



Assessment, Evaluation and Reporting Standards and Procedures Guideline

This document was adapted for Canada eSchool from the original document authored by Columbia International College staff. This document contains excerpts from Growing Success Documents, Sandalwood Heights Policy 14 document and our school's adaptation to the guidelines.

General Expectations for Assessment at CES: Equity and fairness must be reflected in teacher assessments at CES. Emphasis of achievement categories in the determination of marks must be consistent among all sections of the same course within CES throughout the semesters.

Definitions

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment AS learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment FOR learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment OF learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Professional judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

The primary purpose of assessment and evaluation is to improve student learning.

Guiding Principles

Principles of Effective Assessment, Evaluation and Reporting (*Growing Success*, 2010)

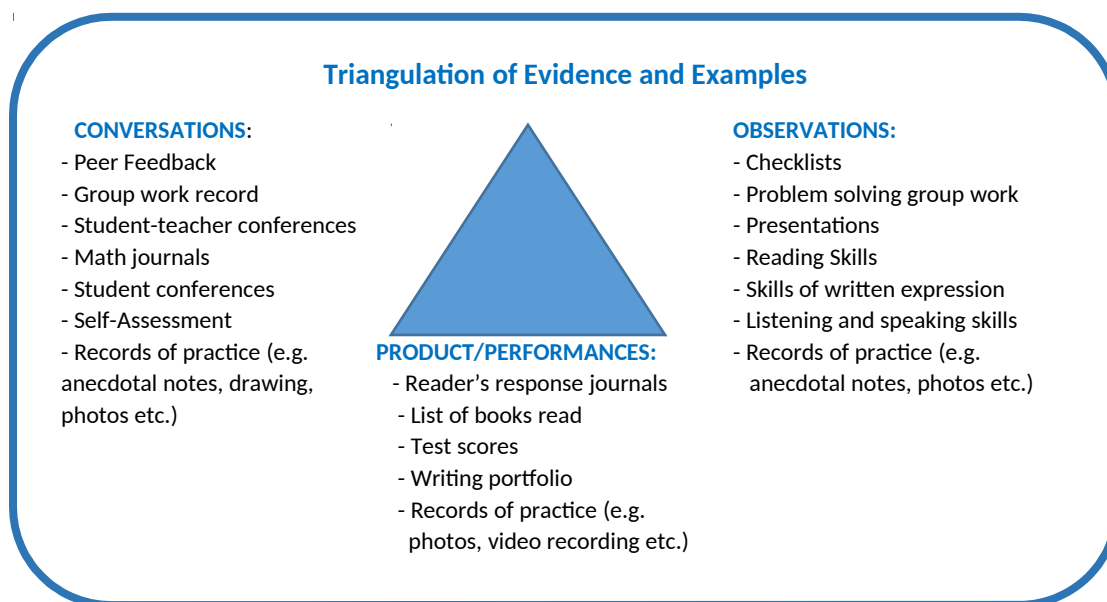
Teachers will use practices and procedures that are:

- Fair, transparent, and equitable for all students;
- Supportive of all students, including those with special education needs, those who are learning the language of instruction (English or French);
- Carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan steps for their learning.

Components of Professional Practice

Assessment Tasks

Evidence of student achievement for evaluation is collected over time from three different primary sources – *Observations, Conversations, and Product*.



Assessment Tools (see Appendix A)

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessment, self-reflections, essays and tests.

Professional Judgement (see Appendix B)

Professional judgement refers to judgement that is informed by professional knowledge of content standards (i.e. curriculum expectations), performance standards (i.e. achievement chart categories), learning skills and work habits, content, evidence of learning, and methods of instruction and assessment that indicate success in student learning.

How is a grade developed?	What should not be included in determining student's grades?
<ol style="list-style-type: none"> 1. Evidence of overall curriculum expectations – begin by taking into account and valuing all the evidence taken from observations, conversations and products over time. 2. Most consistent achievement evidence with special consideration for more recent evidence. 3. English language learner context. 4. Mitigation factors (late and missed assignments, plagiarism etc.) 5. Evidence of learning across all four achievement chart categories. 6. Grade level guidelines. 7. Professional judgement 	<ul style="list-style-type: none"> - Learning skills and work habits (apart from any that may be included as part of a curriculum expectations in a subject or course) - Attendance - Student behaviour - Absence of evidence of student achievement - Bonus marks

Assigning a Zero/No Mark

Assigning Zeros

Zeros indicate that there is no evidence of learning. A zero can act as placeholders or a grade depending on the circumstance. Marks of zeros should be used as the initial entry of grades.

