



ASSESSMENT AND EVALUATION FOR CATHOLIC SECONDARY SCHOOLS

Revised April 2007

Mission Statement

“To serve the Catholic student of London District in a community that nurtures a living faith and provides a quality Catholic education that enables the individual to become a contributing member of the Church and Society.”



Paul C. Whitehead
Chair, Board of Trustees

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To Principals and Teachers:

One of the purposes of assessment is to inform educational decisions made by teachers, students, parents and principals. Assessment systems accomplish this purpose by aligning curriculum standards, performance levels and assessment methods.

This March, 2007 revision of *Assessment and Evaluation for Catholic Secondary Schools* represents the work of a very dedicated committee chaired by Jim McTavish, the board's Consultant in Measurement and Evaluation. The document is designed to support teachers in the planning and implementation of appropriate assessment, evaluation and reporting principles. As such, it will be a valuable reference for teachers in their professional endeavours to improve student learning. The use of *Assessment and Evaluation for Catholic Secondary Schools* throughout the system has been approved by the trustees.

On behalf of the board, I would like to offer a sincere thank you to the members of the Committee who identified current issues surrounding assessment, evaluation and reporting, selected the components in this document and provided valuable insight as the updated content was developed. The successful completion of this endeavour was only realized as a result of the hard work and commitment of this committee whose members were:

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April 2007

WHAT IS NEW?

CHANGES FROM 2004	RATIONALE
<p>General</p> <p>1. References to the Practitioner’s Handbook have been removed</p>	<p>The material has become dated and is no longer available in electronic format. Other resources such as the Curriculum Toolbox will replace it</p>
<p>Section 4 - Information on the Achievement Charts and their levels</p>	<p>This section was added near the beginning of the document because the Achievement Charts influence all other sections of the document.</p>
<p>Section 5 – Assessment –</p> <p>1. Replacement of the terms diagnostic, formative and summative with the descriptors prior to, during and at the end of instruction.</p> <p>2. Sample Assessment Tools chart is now all about assessment for learning, including strategies for self and peer assessment.</p> <p>3. This section has several new components:</p> <ul style="list-style-type: none"> • Preparing for Assessment • When to Assess • Planning for Assessment • Peer and Self-Assessment • The Processes of Assessment (Flow Chart) • Record Keeping of Assessment Information • Assessing Learning Skills • Exemplars 	<p>These descriptors place the focus on the processes of assessment with specific emphasis on assessment for learning.</p> <p>This is intended to promote the use of more assessment for learning activities</p> <p>This will provide in one section important information related to assessment. This information is intended to clarify different aspects of the process.</p> <p>The flow chart is intended to show the relationship between assessment and evaluation practices –two different practices.</p>
<p>Section 6 – Evaluation</p> <p>1. This section also has new components</p> <ul style="list-style-type: none"> • Linking Assessment and Evaluation (Flow Chart) • Sample Evaluation Tools • Tracking of Student Achievement • Section on plagiarism has been deleted 	<p>Evaluation tools are now listed separately from assessment tools</p> <p>Plagiarism is a school conduct issue addressed in the school Code of Conduct</p>
<p>Section 7 – Grading</p> <ul style="list-style-type: none"> • Below 50 is recorded as 40 instead of 42. • Sections in 2004 document on Mid-Term Grades and Submission of Summative Assignments have been deleted. 	<p>The use of 40 is consistent with that value used for summer school admission by the Centre for Life Long Learning.</p> <p>Assignments to be evaluated are to be done in class.</p>
<p>Section 8 – Reporting Student Achievement</p> <ul style="list-style-type: none"> • Section now includes exceptional students. • The first report is to be issued as close as possible following the mid-term date. Specific calendar dates have been deleted. 	<p>It was felt that there should not be a separate section for Special Education</p>

WHAT ARE THE KEY MESSAGES?

KEY MESSAGES	SOURCE
1. The Achievement Chart is a standard province-wide guide to be used by teachers in a variety of ways.	Revised curriculum documents
2. The Achievement Chart also describes the levels of achievement of the curriculum expectations within each category.	Revised curriculum documents
3. Level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade.	Policy to Practice (PTP), 2003 Part 2B (p. 7) and revised curriculum documents
4. Assessment is the process of gathering information from a variety of sources to provide students with descriptive feedback that guides their efforts toward improvement.	Program Planning and Assessment, 2000 (p. 13)
5. Assessment activities are done prior to, during, and at the end of instruction.	PTP, 2003 Part 4A (p .2)
6. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.	Program Planning and Assessment, 2000 (p.13)
7. In all their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. All four categories do not need to be addressed in each activity.	PTP, 2003. Part 2B (p.6)
8. Peer and self assessment shall not be used to evaluate student performance. Evaluation remains the responsibility of the teacher.\	PTP, 2003. Part 3C (p. 21)
9. All specific expectations must be addressed during instruction; however, evaluation must be based on the overall expectations.	Revised provincial curriculum documents
10. Tasks used for the evaluation of learning are to be completed in class time. Any variation to this practice will	PTP, 2003. Part 3C (p. 23)

