OntarioOnlineAcademy
The Cutting Edge in Education

2016

Course Calendar

Last Revised: July 2016

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1. <u>Welcome to Ontario Online Academy (OOA)</u>

OOA was born from the idea that everyone should have access to a quality high school education that is engaging and enjoyable. A secondary school diploma is the gateway to better income and better job options. Increasingly, society respects and desires people who are well educated and knowledgeable. We know that a high school graduate is more likely to earn more, to have better health and to have stronger personal relationships than someone who does not complete high school.

At OOA we are committed to reach every student to help him or her achieve a successful outcome from the high school experience. We do this by providing an opportunity for students to learn in a flexible manner in which they can choose when they will learn, how quickly they will go through the course, and the order in which they will learn the subject matter. By putting students in control of their own learning, they become motivated to learn and develop a self-confidence that is not possible in a traditional school setting.

2. <u>OOA Mission</u>

The mission of OOA is to provide a high quality educational experience for students grounded in high academic standards and the support needed for success, which will help them reach their potential and become confident, motivated, and independent learners. We strive to build an environment that makes it feel easy for students to meet the requirement of remaining in secondary school until they reach the age of eighteen or receive an Ontario Secondary School Diploma (OSSD).

OOA takes a positive youth development approach to education, asserting that all students can achieve academic excellence if they are provided with superior instruction, high standards, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed instructors.

3. <u>OOA Goals</u>

OOA's goals are to:
- Provide a high quality educational experience to students;
- Motivate students to learn independently;
- Use best-practices to continuously improve the courses and their methods of delivery;
- Be responsive to students' needs, both educational and administrative;
- Garner student and parent feedback to improve course delivery and other processes;
- To engage with students both nationally and internationally.

4. __OOA Philosophy__

Our belief is that an exciting, challenging curriculum combined with a supportive educational environment enhances student ability to become motivated, independent learners.

OOA encourages and supports students to achieve to their fullest potential. Some of the skills we work to foster in our students include:
- reflection, organization, and planning;
- problem solving strategies;
- ability to think critically;
- individual expression;
- excellent research skills;
- personal and academic growth;
- confidence.

5. __School Organization__

School Terms and Timetable Organization
Courses can be started and completed on any day of the year. Students can complete courses at their own pace; however, courses must be completed within 6 months of the start date. Students can add as many courses to their timetable as they feel comfortable with.

Reporting Periods
A midterm report is issued once the student has completed 50% of the course and the final report is prepared upon course completion. Students and parents are encouraged to monitor progress continuously by clicking on Course Grades.

6. __Admissions__

In order to be admitted into OOA, students will need to provide the following documents:
- Parental/Guardian Consent Form (for those under 18 years of age);
- Proof of Prerequisite (from student transcript or latest report card with course completion);
- Government Issued Identification (birth certificate, driver's license, passport, or a citizenship card).

For students who plan to make OOA their home school, they must submit the Ontario Student Record Release Form.

Refund Policy
There are no tuition refunds. Administration goes into the establishment of the student account; enrolling the student into the course, contracting the teacher, contacting the school, etc., which means that the tuition cannot be refunded. The decision of the OOA Principal will be considered final in all cases involving requests for course refunds.

7. <u>Computer System Requirements</u>

Hardware Requirements
- Microsoft Windows XP SP2, Microsoft Windows Vista, Macintosh OS X v10.4 or above, or Linux
- 256 megabytes (MB) of RAM - 2 GB recommended
- JavaScript and Cookies must also be enabled.
- Super VGA (800 x 600) or higher resolution
- 16-bit sound card
- Speakers/headphones
- Printer
- Scanner or Digital Camera

Browser Requirements:
- Internet Explorer 8 or higher, Firefox or Chrome
- For Mac uses - Safari 5.1 or higher, Firefox or Chrome
- Browser should have Adobe Flash Player 10.0.32 or above

Internet Connection:
- For a reliable viewing experience at medium quality we recommend a downstream connection speed of at least 700Kbps.

8. <u>Expectations/Code of Conduct</u>

The Ontario Online Academy (OOA) Code of Conduct is based on principles that promote teaching and learning as well as the highest standards of academic excellence and of personal behaviour. These principles include respect, honesty, integrity, responsibility and accountability.

Concerning Academic Activity
OOA is committed to the integrity of student achievement within its courses by promoting academic honesty. All work completed must be completed by the student registered for the course. OOA may review any work or correspondence submitted by a student to determine its authenticity and legitimacy.

