

Wawota Parkland School

Assessment Plan

Students will be both assessed and evaluated. When teachers assess they are gathering information about student learning that informs their teaching and helps students learn more. When teachers evaluate they decide whether or not students have learned what they need to learn and how well they have learned it.

Assessment for Learning: FORMATIVE

At the Wawota Parkland School, it is imperative that students are involved in the Assessment for learning process.

Students will:

- 1) Set and use criteria (co-constructing)
- 2) Self Assess
- 3) Receive and give descriptive, specific feedback
- 4) Collect proof or evidence of learning
- 5) Set and re-set their goals
- 6) Seek specific support for their learning
- 7) Communicate their learning to others

Assessment of Learning (Evaluation): SUMMATIVE

In the Wawota Parkland School, when engaged in assessment of learning, teachers and others are checking to see what has been learned to date. The evaluation is summarized into grades. Each curriculum outcome is evaluated and receives a grade. Students in **Kindergarten** will receive a **portfolio** evaluation which will include work samples depicting progress in each of the four dimensions of holistic learning (**intellectual, physical, spiritual, and social**). Students in **Grade 1-9** will receive a report with a **scale of M, A, B and E**. A student will receive a "M" (mastered) if he or she is consistently and independently able to demonstrate the knowledge, understanding and skills identified in the outcome. A student will receive an "A" (attained) if he or she frequently demonstrates most of the knowledge, understanding and/or skills ad identified in the outcome, with or without limited assistance. A student will receive a "B" (beginning) if he or she occasionally demonstrates some of the knowledge, understanding and/or skills identifies in the outcome, with or without assistance. A student will receive an "E" (experiencing difficulty) if he or she consistently has not demonstrated knowledge, understanding, and/or skills as identified in the outcome, even with assistance. Students in **grade 10-12** will receive a report with **percentages for each outcome**. A final percentage is also calculated for the overall grade at the 10-12 level.

Academic grades are separated from behavioural, work habits, and social skills. All of these skills are important and as such are reported separately. Students in **1-5 will be graded and receive one set** of grades for social skills (respect, responsibility and seeking solutions) and work

habits (initiative, participation and assigned work) per term. Students in 6-9 will be evaluated on these same skills in each of their classes and will receive separate grades in each subject. Students in 10-12 will be graded by comments on academic integrity and student responsibility in each subject area.

Attendance is also reported separately.

Triangulation of Evidence:

The learning experiences that teachers design for different groups of students may vary since students learn in different ways and at different times. Therefore teachers may collect different kinds of evidence in terms of how student learning is represented. We ensure that we gather evidence from a variety of sources over a period of time. There are three main sources- observations of learning, products students create and conversations. Observations are anything a teacher might observe a student doing or ask him/her to do. Product are collected which show what students can do-projects, assignments, tests, etc. Conversations about learning involve listening to what students have to say about their learning or reading what they record about their learning. We use many different processes and products when assessing and evaluating students. When students present evidence in each area, the evidence is more valid and reliable.

Reporting:

Communication is vital to the success of our students. Twice a year we will hold formal parent-student-teacher conferences where students will lead the process. Conferences are held in the evening to allow for parent attendance. The focus at the conferences will always be on growth and improvement with the student being an integral part of the planning. Beyond the formal conferences, teachers will communicate with parents and students regularly through student agenda's, personal contact and Home Logic.

We have three reporting periods from K-6. One in November, one in mid to late March and one at the conclusion of the school year. In grade 7-12 students and parents will see report cards in mid-November, end of January, March/April and one at the conclusion of the year.

Grading Procedures:

When assessing our students on the outcomes, there are some general principle's we follow:

- 1) Prior to reducing marks on work submitted late we will provide support to the student to complete and submit the required learning. The following interventions will be implemented and documented prior to reducing marks:
 - a) The student will formally meet with the subject specific teacher to inform him/her of the particular assignment that is late (after class or at lunch). This conversation will be formally documented by the classroom teacher.