<p>be determined by the appropriate subject council.</p> <p>11. With the exception of a few strategies for evaluating content (e.g., multiple-choice, matching), where the answers are only right or wrong, evidence of student achievement should be recorded in levels for each of the categories assessed.</p> <p>12. When assigning a level to student work, it is necessary that the quality of the work fit the description given for that level in the appropriate category of the achievement chart.</p> <p>13. Tracking is a planned and systematic process of organizing recorded information about student achievement and learning skills.</p> <p>14. The Learning Skills section is where missed/late assignments should be reported.</p> <p>15. More recent evidence should be used when you are looking for growth over time. It may not be applicable to the acquisition of discrete facts and information.</p> <p>16. The Achievement Chart describes the characteristics of performance that can be used to validate the grade given at reporting time.</p> <p>17. No final grade below 30 should be assigned</p>	<p>Revised provincial curriculum documents PTP, 2003. Part 4B iii (p. 24)</p> <p>PTP, 2003. Part 2B (p. 5)</p> <p>PTP, 2003. Part 4B (p. 24)</p> <p>PTP, 2003, Part 3C (p. 20)</p> <p>PTP, 2003. Part 3C (p.20)</p> <p>Revised provincial curriculum documents</p> <p>District decision</p>
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1. INTRODUCTION

“The primary purpose of assessment and evaluation is to improve student learning.”
**(Program Planning and Assessment.
 Ministry of Education 2000 p. 13)**

This document was first produced in June 2001 by a committee of representatives from the secondary schools in the system as well as members of the Curriculum Services Department. It was based on the Ministry of Education policy on the assessment, evaluation and reporting of student achievement. In subsequent years, feedback and

suggestions were received from teachers, subject councils and administrators, as they applied the original document and two updates in their classrooms.

This revision highlights important requirements outlined in Ministry documents (shown throughout in bold italics), including the Resource Document ***Consistency in Classroom Assessment – Support Materials for Educators (May, 2006)***, and addresses issues that have emerged at the school level related to implementation. It identifies practices for use in all system secondary schools, and in departments within schools, in an effort to ensure consistency across the system.

Therefore, this document will also serve as a resource for teachers and administrators on issues related to the assessment, evaluation and reporting of student achievement, when providing information on these topics to students and their parents.

2. BELIEFS

Assessment, evaluation and reporting practices in the schools of the London District Catholic School Board are conducted in the faith-centred environment of Catholic education. Accordingly, administrators and teachers

- honour the dignity and uniqueness of students and enhance their formation as disciples of Jesus Christ
- encourage a standard of excellence for each student's learning
- communicate the joy and hope of our Catholic faith throughout the learning process, through prayer, reflection, fellowship and the celebration of the giftedness of the children and staff in our schools.

2.1 ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

“Distinctive expectations for graduates of Catholic schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition.... Catholic education views human life as an integration of body, mind, and spirit.... The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.” (Ontario Catholic School Graduate Expectations. Institute for Catholic Education).

These expectations, though not evaluated, can be seen as a description of “life roles” for our students and are applicable to all learners in our Catholic schools from the JK level to our high school graduates. The document should be the foundation of all our daily classroom instruction.

The graduate should be

- a discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living
- an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values
- a reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- a self-directed, responsible, life-long learner who develops and demonstrates their God-given potential
- a collaborative contributor, who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good
- a caring family member who attends to the family, school, parish, and the wider community
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

3. PRINCIPLES OF QUALITY CLASSROOM ASSESSMENT

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that

- *address both what students learn and how well they learn*
- *are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline*
- *are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning*
- *are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students*
- *are fair to all students*
- *accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP)*
- *accommodate the needs of students who are learning the language of instruction*
- *ensure that each student is given clear directions for improvement*
- *promote students' ability to assess their own learning and to set specific goals*
- *include the use of samples of students' work that provide evidence of their achievement*
- *are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.*

(Reference: **Program Planning and Assessment, 2000.** Ontario Ministry of Education)

4. THE ACHIEVEMENT

The achievement chart is a standard province-wide guide to be used by teachers

The purpose of the Achievement Chart, found in each curriculum document, is to:

- *provide a framework that encompasses all curriculum expectations for all courses in all grades and subjects;*
- *guide the development of assessment tasks and tools (including rubrics);*
- *help teachers to plan instruction for learning;*
- *assist teachers in providing meaningful feedback to students;*
- *provide various categories and criteria with which to assess and evaluate student learning.*

Each chart is organized into four broad categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. *These categories are described as follows:*

Knowledge and Understanding. *Subject-specific content acquired in each grade (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 various contexts.*

The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

NOTE: A task-specific rubric contains criteria and descriptions of achievement that relates to a specific task. It uses some terms that are similar to those in the achievement chart but focuses on aspects of the specific task.

4.1 ACHIEVEMENT CHART LEVELS

Level 4	Level 4 identifies a <i>high degree or thorough</i> level of achievement. It is above the provincial standard. <i>It does NOT mean that the student has achieved expectations beyond those specified for a particular course. It indicates that he or she demonstrates thorough knowledge and understanding of content and the ability to use skills with a high degree of effectiveness. Achievement may be described as being very high to outstanding.</i>
Level 3	<i>Level 3 is the provincial standard.</i> It identifies a <i>considerable</i> level of achievement. <i>Parents of students achieving at Level 3 can be confident that their children will be prepared for work in a subsequent course of a</i>

	similar type.
Level 2	Level 2 identifies <i>some</i> level of achievement. It is below but <i>approaching the provincial standard</i> .
Level 1	Level 1 identifies a <i>limited</i> level of achievement. It is <i>much below the provincial standard, while still reflecting a passing grade</i> .
Below <u>Level 1</u>	<i>Identifies insufficient achievement of the curriculum expectations. A student whose achievement is below Level 1 at the end of the course will not obtain a credit for the course.</i>

NOTE: A good strategy for teachers would be to post an enlarged version of the appropriate achievement chart. Students need to generally understand the key components. Discussions should take place around the descriptors. There is a lot of information so it would be helpful to break down the components during instruction. A simpler, student version or summary could be prepared as a reference for students.

5. ASSESSMENT

Assessment is the process of gathering information from a variety of sources ... to provide students with descriptive feedback that guides their efforts towards improvement.

5.1 PREPARING FOR ASSESSMENT

For any type of assessment,

1. Always know the purpose for assessment.
2. Decide what type of information is needed..
3. Decide which assessment tool will best give the information required
4. Ensure that parents or guardians are informed about assessment practices.

5.2 WHEN TO ASSESS?

Assessment activities are done prior to, during, and at the end of instruction.

5.2.1. ASSESSMENT PRIOR TO LEARNING

Assessment that is done prior to learning is called diagnostic assessment.

It is done **before a skill or concept is taught**

It is an example of assessment **for** learning.

It is done informally and **is never used to evaluate a student.**

It enables teachers to determine

- starting points for teaching and learning

- the extent of student prior knowledge or skill level
- student interests, attitudes or learning styles
- the breadth and depth of learning activities needed
- the strengths and weaknesses of students prior to beginning a unit
- the status of the student, or groups of students, in relation to the expectations that will be encountered during the unit or course.
- the culture of a class

5.2.2 ASSESSMENT DURING THE LEARNING PROCESS

Assessment that occurs during the learning process is called formative assessment. It is done **while a skill or concept is being taught.**

This is assessment **for** learning. – **opportunities for practice**

It is also used to provide feedback to students and to guide instruction, **rather than to evaluate.**

It enables teachers to

- monitor, support and motivate students' continuous progress toward achievement of expectations
- set and share criteria for assessments with students
- provide opportunities for peer and student self assessment
- determine when additional activities are needed to further student learning.
- Incorporate, as appropriate, accommodations into the design of assessment activities to support individual learning needs.
- record data and refer to it to support professional judgment in cases where the summative evidence provided by the student has been affected by such things as illness, missed assignments etc.

5.2.3 ASSESSMENT AT THE END OF THE LEARNING PROCESS

Assessment done at the end of the learning process is called summative assessment.

It is done **after sufficient assessment for learning opportunities have been provided .**

It is assessment **of** learning.

It is used to **for the purpose of evaluation.**

It enables teachers to:

- evaluate student achievement by applying the performance indicators of the achievement charts
- provide students with the opportunity to synthesize knowledge and skills and demonstrate their achievement.
- provide feedback to students that will help them improve their achievement in the future.

5.3 PLANNING FOR ASSESSMENT

To ensure student success:

1. Clearly identify what students are expected to know, understand and be able to do.

- Communicate this information to students.
- Ensure that parents or guardians are actively involved or consulted, when appropriate.

2. Determine how students will demonstrate the required knowledge, understanding and skills.

- Make clear to students the criteria on which the tasks will be assessed
- Design a marking scheme or rubric prior to the assessment
- Provide the marking scheme or rubric to students prior to an assessment
- Consider accommodations and modifications that may need to be made for some students.

3. Decide on the appropriate instructional strategies, resources and materials to be used to enable student learning.

- Choose activities that will best develop the students' abilities to achieve the expectations.

In all their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. All four categories do not need to be addressed in each activity.

5.4 PEER AND SELF-ASSESSMENT

- Peer and self-assessment are tools that provide feedback to students about their learning.
- They are valuable tools when assessing **for** learning.
- Peers need to know what they are looking for in order to give good, valid feedback.

Peer- and self-assessment shall not be used to evaluate student performance. Evaluation remains the responsibility of the teacher.

