

Limestone DSB Secondary Assessment and Evaluation: A Family Guide

Beginning in September 2026, final grades in Limestone DSB secondary courses will include three parts: classroom learning, mandatory final evaluations, and attendance and participation. This guide explains how final marks will be calculated and what the different parts of the mark mean. The details may look different by grade and course, so students and families are encouraged to speak with the classroom teacher if they have questions about a specific course.

What families need to know

Prior to these changes, Grades 9 to 12 secondary school courses were evaluated based on 70% classroom learning and 30% final evaluations or exams. Attendance and participation were not included in students' overall grades. Under the new policy, attendance and participation will now account for a portion of the final grade.

How final marks are calculated

Grade level	Classroom learning	Mandatory final evaluation	Attendance and participation
Grades 9 and 10	65%	20%	15%
Grades 11 and 12	65%	25%	10%

Mandatory final evaluations may include a written exam, culminating task, or another required final assessment, depending on the course.

What final evaluation will my student have?

Use the tables below to see what type of final evaluation is required in different subject areas. Some courses may have special requirements or exemptions. If you are unsure which category applies to your student’s course, contact the classroom teacher.

Courses with a written exam only

Course area	Grades 9 and 10	Grades 11 and 12
English, Mathematics, Science	20% written exam Grade 9 MTH1W: EQAO is the final exam.	25% written exam Includes NBE3U and NBE3C.
Canadian and World Studies	20% written exam Includes Grade 9 Geography, Grade 10 History, Grade 10 Civics and Careers.	See “written exam and culminating task” below.

Courses with a written exam and culminating task

Course area	Grades 9 and 10	Grades 11 and 12
Canadian and World Studies	See “written exam only” above.	15% written exam + 10% culminating task
Arts, Computer Studies, Health and Physical Education, Technological Education	10% written exam + 10% culminating task	10% written exam + 15% culminating task
Business, Social Sciences, and Humanities	10% written exam + 10% culminating task	15% written exam + 10% culminating task
Classical and International Languages, French, Native Languages, First Nations, Métis and Inuit Studies	10% written exam + 10% culminating task	10% written exam + 15% culminating task
Guidance and Career Education	5% financial literacy requirement + 15% culminating task	Generally exempt from mandatory written exams.

Courses and areas generally exempt from mandatory written exams

Grades 9 and 10	Grades 11 and 12
- Grade 9 and 10 locally developed compulsory courses - Guidance and Career Education, except GLC2O - Interdisciplinary Studies - ASL	- Grade 11 and 12 workplace preparation (E) and open (O) courses - Guidance and Career Education - Co-operative Education - Interdisciplinary Studies - ASL

Understanding what attendance and participation mean

Attendance: what counts?				Participation: what does it look like?			
Attendance and participation are part of the final grade because being present in class supports learning. Students should attend regularly, participate actively, complete classroom learning, and be prepared for the final evaluation format in each course. If participation becomes a concern, families and schools can work together early to support success. Will an excused absence lower my child’s mark? No. Excused absences do not lower the attendance mark. Examples may include illness, severe weather, cultural days, holy days, bereavement, mental health, school closures, and approved school activities. What should families do if attendance or participation becomes a concern? Contact the classroom teacher early so the school and family can work together to support the student.				Participation can look like:			
				Participation can include speaking in class, asking questions, listening respectfully, working with others, completing in-class learning activities, and using digital learning spaces appropriately.			
				How evidence may be gathered:			
				- daily observations	- conversations	- student conferences	- anecdotal notes
				- learning journals/ reflection logs	- small-group discussions	- peer/self-assessments	- exit tickets
				- presentations and seminars	- collaborative projects	- think-pair-share activities	- laboratory and practical tasks
				- online discussion forums and digital participation	- classroom leadership	- assignment completion patterns	- attendance and punctuality records