

Onstudy Academy
1066 Dunbarton Road, Pickering, ON L1V 1G8
SCHOOL COURSES CALENDAR 2021-2022

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Our Mission

Onstudy Academy provides quality online courses in Mathematics and Science. Our online courses contain detailed video lessons, animations, tutorials and practice exercises and tests which enable students to reach their full potential. All video lessons were carefully developed by experienced Ontario certified teachers who are passionate about helping students develop solid study, critical thinking and problem-solving skills. These skills will not only open opportunities for post-secondary education but also prepare students well for the challenges after high school.

Our Philosophy

“Everything we do not have at our birth and which we need when we are grown is given us by education.”

~Jean Jacques Rousseau

Onstudy Academy online courses are centered on two tightly interwoven concepts – challenge and respect. Onstudy Academy teacher truly believe that in order to master complex mathematical or scientific laws and principles and then turn around and be able to effectively apply them, a teacher must set high expectations for students and simultaneously provide support. Math and science students are commonly referred to as “members-in-training of the scientific community”. This description highlights the tremendous responsibility teachers have in shaping the next generation of thought leaders. With that in mind, Onstudy Academy primary role is to focus the naïve curiosity of these “members-in-training” to the scientific and mathematic disciplines. We guide students by setting clear expectations and objectives and use a combination of video lessons, animations, and teaching methods to capture students with varying learning styles. Foremost, all teachers at Onstudy Academy provide help — while being ever vigilant of the balance between providing assistance, which truly enables active learning.

Student Registration

Enrolment in Onstudy Academy is open and continuous year round. Registration is available online 24 hours a day by visiting www.onstudy.ca. To complete registration a student must provide proof of Ontario residency in the form of an OEN number, birth certificate, transcript, or report card from an Ontario School or from a school outside Canada.

After registering online, please e-mail us this information to admin@onstudy.ca

If the student has an existing IEP (Individual Education Plan), then a copy of this IEP must forward to us via e-mail. The school will then attempt to address these learning expectations through appropriate accommodations within the online course.

For any out-of-province and international student, the equivalency process below includes, where necessary, an English Language Placement Assessment, a PLAR assessment, all academic records from their school, personal identification and any other pertinent information that would help in placing the student in their correct and appropriate grade/course.

Course Prerequisites

Students must submit evidence that they have successfully completed the prerequisite for any course in which they intend to enrol after they have registered.

Students that do not meet the course prerequisite yet can provide reasonable evidence of prior equivalent study or work experiences may apply for a prerequisite exemption or obtain a Letter of Permission to waive Prerequisite from their local school. Students will be required to submit their school grades and all relevant work/school experience before their request is reviewed.

Tests and Assignments

The number of tests and assignments can vary from one course to another but taken collectively they will account for 70% of a student's final mark. Similarly, the number of types of assignments can vary from one course to another. Examples of assignment types include preparation of study-notes (Cornell-notes), completion of worksheets, questionnaires, crossword puzzles, lab reports, answer to open-ended questions, and the preparation of concept maps from learning activities and simulations. The remaining 30% of a student's final mark comprise the final exam, accounting for 20% and the Independent Research Project for Science courses accounting for 10%. For Math courses, the final exam will account for 30% of the final mark.

Final Exam

Onstudy Academy students are required to take a closed-book final exam at the end of each online course. This final exam must be taken in the presence of an approved proctor. A proctor is a supervisor or monitor who invigilates the final exam being taken and later attests that all procedures for the final exam were properly followed. The student must select the date, time, place and proctor for the student's final exam. The selected proctor, date, time and location must be then approved by Onstudy Academy Administration. All courses will have a final examination or evaluation worth 30% of a student's final mark, for math courses and 20% for science courses which will have an independent research project component worth 10%.

Final Exam Procedure Steps:

- a) The student must meet in person with the proctor who will invigilate the exam.
- b) The student must apply to take the final exam at least two weeks prior to the proposed date by submitting a Proctor Approval Application to Onstudy Academy Administration.
- c) If the proctor is approved, then both student and proctor will be provided with detailed exam instructions via e-mail.
- d) Next, the student and proctor may proceed with the final exam.
- e) Upon completion of final exam, the proctor must sign the Proctor Memorandum provided by Onstudy Academy and indicate that all procedures were followed. A student final grade will not be released until this memorandum has been submitted.

Note, if a student chooses a proctor who charges a fee for his or her service, the student is responsible for this expense.