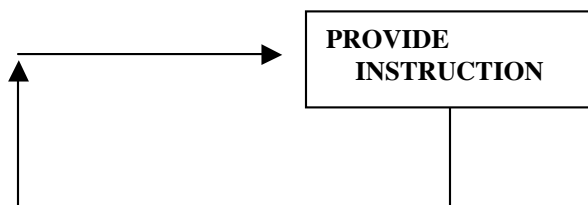
5.5 SAMPLE ASSESSMENT TOOLS

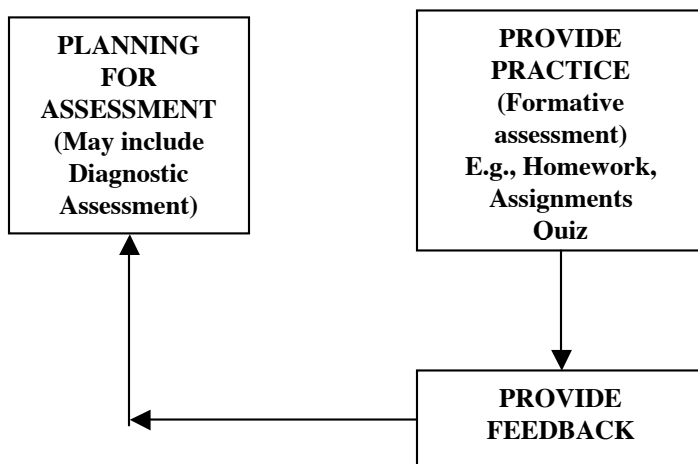
Teachers will use a variety of assessment tools. The tools should provide a clear picture of what learning is taking place, or has taken place.

FOR LEARNING

Diagnostic	Formative	Peer and Self Assessment
Surveys, e.g., <ul style="list-style-type: none"> • Attitudes • Interests Focussed Observations based on student responses, e.g., <ul style="list-style-type: none"> • Shared Reading • Guided Reading Student Profile (based on <u>Education For All</u>) <ul style="list-style-type: none"> • Educational History • Academic Information • Socio-Affective Information Checklists, e.g., <ul style="list-style-type: none"> • Prior Knowledge • Reading Strategies Informal Observations, e.g., <ul style="list-style-type: none"> • Group Work • Use of Materials • Class Discussions Teacher/Student Conferences, e.g., <ul style="list-style-type: none"> • Reading • Writing • Math Pencil and Paper Tasks, e.g., <ul style="list-style-type: none"> • Unit Pre-Tests • KWL Charts • Journal Entries 	Focussed Observations based on student responses, e.g., <ul style="list-style-type: none"> • Cooperative Math Problem Solving using manipulatives • Literature Circles • planning and performing oral presentations Teacher/student Conferences e.g., <ul style="list-style-type: none"> • Book Talks • Writing Process • Science Experiments Checklists e.g., <ul style="list-style-type: none"> • Journal entry • Designing an investigation • Homework Check Rating Scales e.g., <ul style="list-style-type: none"> • Learning Skills • Listening and Speaking • Peer/Self Assessments Pencil/Paper Tasks e.g., <ul style="list-style-type: none"> • Math Journal/Logs • Practice/mastery quizzes • Response journals 	Rubrics Checklists Conferencing Observation Think, Pair, Share Four Corners Discussion Web Jigsaw Discussion Partner Proof reading without partners Work in pairs to reach consensus on practice homework Checking solutions against a solutions manual

5.6 THE PROCESSES OF ASSESSMENT





5.7 RECORD KEEPING OF STUDENT ASSESSMENT

Each teacher's personal style of record keeping allows for creativity and flexibility of methods of collecting information. A few such methods are:

- anecdotal records
- annotated student work
- checklists for individual students
- checklists for the class
- commercial electronic formats
- files of formal assessment records
- student portfolios/profile
- student Success Plan, Transition Plan,
- Academic, Educational History, Socio-Affective Information:(OSR e.g. IEP) (Education For All)
- student self-assessment records.
- Class profile cited in Education for All

5.8 ASSESSING LEARNING SKILLS

Learning Skills contribute to academic success and are demonstrated by students alongside their achievement of the curriculum expectations. Teachers observe these skills and nurture their development as part of fostering academic success.

- Learning Skills must be purposefully taught
- Develop appropriate rubrics and tracking tools
- Share criteria with students
- Teach, model and provide practice

- Provide feedback

Teachers make and record their observations of behaviours which reflect the Learning Skills while students engage in the course activities. There are a variety of ways teachers and students may assess these skills.

- Observation
- Direct assessment
- Anecdotal reports
- Conferencing
- Checklists
- Rating scales
- Rubrics

Teachers use their observations of students' Learning Skills to inform classroom decisions and signal opportunities for intervention

5.9 EXEMPLARS

Exemplars enable teachers to communicate to students the expectations of a particular assignment with examples. Exemplars are useful to the student because they:

- show the characteristics of student work at different levels of achievement
- demonstrate the use of clear criteria applied to student work in response to clearly defined assessment tasks
- show the connections between what students are expected to learn and how their work can be assessed using the levels of achievement
- promote consistency in the evaluation of student work and in students' understanding of achievement levels

Teachers are encouraged to use either of the following:

1. Subject and grade specific exemplars for each curriculum document.
2. Course specific examples of student work collected in previously taught sections

6. EVALUATION

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

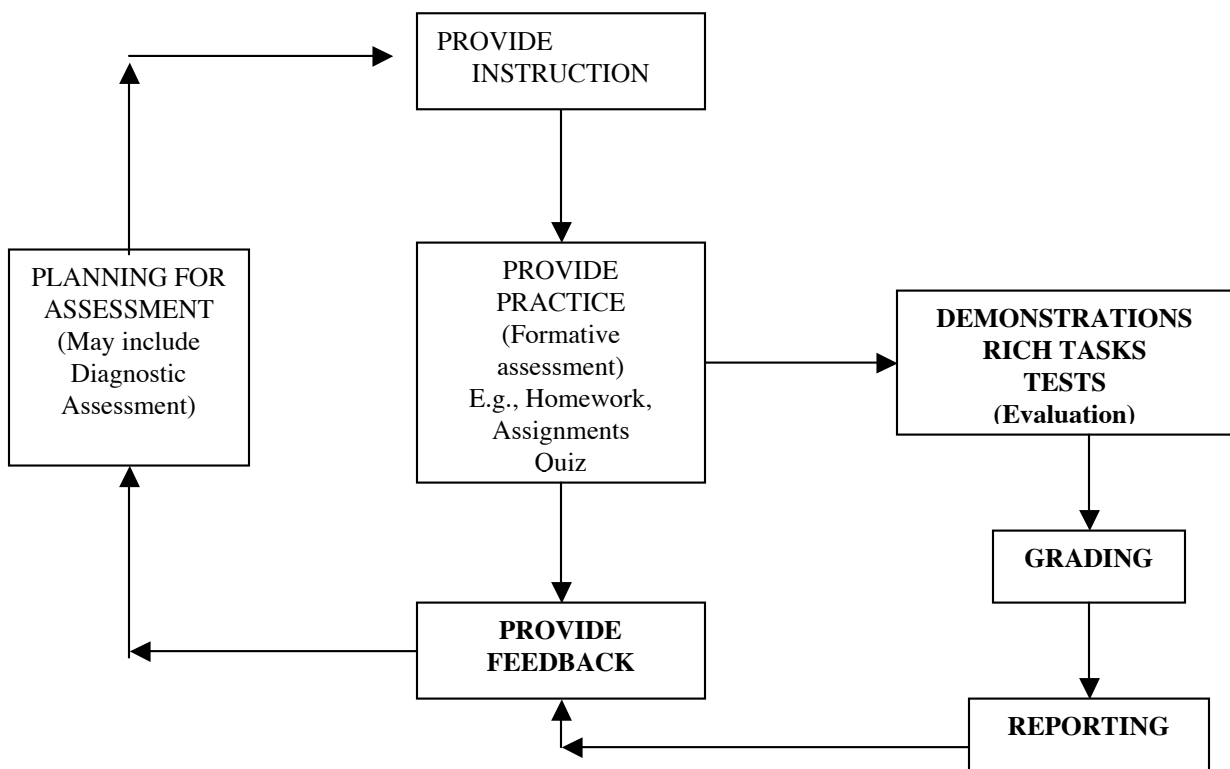
ALL CURRICULUM EXPECTATIONS MUST BE ACCOUNTED FOR IN INSTRUCTION, BUT EVALUATION IS TO BE BASED ON STUDENT ACHIEVEMENT OF THE OVERALL EXPECTATIONS.

Upon the completion of an evaluation of student work, teachers should provide feedback that will help students improve their achievement, and where possible, provide chances for them to demonstrate improvement.

Everything that is evaluated does not have to contribute to the determination of the student's grade. There needs to be enough evidence to determine a justifiable grade. Evidence must include each of the four categories of the achievement chart.

TASKS USED FOR THE EVALUATION OF LEARNING ARE TO BE COMPLETED IN CLASS TIME. ANY VARIATION TO THIS PRACTICE WILL BE DETERMINED BY THE APPROPRIATE SUBJECT COUNCIL.

6.1 LINKING ASSESSMENT TO EVALUATION



6.2 SAMPLE EVALUATION TOOLS

Performance Tasks

- EQAO Tasks
- Ministry Exemplars
- OCUP Units
- LDCSB On-Line Rich Performance Tasks
- Lab Reports
- Essays
- Unit Tests
- Catholic Course Profiles
- Final Examinations

6.3 TRACKING OF STUDENT ACHIEVEMENT

Tracking is a planned and systematic process of organizing recorded information about student achievement and learning skills.

The tracking of assessments of student achievement and learning skills is an integral component of evaluating and reporting a student's highest and most consistent level of performance in any given subject area.

A system of tracking needs to

- **include levels of achievement and the categories of the achievement chart (All methods of record keeping are utilized within this framework.)**
- provide a range of information within the achievement chart categories of the curriculum documents (Coupled with a teacher's professional judgment, this will allow accurate evaluations to be made about the students' level of achievement and their learning needs.) .
- be developed at the school level by teachers under the instructional leadership of the school principal/vice-principal/department head (e.g., see examples in the Conference site)
- be consistent across a department and/or the school. (This is necessary to ensure continuity and accuracy in conferencing with students and parents to improve student learning, and for reporting.)
- be shared with students and parents during
 - parent/teacher conferences
 - student/teacher conferences
 - a curriculum information session when appropriate

6.4 USING LEVELS TO EVALUATE STUDENT ACHIEVEMENT

Teachers will use the criteria **and levels** of the achievement chart for the course to evaluate student achievement **on summative evaluation activities** throughout the course and on the final evaluation activity.