In the event that a student's academic activity is flagged as a "concerning academic activity", OOA may ask for the following:
1. A sample of homework.
2. Completion of a proctored midterm exam before receiving a midterm report card.
3. A phone or Skype interview to verify the student's knowledge.

Examples of concerning academic activity:
- A student who is achieving a **mark above 85%** with **limited activity*** in the course.
- A student who is achieving a dramatic mark increase from their prerequisite mark with **limited* activity** in the course.

***Limited activity** includes: Homework not being viewed, forums not being viewed, limited viewing of lessons, receiving perfect on tests/quizzes without viewing lessons, etc.

Academic Offenses
Academic offenses that will result in an automatic expulsion without refund include when a student:
- Shares passwords or evaluation answers with another student with the intent of gaining an unfair academic advantage.
- Uses another individual's account to view course content during a quiz, unit test or final exam at any time while the student is completing an assessment.
- Copies answers from another student's evaluation.
- Uses any device or other form of resource not permitted during the final exam, unless explicitly stated within the student's Individual Education Plan (IEP).
- Submits academic work for assessment that was purchased or acquired from another source.
- Accesses external content during the final exam.

Failure to Comply with the Code of Conduct
All OOA students are responsible for complying with the Code of Conduct. As a general principle, OOA reserves its right to apply a full range of sanctions, including expulsion without refund, to any offence committed by a student. In addition, it is not necessary that a student succeed in actually committing an offence for the full range of sanctions to be applied. For example, an attempt to cheat on a test may be just as serious as actually cheating on a test.

Attendance
Students' regular participation is required to be successful in an online course. Students must make a commitment to login and work through the content in order to successfully complete the credit. The following processes have been put into place to encourage regular attendance by students:
- Courses offered at OOA not have a predetermined login schedule; courses are designed to require student participation of at least 110 hours.
- Students are required to login in at least 3 times per week. Students will be marked absent for failing to do so, up to a maximum of 50 absences.
- The Principal will maintain activity logs tracking how often students and instructors login to their course.
- If a student chooses to withdraw from a course before completion, he/she must communicate his/her intentions to the Principal in writing before any request can be acted upon.
- To encourage attendance, the Principal will work with the curriculum writers to develop manageable assessment and evaluation activities early in the course, in order to give students feedback and identify any existing technology barriers.
- Students are given a timeline of 6 months to complete their course. If a student fails to complete his/her course in that period, he/she will be removed from the course with no opportunity for re-instatement. OOA will consider special circumstances; in order to be eligible for extension he/she must contact the school before his/her course closes.

Plagiarism

Plagiarism occurs when a student presents the words, phrases, ideas or work of another (including certain facts and statistics), as if it were the student's own original work. To avoid plagiarizing, students must clearly acknowledge the source of any borrowed language or ideas that are presented in their work. It is important that students know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased, students must cite their source. Students who are confused about whether a particular act constitutes plagiarism should consult their instructors.

OOA instructors have access to applications which detect plagiarism. Our instructors always investigate cases in which writing does not reflect a student's previously demonstrated style or ability. Students who are found guilty of plagiarism will be dealt with on a case by case basis and could result in removal from the school without refund.

9. __Ontario Student Record (OSR)__

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". Every Ontario school keeps an OSR for each student enrolled at that school. Users of this information are supervisory officers and the principal and instructors of the school. Every student has the right to have access to his or her OSR. The parent(s) or guardian(s) also have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). The information contained in this file is used to track a student's educational history and progress through 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.

When a student is enrolled at both OOA and another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. OOA will not hold the OSR for students who have already graduated at another school.

The OSR contains the following:
- Form 1A
- Provincial Report Card: In the event that a student OOA does not hold a student's OSR, OOA will send these report cards to the school where this OSR is held
- Ontario School Transcript (OST)
- Documentation for such things as IPRC, IEP, psychological assessments, Violent Incident Form, etc.
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

The Ontario Student Transcript (OST) is a cumulative and continuous record of:
1. a student's successful completion of Grade 9 and 10 courses;
2. all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses; and
3. the student's completion of other diploma requirements.

A current, accurate and complete copy of the OST will be included within the student's OSR.