Zero as a Placeholder:

Teachers are communicating to students and stakeholders that the student has not yet demonstrated learning and that there is an obligation of the student to demonstrate that knowledge.

Zero as a Grade:

Zeros must be in place for reporting periods. If the student submits work after the reporting period, then the teacher will replace the zero with the achieved mark. If no evidence of learning is submitted, then the zero will remain. Decisions regarding assigning a zero as a grade will follow the “Reasons for Entering NM (No Mark)” stated below and the consideration guidelines as described in Appendix D.

Possible Reasoning for Entering a Mark of Zero
<ul style="list-style-type: none">• Unauthorized Absence• Not submitted• Earned 0• Academic Dishonesty• Not Submitted with Approved Extension

Reasons for Entering NM (No Mark)

A mark of zero may be replaced with an entry of NM when a teacher, in consultation with department head or at the direction of the CoCC leadership, determines that a zero would result in a misrepresentation of the student’s overall achievement at a reporting period. An entry of NM may also be used when a teacher determines that there is no obligation of the student to demonstrate evidence for a particular evaluation. Decisions regarding Zero vs. No Mark should follow the consideration guidelines as described in Appendix D.

The teacher must ensure that mark deduction and assignment of zero will not result in a percentage mark that in the professional judgment of the teacher, misinterprets the student’s actual achievement.

- Growing Success, 2010

Assigning Zero

Guideline	
<i>If using zero as a placeholder, before I use it when calculating a mark, I have...</i>	
✓	Provided specific and timely feedback that helps students achieve class learning goals.
✓	Provided ELLs with appropriate accommodations and/or modifications (see page 76 - 78 <i>Growing Success</i>)
✓	Maintained ongoing communication with students and stakeholders about student achievement
✓	Collected evidence of learning from multiple sources, products, conversations and observations, to determine if the zero can be removed because the student has met learning goals and success criteria from another source of evidence.
✓	Considered each of the four mitigating factors: age, maturity, number and frequencies of incidents and the individual circumstances of student, before applying a zero to a student for non-submission of work.
✓	Ensured that my assessment, evaluation and reporting policies align with <i>Growing Success</i> and school policies.
✓	Considered whether the evidence of learning collected for the student is representative of the student learning in the unit/course.

Assessment and Evaluation in Grades 9 – 12 (see appendix C)

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows.

- **Seventy percent (70%)** of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course. Special consideration should be given to more recent evidence of achievement.
- **Thirty percent (30%)** of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. In **Grades 9 – 12**, failure to complete a 30% Final Evaluation does not automatically result in the loss of a credit. Final decision around granting a credit are made by the principal/vice-principal in consultation with the subject teacher and the department head.

All final assessment which will be used to calculate the final evaluation of 30% will occur towards the end of the course. These evaluations may be assigned to the students at any point in the course, but the final product will not be expected to be submitted to the teacher until the end of the course.

Appendix A - Assessment Tools

Examples of possible formats that students might use to demonstrate evidence of learning.

Say	Do	Create
✓ Oral report	✓ Essay/Report/ Summary//Visual-Verbal	✓ Blog/Wiki/ voice thread
✓ Conference	✓ Salon/Cocktail Party/ Symposium	✓ Pamphlet/Brochure/ Cartoon
✓ Presentation	✓ Jigsaw/Learning circle	✓ Video/Webcast/ Webinar
✓ Debate	✓ Museum display	✓ Diorama/Model/ Diagram
✓ Speech	✓ Demonstration	✓ Mind map/Concept map/ Graphic organizer
✓ Small group discussion	✓ Lab/Experiment	✓ Poster board display/ Game board
✓ Role-play simulation	✓ Problem-based task/inquiry	✓ Report card/Checklist Test/Rubric
✓ Stand and deliver/ defense	✓ Dramatic interpretation	✓ Song lyric

Seven questions I should be able to answer about Student Evidence of Learning

- o What exactly am I looking for? What is the primary purpose of this task/evidence?
- o How many samplings of the evidence will be needed to ensure students have learned?
- o What is the student's active role in gathering, organizing, prioritizing or communicating the evidence?
- o How does the evidence being asked for reflect the overall curriculum expectations?
- o How does the evidence being asked for reflect the big/enduring understandings?
- o How might technology be used to support students in gathering or communication evidence of their learning?
- o How might the evidence gathered be organized to show growth over time?

Appendix B – Professional Judgment

Guidelines to consider when there are conflicting views about what might be the best decision for a student based on collective informed professional judgment.