Attendance and Code of Conduct

Regular attendance in a learning environment is vital to being successful in a course. Students who do not participate in their online course regularly will be less likely to do well in a course. The following processes have been put into place to encourage regular attendance by the student:

1. The Principal will maintain attendance records as it is expected that students and teachers should login to their course on a regular basis.

2. Since we are an online school, there is no prescribed yearly or even semester-based calendar. It is expected that a typical online course will take approximately 110 days or 4 months for the student to complete (assuming a minimum of 1.25 hour per day online participation), but this time may start or end arbitrarily.
3. Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon.
4. To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers.
5. Students who have not completed their course within 12 months from the day of enrollment in that course, will be automatically unenrolled from the course unless they have made an arrangement with Onstudy Academy for an extension to their course.

Students are expected to log into their course *at least three times per week*. Students who have not logged into their courses at least three times per week will be contacted by the course instructor for an explanation. In instances, where the student has not logged in to their course for over one month both student and parent will be contacted. Continued absence from the course will result in a credit not being awarded and the student removed from the course.

Code of Conduct

Onstudy Academy Administration and Teachers will strive to maintain a safe learning environment. In doing so, we will act to protect the dignity, self-esteem and privacy of all students and staff. Every member of our school is expected to treat each other with respect. Any behaviour or actions that undercut our safety school policy will be dealt swiftly by the principal. Examples of behaviour or actions that put at risk that safety of students and staff include disrespectful and abusive language, distasteful comments and harassment.

Consequences to any behaviour or actions that risk safety may include counselling, parental involvement, suspension, expulsion and when required the involvement of legal authorities (police). All steps of action will follow the laws of the Province of Ontario and the Ontario Educational Act.

Reports

Students receive two report cards: (1), a midterm report when approximately 50% of the course material has been completed, and (2) a final report card when 100% of the course material has been completed. Teachers at Onstudy Academy use criterion-referenced assessment and evaluation; student work is assessed and evaluated in a balanced manner with reference to established criteria for the four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance.

Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building

Communication and discussion are essential for successful learning across all disciplines. Onstudy Academy courses provide for a variety of assessment strategies over the duration of the course that may include:

- Contributions to online discussion forums
- Completion of online assignments
- Development of note-taking (Cornell-notes) skills for science courses
- Independent Research Project presentations for science classes
- Peer review of student submissions or presentations

Parental Support

Parents are encouraged to monitor and support the learning of their children by helping them create a studying schedule, and checking on assignment completion and submission and helping their children with time management. Parents are welcome to contact the school with any comments or concerns.

Hardware and Software Requirements

Onstudy Academy uses the Learndash platform. The following hardware and hardware is needed to take the online courses:

- A windows or mac computer capable of accessing online web pages
- A connection to the internet via WiFi hotspots or home network
- An office scanner or mobile scanner (ex. CamScanner) to capture assignments/notes to be sent as attachments in e-mail messages or to upload on our site.
- An e-mail account to send and receive support materials and assignments.
- A webcam with a microphone to communicate via Skype during tutorials.

Guidance Support

Onstudy Academy students are encouraged to direct any specific questions regarding course selection, marks or general guidance support questions through email.

Plagiarism

Plagiarism (especially the stealing of someone else's creative thoughts, words and or ideas) is a very serious academic offence. Therefore, cheating and plagiarism will not be condoned by Onstudy Academy. Science is a collaborative endeavor and some students find it helpful to study together for tests and to work on lab reports together. This type of collaboration is completely acceptable. What is **NOT** acceptable, however, is copying other people's lab or assignments when asked to turn in individual lab reports or assignments and handling it in as your own. Separating assignments/projects into parts and then copying those segments is also unacceptable. Please make sure that all the work you turn in is your own. No credit for a specific piece of work will be granted when a student has committed plagiarism.

The first offence of any work that is concluded as being plagiarized will result in an academic warning. The teacher will notify the office of the offence and the work will be redone by the student. Upon a second offence, the work will be given a mark of zero. A third offence will result in a zero for the submitted work and an academic review by the principal which may result in removal from the course without refund. The parents/guardians will be notified.

Plagiarism includes presenting the work of other students as your own. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Appropriate Use of Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course without refund. Unacceptable behaviours may include, but may not be limited to the following:

- creation and transmission of offensive, obscene, or indecent document or images;
- creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;
- creation of defamatory material;
- creation and transmission that infringes copyright of another person;
- transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet.;
- causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;
- violating the privacy of others online;
- using the network in such a way that it denies the service to others;
- continuing to use software or other system for which the user has already been warned;
- and any other misuse of the network such as introduction of viruses;

Program and Planning

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD).