10. Ontario Secondary School Diploma (OSSD) Requirements

According to the Ontario Ministry of Education, the following criteria must be met to earn an OSSD (Source: http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html):

- 30 credits earned (18 compulsory and 12 optional credits);
- 40 hours of community involvement activities completed; and
- the provincial literacy graduation requirement completed: Ontario Secondary School Literacy Test (OSSLT).

Compulsory Credits

Students must earn the following 18 compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade);
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12);
- 2 credits in science;
- 1 credit in Canadian history;
- 1 credit in Canadian geography
- 1 credit in the arts;
- 1 credit in health and physical education;
- 1 credit in French as a second language;
- 0.5 credit in civics;
- 0.5 credit in career studies;

Plus

- One 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, or Canadian and world studies, or guidance and career education, or cooperative education
- One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education
- One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education.

Note

- 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 (e.g., ESLAO, ESLBO, ESLCO, and any one of ENG4E, ENG4C or ENG4U)
- A maximum of 2 credits in French as a second language can count as compulsory credits.
- 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.

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed in the course calendar.

Substitutions for a Compulsory Course

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. The principal will determine whether or not a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript. There are limitations to requesting a substitution, as set out by the Ontario Schools Kindergarten to Grade 12 policy document (http://www.edu.gov.on.ca/eng/document/policy/os/).

Community Involvement

Students must complete 40 hours of community involvement. Effective July 1, 2011, students can start accumulating community involvement hours in the summer before they enter grade 9. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities.

Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the "Eligible Activity List". Students and their parent(s)/guardian(s) have the responsibility for completing the "Completion of Community Involvement Activities" form and handing it in to the school as required. They are also to ensure that the corresponding total number of hours is recorded correctly on the report card. OOA will only grant community involvement hours to students who use OOA as their home school. To receive community involvement records, students will have to fill out the Community Involvement Form.

The following are approved activities for community involvement:
- assistance to seniors;
- environmental projects;
- working with charitable and service organizations;
- community sports and recreation activities;
- specific school-related activities;
- community activities;
- working in health facilities.

It a student is unclear as to whether their activities will be recognized they can submit the Community Hours Proposal Form.

Ontario Secondary School Literacy Requirement

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or if the first attempt at the test was unsuccessful, students may pursue the completion of the requirement through the Literacy Course or through the Adjudication Process.

At this time OOA does not offer the Ontario Literacy Course or Test. If a student wishes to complete either the Literacy Test (or Course) he or she should contact his or her home schools.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

Compulsory Credits (total of seven)	Optional Credits (total of seven)
- two credits in English - one credit in Canadian geography OR history - one credit in mathematics - one credit in science - one credit in health and physical education - one credit in the arts, technological education or computer studies	seven credits selected by the student from available courses

Note: Students are not required to complete Community Involvement Hours or pass the OSSLT. Also, the decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. The principal will determine whether or not a substitution should be made.

Ontario Secondary School Certificate of Accomplishment (COA)

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new COA.

11.   <u>Curriculum</u>

Definition of a Credit

Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education. A **credit** is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A **half credit** may be granted for each 55-hour part of a 110-hour ministry developed course. OOA currently does not offer half credits are for any of the courses currently offered. Students at OOA also have the option to take a course for **noncredit**. In order for a student to be eligible to take a course for noncredit, they must indicate their desire to do so in writing prior to the start of the course.

Types of Courses

Four types of courses are offered in Grade 9 and 10:

1. **Applied** courses lead to college and workplace courses.
2. **Academic** courses lead to university/college and university courses in senior grades.
3. **Locally Developed** courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents.
4. **Open** courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
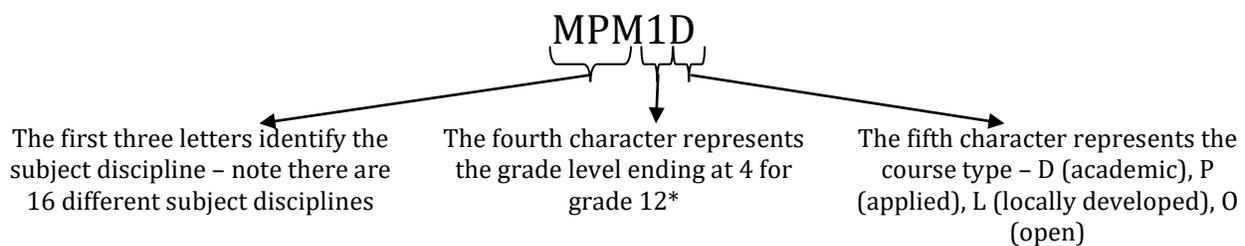
In Grade 11 and 12, courses are offered to prepare students for their post-secondary destinations:
1. **College** preparation courses prepare students for college programs and related careers. Many apprenticeships require college level courses as a minimum.
2. **University** preparation courses are designed to equip students with the knowledge and skills they need for entrance to university.
3. **University/College** preparation courses are designed to equip students for entrance to university and college programs.
4. **Workplace** preparation courses prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs.
5. **Open** courses are appropriate for all students and are not linked to any specific postsecondary destination.

