



Students Assessment and Evaluation Policy

Students are more successful as learners when they:

- learn in an environment that is caring, safe, accepting, supportive, encouraging, stimulating, and fun;
- know what they are expected to learn;
- know their learning preferences (e.g., multiple intelligences, learning styles) and how they learn best;
- participate in a variety of learning opportunities that take into consideration their developmental stage, their readiness to learn, their interests, and their learner profile;
- are engaged in learning that is relevant, connected to their world, purposeful, and meaningful;
- know how they will be expected to demonstrate their learning;
- have multiple opportunities to demonstrate key learnings;
- demonstrate their learning in a variety of ways (i.e., write, say, and do)
- are actively involved in the assessment process (e.g., self-assessment, reflective practice, responding to meaningful and purposeful assessment feedback from peers or teacher);
- know that they will be supported throughout the learning process and when they are not demonstrating that they are learning Effective Assessment and Evaluation Classroom Practices.

Students need to value learning to become life-long learners. They are more likely to take responsibility for their own learning when they:

- have an opportunity to identify what they are interested in learning;
- are encouraged to take ownership for their learning;
- are challenged and encouraged to take risks;
- know they will be supported through the learning process; and
- have experienced success.

Teachers can improve student learning by:

- understanding and communicating to the students, in advance of teaching, the curriculum expectations that they are to demonstrate;
- informing students, from the very beginning of the teaching and learning process, about learning goals in terms that students understand;
- becoming assessment literate and able to connect the curriculum, gather the evidence, and determine the grade to reflect student achievement accurately;
- using classroom assessments to build their students' confidence as learners and to help them take responsibility for their own learning, so as to lay a foundation for life-long learning;



- translating classroom assessment results into frequent, descriptive, meaningful, non-judgmental feedback for students, and then providing the students with specific insights as to how to improve;
- adjusting instruction continuously, based on the results of classroom assessments;
- engaging students in regular self-assessment, based on consistent standards, so that students can develop an awareness of the characteristics of good work, develop the ability to evaluate the quality of their own work, develop an awareness of what and how to achieve higher quality of work, and grow over time, thus taking charge of their own success; and
- involving students actively in communicating with their teachers and their families about their achievement status and improvement.

Teachers can develop a greater consistency in assessment and evaluation practice by:

- understanding and implementing school guidelines;
- collaborating with other teachers who teach the same grade, division, subject, students or discipline;
- sharing assessment tools which they use to gather evidence of student learning;
- analyzing results obtained from the use of particular assessment tools to ensure that they have accurately gathered the relevant evidence that was set out in the criteria;
- revising assessment tools appropriately to gather evidence of student learning more accurately;
- providing numerous and varied opportunities for students to demonstrate their achievement; and

Teachers can provide clarity in reporting by:

- understanding the achievement chart categories and levels for their particular subject or discipline;
- understanding the relationship of the curriculum expectations to the achievement chart categories;
- providing numerous and varied opportunities for students to practice and then demonstrate their achievement;
- ensuring that ongoing assessment and evaluation takes into consideration students' most consistent and more recent level of achievement;
- observing and assessing students regularly as they demonstrate their learning skills; and
- communicating clearly to parents and students what is being done well, what needs to be improved, and how to make suggested improvements.



ASSESSMENT

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. A range of assessment methods (paper-pencil assessments, performance assessments, personal communication assessments) and evaluation tools (e.g., rubrics, marking schemes, and anecdotal comments) are necessary to gather evidence of learning. As part of assessment, teachers provide students with descriptive feedback that guides their efforts toward improved performance. Before a final evaluation of student achievement is made, teachers provide opportunities to allow students to practice demonstrating their knowledge and skills across all four categories, stay on track and provide descriptive feedback to guide student efforts toward improved achievement.

Assessment can take place before learning through diagnostic assessment to determine students' prior strengths or learning gaps, or during learning, using more informal methods of assessment which can include observation, performance, or student-teacher conference as well as quizzes and written assignments throughout the learning process.

EVALUATION

Assessment of Learning focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time. It is the traditional approach, typically using examinations, tests, quizzes, essays, etc., to test what students know and are able to do. Evaluation involves marking individual samples of a student's summative tasks and assigning a level of achievement to represent the degree to which the student has demonstrated the overall expectation.

REPORTING

Reporting involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STUDENT RESPONSIBILITY

It is made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

LATE POLICY

5% will be deducted for each day that an assignment is overdue. Exemptions will be given for extenuating circumstances.