Onstudy Academy understands the importance and value of completing a secondary education and is committed to reaching every student and helping them achieve a successful outcome from their secondary school experience.

Below is a summary and discussion of the relevant policies set out in *Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS)* as set out by the Ministry of Education.

Available online: <http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf>

Types of Secondary School Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

The common course code of all courses consists both of a five code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

For example: MPM1D Principles of Mathematics

MPM	1	D	
Course Descriptor	Grade of Course	Course Type	
MPM	1 – Grade 9	D	Academic
	2 – Grade 10	P	Applied
	3 – Grade 11	O	Open
	4 – Grade 12	U	University
		C	College
		M	University of College

Grades 11 and 12 Courses

In Grades 11 and 12, students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course.

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace.

Changing Course types: Changing course types in grades 11 and 12 will require the completion of the appropriate prerequisite. In some cases the student may request that the Principal waive the prerequisite. The decision to waive the prerequisite will be made by the Principal in consultation with the student and parents.

Cooperative Education and Other Workplace Experiences.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

Onstudy Academy does not operate a Cooperative Education Program at this time.

Courses offered by Onstudy Academy – Course outlines can be found by visiting

<https://onstudy.ca/courses>

Grade 12

SBI4U – Biology

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics.

Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed

for further study in various branches of the life sciences and related fields. Prerequisite: Grade 11

Biology University Preparation

SCH4U - Chemistry

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information.

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Grade 11 Chemistry, University Preparation

MHF4U – Advanced Functions

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

MCV4U – Calculus and Vectors

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

SCH3U – Chemistry

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

SBI3U - Biology

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Ontario Secondary School Diploma Requirements

18 compulsory credits
 4 English (1 credit per grade)*
 3 Mathematics (at least 1 credit in Grade 11 or 12)
 2 Science
 1 French as a Second Language
 1 Canadian History
 1 Canadian Geography
 1 The Arts
 1 Health and Physical Education
 0.5 Civics
 0.5 Career Studies

Plus ONE credit from each of these three groups:

Group 1: 1 additional credit in English or French as a Second Language**, or a Native language, or a classical or an international language, or social sciences and the humanities (family studies, philosophy, world religions), or Canadian and world studies, or guidance and career education, or cooperative education***

Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a Second Language**, or cooperative education***

Group 3: 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a Second Language**, or computer studies, or cooperative education***

In addition to the compulsory credits, students must:

- earn 12 optional credits (courses you get to choose)†
- complete 40 hours of community involvement activities
- complete the provincial literacy requirement

*A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Onstudy Academy does not operate as a full high school so it does not grant the Ontario Secondary School Diploma. It only grants credits towards the OSSD.

What is a credit?

A credit is a recognition for having taken a course at school or university. It is used as a measure if enough hours have been spent by the student to graduate. A credit is granted upon successful completion of a course which has been scheduled for a minimum of 110 hours. Credits are granted by the Principal on behalf of the Ministry of Education and Training for courses which have been developed by school teachers and approved by the Ministry of Education. A half credit is granted for every 55 hour segment of a 110-hour ministry approved course. Even though learning at Onstudy Academy is self-directed, students are expected to spend time on our learning platform, reading, watching video lesson, completing activities, exploring, discussing and being evaluated. The ability to re-wind video lesson and proceed at your own pace will allow students to spend more time deep learning and be able to achieve their full potential.

Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses. The school principal may replace up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit

requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the OSSD and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript. See the end of this document to view a sample form.

Community Involvement Requirement

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents. For mature students, the principal will determine the number of hours of community involvement activities required. Because Onstudy Academy is not operating as a full high school, any matter regarding community involvement should be directed to the school housing the student's OSR.

Grade 10 Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the

OSSLT, they may not retake it. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Students who pass the course will be considered to have met the literacy graduation requirement. Students who are receiving special education programs and services and who have an Individual Education Plan may receive the accommodations set out in the student's IEP. The EQAO website provides answers to frequently asked questions and also provides preparation materials that parents and students can access at home to help prepare for the test. At this moment Onstudy Academy will not administer the OSSLT since students are expected to have passed this test in grade 11 before they can enrol in grade 12 courses.

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

- 7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education
- 7 required optional credits
- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate

may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits. The PLAR process involves two components: challenge and equivalency. The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Determining equivalency involves the assessment of credentials from other jurisdictions. See the end of this document to view a sample form.