Course Coding System

A course code consists of a course title and a six character code. The Ministry of Education designates the first five characters. A sixth character is determined by the school board.

Example:

MPM1D

The first three letters identify the subject discipline – note there are 16 different subject disciplines

The fourth character represents the grade level ending at 4 for grade 12*

The fifth character represents the course type – D (academic), P (applied), L (locally developed), O (open)

*In the case of an International Language course, the fourth character refers to the level of proficiency as represented by levels A, B, C, and D.

Description of Courses Offered at OOA
In the 2016-2017 year, OOA will be offering the following courses:

Principles of Mathematics (MPM1D)
This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Principles of Mathematics (MPM2D)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 1D

Functions and Applications (MCF3M)
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D or MFM 2PI

Functions (MCR 3U)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D

Mathematics of Data Management (MDM 4U)
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCF 3M or MCR 3U

Advanced Functions (MHF 4U)
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.
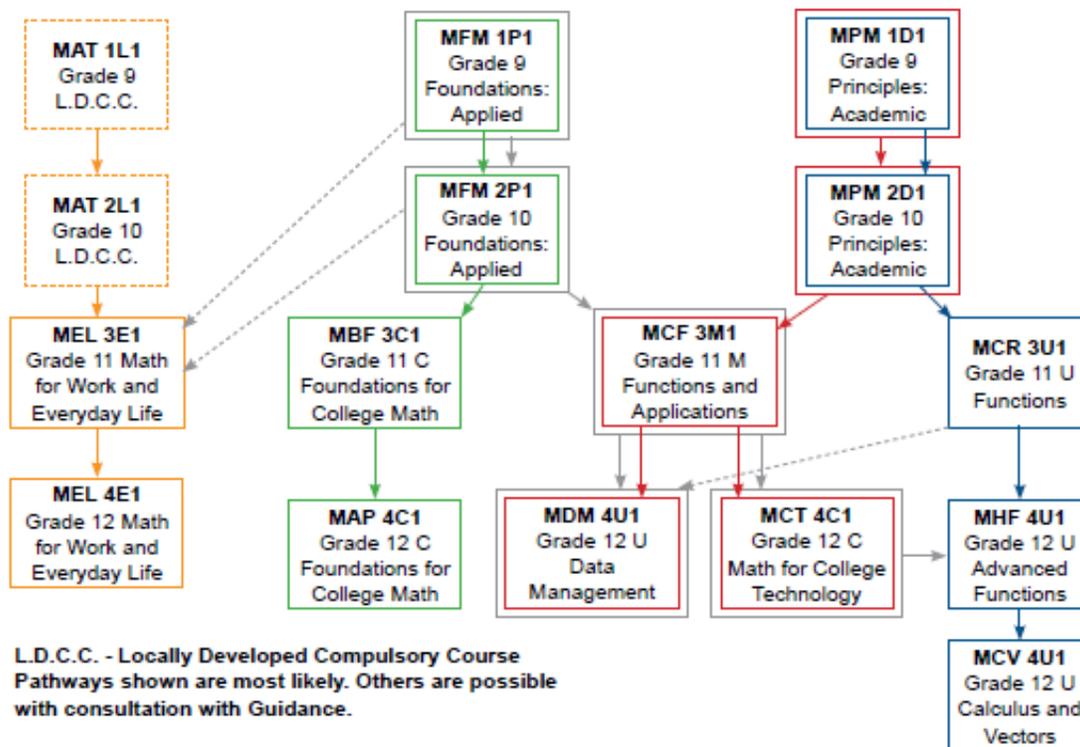
Prerequisite: MCR 3U or MCT 4C

Calculus and Vectors (MCV 4U)
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.

