



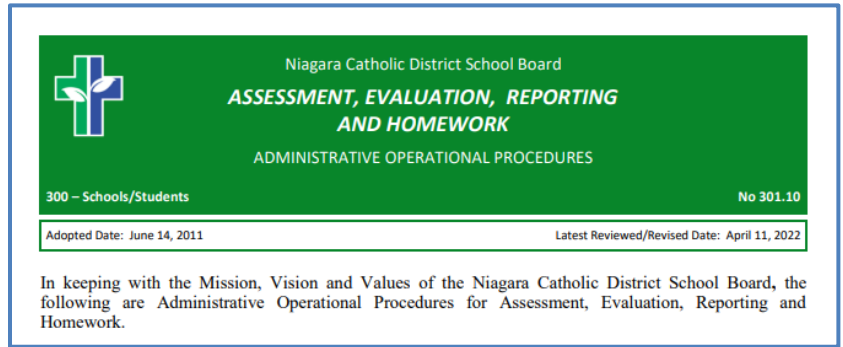
Secondary Assessment, Evaluation and Reporting Department Guide 2024-2025



Growing Success (2010) and the **Niagara Catholic District School Board *Assessment, Evaluation, Reporting and Homework Administrative Operational Procedures 301.10*** direct and inform assessment, evaluation and reporting practices for all teachers and administrators, and must be used to establish any guidelines at the classroom, department and school levels.



The guide is intended to support the determination of categories and weights for each course in *edsembil CONNECT Markbook*.



The guide was originally developed in consultation with Program Chairs, administrators and Board staff who were part of the Secondary Assessment, Evaluation and Reporting Steering Committee in 2016. As departments were revised in the 2024-2025 school year, the guide was updated to include categories and weights for discipline areas and courses for the 70% course work and 30% final evaluation(s).

The guide shares promising practices to support each school in establishing and maintaining a reasonable level of consistency across sections of the same course for both semesters.

Consultation between administration, Program Chairs and all teachers will support the development of assessment, evaluation and reporting practices that meet the needs of all students.

The Arts

Categories for the 70% Course Work	30% Final Evaluation(s)
<p>Creating & Performing – 40% (examples of assessments: performance tests, compositions, improvising)</p> <p>Reflecting, Responding, Analyzing – 15% (examples of assessments: listening skills, analysis, journals, critical thinking skills)</p> <p>Foundations – 15% (assessments related to theory, history, etc.)</p> <p>Observations and conversations may appear as items in the Markbook based on the type of work being assessed. <i>Example:</i> Rehearsals for a particular unit may be assessed using observations and conversations and could be named “rehearsals” in the Markbook for a particular unit.</p>	<p>Grade 9 and 10</p> <ul style="list-style-type: none"> • 20% Summative Product (this summative can be broken into 10% and 10% at the discretion of the Arts Teacher) • 10% ISU or Rich Culminating Task (or *final exam) <p>*NO final written exams for Grades 9 and 10 Open courses is strongly recommended and in place at most schools.</p> <p>Grade 11 and 12: Grade 11 and 12 courses will include final assessments.</p> <ul style="list-style-type: none"> • 20% Summative Product(s) • 10% Final Exam/Performance

Possible examples of 30% Final

1. Performance or Visual Product:

- Drama: monologue; scene; play
- Art: art work; sculpture; painting, sketchbook and portfolio; design a home; art critique/final project
- Music: music composition; performance piece
- can be single or group provided the teacher assesses each student individually

2. ISU or Rich Culminating Task:

NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.

- Music: critical listening (oral or written); score analysis; written final test with analysis and reflection; research project
- Art: critique or reflection of final product; written or oral final culminating test with analysis and reflection
- Drama: character sketch to accompany the final product; script analysis; written or oral test with analysis and reflection
- Final written tasks
- Research assignment
- Sketchbook
- Portfolio
- Written play
- Performance

Observations/Conversations (obs/cons)

- Arts Teachers will observe and document the creative process which supports the body of evidence to inform grading and reporting for students of the arts
- obs/cons in the Markbook will be included as “items” in the most appropriate strand(s) based on the unit of study and teachers’ professional judgement
- The weight for obs/cons is to be decided by the teacher
- Rubrics should include the use of the categories of achievement (KICA)
- Tasks that are graded with rubrics will be reported under the three strands

French as a Second Language and International Languages

Categories for the 70% Course Work	30% Final Evaluation(s)
Listening and Speaking – 35% Reading – 17.5% Writing – 17.5%	Oral Exam – 10% Written Exam – 10% Rich Performance Task – 10% OR Demonstration of Learning – 30%*

30% Final

- 10% ISU/Cultural Presentation
- 20% for oral, written, listening/speaking exams
- types of ISUs – sample: Visual Verbal Essay – Grades 11 and 12
- ***may consider use of a Demonstration of Learning – see FSL Consultant for more information**
- *NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.*

Sample Weighting Practices

3/5/15 – culminating task/tests/at the end of period of learning

2/3/10 – quiz; a few days of teaching and learning

1/5 – observations/conversations; one day of teaching and learning

30% Final

- Oral, written, listening culminating/final tasks and rich performance tasks/listening, reading, writing exams comprise the 30% final across all courses.
- 30% final includes tasks that represent the strands in a balanced manner, as the 70% course work also has this balanced representation.
- Tasks should represent the importance of speaking French in both the course work and final tasks/tests/exams.
- Teachers to be mindful and plan for the challenges of oral exams for students taking Applied courses. This may be represented by lowering the weight (and perhaps the length and complexity) of oral exams for students taking Applied courses.

