

This policy sets out the principles and procedures for assessment, evaluation, and reporting at Royal Ontario Academy, aligned with the Ontario Ministry of Education's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. The goal is fair, consistent, transparent assessment practices that support student learning and achievement.

Guiding Principles

- Providing assessments that are equitable, transparent, and aligned with curriculum expectations.
- Ensuring assessments support all students in reaching their highest potential.
- Using assessments that reflect a variety of learning styles and needs.
- Promoting continuous and meaningful feedback to students and parents/guardians.

Types of Assessment

Assessment for Learning: Formative assessment used to provide feedback and guide instructional adjustments, such as quizzes, class discussions, and observation.

Assessment as Learning: Self-assessment that helps students develop skills to monitor and reflect on their own progress, promoting self-regulation and independence.

Assessment of Learning: Summative assessment that evaluates performance against curriculum expectations, such as final exams, projects, and major assignments.

Triangulation of Data

Teachers collect evidence of student learning from observations (documented insights into participation, engagement, and learning processes), conversations (discussions with students to understand their thinking and grasp of content), and products (completed assignments, tests, projects, and other tangible outputs).

Evaluation Practices

Evaluations are based on clear, transparent success criteria aligned with curriculum expectations. The four categories of achievement, Knowledge/Understanding, Thinking, Communication, and Application, are used to assess student work, and teachers use professional judgment to determine final grades from multiple and varied pieces of evidence.

How Final Marks Are Weighted (2026-2027)

Beginning in the 2026-2027 school year, and in keeping with the Ministry's mandatory assessment and evaluation requirements for Grades 9 to 12, every course mark is built from three components: classroom work completed throughout the course, a mandatory final evaluation, and attendance and participation. In Grade 9 and 10 courses the split is 65% classroom work, 20% final evaluation, and 15% attendance and participation. In Grade 11 and 12 courses the split is 65% classroom work, 25% final evaluation, and 10% attendance and

participation. The 65/35 classroom-work split is constant across every course; what varies by subject is the composition of the final evaluation itself, which each course outline states. Full detail on the final evaluation and exam process is set out in the Evaluation and Examination Policy, and full detail on the attendance and participation component is set out in the Attendance Policy.

Reporting

Report Cards: Progress and achievement are communicated through mid-term and final report cards using the Provincial Report Card, Grades 9-12.

Learning Skills and Work Habits: Assessed separately from academic achievement and reported as Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N).

Communication with Parents/Guardians: Regular updates are provided through parent-teacher meetings, emails, and reports to ensure clarity on student progress.

Academic Integrity

Students are expected to demonstrate honesty and integrity in their work. Instances of plagiarism or cheating are addressed under the Cheating and Plagiarism Policy.

Attendance and Assessment

Regular participation is crucial for academic success in asynchronous classes. Students are expected to engage consistently with course materials and complete assessments by suggested timelines. Missed assessments follow the Missed Assignment and Final Exam Policy, including make-up opportunities or alternative assessments as needed.

Accommodations and Modifications

Students with Individual Education Plans (IEPs) or identified learning needs receive appropriate accommodations to support equitable assessment, and modifications are made to assessment and evaluation practices as necessary to align with individual learning goals.

This policy is reviewed periodically to ensure clarity, fairness, and alignment with Ontario Ministry of Education requirements and ROA operational needs, and is updated as needed. Final decisions on interpretation and application rest with the Principal. Questions may be directed to Royal Ontario Academy at info@royalontarioacademy.com. Last updated July 2026.