

Weldon 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:

In our 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):

In our 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 report with a scale of M, A, B, and E.

Students may receive an “M” for Mastered. The student has demonstrated **all** of the knowledge, understanding, and skills as instructed, and identified in the outcome at this point in the school year.

Students may receive an “A” for Attained. The student has demonstrated **most** of the knowledge, understanding, and skills as instructed, and identified in the outcome, with or without limited assistance at this point in the school year.

Students may receive a “B” for Beginning. The student has demonstrated **some** of the knowledge, understanding, and skills as instructed, and identified in the outcome, with or without assistance at this point in the school year.

Students may receive an “E” for Experiencing Difficulty. The student consistently has not demonstrated knowledge, understanding, and/or skills as identified in the outcome, even with assistance. Working below grade level.

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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, organization, participation and assigned work) per term. Students in 6-9 will be evaluated on those 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 many 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. Products 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 Student Led Conferences. Conferences are held in the evening to allow for parent attendance. The focus at the conferences will be a celebration of learning in which the students share successes and set goals for the next Academic term. Beyond the formal conferences, teachers will communicate with parents and students regularly through student agendas, personal contact and HomeLogic.

We have three reporting periods, one in November, one in mid April and one at the conclusion of the school year.

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Grading Procedures:

When assessing our students on the outcomes, there are some general principles we follow. (For a more robust resource please see the [Assessment Binder](#) and [AP 360](#)). These include but are not limited to:

- 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. Provide time during breaks to complete assignments
 - b. Differentiate the amount or intensity of assignment
 - c. Teacher support through communication and assistance
 - d. Contact parents for parental support and awareness
 - e. Use Triangulation of evidence (observation and conversation)

- 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 an outcome.
 - a. Conversation with the student to find out the reason
 - b. Opportunity to repeat the assignment
 - c. Differentiate the assignment
 - d. Contact parents
 - e. Use Triangulation of evidence (observation and conversation)

- 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.

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- 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. Conversation with the student to find out the reason
 - b. Opportunity to repeat the assignment
 - c. Differentiate the assignment
 - d. Contact parents
 - e. Use Triangulation of evidence (observation and conversation)
- 9) We will use evidence collected during Assessment of Learning but not information from Assessment for Learning to determine grades.
- 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.