

Huron-Perth Catholic District
School Board



**PROCEDURES
DOCUMENT**

for

- ✓ **Assessment**
- ✓ **Evaluation**
- ✓ **Grading**
- ✓ **Reporting**

- ~ **Elementary** ~

ELEMENTARY SCHOOL PROCEDURES

Assessment, Evaluation, Grading & Reporting Grades K – 8

1.0 Assessment and Evaluation in a Catholic Context

Preamble:

This procedures document has been initiated to ensure that assessment, evaluation, grading and report practices in all Huron-Perth Catholic District School Board schools are consistent with system philosophy, strategic priorities and Ministry of Education policy.

The tenets of Catholic education call us to create assessment practices that recognize unique and positive characteristics of each learner's profile in a context of respect for the personal dignity of both student and educator. A variety of assessment strategies must be regularly used, in conjunction with instruction, to ensure that students attain high levels of knowledge, acquire the necessary intellectual, interpersonal and communication skills and are able to act from a set of Christian values. Feedback and evaluations must challenge students to reach their full potential and allow them multiple opportunities to demonstrate their learning in unique ways.

In brief, assessment and evaluation in a Catholic context means our practices recognize and affirm our Catholic values by:

- respecting the **dignity** of all learners
- incorporating **successful** experiences for **all** students
- being “**reconciling**” in nature, that is by providing multiple opportunities for students to demonstrate their learning
- fostering **life-long learners** and recognizing the God-given capacity of each person to learn and grow throughout their lives
- reflecting the **holistic** nature of assessment which integrates the nature of **learning** and **faith** development.

2.0 Assessment and Evaluation of Student Achievement of Curriculum Expectations

Assessment is gathering, recording and analyzing information about individual student achievement, group learning and program effectiveness.

Evaluation and Grading is judging the quality of student work on the basis of established criteria and assigning a value to represent the quality.

Reporting is sharing clear and accurate information about student achievement with the student, parent/guardian and other educators.

2.1 *The Kindergarten Program, 1988* contains expectations for all five areas of learning in Kindergarten. These 5 areas are:

Language

Mathematics

Science & Technology

Personal & Social Development

The Arts

[Note: Spiritual Development is also a part of student assessment in Catholic schools.]

The major tool used for assessing and evaluating in Kindergarten is **observation**, with comments recorded in **anecdotal notes**. Other methods (e.g. portfolios, checklists, and developmental profiles) may be used to gather and record assessment data.

2.2 Grades 1 through 8 teachers in all discipline areas shall use the subject specific achievement charts found in *The Ontario Curriculum Grades 1-8* curriculum documents as a framework for assessing, evaluating, grading and reporting student achievement of the learning expectations for the appropriate grade level. The achievement charts shall provide a reference point for all authentic assessment practices. This includes the assignment of letter grades or percentage grades when grading student performance at designated reporting times.

2.3 Teachers shall align authentic assessment, evaluation, grading and reporting practices with curriculum expectations by incorporating a variety of appropriate assessment methods, strategies and instruments into their teaching practice. Teachers shall select appropriate assessment methods and strategies that will allow them to assess and evaluate student achievement of the overall and specific expectations of the course related to the four categories of knowledge and skills.

ASSESSMENT AND EVALUATION OF FOUR CATEGORIES OF KNOWLEDGE AND SKILLS

CURRICULUM PROGRAM	ACHIEVEMENT CATEGORIES
Religion and Family Life	Knowledge and Understanding Thinking and Inquiry Communication Application of Gospel Values
Language	Organization of Ideas Reasoning Communication Application of Conventions
French as a Second Language: Core French French Immersion Gr. 1-8	Communication Comprehension Organization of Ideas Application of Language Conventions
Mathematics	Understanding of Concepts Problem Solving Communication Application of Procedures
Science and Technology	Understanding of Concepts Inquiry and Design Skills Communication Relating Science and Technology to Each Other and the World
Social Studies / History and Geography	Understanding of Concepts Inquiry/Research and Map Skills Communication Application of Concepts and Skills
Health and Physical Education	Understanding of Concepts Movement Skills Communication Active Participation
The Arts	Understanding of Concepts Critical Analysis and Appreciation Communication Performance and Creative Work