- b) Failure to complete the assignment will result in the teacher and student arranging to complete the work before/during/after school with teacher supervision. A phone call will be made by the subject classroom teacher to the parents of the student who has the late assignment. The conversation will be documented in the teacher's day book.
- c) If 'a' and 'b' are unsuccessful, after 10 school days, the parent will be contacted by the subject classroom teacher a final time. The teacher will document the conversation in their daybook. The student will be made aware of this conversation and given final notice that academic penalty will be pending.

2) We seek only evidence that additional work has resulted in a higher level of achievement. Grades are not given for extra credit or bonus points.

3) Prior to reducing marks for academic dishonesty we will apply appropriate consequences for academic dishonesty as well as implement and document extensive interventions. The consequences will be connected to the behaviour and not the assessment of the outcome

- a) The teacher will professionally collect proof of academic dishonesty.
- b) The student will be asked by the subject classroom teacher to meet with administration with the teacher present because the student is suspected of academic dishonesty. Administration and teacher will determine if the student has, in fact, committed academic dishonesty after meeting with the student.
- c) The subject classroom teacher will contact the parent of the student who has been found to have committed academic dishonesty. The teacher will document the conversation with the parent in their day book.
- d) The student will be asked to complete an alternate assignment outlined by the teacher. The alternate assignment will be left to the discretion of the teacher.
- e) The student will be given a specific due date for successfully completing the alternate assignment.

4) We will report absences separately and are not to consider attendance in grade determination of an academic outcome.

- 5) While students will often learn in group settings we will use only individual achievement evidence and **not group scores in grade determination**.
- 6) We will use quality assessments that **compare student performance to achievement of outcomes and not to other students**.
- 7) In calculating grades, at all levels, teachers will use professional judgement and will **not solely rely on the mean or average**. The grade will reflect the various pieces of evidence collected-observations, conversations and products.
- 8) We will use alternatives to zeros such as reassessing to determine real achievement or use **"I" for incomplete or Insufficient Evidence**. Only in cases where all interventions have been unsuccessful and documented may teachers include zeros in grade determination for missing evidence.
 - a) Grading Procedure **#1 a,b,c** will all have occurred before an "incomplete or insufficient evidence" is assigned.
 - b) The student will receive a formal notice from the teacher (which will be documented in the teacher's daybook) that "Insufficient evidence" will be recorded into the final grade. As a result **the student may not be permitted to pass the course because of evidence missing; a failing mark could be submitted to the Ministry of Education**. The parents and students have the option to meet with administration and the teacher to reactivate the class in the next semester **(credit recovery)** providing the student can show evidence of learning by completing work identified in outcomes. The final determination of sufficient evidence will be up to the teacher and administration. The **amount of sufficient evidence to complete the course will be determined on a case by case approach**. The student must complete this work individually or work with teacher supervision.

A classroom teacher will not be held responsible for a student making up incomplete work the following term if the **student does not comply to meet with the teacher** outside of class time to receive/complete assignments.

Teachers will document all meetings and assignments handed in by the student to show evidence of learning. Administration will be notified that a student has sufficiently supplied the teacher with quality work to obtain a passing mark. Only then can a passing mark be submitted to the Ministry of Education

- 9) We will use evidence collected during Assessment of Learning but not information from Assessment for Learning to determine grades. (Assessment FOR learning is more commonly known as formative & diagnostic assessments. Assessment FOR learning is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Teachers are now afforded the chance to adjust classroom instruction based upon the needs of the students. Similarly, students are provided valuable feedback on their own learning.

Assessment OF learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments.)

- 10) We will consider that learning is developmental and will grow with time and repeated opportunities; in those instances, we will emphasize more recent achievement.

- 11) We will involve students (as described under Assessment for Learning), as they can and are to play key roles in assessment and grading that promote achievement.