Prerequisite: MHF 4U

Mathematics Course Flowchart

MAT 1L1 Grade 9 L.D.C.C.	**MFM 1P1** Grade 9 Foundations: Applied	**MPM 1D1** Grade 9 Principles: Academic
MAT 2L1 Grade 10 L.D.C.C.	**MFM 2P1** Grade 10 Foundations: Applied	**MPM 2D1** Grade 10 Principles: Academic
MEL 3E1 Grade 11 Math for Work and Everyday Life	**MBF 3C1** Grade 11 C Foundations for College Math	**MCF 3M1** Grade 11 M Functions and Applications / **MCR 3U1** Grade 11 U Functions
MEL 4E1 Grade 12 Math for Work and Everyday Life	**MAP 4C1** Grade 12 C Foundations for College Math	**MDM 4U1** Grade 12 U Data Management / **MCT 4C1** Grade 12 C Math for College Technology / **MHF 4U1** Grade 12 U Advanced Functions
		MCV 4U1 Grade 12 U Calculus and Vectors

L.D.C.C. - Locally Developed Compulsory Course
Pathways shown are most likely. Others are possible
with consultation with Guidance.

How to Gain Access to Courses of Study

Courses of study are available online or by request for student and parent/guardian perusal. These courses of study have been developed according to the requirements of the Ontario Ministry of Education. On different occasions during the school year, parent(s)/guardian(s) are also afforded the opportunity of direct consultation with instructors regarding courses of study, marks, policy, and evaluation methods for specific courses. Outlines of the courses and evaluation structures will be given to all students at the beginning of each course.

Ontario Curriculum Documents

Curriculum documents define what students are taught in Ontario public schools. They detail the knowledge and skills that students are expected to develop in each subject at each grade level. By developing and publishing curriculum documents for use by all Ontario instructors, the Ministry of Education sets standards for the entire province. To access the Ontario Curriculum Document, go to http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html.

Experiential Learning Programs

At this time, experiential learning programs, such as co-operative education and job shadowing, are not offered at OOA.

Policy for Withdrawing from Grade 11 and 12 Courses
The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10 or for ESL/ESD courses. Any Grade 11 or Grade 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. If a student repeats a course previously attempted successfully, both courses will appear on the transcript. Credits are earned only on the first successful attempt. Full disclosure will take effect five instructional days following the distribution of midterm report (50% completion of the course).

Changing Course Types
Students enrolled in one type of course may enroll in a different type of course in a subsequent year. Changing course-streams becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. Nevertheless, a variety of options exists to enable students to make the transition.

When a student plans to switch from one course type in Grade 9 Math to another course type in Grade 10 Math, students must complete a transfer course. Successful completion of the transfer course is recognized by the granting of a ½ credit. OOA current does not be offer transfer credits. A student wishing to change course-stream types between Grades 10 and 11, and/or Grades 11 and 12 may take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take.

Prior Learning Assessment and Recognition (PLAR)
Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Students may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: "challenge and equivalency". The "challenge" process is the process whereby a student's prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course. The "equivalency" process is the process of assessing credentials from other jurisdictions. Contact the Principal regarding the application process.

Reach Ahead Credits
Under certain conditions, elementary students may "reach ahead" to take secondary school courses. The principal of a student's elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enroll in one or more secondary courses. In such a case, the principal assumes responsibility for evaluating the student's achievement and for granting and recording credits.

Elementary students who are eligible to "reach ahead" must also include the following with their registration: (1) Reach Ahead Enrollment Request Form, (2) Reach Ahead Enrollment Request Letter of recommendation from student's current school principal, and (3) Most recent school report card.

Evaluation and Assessment

As a result of the implementation of *Growing Success* instructors are required to teach, assess, and evaluate student work with reference to established criteria as compared to four levels of achievement that are standard across the province, rather than by comparison with work done by other students.

Students will be evaluated based on the provincial curriculum expectations and achievement levels outlined in the secondary curriculum policy documents and by the guidelines for assessment and evaluation as outlined by the provincial Growing Success document. Final grades are 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. This means marks are no longer calculated based on the average achievement of a student.
- 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Assessment for learning is more commonly known as formative & diagnostic assessments. Assessment for learning is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Instructors are now afforded the chance to adjust instruction based upon the needs of the students. Similarly, students are provided valuable feedback on their own learning. OOA offers *assessment for learning* through: email exchanges, discussion forums, Skype conversations, and Google Hangouts.

Assessment of learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments. OOA offers *assessment of learning* through: assignments, quizzes, and tests.

Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning. OOA offers *assessment as learning* through: course checklists, discussion forums, and homework assignments.

Student Achievement Levels

Assessment and evaluation is guided by the Ministry of Education's Growing Success policy document. Student achievement will be communicated formally to parent(s)/guardian(s) by means of the Provincial Report Card, Grades 9 – 12. Information about student reporting, along with yearly communication timelines can be found on the 'Programs' page of the board website. The levels of achievement are associated with percentage grades, and are defined as follows:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100%	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79%	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69%	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59%	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. Habits needed to succeed in school and in life begin early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for post-secondary education and the world of work. These learning skills and work habits also align closely with the goals and areas of learning of the guidance and career education program (outlined in the policy document *Choices Into Action,* 1999). Identified in the chart below are the learning skills and work habits that are the result of the Ministry of Education's research and findings about the skills students need to develop in order to live and work in the 21st century.

Responsibility	• fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	• devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	• independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	• accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	• looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	• sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

Methods of Evaluation
Every course at OOA will consist of assignments, quizzes, tests and a final evaluation. Instructors will use professional judgment in grading all evaluations. A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. All courses at OOA will follow basic predetermined weightings to determine the overall percentage grade.

Assignments
It is the responsibility of all students to ensure that they have completed all of the assignments before writing the final examination. Once the final exam is written, no further assignments may be submitted (unless prior arrangements have been made in the case of special circumstances). Students will receive zeros for any assignments not submitted. Assignments are to be submitted to the drop box, or can be faxed or delivered via conventional mail. If a student submits an assignment via fax or conventional mail, it is the student's responsibility to confirm delivery.

Quizzes
All courses at OOA have unit quizzes. The quizzes are to be completed once the student has completed the first two sections of each unit. All students enrolled in the same course should be similarly evaluated; therefore, all quizzes will use the same format but questions may be different among the students. The quizzes are timed and must be completed within the time allotted.

Tests
All courses at OOA have unit tests. The tests are to be completed once the student completes all sections of a unit. Students in the same course should be similarly evaluated; therefore, all tests will use the same format but questions may be different among the students. The tests are timed and must be completed within the time allotted.

Collaborative Forums
Students will be given a grade for their use of Unit Discussion Forums. The grade will be assessed after the student has completed each unit.

Final Examination
All courses will have final examinations. Students in the same course should be similarly evaluated, which means that final exams will use the same format although particular questions may be different among the students.   Final exams will be written upon completion of the term work for a course (on average 4 months from the start of the course).

How to Setup a Final Exam
All exams are proctored online using the secure convenient services of Examity, a recognized leader in remote test proctoring. To write a final exam students will need access to stable internet, a working computer and a webcam/microphone.

12. Supports and Resources

Guidance and Education and Career Planning Support

OOA will provide basic online counseling with a student to the extent that a student's course selection matches their academic and professional pathway. Due to the online nature of the school, OOA will not provide students with personal counseling unless deemed necessary. OOA recommends students seek Community Career/Training Centres and University/College career centres for further guidance.

Community Resources

OOA encourages students to learn outside of their standard high school courses. For example, students are encouraged to participate or volunteer with various organizations they can explore writing and performance skills that help add to their academic skills. Students are encouraged to seek out and utilize local community services and opportunities to learn about the world of work, explore potential careers, and gain valuable work experience. Various in and out of classroom learning experiences assist all students to make informed career decisions, and in developing the knowledge, skills and attitudes that are essential in today's society.

Student Goal Calendar

After a student signs up for a course, the designated instructor will contact the student to introduce the student to the course. The instructor will learn about the student's schedule and timeline and create a personal goal calendar. The goal calendar will include milestones the student needs to reach by specific date to reach his or her preferred timeline. Although students will have 6 months to complete their credits, it is important they are aware of how to create a schedule to meet their desired goals.

Student Work Progress Intervention

In the event a student has completed less than 10 percent of the course within the first 3 months they will be contacted by their designated instructor and asked to restructure their personal goal calendar. If the student fails to complete the goals set within the new structure after an additional month, the student's guardians will be contacted to inform them of the progress.

English Second Language (ESL)

OOA currently does not offer ESL services. If a student is unsure if they are capable of working through the course content due to language barriers, they should consult with the Principal before moving forward. Students who speak English as an additional language are encouraged to seek ESL services outside of OOA.