English

Categories for the 70% Course Work	30% Final Evaluation(s)
<p>ENL1W Literacy Connections and Applications</p> <p>Foundations Of Language Comprehension Composition</p> <p>ENG2D/ENG2P/ENG3C/ENG3U/ENG4C/ENG4C: Reading Writing Oral Communication Media Studies</p> <p>NBE3C/NBE3U First Nations, Metis, Inuit Perspectives and Text Forms In Canada Oral Communication Reading and Literature Studies Writing Media Studies</p>	<p>ENL1W (To be determined by each school and including some of the following: ISP, RPT, Exam) Below is a sample breakdown of what the summative evaluation may look like:</p> <p>ARP –10% ARP- Conference and Reflection- 5% Exam or culminating task – 15%</p> <p>ENG2D/ENG2P/ENG3C/ENG4C: ISP/ISU/Culminating Task –15% Exam – 15%</p> <p>ENG3U/ENG4U: ISP/ISU/Culminating Task – 10% Exam – 20%</p> <p>NBE3C and 3U Exam:15% Experiential: 5% ISP: 10%</p> <p>ENG1L/ENG2L/ENG3E/ENG4E/OLC40: Culminating Task – 30% (no final exam)</p> <p><i>NOTE: ISPs (Independent Study Projects or ISUs) must not be used to replace classroom instruction and assessment. ISPs/ISUs must not be used to evaluate an entire strand or unit of study.</i></p>

<p>Strands from Curriculum documents</p>	<p><i>Do our AOLs precisely measure students' achievement of the overall expectations?</i></p>	ENG2D/ENG2P/ENG3C/ENG4C			
	<p><i>Under what strand(s) would our various AOLs fall?</i></p>	Reading	Writing	Oral	Media
		<p>-sight passage test -poetry analysis -seminars</p>	<p>-essay -opinion paper -narrative</p>	<p>-seminars -conferences</p>	<p>-seminars -film analysis -magazine tabloid -deconstructing advertisements -Facebook page -propaganda assignment -my Face Time</p>
		<p>✓ more emphasis needs to be placed on media ✓ changing world requires that students understand</p>			

		<p>ENL1W</p> <table border="1"> <thead> <tr> <th>Foundations of Language</th> <th>Comprehension</th> <th>Composition</th> </tr> </thead> <tbody> <tr> <td>20%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>O/C- 4%</td> <td>O/C- 5%</td> <td>O/C- 5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • More emphasis needs to be placed on the media • The changing world requires that students understand multiple forms of media beyond the written <p>NBE3U and NBE3C</p> <p>Course Work – 70%</p> <table border="1"> <thead> <tr> <th colspan="2">PERCENTAGE OF COURSE EXPECTATIONS BY ACHIEVEMENT CHART CATEGORY</th> </tr> <tr> <th>ACHIEVEMENT CHART CATEGORIES</th> <th>TERM EVALUATION</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> </tr> <tr> <td>Oral</td> <td>15%</td> </tr> <tr> <td>Media</td> <td>15%</td> </tr> </tbody> </table>	Foundations of Language	Comprehension	Composition	20%	25%	25%	O/C- 4%	O/C- 5%	O/C- 5%	PERCENTAGE OF COURSE EXPECTATIONS BY ACHIEVEMENT CHART CATEGORY		ACHIEVEMENT CHART CATEGORIES	TERM EVALUATION	Reading	20%	Writing	20%	Oral	15%	Media	15%
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<p>Percentages for edsembli CONNECT Markbook</p> <p>R-20 W-20 OC-15 M-15</p>	<p><i>Consistent weighting by each course type</i></p>	<table border="1"> <tr> <td data-bbox="748 1283 1127 1923"> <p>ENL1W Foundations Of Language- 20% Comprehension - 25% Composition - 25%</p> <p>ENG2D/ENG2P Reading – 20% Writing – 20% Oral – 15% Media – 15% ISU – 15% Exam – 15%</p> </td> <td data-bbox="1127 1283 1563 1923"> <p>Senior ENG3U Reading - 20% Writing - 20% Oral - 15% Media - 15% ISU – 10% Exam – 20%</p> <p>ENG3C Reading – 20% Writing – 20% Oral – 15% Media – 15% ISU – 15% Exam – 15%</p> </td> </tr> </table>	<p>ENL1W Foundations Of Language- 20% Comprehension - 25% Composition - 25%</p> <p>ENG2D/ENG2P Reading – 20% Writing – 20% Oral – 15% Media – 15% ISU – 15% Exam – 15%</p>	<p>Senior ENG3U Reading - 20% Writing - 20% Oral - 15% Media - 15% ISU – 10% Exam – 20%</p> <p>ENG3C Reading – 20% Writing – 20% Oral – 15% Media – 15% ISU – 15% Exam – 15%</p>																			
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		<p>NBE3U Reading- 20% Writing- 20% Oral Communication- 15% Media- 15% ISU- 10% Exam/RPT- 20% (15% final exam, 5% Land Project)</p> <p>NBE3C Reading – 20% Writing – 20% Oral – 15% Media – 15% ISU – 15% Exam/RPT – 15% (10% final exam, 5% Land Project)</p> <p>EMS30 Understanding Media – 25% Media and Society – 15% The Media Industry – 15% Producing and Reflecting – 15% Summative – 30%</p> <p>OLC Building Reading Skills – 30% Building Writing Skills – 30% Understanding Growth in Literacy% – 10 Summative – 30%</p> <p>Writer’s Craft (EWC4U/4C) Investigating Writing – 20% Practicing Writing – 40% Reflecting on Writing – 10% Summative =30%</p>
<p>Observations and Conversations and Triangulation</p>	<p><i>How can we most effectively use observations and conversations to determine a grade that precisely reflects students’ achievement of the overall expectations?</i></p>	<ul style="list-style-type: none"> ✓ incorporate observations and conversations as part of the students’ grade under each strand ✓ observations and conversations account for 10-20% of the course work (70%) across the four strands <p>Example: Reading – O/C – 4% Writing – O/C – 4% Oral – O/C – 3% Media – O/C – 3%</p>

