- It is important for the policies of the Ahkwesāhsne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.
- The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

7.2. Procedures

- The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at the minimum 5 years from the date of approval by the Board or as required by new circumstance or obligations.

7.3. Roles and Responsibilities

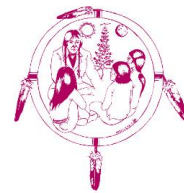
Board of Trustees will:

- Establish a timeline for the regular review of this policy and ensure that it is respected; and
- Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

The Director of Education will:

- Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

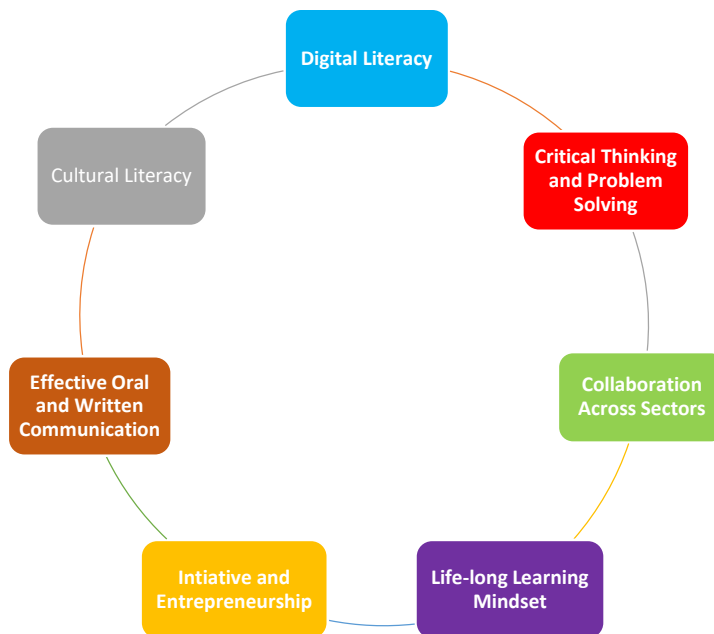
ANNEX A: Future Work Force Competencies



Ahkwesāhsne Mohawk Board of Education

Future Work Force Competencies

According to the Conference Board of Canada, Council of Minister of Education – Canada, Government of Canada Competencies, and the International Bureau of Education, for students to successfully navigate future work opportunities, students learning should ensure mastery in the competencies noted below.



Digital Literacy

According to Media Smarts, Canada’s Center for Digital and Media Literacy, competencies for digital literacy can be classified according to three main principles: *Use*, *Understand*, and *Create*.

Use represents the technical fluency that is needed to engage with computers and the Internet. Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.

Understand is that critical piece – it is the set of skills that help us comprehend, contextualize, and critically evaluate digital media so that we can make informed decisions about what we do and encounter online. Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs, and feelings about the world around us. Understand also prepares us for a knowledge economy as we develop – individually and collectively – information management skills for finding, evaluating, and effectively using information to communicate, collaborate, and solve problems.

Create is the ability to produce content and effectively communicate through a variety of digital media tools. Creation with digital media is more than knowing how to use a word processor or write an email. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video, and sound; and to engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming, and other forms of social media effectively and responsibly. The ability to create using digital media ensures that students are active contributors to digital society. Creation – whether through blogs, tweets, wikis, or any of the hundreds of avenues for expression and sharing online – is at the heart of citizenship and innovation.

Critical Thinking and Problem Solving

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication. Problem solving includes drive and initiative; methodological approach to understanding and resolving a problem; and innovative thinking.

Collaboration Across Sectors

With the integration of technology across all sectors and with the world increasingly becoming a global marketplace, the future work force will be expected to provide solutions to increasingly complex problems through the integration of knowledge across multiple disciplines and from diverse domains of knowledge. Application will be at the heart of competence. Emphasis on application demands a deeper mastery of disciplines. The need for deep and narrow specialization will remain essential, especially in workplaces, but narrow specialists will be tremendously challenged in daily life where impactful action demands a decent level of understanding of several disciplines.

Life-long Learning Mindset

Knowing how to learn is the most critical future competence. Knowing how to learn affords people the regenerative capacity to reinvent themselves for fast-paced change. Lifelong learning will be a source of significant currency, innovation, adaptability, agility, and resilience.

Initiative and Entrepreneurship

Initiative involves identifying a problem, obstacle or opportunity and taking appropriate action to address current or future problems or opportunities. As such, initiative can be seen in the context of proactively doing things and not simply thinking about future actions. Entrepreneurship is the ability to transform the world by solving complex problems. The transformation can result in social change or the creation of an innovative product and/or service.

Effective Oral and Written Communication

Effective oral and written communication refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts.

Cultural Literacy

Cultural competence is the ability to create spaces, seek to understand, engage, and appreciate the knowledges, ideas, and principles of other cultures.

ANNEX B: Accommodations



Akwesáhsne Mohawk Board of Education

Accommodations

Accommodations

An *accommodation* is a tool or procedure that provides equal access to instruction and evaluation for students usually based on a documented disability or identified learning need.

An accommodation **does not change what** the student is learning, but **rather how** the student is learning. Adaptations do not modify the instruction or lower expectations. Examples of accommodations include, but are not limited to:

Presentation accommodations

- Listen to audio recordings instead of reading text
- Work with fewer items per page or line
- Work with text in a larger print size
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Have a moderator (designated reader) someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Get class notes from another student
- Preview a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

Response accommodations

- Give responses in a form (spoken or written) that is easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spell-checker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of math facts

Setting accommodations

- Sit where they learn best (for example, near the instructor)
- Work or take a test in a different setting, such as a quiet room with few distractions
- Use special lighting
- Listen to music on headphones while working
- Use sensory tools and fidget devices (for example an exercise band that can be looped around a chair's legs)

Timing accommodations

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a section or module

Scheduling accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction