

# HOW IS STUDENT PERFORMANCE ASSESSED?

Teachers assess student achievement of course expectations and demonstration of learning skills.

## STUDENT ACHIEVEMENT OF COURSE EXPECTATIONS

Over the entire course, students' achievement of expectations is assessed in four categories:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

Each summative assessment activity will measure one or more of these four categories. Students will be provided with numerous and varied opportunities to demonstrate their achievement across all four categories. Achievement in each category is assigned a level based on the following provincial criteria:

Level 4 – A very high to outstanding level of achievement of the expectations.

Level 3 – A considerable level of achievement; the provincial standard,

Level 2 – A moderate level of achievement,

Level 1 – A passable level of achievement,

Below Level 1 – Insufficient achievement of the expectations to pass.

The teacher determines the student's most consistent level of achievement by evaluating the evidence collected on assessment activities throughout the course. The individual assessment results are not averaged. The teacher then determines where that achievement lies within the range for that level (e.g. 3-, 3, 3+).

## STUDENT DEMONSTRATION OF LEARNING SKILLS

Learning skills will be assessed in every course according to the criteria, which have been clearly communicated to students. Although learning skills have a significant impact (positive or negative) on achievement, the evaluation of the learning skills will not be included in the determination of the student's percentage grade.

Five areas of Learning Skills are assessed:

- Works independently
- Teamwork
- Organization
- Work Habits/Homework
- Initiative

These are evaluated using a four point scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs improvement

## Types of Assessment

*Diagnostic Assessment is the process of **assessing what students know and are able to demonstrate prior to instruction.** This variety of assessment helps determine starting points and helps the teacher program appropriately for individual students. It is rarely used in determining the student's grade.*

*Formative Assessment is the process of **assessing what students know and are able to do as they progress through the learning and practice opportunities.** This type of assessment provides ongoing, meaningful feedback to help students improve as the learning/practice builds.*

*Summative Assessment is the process of **assessing what students know and are able to do at certain points in the learning process.** These assessments, such as end-of-unit test and performances, are used to determine the student's grade.*

## Grading and Reporting At-A-Glance

### Mid Term Grading

Based on professional judgement and the weight of the evidence provided by the student, the teacher will assign a percentage grade to represent the student's most consistent and (where applicable) most recent overall level of achievement. Therefore, mid-term report card marks will be one of the following listed below. However, for grades that will be submitted to post-secondary destinations for the purpose of admissions – teachers should assign grades across the full range of numerical values from 0 – 100%.

Level	% Grade	Interpretation
4+	94-100	Higher Range (Level +) Indicates solid, consistent demonstration of all indicators for the level and possibly some signs of performance at the level above.
4	89	
4-	83	
3+	78	
3	75	
3-	72	Mid Range (Level) Indicates solid, consistent demonstration of most of the indicators for the level.
2+	68	
2	65	
2-	62	Lower Range (Level -) Indicates demonstration of some of the indicators for the level and possibly some signs of performance at the level below.
1+	58	
1	55	
1-	52	
R	45	Indicates that the student is able to achieve some course expectations in limited ways; however, achievement is insufficient to warrant granting of a credit.
	40	Indicates that the student has difficulty achieving most of the course expectations.
	35	Indicates that the student has difficulty achieving any course expectations.
	30	Indicates that the student has missed or failed to complete some summative evaluation activities and that evidence of achievement is insufficient to warrant the granting of a credit.
	20	Indicates that the student has provided little or no evidence of achievement.

### Semester End Grading

The grade at the end of the semester is determined through a mathematical calculation (70% Term + 30% Final Evaluation Activity).



## ASSESSMENT & EVALUATION

ST. ANNE'S CATHOLIC SECONDARY SCHOOL AND  
ST. MICHAEL CATHOLIC SECONDARY SCHOOL

### GUIDE FOR PARENTS/GUARDIANS

Assessment, evaluation, grading and reporting are conducted in the faith-centred environment of Catholic education. Teachers and administrators affirm our Catholic values in daily classroom practice.

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**Faith and Learning ... Celebrating  
the Journey.**