With the exception of a few strategies for evaluating content (e.g., multiple-choice, matching), where the answers are only right or wrong, evidence of student achievement should be recorded in levels for each of the categories assessed.

When evaluating student performance, teachers will assign a level of achievement to performance demonstrated by the student. Teachers will use the level designations (e.g., 3-, 3, 3+ or <1) to record the student's achievement on individual evaluation activities throughout the course and on the final evaluation activities.

The mid level designation (e.g., 3) will be used to indicate solid, consistent performance at that level; (3-) will indicate that there are some indicators of performance of the level below; (3+) will be used to indicate that there are some indicators of the level above.

Where a student has not demonstrated sufficient achievement of the curriculum expectations to meet the criteria identified for level 1, teachers will use <1 to indicate that additional learning is required before the student can achieve the expectations to a level that warrants the granting of a credit.

6.5 EVALUATION OF LEARNING SKILLS

The position of the Ministry is that the separate evaluation of the achievement of the curriculum expectations and the development of learning skills provides students and parents with better information and more clearly identifies a student's strengths and weaknesses. Percentage grades should provide accurate information about what students know and can do and should not be influenced by behavioural characteristics or work habits. The evaluation of learning skills allows the reporting of student achievement toward the building of a culture of responsibility.

1. Teachers must document data for each learning skill to support their professional judgement.
2. Teachers must provide multiple and varied opportunities for students to demonstrate learning skills.

When determining the student's level of achievement and assigning a percentage grade, teachers are to consider only the student's demonstrated achievement of the curriculum expectations. Only those learning skills **included directly as part of a curriculum expectation** in a course are considered in the determination of percentage grades. This means that teachers are not to include such things as work habits, participation, effort, completion of work, punctuality and reward marks for handing in assignments on time in determining the report card achievement grade. The student's demonstrated learning skills will be evaluated using the four-point scale (E – excellent, G – good, S – satisfactory, N – needs improvement) and reported in the separate section on the right hand of the Provincial Report Card, under the five skill areas indicated.

Learning skills will be evaluated according to the criteria outlined in the Provincial Report Card Guide, Grades 9-12 in the five categories indicated. Appendix C of that guide lists some examples of behaviour that would constitute evidence of each of these five learning skills. The checklist should not limit or confine teachers but rather support them in making professional judgments and give examples of comments that teachers may wish to use.

7. GRADING

Grading is usually an integral part of evaluation and includes the exercise of assigning a number or letter to be placed on the report card ... as a summary statement of student performance.

In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

The final grade for each course in Grades 9-12 will be determined as follows

- *Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.*
- *Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.*

7.1 DETERMINING THE 70% FOR COURSE WORK

In determining the final grade for a student in a given **course**, it is expected that the weighting of categories and the final evaluation activities will be the same for all sections of that course in the school.

7.1.1 DETERMINING LEVEL OF ACHIEVEMENT IN A CATEGORY

For grading purposes, the teacher will determine, in each of the four categories, *the student's most consistent level of achievement* by reviewing the student's performance on the individual evaluation activities, *although, when looking for growth over time, special consideration should be given to more recent evidence of achievement*

The achievement chart should be consulted as the “final lens” to ensure the grade matches the corresponding achievement chart level descriptors. **When assigning a level to student work, it is necessary that the quality of the work fit the description given for that level in the appropriate category of the achievement chart.**

The following points are relevant to the determination of the **most consistent level**.

- Teachers should use their professional judgment to review a student's learning over time.
- Teachers need to determine if there is a pattern or trend to the student's achievement which should be reflected in the grade.
- The student's grade normally should not be impacted negatively by a single poor result.

The following points are relevant to the use of **more recent evidence**.

- More recent evidence is often most relevant to skill development.
- It may not apply to the acquisition of discrete facts and information.
- More recent evidence should be used where you are looking for growth over time.
- It should be used when earlier conceptual learning is used in higher-level ways.

7.1.2 ASSIGNING A PERCENTAGE GRADE TO EACH CATEGORY

After the level of performance has been determined in each category, a percentage grade will be assigned for each category to reflect lower, mid and higher range of performance as shown in the table below.

If, in the teacher's professional judgment,

- there is insufficient evidence to validate level 1 achievement, a percentage grade of 40 will be assigned for the category.
- little or no evidence of achievement has been provided by the student, (rare cases usually involving non-attending or non-participating students), a grade of 30 will be assigned for the category.

Level	Range	Grade
< 1	<<1	30
	<1	40
1	1-	52
	1	55

	1+	58
2	2-	62
	2	65
	2+	68
3	3-	72
	3	75
	3+	78
4 -	4 --	82
	4 -	85
4	4	88
	4A	92
4 +	4B	95
	4C	96
	4D	97
	4E	98
	4F	99
	4P	100

7.1.3 DETERMINING THE GRADE FOR COURSE WORK

Apply the weighting factor assigned to each category to obtain a weighted grade for that category. The sum of the weighted grades for the four categories will give the overall grade. Weighting decisions for the four categories in individual courses will be determined annually by the appropriate subject councils for consistent application throughout all secondary schools in the district.