Sciences

Categories in 70% Course Work	30% Final Evaluation(s)
<p>See each course in the tables to follow for specific weight for each strand)</p> <p>Rubrics, tests, assignments etc., continue to refer to KICA where appropriate, although the product is recorded as one mark.</p> <p>OBS/CONS to be incorporated as a part of overall assessment.</p> <p>Teachers to maintain checklists and documentation of their observations/conversations with students.</p>	<p>Final Culminating Task 30%</p> <p>No exams in any 1L/3E courses Students must complete some type of rich activity as their culminating activity.</p> <p>For all other courses: Depending on the grade and course, the final may include the following:</p> <ul style="list-style-type: none"> • ISU (<i>NOTE: ISUs - Independent Study Units - must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.</i>) • Culminating Assignments • Case Studies • Oral Classroom Presentations • Lab Exams - Stations • Exam written during exam week <p>SNC 2D - 25% exam, 5% ISU 2P - 20% exam, 10% ISU</p> <p>Senior 3U 30% exam 3C 30% exam 3M 30% exam</p> <p>Senior 4U 30% exam 4C 30% exam 4M 30% exam</p>

- ✓ With the permission of the principal, schools will be allowed to manipulate the SENIOR strand breakdowns by up to 5% in order to accommodate inquiry projects that integrate two or more strands, student interests/pathways, teacher specialization, etc.
- ✓ For all of the courses, the following requirements apply:
 - All products must be evaluated according to the KICA achievement chart.
 - Laboratory skills and Investigation must permeate all units.
 - Observations and conversations are to be included in each strand.
 - Minimum Expectations (AoL) per strand
 - Final formal evaluation
 - Inquiry based assessment
 - Other class assignments/work (including observations and conversations)

Grade 9/10 Science SNC1W SNC2D/P	Strand BIO	Strand CHEM	Strand PHY	Strand ESS	Culminating Activity AND/OR Exam
	20%	20%	20%	10%	30% - may include a culminating task and exam or exam only

SBI3U Biology	Strand Genetics	Strand Systems	Strand Evolution	Strand Botany	Strand Diversity	CULM Exam
	20%	20%	10%	10%	10%	30%

SBI3C	Strand Cellular Biology	Strand Microbiology	Strand Genetics	Strand Animal Systems	Strand Plants	EXAM
	10%	15%	20%	20%	5%	30%

SBI4U	Strand Biochemistry	Strand Metabolism	Strand Molecular Genetics	Strand Homeostasis	Strand Pop Dyn	EXAM
	17%	17%	16%	15%	5%	30%

SNC4M	Strand Nutrition	Strand Pathogen Disease	Strand Public Health	Strand Biotech	Strand Medical Technology	EXAM
	20%	20%	5%	15%	10%	30%

SCH3U	Strand Matter	Strand Chemical Reactions	Strand Quantities	Strand Solutions	Strand Gasses	EXAM
	15%	15%	15%	15%	10%	30%

SCH4U	Strand Organic	Strand Matter	Strand Energy	Strand Equilibrium	Strand Electro	EXAM
	15%	15%	15%	15%	10%	30%

SCH4C	Strand Matter	Strand Organic	Strand Electro	Strand Chem Calc	Strand Envirochem	EXAM
	15%	15%	10%	15%	15%	30%

SPH3U	Strand Kinematics	Strand Forces	Strand Energy and Society	Strand Waves and Sound	Strand Electricity and Mag	EXAM
	14%	14%	14%	14%	14%	30%

