

ORANGEVILLE CHRISTIAN SCHOOL

Policy: *Student Assessment, Evaluation & Reporting*

Approved: November 2017

The following student assessment, evaluation and reporting guidelines have been designed to align and reflect the ministry policy entitled, “*Growing Success -- Assessment and Evaluation in Ontario Schools*”.

“It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it and however neatly quantifiable may be our “results”, assessment is closer to an art than a science. It is, after all, an exercise in human communication.”
(Sutton, p. 2)

Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010, pg. 29

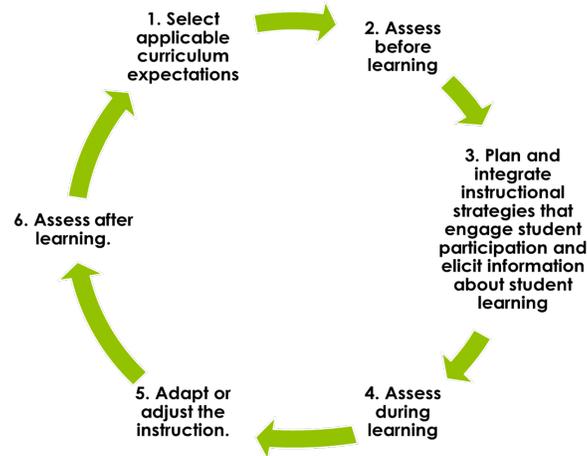
Assessment, Evaluation, and Reporting in Christian Context

The distinctive nature of Christian education intends that Christian faith be integrated into all educational practices. The OCS *Graduate Profile* includes a summary of these teachings which are woven into both instruction and assessment practices. Both the curriculum at OCS and the *Graduate Profile* articulate what students are expected to know and do and what the expectations are for students as they continue their faith journey, build the Kingdom of God and follow Jesus Christ. Assessment and evaluation practices at OCS recognize and affirm our Christian faith by:

- respecting the dignity and worth of all students;
- providing opportunities for success for all students;
- being ‘just’ and ‘compassionate’ by providing a variety of opportunities for students to demonstrate their learning;
- fostering life-long learning by helping all students recognize their God-given abilities to learn and grow;
- reflecting the holistic nature of assessment which integrates the nature of learning and faith formation.

A. The Assessment Cycle of Learning

Assessment and evaluation are an integral part of the learning process at every grade level and therefore must be planned in conjunction with curriculum expectations. There is a direct link between curriculum expectations, instruction, assessment, and evaluation.



B. Purposes of Assessment and Evaluation

The purpose of assessment and evaluation is to improve student learning. There are three types of assessment: *assessment for learning*, *assessment as learning* and *assessment of learning*.

- ***Assessment for learning*** is often referred to as both diagnostic and formative. It is diagnostic in nature when it occurs before instruction begins and is intended to identify students' readiness in relation to the curriculum, so that the content and strategies can be designed to best meet the needs of the students. This type of assessment may also be utilized to obtain information about the interests and learning preferences of the student. It is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the curriculum expectations so that teachers can plan instruction. Because it acts like a pre-test before any instruction has taken place, it must never be used as part of the evaluation of student achievement. Assessment for learning can also be formative in nature because it occurs frequently and in an ongoing manner while students are still gaining knowledge and practicing skill. It is used by teachers to monitor students' progress towards achieving the overall goal and specific expectations of the curriculum so teachers can scaffold and differentiate instruction in response to student needs.

- ***Assessment as learning*** is often referred to as formative evaluation. It is used throughout the teaching/learning process and is intended to improve both teaching and learning. It is for "in-flight" correction, helping both teachers and students see how well the objectives are being met and identifying readiness for next steps. The teacher can then make adjustments to the instructional program, and students can self-assess and peer-assess as they reflect on their learning, set goals and monitor their own progress.
- ***Assessment of learning*** is often referred to as summative assessment. It occurs at or near the end of a period of learning and may be used to inform further instruction. It is intended to summarize students' learning and this summary is used to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. This information is used to support the communication of information about achievement to students themselves, parents, and teachers.

C. Fundamental Principles of Effective Assessment and Evaluation

To ensure that assessment, evaluation, and reporting are valid and reliable, and they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, and those who are learning the language of instruction;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are on-going, 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 on-going 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.

D. Performance Standards

Assessment and evaluation will be based on both content standards and performance standards. The content standards are the curriculum expectations identified by each subject or discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work. The performance standards are the framework within which to assess and evaluate student achievement of expectations in a particular subject or discipline.