3.0 Types of Assessment

Assessment practices form an integral part of the continuous school renewal process. Information gleaned from various assessment strategies is used to:

- ***optimize student learning***
- ***modify instruction methods and programs***
- ***renew curriculum design***
- ***allocate resources***
- ***make other decisions at both local and system levels***

3:1 The three main types of assessment and evaluation are **diagnostic, formative, and summative**. Each type of assessment and evaluation contributes to the improvement of student learning.

Teachers shall use diagnostic, formative and summative assessment tools. Teachers shall track data from all four categories of the achievement chart, using appropriate strategies (e.g. student files, portfolios, separate page in teacher's record book).

3.2 **Diagnostic Assessment is undertaken to identify the level of students' prior learning so that appropriate instruction can be provided. Diagnostic assessment strategies include: pretests, running records, observations, checklists, and student feedback.**

i) Use of Diagnostic Assessment

Teachers usually collect data about students' **prior knowledge and skill development** before beginning a teaching/learning cycle in a unit of study. These initial diagnostic assessments may be made using both formal and informal assessment strategies. Examples of an informal diagnostic strategy are a teacher's observational data of student performance during classroom instruction or insights gained from student feedback. Examples of formal diagnostic strategies are pre-tests or observational checklists.

ii) Diagnostic assessment activities, such as pretests, running records, and brainstorming, shall be used to determine students' strengths and learning needs in order to plan, modify and adjust instruction or provide alternative learning opportunities.

Diagnostic assessment is **not** to be used in report card grading.

3.3 **Formative Assessment is the ongoing assessment of learning undertaken to improve instruction and student performance by providing useful feedback. Formal assessment strategies include: observational notes, student logs or journals, portfolios, rubrics, and self and peer reflection.**

i) Use of Formative Assessment

Formative assessment data is collected frequently throughout the teaching/learning process to monitor student learning and help students acquire the knowledge and skills they will be required to demonstrate for evaluation. Through formative measures, teachers will know whether it is necessary to re-teach a topic or skill and/or redesign an activity, a lesson, an assessment strategy or a recording device. Through formative assessments, teachers gain valuable insights as to how the students are responding to the instructional activities and make changes to the program accordingly. The information gathered about the effectiveness of the program will guide teachers in making appropriate adjustments.

ii) Ongoing formative assessment, such as observations, anecdotal notes, and portfolios, shall be used to monitor student performance and provide feedback in an effort to enhance and improve learning instruction. Formative assessment data shall be recorded to support the teacher's professional judgment. Formative assessment would generally not be used for report card grading; however, in cases where teachers lack sufficient evidence of student achievement, due to illness or missed assignments, they may refer to formative assessment tasks.

iii) Student self assessment promotes students' ability to assess their learning and to set specific goals. Student self assessment shall not be used in the determination of grades; however, it should be used to help students become reflective and take ownership for their learning.

3.4 Summative Assessment is undertaken to measure learning progress and proficiency, at the end of a unit, term or program, in relation to curriculum expectations and established levels of achievement. Summative assessment strategies include: oral/written tests, performance-based tasks, task-specific rubrics, and learning logs.

i) Use of Summative Assessment

Summative tasks occur throughout the reporting period and should consist of a variety of culminating assignments, rich performance tasks, projects and tests which provide opportunities for students to demonstrate that they are achieving the specific expectations as outlined in the curriculum. Summative tasks shall be regularly monitored in class by the teacher. When appropriate, accommodations and/or modifications to support individual student learning needs shall be incorporated into the design of the summative evaluation activities.

Teachers shall use data gathered through summative tasks to evaluate and grade student performance. Summative tasks may be subtasks completed part way through a unit or culminating tasks at the end of a unit or grading period. **Summative tasks shall take place after students have had an opportunity to**

develop the required knowledge and skills to demonstrate their learning in related contexts and have received feedback to improve their performance.

ii) **Summative evaluation activities shall combine expectations from all four achievement categories.**

Teachers shall use the framework of the achievement chart along with the prescribed expectations to clarify the criteria for evaluation within the categories of knowledge, skills and applications in order to specify the expected level of performance. All summative activities must allow for the full range of levels within the achievement chart including level four. When appropriate, teachers shall develop in collaboration with colleagues and/or students, assessment and evaluation instruments (e.g., checklists, rubrics). These shall guide the preparation for and evaluation of summative activities. **The criteria for summative evaluation shall be determined at the beginning of instruction and shared with students and parents/guardians.**

iii) Group work is a valuable tool for formative assessment and assessing learning skills; **however, when conducting summative assessments, students must be assessed on their individual achievement of the curriculum expectations.**

4.0 Assessment and Evaluation of Learning Skills

- 4.1 When determining the student's level of achievement in each of the learning skills, teachers shall consider the student's achievement of the identified descriptors. In cases where program expectations have been modified for a student on an Individual Education Plan or for English Second Language/English Skills Development, student achievement will be determined in light of the modified expectations.

The evaluation of the learning skills shall not be included in the determination of the student's grade (letter or percentage mark). In subjects such as The Arts and Physical Education, which have learning skills embedded within the curriculum expectations, the appropriate learning skills may be used in determining the student's grade (letter or percentage mark).

- 4.2 Learning skills shall be assessed continuously according to a defined learning skills profile, which has been clearly communicated to students. Learning skills shall be reported separately from student achievement of the curriculum expectations.
- 4.3 The student's demonstrated learning skills will be evaluated using the four - point scale (E - excellent, G - good, S - satisfactory, N - needs improvement).

5.0 Absences, Lates, Missed Assignments and Plagiarism

In the context of this section, our Catholic virtue of “reconciliation” needs to be viewed as a healing process with a common structure:

- *a problem to be overcome*
- *a solution to this problem*
- *a strategy to achieve the solution*

5.1 Kindergarten, Primary and Junior Grades

- In Kindergarten, Primary and Junior grades, teachers shall employ instructional strategies in which students take increased responsibility for task and project completion as appropriate to their age and grade. While absences and lates may significantly impact on student achievement, attendance and punctuality shall not unduly influence the determination of a student’s achievement.
- Late penalties do not apply (marks shall not be deducted);** however, the teacher shall record the assignments as late. Teachers shall maintain continuous communication between home and school and shall communicate missed assignments to the student’s parents/guardians for larger summative assignments. This may be done via the Incomplete Work Notification Form (see Appendix A).

This information shall be communicated in the learning skills section on the report card. This is to determine if a pattern of lateness is an issue with the student enabling the teacher to create an accurate learning skills profile, as well as to encourage students to take ownership for their learning.

5.2 Grades Seven and Eight

- While absences and lates may significantly impact on student achievement, attendance and punctuality shall not be used in the determination of the student’s percentage grade. If a student is absent at the time of an assessment or summative evaluation activity, the activity shall however be considered as incomplete and shall be treated as a missed or late assessment or evaluation activity.
- If a student fails to complete a summative evaluation, teachers shall first inquire as to why the lateness has occurred and assist the student accordingly. This practice ensures that a teacher will be made aware of significant mitigating factors that may have prevented the student from completing the task. This practice will also ensure that our assessment practices recognize and affirm our Catholic values. Teachers shall maintain continuous communication between home and school and shall communicate missed summative assignments via the Incomplete Work Notification Form (see Appendix A).

- iii) Each assignment shall have a due date. After this time, the assignment shall be marked as incomplete, unless other arrangements have been made in advance with the teacher. However, some deadlines are absolute. This includes tasks such as group work assignments and summative activities that shall be marked or reviewed in class. In cases where work is incomplete, alternative assignments may be given because of our focus on the reconciling nature of assessment. **Late penalties do not apply (marks shall not be deducted)**; however, the teacher will record the assignments as late and the parents/guardians shall be notified via the Incomplete Work Notification Form (see Appendix A).

This information shall also be communicated in the learning skills section of the report card. This is to determine if a pattern of lateness is an issue with the student enabling the teacher to create an accurate learning skills profile, as well as encourage students to take ownership of their learning.

The intent of this procedure is to provide a framework that is consistent and positive for all students. Students must understand that it is not acceptable to hand their work in late unless alternative arrangements have been made.

- iv) Teachers shall make arrangements with students who are absent on a test day for an alternate date and time for writing the test when they return to school. If students are aware ahead of time that they will be absent on the day of a test, they are expected to make alternate arrangements with respect to the test date.
- 5.3 Teachers shall advise parents/guardians and students that failure to complete evaluation activities reduces the assessment items upon which the teacher can evaluate student achievement of the curriculum expectations and could impact the mark they achieve.
- 5.4 Plagiarism is considered to be:
- (a) stealing or passing off as one's own the ideas or words of another
 - (b) using a created production without crediting the source
 - (c) presenting as new and original an idea or product derived from an existing source.

Should plagiarism occur, the assignment shall not be accepted by the teacher and the work shall either be re-done to demonstrate achievement of the curriculum expectations or a teacher may choose to view the assignment as incomplete and permit the demonstration of the curriculum expectations in a different assignment. This occurrence shall be dealt with as a behaviour issue under the school's Code of Conduct.

6.0 Grading

The process of grading refers to the assigning of a letter or number grade to be placed on the report card at the end of a reporting period as a summary statement of student performance. This is an outcome of summative evaluation. The process of grading involves consideration of the most recent and most consistent performance. Samples of student work should be used to provide evidence of overall achievement.

6.1 Using Levels to Evaluate and Record Student Achievement

- i) Teachers shall use the criteria from the achievement chart for the subject to evaluate student achievement on summative evaluation activities. Teachers shall reference Ministry Exemplars * for the subject to assist them in understanding the criteria and level descriptors of the achievement chart.

*An exception will be made within the French Immersion program due to the development of a second language.

- ii) When evaluating student performance on individual activities, teachers shall assign and record a level of achievement to the performance demonstrated by the student.

Note: Levels 1-4 are all considered to be levels of achievement of subject expectations.

LEVEL 4 designates a greater degree of achievement than that described by the provincial standard. Students achieving at level 4 demonstrate that subject knowledge and skills are comprehensive and well developed. Therefore, it is imperative that opportunities to achieve level 4 are made available for students on assessment tools. There is no limit to the number of students who may achieve at level 4.

LEVEL 3 designates a high level of achievement and is the provincial standard. It is a level for which all students are encouraged to strive. Students achieving at this level are considered to be well prepared for work in the next grade.

LEVEL 2 designates a moderate level of achievement. Achievement is below, but approaching the provincial standard.

LEVEL 1 designates a level of achievement that is passable, but below the provincial standard.

LEVEL	SUMMARY DESCRIPTION	PERCENTAGE GRADE RANGE
4	A very high to outstanding level of achievement. Achievement is ABOVE the provincial standard.	80 to 100%
3	A high level of achievement. Achievement is AT the provincial standard.	70 to 79%
2	A moderate level of achievement. Achievement is BELOW, BUT APPROACHING , the provincial standard.	60 to 69%
1	A passable level of achievement. Achievement is BELOW the provincial standard.	50 to 59%
Below 50%	Insufficient achievement of curriculum expectations.	Below 50%

- iii) To record the student's achievement on individual summative evaluation activities, teachers shall use the level designations (e.g. 3+, 3, 3-). The mid level designation (e.g. 3) shall be used to indicate solid, consistent demonstration of most of the indicators for the level. The lower designation (e.g. 3-) shall indicate that there is some demonstration of the indicators for the level and possibly some signs of performance at the level below. The higher designation (e.g. 3+) shall be used to indicate solid, consistent demonstration of all of the indicators for the level and possibly some signs of performance at the level above.

Where a student has provided evidence of achievement, but the evidence does not demonstrate sufficient achievement of the curriculum expectations to meet even the criteria identified for level 1, teachers shall use (R) to indicate that remediation and additional learning are required. The (R) may also be a sign that accommodations and/or program modifications through the development of an IEP may be required to support student learning.

6.2 Using Grades to Report Student Achievement

- i) Teachers shall review evaluation data recorded at the end of each reporting period. They shall apply professional judgment in determining whether or not the student has provided sufficient evidence to make a valid judgment regarding student achievement. Based on the weight of the evidence provided by the student on summative evaluation activities and the teacher's judgment, teachers shall assign a grade (letter or percentage mark) to represent the student's most recent, consistent overall level of achievement.
- ii) If the student has completed all summative evaluation activities, the teacher shall determine the student's most consistent level of achievement by reviewing the student's performance on the individual activities with particular attention to the student's more recent achievement. The teacher shall assign a grade to correspond to the range of performance within the determined level of achievement.
- iii) Percentage marks for report card purposes shall be assigned to reflect mid, lower and higher range of performance as follows:

Level 4	4+	A+	94-100%
	4	A	89%
	4-	A-	83%
Level 3	3+	B+	78%
	3	B	75%
	3-	B-	72%
Level 2	2+	C+	68%
	2	C	65%
	2-	C-	62%
Level 1	1+	D+	58%
	1	D	55%
	1-	D-	52%

In the primary and junior grades only, a letter or level grade should be used. In intermediate grades, teachers shall assign a "pegged" mark for each of the four achievement categories as outlined in the chart above. The four pegged marks will be averaged to reach the percentage grade that will appear on the report card for each subject area.

7.0 Reporting Student Achievement

- 7.1 Teachers report student achievement through a variety of formal and informal reporting methods including the Provincial Report Card, interviews, conferencing, phone calls and letters to parents/guardians. **Any problems and concerns about a student's achievement should be discussed with parents/guardians before any formal reporting period.**
- 7.2 School personnel shall host a formal parent-teacher conference at the end of first term to discuss student achievement. Student participation is encouraged in conference sessions. The teacher or parents/guardians can schedule additional conferences for individual students in the second and third terms.
- 7.3 Parent-teacher conferences for the parents of kindergarten students shall be held at the end of the first term. The teacher or parents/guardians can schedule additional conference times for individual students in the second and third terms.
- 7.4 The Kindergarten Response Form shall be signed by a parent/guardian and filed in the student's OSR.
- 7.5 i) In Kindergarten, reports must reflect assessment of achievement in all five areas of learning (plus in the spiritual development area), and should include anecdotal comments on the child's progress and suggestions of ways in which the parents/guardians could support their child's learning.
- ii) Grades 1 to 8 shall report student achievement on the Provincial Report Card. Teachers shall report student's strengths, weaknesses and next steps in all subject areas. The signed **original report card** shall be filed in the student's OSR. A duplicate (or photocopy) shall be sent home.
- 7.6 Teachers shall reference the *Guide to the Provincial Report Card; Grades 1 - 8, The Kindergarten Program* and supplementary board resources to assist them with the completion of the report card.
- 7.7 **Reporting Student Achievement for Students on Individual Education Plans (IEP)**

Accommodations (AC)

An accommodation does not involve a change in the grade level expectations of the Ontario Curriculum. An accommodation is a change in materials, the use of assistive devices, a change in teaching strategies or instructional approach, and/or a change to the method of evaluation. An accommodation includes specific supports or services that will help the student access the curriculum and demonstrate learning.

Modification (MOD)

A modification to the curriculum involves a change from the grade level expectations in the individual programming for the student. Modification takes place when a student is unable to achieve the grade level expectations even with accommodations. An individual set of expectations is designed to meet the current needs of the student; these expectations would generally be taken from the Ontario Curriculum, at a different grade level.

Alternative (ALT)

Alternative refers to programs that assist students to develop skills/knowledge and that require alternative expectations that are not included in the Ontario Curriculum. Examples of alternative programs include: speech/language, anger management, orientation/mobility, and personal care programs.