SPH4U	Strand Dynamics	Strand Momentum	Strand Fields	Strand Light	Strand Quantum	EXAM
	15%	15%	15%	15%	10%	30%

SPH4C	Strand Motion	Strand Mechanics	Strand Electricity and Mag	Strand Transformations	Strand Hydraulics	EXAM
	16%	16%	16%	11%	11%	30%

SVN3E	Strand Human Impacts	Strand Human Health	Strand Energy Cons	Strand Nat Res	Strand Safe Workplace	CULM
	15%	15%	10%	10%	20%	30%

Mathematics

Categories for the 70% Course Work	30% Final Evaluation(s)
<p>(see each course in the tables to follow for specific weight for each strand)</p> <p>Teachers need to determine methods that include observations/conversations into their assessment and evaluation practices.</p>	<p>30% Exam (NOTE: some math courses include a culminating evaluation as part of the 30% summative, such as a mock exam or rich learning task)</p> <p><i>NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.</i></p>

Course Code & Name	70% Course Work - Strands	30% Final
MTH1W – Mathematics	Number – 20% Algebra – 20% Data – 10% Geometry and Measurement – 10% Financial Literacy – 10%	EQAO Grade 9 Mathematics – must be counted for 10% of the student’s final course mark. Rich Performance Task, Final Reflection
MPM2D – Principles of Mathematics	Quadratic Relations – 35% Analytic Geometry – 20% Trigonometry – 15%	Culminating Evaluation – 10% Exam – 20%
MFM2P – Foundations of Mathematics	Measurement and Trigonometry – 25% Modelling Linear Relations – 25% Quadratic Relations – 20%	Culminating Evaluation – 10% Exam 20%
MCR3U – Functions	Characteristics of Functions – 35% Exponential Functions – 10% Trigonometric Functions – 20% Discrete Functions – 5%	Exam – 30%
MCF3M – Functions and Applications	Quadratic Functions – 30% Exponential Functions – 20% Trigonometric Functions – 20%	Culminating Evaluation – 10% Exam – 20%
MBF3C – Foundations for College Mathematics	Mathematical Models – 20% Personal Finance – 15% Geometry and Trigonometry – 20% Data Management – 15%	Culminating Evaluation – 10% Exam – 20%
MEL3E – Mathematics for Work and Everyday Life	Earning and Purchasing – 30% Saving, Investing, and Borrowing – 25% Transportation and Travel – 15% (One school reports the need to change weights of strands in this course, depending on student needs.)	Culminating Evaluation – 15% Exam – 15%
MHF4U – Advanced Functions	Exponential & Logarithmic Functions – 10% Trigonometric Functions – 20% Polynomial and Rational Functions – 30% Characteristics of Functions – 10%	Exam – 30%
MCV4U – Calculus and Vectors	Rate of Change – 25% Derivatives and Their Applications – 15% Geometry and Algebra of Vectors – 30%	Exam – 30%
MDM4U – Mathematics of	Counting and Probability – 25% Probability Distributions – 10% Organization of Data for Analysis – 10%	Culminating Data Management Investigation – 10% Exam – 20%

Data Management	Statistical Analysis – 25%	
MCT4C – Mathematics for College Technology	Exponential Functions – 15% Polynomial Functions – 20% Trigonometric Functions – 20% Applications of Geometry – 15%	Culminating Evaluation – 5% Exam – 25%
MAP4C – Foundations for College Mathematics	Mathematical Models – 25% Personal Finance – 15% Geometry and Trigonometry – 20% Data Management – 10%	Culminating Evaluation – 10% Exam – 20%
MEL4E – Mathematics for Work and Everyday Life	Reasoning With Data – 10% Personal Finance – 40% Applications of Measurement – 20% (One school reports the need to change weights of strands in this course, depending on student needs.)	Culminating Evaluation – 15% Exam – 15%

Health and Physical Education

Categories for 70% Course Work	30% Final Evaluation(s)
<p>Movement Competency – 15% Active Living – 40% Healthy Living – 15%</p> <p>For Kinesiology PSK4U: Physical Activity & Sport in Society – 20% The Basis of Movement – 30% Biomechanics & Motor Development – 20%</p> <p>Teachers will determine methods that include observations/conversations into their assessment and evaluation practices.</p>	<p>Fitness Portfolio – 10% Health Portfolio – 10% Summative Assignment – 10%</p> <p>For PSK4U: Culminating Assignment/ISU – 10% Final Exam – 20%</p> <p><i>NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.</i></p>

Religion

Categories for the 70% Course Work	30% Final Evaluation(s)
<p>Strands in the Religion curriculum are <u>not</u> to be taught and learned in isolation. Therefore, units of study will interconnect the various strands in meaningful ways.</p> <p>All units should reflect our Gospel Values, Catholic Social Teachings and Ontario Catholic School Catholic Graduate Expectations.</p>	<p>For all Open and C Religion Courses: 20% ISU 10% Final Evaluation</p> <p>For all M and U Religion Courses: 15% ISU 15% Final Evaluation</p> <p><i>NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.</i></p>