Assessment and Evaluation

Assessment and evaluation of student learning at Onstudy Academy is conducted in accordance with the Ontario Ministry of Education (2010) "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" seven fundamental principles:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- are communicated clearly to students at the beginning of each course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student's course to allow for improvement in learning prior to assessment of learning (evaluation).

Evaluation

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student's achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student

products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

The Achievement Chart

The achievement chart for each course is included in the curriculum policy document for each discipline of study/subject area. The chart provides a reference point for all assessment practice and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking, Communication, and Application. For example, here is the Achievement Chart for Mathematics:

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., inquiry process, problem-solving process, decision-making process, research process)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			

Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

The Achievement Chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement.

Reporting on Student Achievement

Student achievement will be communicated formally to students and parents by means of a report card. The report card focuses on two distinct but related aspects of student achievement:

- 1) the achievement of curriculum expectations and
- 2) the development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Midterm report cards are issued once a student has completed the first 50% of their course. A final report card will be issued after the final exam.

Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations.

Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgment of the student's peers.

Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all coursework and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information:

the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;

- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- confirmation that the student has completed the community involvement requirement;
- confirmation that the student has completed the provincial secondary school literacy requirement;
- confirmation that a student in a Specialist High Skills Major has completed all the requirements;
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Course Withdrawal

Withdrawals occurring within 5 days of the issuing of the first report card from the Onstudy Academy course will result in the mark not being recorded on the OST. A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal. Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST. If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST. Only one credit is earned if course is repeated. In Grades 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation. If the student is currently attending another school - public or private - and is simply taking a single course from Onstudy Academy, then that student's OSR will reside at the school where the student is attending. Where students registered in a publicly funded secondary school, earn a credit or credits with Onstudy Academy, the principal of the publicly funded secondary school is responsible for ensuring that the Onstudy Academy credit is recorded on the student's OST. Onstudy Academy establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of Onstudy Academy.

The OSR contains:

- an OSR folder in Form 1A or Form 1
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card

- additional information identified as being conducive to the improvement of the
- instruction of the student

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access to OSR

Every student has the right to have access to his or her Ontario Student Record (OSR). The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to Onstudy Academy. Identification will be requested on the scheduled viewing date.

Courses available at Onstudy Academy

The following courses are available for enrollment:

Grade 12 Advanced Functions (MHF4U)
 Grade 12 Biology (SBI4U)
 Grade 12 Chemistry (SCH4U)
 Grade 12 Calculus and Vectors (MCV4U)

Grade 11 Biology (SBI3U)
 Grade 11 Chemistry (SCH3U)

References

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Secondary Curriculum

<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Provincial Code of Conduct

<http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Prior Learning Assessment and Recognition (PLAR)

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

Ontario Student Record (OSR) Guideline

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Ontario Student Transcript (OST)

<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

Ontario Community Involvement Requirement

<http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

onstudy.ca

September 2021

Eduardo Marentes

Eduardo Marentes, PhD, OCT
Principal

34. Forms

Request to Waive a Prerequisite, or Substitute a Course, or Grant an Equivalency Credit

Student Last Name _____ Student First Name _____

OEN/Student Number _____ Student Signature _____

Parent Last Name _____ Parent First Name _____

Parent Signature _____ Date _____

I/We ask the principal of Onstudy Academy to:

Waive the prerequisite for the course _____

Substitute the course _____
for the course _____

Grant equivalency credit for the following course _____

Reason for request: (attach note if more space needed).

PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school principal.

Surname: _____

Given names: _____

MIN/OEN: _____

Grade: _____

Gender: __male__female

Date of birth: __year__month__day

School: _____

I wish to challenge for credit for the following course:

Course	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of 10 credits may be granted through the challenge and equivalency processes (combined) for courses in Grades 11 and 12.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- _____ letter(s) of recommendation from teacher(s) familiar with the course expectations
- _____ letter(s) of recommendation from member(s) of the community
- _____ a portfolio of relevant work
- _____ proof of successful relevant experience, e.g., work experience
- _____ proof of independent learning in a relevant area

- _____ a videotape, audiotape, or CD-ROM with samples of relevant work
- _____ proof of relevant prior learning from another educational jurisdiction
- _____ proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100-200 words stating why you want to challenge for credit for this course.

Be sure to include the following:

ways in which the course credit will help you to fulfil your educational and career goals your special interests and skills related to this course

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of principal: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____