- i) The Identification Placement and Review Committee (IPRC) is not required for the development of an Individual Education Plan (IEP) within the HPCDSB.

SPECIAL CONSIDERATION	COMPLETING THE PROVINCIAL REPORT CARD	REPORT CARD COMMENT(S)
Student receives only accommodations and expectations are NOT modified.	The IEP box is NOT checked. Assign mark/grade to reflect achievement of subject expectations.	The comments could be prefaced with: "With accommodations..."
Student HAS an IEP in place. Expectations are modified.	CHECK THE IEP BOX. Assign mark/grade to reflect achievement of the expectations in the IEP.	The comments shall be prefaced with: "The mark for _____ is based on achievement of the expectations in the IEP, which may vary from the grade _____ expectations".
Student HAS an IEP in place and is identified as gifted.	THE IEP BOX IS CHECKED. Assign mark/grade to reflect achievement of expectations identified in IEP.	The comments shall be prefaced with: "This grade is based on achievement of the curriculum expectations for this grade with opportunities for the student to extend their learning".
Student's learning expectations are not derived from provincial curriculum.	Use HPCDSB Alternative Report Card.	Strengths, Areas for Improvement, Next Steps.

- ii) The comments on the report card must reflect the expectations in the IEP. The comments must clearly state the progress of the student when the appropriate modifications are in effect.
- iii) Since students are evaluated in light of expectations outlined in their IEP, a student with an IEP could potentially be assigned a mark/grade corresponding to any of the four levels of achievement.
- iv) A student with an IEP would rarely receive an (R) since remedial measures would already be in place to address student needs. Appropriate expectations, which vary from those of the grade level, would already have been identified for the student. An (R), however, may be an appropriate designation in cases where the student has provided insufficient evidence of achievement to validate even level 1 achievement of the modified expectations.
- v) If a student on an IEP is achieving at level 4, it is likely an indication the student is now ready for more challenging expectations and the IEP needs to be reviewed.
- vi) If the student's learning expectations are modified to such an extent that they are not addressing curriculum expectations or if the expectations are alternatives to the curriculum expectations, the alternative program / subject expectations must be documented and outlined in the student's IEP.
- vii) In those **rare** instances where **none** of the student's learning expectations are derived from the provincial curriculum expectations, teachers shall use the Alternative Report Card to record achievement relative to the expectations set out in the IEP. Teachers shall comment on strengths, weaknesses and next steps.

7.8 **Reporting Achievement for English As Second Language (ESL) and English Skills Development (ESD) Students**

- i) Whenever appropriate accommodations or modifications have been made to the student's program in any subject areas other than ESL, teachers check the ESL box on the Provincial Report Card. The ESL box need not be checked for ESL subjects in which no accommodations or modifications are required.
- ii) If the ESL box is checked because some of the student's learning expectations have been modified from the curriculum expectations for the subject area, the teacher shall select the following report card comment: *"Expectations modified for ESL proficiency"*.
- iii) If the ESL box is checked because accommodations are being made to instructional and/or assessment strategies, the teacher shall select the following report card comment: *"Accommodations in place for ESL learning"*.

Appendices



Appendix A

Incomplete Work Notification Form

Date: _____

Teacher: _____

Dear Parents/Guardians of: _____

This is to notify you that your son/daughter has failed to complete the following:

The reason that this work is incomplete is:

New due date (if applicable):

Student Signature

Please return this form signed to verify your receipt. Should you wish to discuss this matter, kindly indicate the best time for me to contact you and leave a phone number. By working together we can continue to stress the importance of excellence in student achievement.

Teacher's Signature

Parent/Guardian Signature

Date

Appendix B

STUDENT NAME: _____ **TERM:** _____

Teacher Tracking Sheet for Late Assignments

Today's Date	Assignment Name	Original Due Date	Reason for Late Assignment	Alternate Due Date	Initials* Teacher & Student	Incomplete Work Notification Sheet (✓ if returned)

*If the assignment is not handed in by this due date, then I agree that the assignment is incomplete, unless other arrangements have been made with the teacher.