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# CURRICULUM AND INSTRUCTION

4000

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## ASSESSMENT AND EVALUATION PROCEDURES

4021

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### 1. Policy Statement

The primary purpose of assessment and evaluation is to improve student learning.

#### 1.1 Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

##### 1.1.1 Assessment for learning:

- the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go next, and how best to get there.

##### 1.1.2 Assessment as learning:

- the process of developing and supporting students in reflecting on their own thinking and work and that of others.

##### 1.1.3 Assessment of learning:

- the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time.

#### 1.2 Evaluation

The final judgment made about student achievement based on assessment of learning.

### 2. Guiding Principle #1

Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis or Inuit.

#### 2.1 Fair assessment and evaluation practices are valid and reliable.

2.1.1 Valid assessment and evaluation activities measure student performance on those expectations which have been taught and allow students to demonstrate achievement of those expectations at all four levels, as described on the achievement charts in the curriculum documents.

2.1.2 Reliable assessment and evaluation practices will produce similar grades or percentage marks for students with similar knowledge and skills and consistent results for any individual student.

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- 2.2 Transparency is achieved when student learning is assessed and evaluated according to clear standards outlined in the curriculum expectations provided in all curriculum documents from Kindergarten to Grade 12, and according to the four categories of knowledge and skills and the four levels of achievement outlined in the achievement chart that appears in every curriculum document.
- 2.3 Equity is “a condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.” (*Growing Success*, p. 147)
- 2.4 Assessment and evaluation practices support all students. Accommodations must be provided for English language learners who are beginning to acquire English as a new language, as well as for those with special and unique learning needs.
  - 2.4.1 Changes to assessment and evaluation practices may be made to accommodate individual needs, consistent with the Individual Education Plan.
  - 2.4.2 Overall and specific expectations may be modified, and such modifications will be noted in the Individual Education Plan.
  - 2.4.3 The secondary principal will determine whether achievement of the modified expectations is sufficient for granting of a credit.
  - 2.4.4 “Schools are responsible for ensuring effective and appropriate instructional and assessment practices that meet the unique needs of First Nation, Métis and Inuit students.” (*Growing Success*, p. 7)

3. Guiding Principle #2

Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, adult students and the school.

- 3.1 Assessment and evaluation practices must provide students with opportunities to develop self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.
- 3.2 Students are responsible for being academically honest in all aspects of their schoolwork. (see Appendix A: Cheating and Plagiarism)
- 3.3 It must be made clear to students early in the school year that they are responsible for providing evidence of their achievement of the overall expectations and learning skills and work habits within established time frames. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting them late. (see Appendix B: Late and Missed Assignments)

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3.4 Teachers, in consultation with principals, are responsible for assessing, evaluating and reporting on student achievement in the two separate areas of curriculum expectations and of learning skills and work habits.

4. Guiding Principle #3

Assessment and evaluation practices and procedures must be communicated clearly to students, parents/guardians and adult students.

4.1 Communication involving assessment and evaluation practices must be provided to students, parents/guardians, and adult students at the beginning of the school year or course and at other appropriate points throughout the school year or course.

4.2 Assessment and evaluation practices will provide students with ongoing feedback that is clear, specific, meaningful and timely to support improved learning and achievement.

4.3 Teachers will regularly communicate with students, parents/guardians and adult students about student progress using a variety of means.

5. Guiding Principle #4

Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.

5.1 Lakehead District School Board will publicly report school and Board results on provincial assessments and tests.

5.2 Lakehead District School Board will not compare or rank individual schools on the basis of student performance on any internal or external evaluation.

5.3 Except for the purposes of conferring scholarships and awards, student marks will not be publicly compared or ranked.

6. Guiding Principle #5

Consistent reporting practices will ensure that all students, parents/guardians, and adult students receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Kindergarten to Grade 12.

6.1 “Determining a report card grade or percentage mark will involve teachers’ professional judgment, interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence” (*Growing Success* p. 39). Mathematical averaging of marks is in conflict with this statement.

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- 6.2 The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or the student's peers.
- 6.3 For Grades 9 to 12, a final grade, recorded as a percentage mark, will be determined as follows:
- 6.3.1 Seventy percent of the grade will be based on evaluation conducted throughout the course.
- 6.3.2 Thirty percent of the grade will be based on a final evaluation administered towards the end of the course.
- 6.4 For Grades 9 to 12 marks below 50 percent will be assigned. There will not be a lower limit of marks established. (see Appendix C: Lower Limit of Marks)

7. Guiding Principle #6:

Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.

- 7.1 Learning skills and work habits demonstrated by students must be assessed separately from achievement of curriculum expectations using the following six categories:
- responsibility;
  - organization;
  - independent work;
  - collaboration;
  - initiative; and
  - self-regulation.

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- 7.2 Student achievement of the overall curriculum expectations must be evaluated in accordance with the achievement charts in the provincial curriculum and reported using letter grades in Grades 1 to 6 and using percentage marks in Grades 7 to 12. The four levels of achievement will be aligned with letter grades and percentage marks as follows:

Achievement Level	Letter Grade	Percentage Mark Range
4+	A+	95 – 100
4	A	87 – 94
4-	A-	80 – 86
3+	B+	77 – 79
3	B	73 – 76
3-	B-	70 – 72
2+	C+	67 – 69
2	C	63 – 66
2-	C-	60 – 62
1+	D+	57 – 59
1	D	53 – 56
1-	D-	50 – 52

8. Review

These procedures will be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	June 18, 1991 (previously Student Evaluation Procedure)	
	<u>Date Revised</u> January 2000  <u>Revision Approved:</u> June 12, 2001 February 28, 2012 February 25, 2020	