	<p><i>Note: Final Evaluations (10-15%) can include but are not limited to: exams, Rich Performance Tasks, Culminating Activities, Application Based Tasks, Reflections.</i></p> <p><i>Note: The Overall Final Evaluation 30% of the grade will be based on final evaluations that include a variety of summative activities such as an independent study project, a rich performance task, an exam, a presentation, a seminar, or another writing assignment. This may be subject to change based on the teacher's professional judgment.</i></p>
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- In edsembli CONNECT Markbook, the units of study are at the category level, with each task at the item level.
- Categories of achievement (KICA) are reflected in tests and assignments for students/parents/guardians to see AND in rubrics and checklists used by teachers to assess and grade. KICA continues to be used to measure the degree/quality of success but not used as the categories in Markbook.
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010) identifies four categories of achievement – Knowledge and Understanding, Application, Communication, and Thinking - as broad areas of knowledge and skills that are common to all subject areas and disciplines. These categories are always considered in the development of tests and exams, assignments, rich tasks, Independent Study Units (ISUs), and used within observations and conversations. These are clearly communicated to the students in ongoing assessment within a unit of study in Religion, and with parents/guardians, upon request.

Tasks may include, but are not limited to:

- Tests (by unit of study/strand)
- Assignments (rich tasks; student choice; opportunities for descriptive feedback; students can show what they know and can do in a variety of ways – observations, conversations, products that are written, artistic creations, performance, oral reports, etc.)
- Observations and Conversations (during multiple opportunities given to students to show and tell what they know and can do; often part of assignments; compilation of a body of evidence from Assessment *for* and *as* Learning opportunities to form a summative mark)

Examples of Opportunities for Observations and Conversations in the Secondary Religion Classroom:

- ✓ Exit cards and quizzes
- ✓ Teacher-student discussions and conferences
- ✓ Peer to peer, small group and whole group discussions
- ✓ Self and peer assessments
- ✓ Seminar responses – e.g., as a member of the audience, the student is to gather information and draw conclusions from the presentations by peers and present their learning either orally or in writing (i.e. exit card, response journal, etc.)
- ✓ Research – e.g., during independent research, a number of look-fors or success criteria previously established will be checked to ensure students are fully engaged in research for the purpose intended

Units of Study based on Strands and Weights for Categories in edsembli CONNECT Markbook for Religious Education Courses*

****accepted courses within ICE Secondary Religious Education Policy Document (Revised, 2016)***

HRE10

Units of Study	Course Work to = 70%
Creation and Covenant	10-15%
From Slavery to Freedom	10-15%
Justice and Wisdom	10-15%
Encountering God	10-15%
Building the Reign of God	10-15%
Mental Health Unit	5-15%

Final	Must = 30%
ISU	20%
Final Evaluation	10%

HRE20

Units of Study	Course Work to = 70%
Scripture and Jesus	10-15%
Profession of Faith	10-15%
Prayer and Sacramental Life	10-15%
Family Life and Mental Health	10-15%
Christian Moral Development	10-15%
Social Justice can be combined and included in all the units.	
Total of 5 units named with the 2018 ICE document headings.	

Final	Must = 30%
ISU	20%
Final Evaluation	10%

HRE30/HRF30*The 3 Abrahamic religions are required to be taught.**

Units of Study	Course Work to = 70%
Religious Pluralism*	10-15%
Indigenous Spirituality	10-15%
Story of Judaism*	10-15%
Story of Islam	10-15%
Eastern Religion (Hindu/Budd)	5-15%
Christianity*	5-15%

Final	Must = 30%
ISU	20%
Final Evaluation	10%

HRE3M/HRT3M *The 3 Abrahamic religions are required to be taught.**

Units of Study	Course Work to = 70%
Religious Pluralism*	5-10%
Indigenous Spirituality	10-15%
Story of Judaism*	10-15%
Story of Islam	10-15%
Eastern Religion (Hindu/Budd)	10-15%
Christianity*	5-15%

Final	Must = 30%
ISU	15%
Final Evaluation	15%

HRE4O

Units of Study	Course Work to = 70%
The Way of Connection, Exploring and Praying	14%
The Way of Faith and Reason: Freedom, Jesus and Heaven	14%
The Way of Being Church: One, Holy, Catholic, Apostolic	14%
The Way of Dignity: Virtuous Living	14%
The Way of Family: Love and Relationship	14%

Final	Must = 30%
ISU	20%
Final Evaluation	10%

HRE4M

Units of Study	Course Work to = 70%
Philosophical Ethics	10-15%
Biblical Ethics	15-20%
Moral Goodness	15-20%
Freedom and Justice	10-15%