Example A: Each category is weighted equally

Categories	Selected Level Of Achievement	Corresponding Grade	Weight for Category	Weighted Grade
Knowledge/Understanding	4A	92	25%	23
Thinking/Inquiry	2	65	25%	16.25
Communication	2 -	62	25%	15.5
Application	3 -	72	25%	18
Overall Grade				72.75 (73)

Example B: Categories are weighted differently

Categories	Selected Level Of Achievement	Corresponding Grade	Weight for Category	Weighted Grade
Knowledge/Understanding	3 +	78	30%	23.4
Thinking/Inquiry	2	65	20%	13.0
Communication	2 -	62	20%	12.4
Application	3 -	72	30%	21.6
Overall Grade				70.4 (70)

NOTE: Mid term grades reflect student performance to that point in the course. The mid term report card grade is not factored directly into the determination of a student's final grade.

7.2 DETERMINING THE 30% FOR FINAL EVALUATIONS

The final evaluations **administered towards the end of the course** contribute 30% to a student's final grade in each course. **They are to be completed in class. *There will be no exemptions from the final evaluations.*** Final evaluations should reflect the weightings of categories used throughout the course. This information should be included on the school year calendar that is distributed to students and parents. The administration of the final evaluation activities to individual students prior to the scheduled date is not appropriate.

Should a student miss all or part of the scheduled final evaluation activities, the student forfeits whatever portion of the 30% of the final grade for the course was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.

Since students should be provided with constructive feedback on their achievement in all evaluation activities, providing opportunities for students to review their completed exams is encouraged.

Before assigning the final report card grade for a course, teachers should always consult the achievement chart descriptions to ensure the grade assigned matches the appropriate level descriptors.

7.3 ARRIVING AT A FINAL GRADE

The teacher will determine the final grade by applying the weighting factors to each of the evaluation components: course work and final evaluations.

EXAMPLE

A student's course work has received a percentage grade of 73.4. He obtains a Level 3 on one final assessment (weighted 10%) and a Level 2+ on the other (weighted the other 20%).

COURSE WORK	73.4	WEIGHTED GRADE = $73.4 \times 70\% = 51.4$
FINAL EVALUATION 1 –Level 3	75	WEIGHTED GRADE = $75 \times 10\% = 7.5$
FINAL EVALUATION 2 – Level 2+	68	WEIGHTED GRADE = $68 \times 20\% = 13.6$
		FINAL GRADE = $51.4+7.5+13.6 = 72.5\%$

7.4 FINAL GRADES FOR BELOW LEVEL 1 ACHIEVEMENT

If the final grade is below level 1 (50), no credit is granted.

EXAMPLE 1

A student's course work has received a Level 1+. He fails to complete one of the two final evaluations that are of equal value, receiving a Level 1- on the other. The student forfeits any mark for the second evaluation. The required calculation produces a final grade below 50.

COURSE WORK	58	WEIGHTED GRADE = 40.6
FINAL EVALUATION 1 – Level 1-	52	WEIGHTED GRADE = $52 \times 15\% = 7.8$
FINAL EVALUATION 2	0	WEIGHTED GRADE = 0
		FINAL GRADE = 48.4 (<50)

EXAMPLE 2

Another student, in the teacher's professional judgment, has not **provided sufficient evidence to validate level 1 achievement in his course work**, so a percentage grade of 40 was assigned.

COURSE WORK – Below Level 1	40	WEIGHTED GRADE = 28
FINAL EVALUATION 1 –Level 1-	52	WEIGHTED GRADE = $52 \times 15\% = 7.8$
FINAL EVALUATION 2 – Level 1+	58	WEIGHTED GRADE = $58 \times 15\% = 8.7$
		FINAL GRADE = $44.5 = 45 (<50)$

Final grades of 47, 48 or 49 should not be reported. Teachers are to use their professional judgment to assign these marks as 46 or 50.

A grade of 40 to 46 indicates that the student may enroll in remedial programs such as credit recovery or summer school for an improvement credit. Assignment of a grade from 40 to 46 would require the following automatic comments on the student's report card – "Achievement is below level 1. No credit has been earned."

A grade **of 30 to 39** indicates that the student must repeat the course to earn a credit. Assignment of this grade would require the following automatic comments on the student's report card – "Achievement is below level 1. No credit has been earned."

No final grade below 30 should be assigned.

8. REPORTING STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12.

8.1 GUIDELINES FOR REPORTING

- The primary purpose of all reporting is to give parents information about the student's learning progress and achievement in a constructive, meaningful and helpful manner.
- Communication about student achievement should be on-going throughout the semester and should include, in addition to the report card, such things as parent-teacher or parent-student-teacher conferences, interviews, phone calls, informal reports, and portfolios of student work.
- Students are invited to be active participants in the reporting process, and to reflect on and describe their own learning. The Response Form (p.3) is related to the student's Annual Education Plan. It allows students to comment on their achievement relative to the learning goals they set at the start of the school year, and to comment on their action plan for the reporting period. It also allows them to record the number of hours they have completed towards fulfilling their community involvement requirement, and to comment on their activities, especially as they relate to their goals for academic achievement, career and education exploration, and extracurricular activities.
- Any problems and concerns about a student's achievement should be discussed with parents long before the first "formal" reporting period. The subsequent

written report may refer to details discussed with the parent and student in previous conferences or meetings.