Level	Percentage	Letter Grade	Qualifiers	Work Criteria
4+	98-100	A+	Advanced	I work independently. I have no minor errors. I explain things clearly and appropriately in a variety of ways. I communicate clearly and confidently. All of my academic goals are met and extended.
4	94-97	A		
4-	90-93	A-		
3+	85-89	B+	Proficient	I work independently. I have few minor errors. I explain things clearly and appropriately. I communicate clearly. Most of my academic goals are met.
3	80-84	B		
3-	75-79	B-		
2+	70-74	C+	Partial	I need some assistance. I have several minor errors. My explanations are incomplete. I communicate with some clarity. More than half of my academic goals are met.
2	65-69	C		
2-	60-64	C-		
1+	56-59	D+	Minimal	I need assistance. I have several major errors. I do not explain things well. I have trouble communicating clearly. Few of my academic goals are met.
1	53-55	D		
1-	50-52	D-		

Achievement should be identified by four categories of knowledge and skills that are common to all subject areas and disciplines. The categories are defined by clear criteria within which the expectations for any given subject course can be organized. The four categories of knowledge should be considered as interrelated reflecting the wholeness and interconnectedness of learning. These categories of knowledge and skill are as follows:

- **Knowledge and Understanding:** subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking:** the use of critical and creative thinking skills and/or processes.
- **Communication:** the conveying of meaning through various forms.
- **Application:** the use of knowledge and skills to make connections within and between the various contexts.

In all subjects, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across the four categories of knowledge and skills.

OCS utilizes criterion-referenced assessment and evaluation (as opposed to norm-referenced). This means that teachers will assess and evaluate student work with reference to established criteria for four levels of achievement as standards, rather than by comparison with work done by other students, or through the ranking of student performance or with reference to performance standards developed by individual teachers for their own classrooms.

E. Learning Skills, Work Habits and Social Skills

- The development of learning skills, work habits and social skills is an integral part of student learning. The evaluation of learning skills, work habits and social skills, apart from any that may be included as part of a curriculum expectation in a subject or course should not be considered in the determination of a student's grade. Assessing, evaluation and reporting on the achievement of curriculum expectations and on the demonstration of learning skills, work habits and social skills separately allows teachers to provide information to the parents and students to each of the two areas of achievement.
- Learning skills, work habits and social skills include responsibility, organization, independent work, collaboration, initiative and self-regulation (see *Learning Skills, Work Habits & Social Skills Rubric*).

F. Evaluation and Reporting

- Evaluation refers to the process of judging the quality of student learning on the basis of the established performance standards and assigning a value to represent that quality. Evaluation communicates to parents, students and administration students' knowledge and achievement with respect to the overall curriculum expectations. *Evaluation is based on assessment of learning.*
- Evidence of student achievement for evaluation is collected over time and from three different sources: **observations, conversations, and student products** such as tests or rich assessment tasks.
- Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. The teacher will consider that some evidence carries more weight than other evidence.
- Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and will represent a student's achievement of overall curriculum expectations as demonstrated to that point.
- To ensure equity for all students, assignments for the evaluation are to be completed under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills and prepare for the next class.
- Assignments for evaluation may involve group projects as long as each student's work within the group is evaluated independently and assigned an individual mark as opposed to a common group mark.
- If a teacher uses an "incomplete", the letter "I" will be used on the report card. An "I" may be used if the teacher has insufficient evidence to evaluate the student based on significant absence or incomplete work.
- Students are responsible for providing evidence of their achievement of the curriculum expectations within the time frame specified by the teacher. For missed or incomplete assignments, the teacher will, in collaboration with the student and perhaps the parents, facilitate the opportunity to complete the work and demonstration of learning.
- All teachers must keep accurate records of assessment and evaluation information for each student which may include anecdotal notes, grades, checklists, and student self-assessment indicators such as feedback and goal setting information.
- Every teacher will collaborate often with colleagues to share information about grading, testing, and exemplars to ensure transparency and fairness.
- Teachers may provide opportunity for retesting and correction when appropriate at the discretion of the teacher in order that students may achieve maximum understanding.
- Reports cards are issued to students at the close of each semester. There are currently two semesters of instruction at OCS for students in grades 1-8. There are three terms of instruction for students in kindergarten.

- Semester grades are posted on the report cards for grades 1-8 and term grades for Kindergarten students.
- For grades 1-6 letter grades are used. For grades 7-8 a percentage grade is used. The Learning skills are measured by the following:

Learning Skills	
Excellent	E
Good	G
Satisfactory	S
Needs Improvement	N

G. Students with Special Education Needs

- A pass-fail method may be used for students of very low ability only after discussion with parents and with the support of the Special Education Resource Teacher (SERT) and Principal.
- Students with an IEP (Individualized Education Plan) with accommodations only (environmental, instructional, assessment) do not have any alteration in curriculum expectations and therefore need not indicate on the report card the accommodations the student required for achievement.
- With respect to students with an IEP indicating modifications (either in complexity or grade level) the teacher must check the “IEP” box and indicate that the achievement is based on a modified program.

H. Teacher Comments

Report Cards provide space for teachers to make anecdotal notes about student’s achievement of curriculum expectations. Teacher will write comments using consistent vocabulary and descriptors as they focus on what the students have learned, describe significant strengths and identify next steps for improvement. When appropriate, teachers may make reference to certain curriculum strands particularly in the areas of numeracy and literacy as well as a focus on the learning skills. The comments describe in overall terms students’ knowledge and demonstrated ability and provide parents with personalized, clear, precise, and meaningful feedback. In addition, teachers will also strive to help parents understand how they can best support their children at home.