Final	Must = 30%
ISU	15%
Final Evaluation	15%

Social Sciences

Categories for the 70% Summative	30% Final Evaluation(s)
<p>Teachers will determine methods that include observations/conversations into their assessment and evaluation practices to form the basis of their 70% term mark. The term mark will not be divided by strand.</p>	<p>Recommendations for the 30% final for each course is articulated in the tables below.</p> <p>30% final includes the following which takes place at or near the end of a period of learning/semester:</p> <ul style="list-style-type: none"> • Exam • Rich Performance Task (RPT) – *must include a performance that shows application of knowledge & skills, authentic, real world learning experiences, etc. in order to qualify as a RPT <p>NOTE: ISUs (Independent Study Units) or RPTs must not be used to replace classroom instruction and assessment. ISUs/RPTs must not be used to evaluate an entire strand or unit of study.</p>

Course Code & Name	Strands
CGC 1W– Issues in Canadian Geography	Exam – 20 10%; RPT – 20% AP Exam 20% RPT 10%
CHC2P – Canadian History since World War 1	Exam – 10%; RPT – 20%
CHC2D – Canadian History since World War 1	Exam - 20%; RPT 10% or 15% and 15% AP Exam 20%; RPT 10%
CHV2O – Civics and Citizenship	Exam – 10 - 15%; RPT – 15 - 20% OR RPTs-30%
GLC2O – Career Studies	RPT(s) 30% or 15% and 15% or 10% + 10% +10%

HFN20 – Food and Nutrition	Exam - 10%; RPT 20%
CLU3M – Understanding Canadian Law	Exam – 15%; RPT – 15%
CHW3M – World History to the End of the Fifteenth Century	Exam - 15%; RPT - 15%
CHA3U – American History	Exam - 20%; RPT - 10%
CIE3M – The Individual and the Economy	Exam - 15%; RPT - 15%
CGG3O – Travel and Tourism: A Geographic Perspective	Exam - 10%; RPT - 20%
CGF3M – Forces of Nature: Physical Processes and Disasters	Exam - 15%; RPT - 15%
NDA3M – Current Aboriginal Issues in Canada	Exam - 15%; RPT - 15%
NAC2O – Aboriginal Peoples in Canada	Exam - 10%; RPT - 20%

HPC30 – Raising Healthy Children	Exam - 10%; RPT - 20%
HPW3C – Working with Infants and Young Children	Exam - 15%; RPT - 15%
HSP3C – Introduction to Anthropology, Psychology, and Sociology	Exam - 15%; RPT - 15%
HSP3U – Introduction to Anthropology, Psychology, and Sociology	Exam - 20%; RPT - 10%
HZB3M – Philosophy: The Big Questions	Exam - 15%; RPT - 15%
CLN4C – Legal Studies	Exam - 10%; RPT - 20%
CLN4U – Canadian and International Law	Exam - 20%; RPT - 10%
CIA4U – Analysing Current Economic Issues	Exam - 20%; RPT - 10%
CHY4U – World History since the Fifteenth Century CHY4C - SAME AS ABOVE EXCEPT for 30% Summative: RPT 15% EXAM 15%	Exam - 20%; RPT - 10%

CHI4U – Canada: History, Identity, and Culture	Exam - 20%; RPT - 10%
CGW4U – World Issues: A Geographic Analysis	Exam - 20%; RPT - 10%
HZT4U – Philosophy: Questions and Theories	Exam - 20%; RPT - 10%
HSE4M – Equity and Social Justice: From Theory to Practice	Exam - 15%; RPT - 15%
CGR4M – The Environment and Resource Management	Exam - 15%; RPT - 15%
HSB4U – Challenge and Change in Society	Exam - 20%; RPT - 10%
HFA4U – Nutrition and Health	Exam - 15%; RPT – 15%
HHS4C – Families in Canada *Offered as Religion Course	Final Assessment – 30% ISU – 20% RPT, Culminating Task, Exam - 10%
HHS4U – Families in Canada *Offered as Religion Course	Final Assessment – 30% ISU – 15% RPT, Culminating Task, Exam - 15%

CPW4U – Canadian and International Politics *Offered as Religion Course	Final Assessment – 30% ISU – 15% RPT, Culminating Task, Exam - 15%
HIP4O – Personal Life Management	Exam - 10%; RPT - 20%
HNC3C – Understanding Fashion	Exam - 10%; RPT - 20%
HNB4M – The World of Fashion	Exam - 10%; RPT - 20%
HZT4UR *Offered as Religion Course	Final Assessment – 30% ISU – 15% RPT, Culminating Task, Exam – 15%
NDW4M - Issues of Indigenous Peoples in a Global Context	RPT - 5%; Exam - 15%; Christian Community Service Project - 10%

Business/Technology

Categories for the 70% Course Work	30% Final Evaluation(s)
<p>(see each course in the tables to follow for specific weight for each strand)</p> <p>Teachers will determine methods that include observations/conversations into their assessment and evaluation practices.</p>	<p>30% final may include:</p> <ul style="list-style-type: none"> • Culminating Task • Exam <p>The NOTES in the tables detail the 30% final evaluation(s).</p> <p><i>NOTE: ISUs (Independent Study Units) must not be used to replace classroom instruction and assessment. ISUs must not be used to evaluate an entire strand or unit of study.</i></p>

NOTES:

- In the edsembli CONNECT Markbook, the titles may be shortened to the **bold** words in the tables below.
- Two strands, “Technology, The Environment and Society” and “Professional Practice and Career Opportunities” have been combined under the strand-based title, “Society and Careers” for some courses.