- The format of the written report, as stated in the Guide to the Provincial Report Card, Grades 9-12, is a combination of percentage grades and descriptions of learning strengths, weaknesses and next steps. The student's demonstrated learning skills in each course are also reported using the four-point scale (E- Excellent, G- Good, S- Satisfactory and N- Needs Improvement).
- All percentage grades, learning skills and comments sections are to be completed. Comments about the student's achievement of curriculum expectations will describe any significant pattern of strengths, areas for improvement, and next steps directed toward that improvement. Comments can also be used to explain learning skills, what is positive about them and what needs improvement. Accuracy, clarity and sensitivity should characterize each comment.
- Report card conferences are essential elements of reporting. The report card is the catalyst for the discussion at parent/teacher and student-led conferences following the issuance of the first report.
- Conferences should be scheduled to permit adequate consultation time. Opportunities for conferencing include scheduled meetings, class visits and telephone conferences. Other times for personal communication and clarification of student progress can also be used.
- Parent conferences should focus on the student's achievement and learning skills, supported by representative samples of the student's work.

8.2 SPECIAL EDUCATION AND REPORTING

Accommodations refer to the teaching strategies, supports, and/or services that are required for the student to access the curriculum and demonstrate learning. There can be instructional, environmental or assessment accommodations. (IEP Resource Guide 2004, p.19)

Modifications refer to the changes made to the grade level expectations for a course to meet the needs of the student. This may include: expectations from a different course; and/or significant changes to the number and/or complexity of the learning expectations.

Alternative curriculum expectations are expectations that are not derived from those set out in ministry curriculum policy documents and therefore are not for credit.

Assessment, evaluation and grading of the work of students with learning exceptionalities in all London District Catholic School Board (LDCSB) secondary schools is to be consistent with the policies of the Ministry of Education as stated in Special Education – A Guide for Educators, 2001 and IEP Resource Guide 2004 and with the goal of improving student learning. All students are to develop their capabilities in a positive and supportive learning environment.

The LDCSB is committed to assisting students with learning exceptionalities to achieve the Ontario curriculum expectations or, in rare cases, alternative curriculum expectations.

System consistency and equity in assessment, evaluation, grading and reporting practices is a goal of the LDCSB. The following sections have been developed in collaboration with the LDCSB secondary special educators, teachers and administrators as well as with other district school boards.

8.3 REPORTING STUDENT ACHIEVEMENT FOR STUDENTS WITH AN INDIVIDUAL EDUCATION PLAN (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student.

Accommodations as well as curriculum modifications, and/or in rare cases, alternative curriculum expectations, are recorded in the student's IEP with the subject teacher leading with the support of the SPST

_ Accommodations on a student's IEP allow the student access to the Ontario Curriculum. Variations of accommodations may be found on page 19 of the IEP Resource Guide 2004, available from the SPST. Teachers must ensure vigilance that the appropriate accommodations are being utilized for the student's success.

_ When accommodations are made on an IEP for students with a learning disability who have average to above-average intelligence, the student must be included in the planning with the teacher and SPST.

With the support of the SPST, the teacher develops and maintains a student's modified program (for K course or alternative course) within the IEP to ensure student success. The teacher brings course curriculum expertise and the SPST brings knowledge of the student's exceptionality and learning history.

- Parents, and students aged 16 and over, are provided with a copy of the IEP prior to the issuance of report cards and where applicable, have been included in the development of this working document.

Comments on the report card must reflect the expectations in the IEP.

IEP's With Accommodations Only

*When accommodations only are recorded on a student's IEP, teachers are **not to check the IEP box** on the student's report card. No statement indicates that the student has an accommodation.*

IEP's With Modified Expectations

Student achievement of the modified learning expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

If some of the student's learning expectations are modified from the curriculum expectations but the student is working towards a credit for the course, it is sufficient simply to check the IEP box.

IEP's With Alternative Expectations (Non-credit)

When the student is working toward **alternative curriculum expectations** a **percentage grade must be assigned to reflect the achievement of the alternative expectations** within the IEP. This grade is recorded in the comments section of the provincial report card. This grade will not be used in the calculation of the class median.

Teachers must include the statement in the "Comments" section (along with comments about the student's achievement): "This percentage grade is based on achievement of the curriculum expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."

8.4 DATES FOR REPORTING TO PARENTS

Formal written reports for Grades 9 to 12 will be issued twice a semester, as required by Ministry of Education policy. The first report should be issued as close as possible following the mid-term date, (e.g., within 5 days after the completion of half courses). The final report for each semester should be issued no later than five working days after the last day of the semester.

8.5 THE ROLE OF THE PRINCIPAL IN REPORT CARD WRITING

All report cards are to be signed by the principal or vice-principal as verification of the correctness of the report and its professional standard.