

Alberni District Secondary School

Assessment and Evaluation Policy

Definitions:

Assessment (Formative Assessment): the collection and analysis of information about a learner's progress and achievement on an ongoing basis using a variety of sources and strategies. Assessment occurs during the teaching and learning process and is intended to show growth over time and to inform teaching and learning.

Evaluation (Summative Assessment): the analysis and judging of information collected through ongoing assessment in order to place a "value" and recommendation (s) on the learner's achievement. Evaluation determines the extent to which learning occurs.

Guiding Principles:

1. The primary purpose of assessment and evaluation is to improve student learning.
2. The criteria for assessment and evaluation will be clearly communicated to the students.
3. Assessment should be criterion-referenced.
4. Assessments clearly describe the expectations to students *before* the learning so that they know what they need to do to meet the learning outcome.
5. It is important for students to complete their assignments on time so that teachers can provide timely feedback.

Policies

1. Before the end of the second week of the course, teachers will provide students and parents/guardians with a written syllabus of expected learning outcomes, (or links to them), assessment and evaluation strategies and grading criteria. This information needs to be written in a language that parents and students can understand, indicating how summative assessments throughout the grading period will be used to determine letter grades and/or percentages.
2. i) No percents will be given on grade 9 the report cards but will be freely available for purposes of verbal communication and informal reporting.
ii) Grade 10,11, and12 report cards will have the whole range of percents available to them
3. A student must achieve proficiency (min. 50%) in relation to the learning outcomes to receive credit for the course.
4. Assessment and Evaluation should primarily reflect the student's achievement with respect to the learning outcomes.

5. There is no reduction of marks for late assignments. Some assignments have absolute deadlines. Students who don't respect these deadlines may have to come up with an alternative way of demonstrating the outcome in question.
6. A maximum of 30% of a student's mark may be derived from Formative assessments. The exact amount will be decided on a departmental basis and will be consistent from teacher to teacher within a particular course.
7. Second chance assessment opportunities will be made available to students regardless if they passed or failed the first opportunity; in such cases the student shall receive the highest mark, not an average.
8. One informal report will be sent to every student, regardless of their academic standing, every semester.
9. Students caught cheating will receive a score of zero. The teacher and administrator, whenever possible, will meet with the student and parent to outline expectations for continued enrolment in the course. A student will be assigned a second opportunity to demonstrate his/her learning, at the discretion of the teacher.
10. The mark of "0" will not be used unless there has been an attempt made by the student to demonstrate his/her achievement.

Notes

- 1) The Ministry of Education recommends that formative assessments not count in the student's grade.
- 2) Teachers are encouraged to send informal reports electronically.
- 3) Teachers may wish to assign percentages for Grade 10 & 11 students according to the following scale:

| | | |
|----|---|-----------------|
| A | = | 86, 90, 95, 100 |
| B | = | 73, 78, 83 |
| C+ | = | 67, 70 |
| C | = | 60, 64 |
| C- | = | 50, 54, 57 |
- 4) Behaviour should be separated from achievement (i.e. punctuality with assignments, attendance, participation, effort, etc.)