

HOW IS YOUR CHILD'S LEARNING ASSESSED?

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.

WHAT IS ASSESSED?

Teachers assess each student's:

- Achievement of **curriculum expectations**
- **Learning skills.**

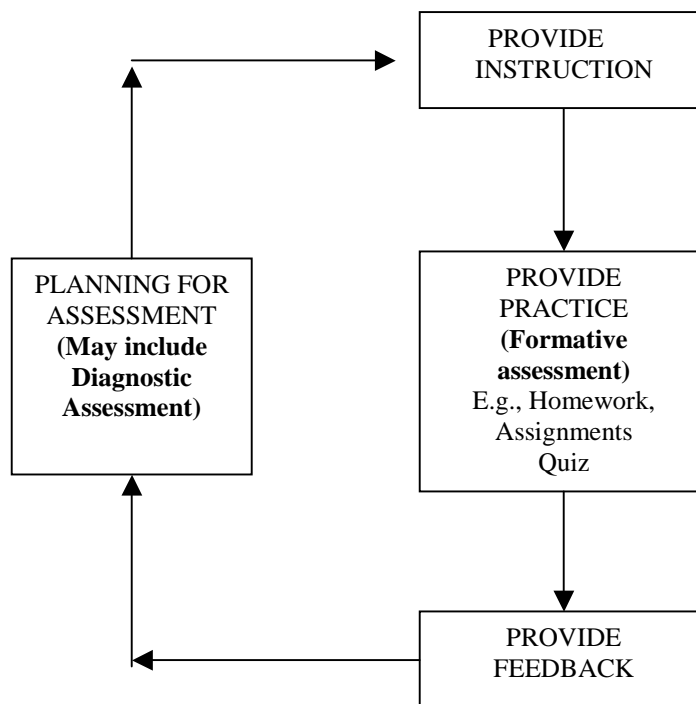
This assessment helps a teacher monitor and support a student's progress.

THE ASSESSMENT CONTINUUM

Teachers gather information:

1. BEFORE A SKILL OR CONCEPT IS TAUGHT	Teachers assess prior learning to determine a student's knowledge of a topic, skill levels and learning preferences or styles. Teachers use this information to direct their teaching.	Examples A multiplication speed test Written or oral responses to problems or questions posed
2. WHILE A CONCEPT OR SKILL IS BEING TAUGHT	Teachers assess many student practice activities to provide feedback and to coach the student for improvement. Peer and self assessment also helps to improve learning and prepare for future evaluation activities.	Conferencing on the first draft of a story Feedback on daily student work
3. AFTER SUFFICIENT LEARNING OPPORTUNITIES HAVE BEEN PROVIDED	Teachers assess the student's achievement of the expectations following teaching and sufficient practice opportunities. These assessments are assigned a level of achievement (evaluated) and provide evidence to help teachers determine a letter or percentage grade for the report card.	Performance tasks Classroom projects Portfolios of student work Unit tests Presentations

THE PROCESSES OF ASSESSMENT



KEY MESSAGES ABOUT ASSESSMENT

1. While concepts or skills are being taught, assessment is *for learning*. Therefore, feedback on work completed by students will likely be provided in written form, rather than letter or percentage grades.
2. Homework activities are considered practice.
3. Only research or the gathering of information for projects can be done at home.
4. Assessment *of learning*, where a value is to be assigned to student work for report card purposes, is to be done during class time.
5. Assessment for learning can be considered as the practice or rehearsal while assessment of learning (evaluation) represents the game or the performance.

WHAT ARE OUR BELIEFS ABOUT ASSESSMENT AND EVALUATION?

Assessment, evaluation and reporting practices in our schools 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 celebration of the giftedness of children and staff in our schools
- Promote the principle that the primary purpose of assessment and evaluation is to improve student learning.

WHAT IS QUALITY ASSESSMENT AND EVALUATION?

Assessment and evaluation strategies that are valid and reliable

- 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 Ontario 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, experiences and learning styles of the students
- are fair to all students
- accommodate the needs of students with exceptionalities, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction (English or French)
- ensure 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 school year and at other appropriate points throughout the year.

WHAT IS YOUR ROLE AS PARENT/GUARDIAN?

You have an important role to play in your child's education. What can you do to support his/her learning?

- Express interest in your child's school work and activities
- Know the expectations in various subjects – this will help you interpret your child's report card and work with the teacher to improve learning. (Curriculum documents are available from the Ministry of Education – www.edu.gov.on.ca.)
- Participate in parent/teacher conferences
- Provide encouragement at home for completing assignments and developing learning skills

ASSESSMENT AND EVALUATION IN OUR CATHOLIC ELEMENTARY SCHOOLS

GUIDE FOR PARENTS/GUARDIANS 2007-2008

*“The primary purpose of assessment
and evaluation is to improve student learning.”
(Ministry of Education, 2000)*

“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 Graduate Expectations, Institute for Catholic Education)

The London District Catholic School Board
5200 Wellington Road South
London, Ontario
N6A 4X5

Tel: (519) 663-2088 Fax: (519) 663-9250
<http://www.ldcsb.on.ca>



Wilma de Rond
Director of Education

Paul C. Whitehead
Chair, Board of Trustees

HOW IS YOUR CHILD'S LEARNING EVALUATED?