Grade 9 Technology TIJ10	Technology Fundamentals	Technology Skills	Society and Careers	Culminating Task
	20%	35%	15%	30%

This may also apply to: TGJ10, TEJ10, TCJ10, THJ10, TXJ10, TPJ10, TFJ10, TJM10

NOTES: The culminating task for this course is a design journal that aligns with a project. The student will also have a one day demonstration of their skills on the machines in the shop to create a simple product.

Communication Technology - TGV3M/4M, TGP3M/4M, TGG3M/4M, TGI3M/4M

	Communication Technology Fundamentals	Communication Technology Skills	Society and Careers	Culminating Task
TGJ2O	20	35	15	30
TGJ3M	20	35	15	30
TGJ3O	20	35	15	30
TGJ4M	20	35	15	30
TGJ4O	20	35	15	30
NOTES: 30% rich task or project in the final weeks of class - no written exam during exam week				

Computer Technology - TER3M/4M

	Computer Technology Fundamentals	Computer Technology Skills	Society and Careers	Culminating Task
TEJ2O	20	35	15	30
TEJ3M	20	35	15	30
TEJ3E	20	35	15	30
TEJ4M	20	35	15	30
TEJ4E	20	35	15	30
NOTES: 30% rich task or project in the final weeks of class - no written exam during exam week				

Construction Technology

	Construction Technology Fundamentals	Design, Layout, and Planning Skills	Fabrication, Assembly and Finishing Skills	Society and Careers	Culminating Task and Exam
TCJ2O	15	15	30	10	15/15
TCJ3C	15	15	30	10	15/15
TCJ3E	15	15	30	10	15/15
TCJ4C	15	15	30	10	15/15
TCJ4E	15	15	30	10	15/15
NOTES: 15% rich task/project; 15% written exam					

Green Industries

	Green Industry Fundamentals	Green Industry Skills	Technology, The Environment and Society	Professional Practice and Career Opportunities	Culminating Task and Exam
THJ3M	15	30	15	10	15/15
THJ3E	15	30	15	10	15/15
THJ4M	15	30	15	10	15/15
THJ4E	15	30	15	10	15/15
NOTES: 15% rich task/project; 15% written exam					

Hairstyling and Aesthetics

	Hairstyling and Aesthetics Fundamentals	Hairstyling and Aesthetics Skills	Technology, The Environment and Society	Professional Practice and Career Opportunities	Culminating Tasks
TXJ2O	20	30	10	10	30
TXJ3E	20	30	10	10	30
TXJ4E	20	30	10	10	30
NOTES: hands-on practice and portfolio					

Hospitality and Tourism

	Hospitality and Tourism Fundamentals	Hospitality and Tourism Skills	Industry Practices, The Environment and Society	Professional Practice and Career Opportunities	Culminating Tasks
TFJ2O	15	30	10	15	30
TFJ3C	15	30	10	15	30
TFJ3E	15	30	10	15	30
TFJ4C	15	30	10	15	30
TFJ4E	15	30	10	15	30
NOTES: rich task, demonstration, practical exam					

Manufacturing Technology

	Manufacturing Technology Fundamentals	Manufacturing Technology Skills	Society and Careers		Culminating Tasks
TMJ2O	20	35	15		30
TMJ3M	20	35	15		30
TMJ3C	20	35	15		30
TMJ3E	20	35	15		30
TMJ4M	20	35	15		30
TMJ4C	20	35	15		30
TMJ4E	20	35	15		30
NOTES: rich task or project (may include practical exam)					

Technological Design

	Technological Design Fundamentals	Technological Design Skills	Society and Careers		Culminating Tasks
TDJ2O	25	30	15		30
TDJ3M	25	30	15		30
TDJ3E	25	30	15		30
TDJ4M	25	30	15		30
TDJ4E	25	30	15		30
NOTES: rich task or project (may include final written exam)					

Transportation Technology

	Transportation Technology Fundamentals	Transportation Technology Skills	Technology, The Environment and Society	Professional Practice and Career Opportunities	Culminating Tasks
TTJ2O	20	25	10	15	20/10
TTJ3C	20	25	10	15	20/10
TTJ4C	20	25	10	15	20/10
NOTES: 20% demonstration/10% exam					

	Vehicle Maintenance Fundamentals	Vehicle Maintenance Skills	Technology, The Environment and Society	Professional Practice and Career Opportunities	Culminating Tasks
TTJ4E	20	25	10	15	20/10
NOTES: 20% demonstration/10% exam					

Computer Studies

	Understanding Computers	Introduction to Programming	Computers & Society	Culminating Tasks
ICS2O	20	35	15	20/10
NOTES: 20% project/10% exam				

	Programming Concepts & Skills	Software Development	Computer Environments & Systems	Topics in Computer Science	Culminating Task
ICS3U	30	20	10	10	30
NOTES: 30% project					