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.

HOW IS STUDENT WORK EVALUATED?

There are four broad areas of knowledge and skills within which the subject expectations for a given grade level in each course are evaluated

- KNOWLEDGE/UNDERSTANDING (K/U)
- THINKING (T)
- COMMUNICATION (C)
- APPLICATION (A)

Each activity to be evaluated is designed to measure achievement in one or more of these categories. Students are provided with opportunities to demonstrate their achievement in all four categories.

Student work is evaluated on criteria that are based on Achievement Charts found in The Ontario Curriculum documents. Descriptions of the four levels of quality that are used are in the following table.

Level 4	Level 4 identifies a high degree or thorough level of achievement. It is above the provincial standard. It does NOT mean that the student has achieved expectations beyond those specified for a particular grade. 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.
Level 3	Level 3 is the provincial standard. It identifies a considerable level of achievement. Parents of students achieving at Level 3 can be confident that their children will be prepared for work at the next grade.
Level 2	Level 2 identifies some level of achievement. It is below but approaching the provincial standard.
Level 1	Level 1 identifies a limited level of achievement. It is below the provincial standard.
Below Level 1	Identifies insufficient achievement of the curriculum expectations. It indicates the need for remediation and parent involvement.

The student's demonstrated learning skills are evaluated using a four point scale:

- E – EXCELLENT
- G – GOOD
- S – SATISFACTORY
- N – NEEDS IMPROVEMENT

The identified learning skills can be demonstrated by the student in all subjects and in other behaviour in school.

Separating these from achievement of curriculum expectations recognizes the learning skills and allows teachers to provide more specific information to parents. The report card has a separate section for reporting the development of learning skills.

TRACKING STUDENT ACHIEVEMENT

Subject	Category	Presentation	Performance Task	Research Task	Oral Reports	Unit Test	Most Consistent Level
Student	K/U	3	4	4		4	4
	T	3	3	3			3
	C	3	2	2	2	2	2
	A		3		3	3	3

HOW IS THE REPORT CARD GRADE DETERMINED?

The teacher determines the child's overall most consistent level of achievement on work evaluated throughout the term for each subject. The teacher then determines where that achievement lies within the range for the level (lower, middle, or high) and assigns the appropriate letter or percentage grade.

The results are not averaged.

WHAT YOU WILL SEE ON THE REPORT CARD.

Level	Range	Letter Grade (Grades 1-6)	Percentage Grade (Grades 7/8)
Level 4	4+	A+	96-100
	4	A	90
	4-	A-	84
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
R- Below Level 1		R	40

HOW IS YOUR CHILD'S LEARNING REPORTED?

On the report card achievement and the development of learning skills are reported in different sections.

REPORTING STUDENT ACHIEVEMENT

Religious and Family Life Education				Strength/Weaknesses/Next Steps
Subjects	Report 1	Report 2	Report 3	
English <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> Not Applicable <input type="checkbox"/> IEP <input type="checkbox"/>				
Reading				
Writing				
Oral and Visual Communication				
Second Language <input type="checkbox"/> French <input type="checkbox"/> Native <input type="checkbox"/> Not Applicable <input type="checkbox"/>				
<input type="checkbox"/> Core <input type="checkbox"/> Extended <input type="checkbox"/> Immersion <input type="checkbox"/> IEP				
Oral Communication				
Reading				
Writing				
Mathematics <input type="checkbox"/> ESL <input type="checkbox"/> ESD <input type="checkbox"/> French <input type="checkbox"/> IEP <input type="checkbox"/>				
Number Sense and Numeration				
Measurement				
Geometry and Spatial Sense				
Patterning and Algebra				
Data Management and Probability				

Achievement

IEP: This box is used to indicate that the grades for the student are based on the achievement of expectations in his/her Individual Education Plan

COMMENTS: Comments on achievement describe strengths, areas for improvement and the next steps students should take towards that improvement.

REPORTING LEARNING SKILLS

Learning Skills

Learning Skills	G - Good			S - Satisfactory			N - Needs Improvement		
Independent Work									
Initiative									
Homework completion									
Strengths/Weaknesses/Next Steps:									

ESL: This box is used to indicate that English is the second language of the student and she/he has been evaluated taking this into consideration

ESD: This box is used to indicate that the student speaks and understands an English dialect, and she/he has been evaluated taking this into consideration.