	Programming Concepts & Skills	Software Development	Designing Modular Programs	Topics in Computer Science	Culminating Task
ICS4U	20	30	10	10	30
NOTES: 30% project					

Information and Communication Technology in Business

	Digital Literacy	Productivity Software	Design Software	Business Communication	Ethics and Issues	Culminating Task
BTT1O	10	20	20	10	10	30
BTT2O	10	20	20	10	10	30
NOTES: 30% project						

	Business Fundamentals	Functions of a Business	Finance	Entrepreneurship	Culminating Task
BBI1O	20	25	15	10	20/10
BBI2O	20	25	15	10	20/10
NOTES: 20% project/10% exam					

International Business

	Business, Trade and the Economy	The Global Environment for Business	Factors Influencing Success in International Markets	Marketing Challenges and Approaches, and Distribution	Working in International Markets	Culminating Tasks
BBB4M	20	15	15	10	10	10/20
NOTES: 10% project/20% exam						

Marketing

	Marketing Fundamentals	The Marketings Mix	Trends in Marketing	The Marketing Plan	Culminating Tasks
BMI3C	15	25	15	15*	20/10
NOTES: 20% project/10% exam; *may consider redistribution of weights if The Marketing Plan is part of the project/culminating task.					

Business Leadership

	Foundations of Management	Leading	Management Challenges	Planning and Controlling	Organizing	Culminating Tasks
BOH4M	20	10	10	20	10	10/20
NOTES: 10% project/20% exam						

Accounting

	Fundamental Accounting Practices	Advanced Accounting Practices	Internal Control, Financial Analysis, and Decision Making	Ethics, Impact of Technology, and Careers	Culminating Tasks
BAF3M	30	20	10	10	10/20
NOTES: 10% project/20% exam					

	The Accounting Cycle	Accounting Practices for Assets	Partnerships and Corporations	Financial Analysis and Decision Making	Culminating Tasks
BAT4M	20	25	10	15	10/20
NOTES: 10% project/20% exam					

Entrepreneurship

	Enterprising People and Entrepreneurs	Ideas and Opportunities for New Ventures	The Benefits of a Venture Plan	Developing and Completing a Venture Plan for the Proposed Business	Culminating Tasks
BDI3C	20	20	15	15	20/10
NOTES: 20% project/10% exam					

	E-Commerce and Venture Planning	The Venture Concept	Preparing for Start-up	Targeting Customers	Developing the Venture Plan	Culminating Tasks
BDV4C	20	15	15	10	10*	20/10
NOTES: 20% project/10% exam; *may consider redistribution of weights if Developing the Venture Plan is part of the project/culminating task.						

Information and Communication Technology - online course

	Digital Literacy	Productivity Software	Business Communications	E-Business	Information and Communication Technology Ethics and Issues	Culminating Tasks
BTA30	TBD	TBD	TBD	TBD	TBD	30%
<i>Weights may depend on e-learning course structure.</i>						

The Final Evaluations by Department/Discipline chart from **RAED Memo 333 and 334 (issued May and September 2022)** continues to be used to support each secondary school in determining final evaluations. Please note that the items in the chart below are recommendations.

Department/Discipline	Final Evaluations
<i>Arts</i>	Summative Product; Independent Study Unit (ISU) or Rich Culminating Task; Final Assignment or Performance
<i>FSL and Languages</i>	Rich Performance Task/Culminating Activity Examples: portfolios, debates, performances, exhibits/demonstrations, cultural/customs/folklore (national/regional/international), historical development of the French language and diaspora, politics of language (Quebecois), collages, art (French/French Canadian, etc.)
<i>English</i>	Rich Performance Tasks will include activities such as Portfolio Assignments, Course Thematic Assignments, Media Projects, and Media Slideshows. These RPTs will employ a backwards design model and be reflective of segmented learning, scaffolding, and conferencing and student choice. A Summative Reflection will be used to ensure that instruction continues to the end of each course. Reflection topics may include metacognition, learning challenges, thematic focus, or big ideas of the strands.
<i>Sciences</i>	Written Reflection; Rich Performance Task (RPT) (e.g., culminating tasks and activities)
<i>Mathematics</i>	There will be a summative evaluation consisting of a Rich Performance Task to be completed as the course progresses and a Final Reflection to be completed on the last day. For MTH1W, as per P&I Memo 1144, the results of the Grade 9 Assessment of Mathematics (EQAO) for participating students may count toward up to 10% of a student's final course mark if in the best interest of the student.
<i>Health & Physical Education</i>	Independent Study Unit; Summative Task

<i>Religion</i>	Independent Study Project (ISP), which would include a final reflection, opinion piece or similar assignment (depending on the nature of the ISP) that will be due the last day of the course/term.
<i>Social Sciences</i>	Independent Study Project; Culminating Assessment/Task/Activity
<i>Business and Technology</i>	Rich Performance Task; Culminating Assessment/Task/Activity
<i>Cooperative Education</i>	Final Project