Guidelines – Prompts for Reflection
<ul style="list-style-type: none"> ▪ We have agreed to come together to discuss the issue using ground rules, norms of collaboration and made the environment safe for honest and candid discussion.
<ul style="list-style-type: none"> ▪ We have consulted all necessary parties who can inform or shed light on the final decision involving the student, including the student himself/herself.
<ul style="list-style-type: none"> ▪ We have ensured that the decision will not violate the spirit of any one of the Seven Fundamental Principles articulated in <i>Growing Success</i>.
<ul style="list-style-type: none"> ▪ We put the student's interest first in all of our decision-making process – which decision will best support the student's learning?
<ul style="list-style-type: none"> ▪ We have considered both short term (immediate) and longer term needs/ consequences for the student in our decision-making process.
<ul style="list-style-type: none"> ▪ We have considered past decisions in similar cases; however, those decisions do not constrain the parties from making a different kind of decision that best supports the student.
<ul style="list-style-type: none"> ▪ We have considered all available data, evidence of learning and the student's own words/voice.
<ul style="list-style-type: none"> ▪ We have considered all possible mitigating factors.
<ul style="list-style-type: none"> ▪ Due diligence has been done with respect to all components of professional judgement and practice as understood by <i>Growing Success</i> and the OCT Standards and Practice and Ethical Standards for the Teaching Profession and Ontario Equity and Inclusive Education Strategy.
<ul style="list-style-type: none"> ▪ Proposed decisions to be made affecting the student are criterion-referenced and align to Ministry and board policies.
<ul style="list-style-type: none"> ▪ Proposed decisions are formed within a humane, equitable and respectful interpretation of Ministry and board policies.
<ul style="list-style-type: none"> ▪ We have weighed and considered input from those who have spent the most time working with the student, who know the student best, including the student's learning profile, strengths and needs.

Professional Judgment...

is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

- *Growing Success*, 2010

Appendix C – Levels of Student Achievement

Grading Chart for Evaluation of Student Achievement: Growing Success, 2011

Evaluation of Student Achievement Grades 7 – 12

Level	Scale	Percentage	Levels of Achievement
Level 4	4+ 4 4-	95 – 100% 87 – 94% 80 – 86%	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. <i>However, achievement at level 4 does not mean that the students has achieved expectations beyond those specified for the grade/course.</i>
Level 3	3+ 3 3-	77 – 79% 74 – 76% 70 – 73%	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Students achieving at level 3 can be confident of being prepared for work in subsequent grades/courses.
Level 2	2+ 2 2-	67 – 69% 64 – 66% 60 – 63%	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
Level 1	1+ 1 1-	57 – 59% 54 – 56% 50 – 53%	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specified areas, as necessary, if they are to be successful in the next grade/course.
	40 – 49%		In Grades 9 to 12 , there should be no final marks of 46, 47, 48, or 49% . Teachers will use their professional judgement to change final marks to be either 45% or 50% . An earned mark of 50% should be entered as 51% .
	40 – 45%		In Grades 9 to 12 , students within this mark range have not achieved the credit. Gaps in learning may be addressed through either repeating the credit in day school or taking a two week make up summer school course .
	40%		In Grades 9 to 12 , this is the minimum requirement for eligibility for Credit Summer School two week make up course.
	35%		In Grades 9 and 10 , this is the minimum requirement for eligibility for Summer Recovery programming.
	21 – 39%		In Grades 9 to 12 , students within this mark range have not achieved the credit. Gaps in learning may be addressed through either repeating the credit in day school, night school or in a four week new credit summer school course .
	0 – 20%		In Grades 9 to 12 , the lowest possible mark a student can receive on a provincial report card is 0% . This mark is a result of incomplete assessment tasks and insufficient evidence of achievement in the form of observations, conversations and process work. In Grades 9 to 12, if, in the professional judgment of the teacher, the student's report card mark is 20 per cent or below, then the teacher must consult with the principal before assigning the report card mark. Course must be retaken if the credit is compulsory.
	R		In Grades 1 – 8 , the code "R" represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement.
	I		In Grades 1 – 10 , the code "I" may be used to indicate insufficient evidence is available to determine a letter grade or a percentage mark.
	W		In Grades 9 – 12 , the code "W" indicates that the student has withdrawn from the course.

Appendix C continued. Levels of Student Achievement

Reporting Instructions for Grades 9-12

Mid-Term Reporting:

Grade 12 teachers- many university and college programs require not only specific averages for entrance consideration, but specific course averages as well. When entering report card grades, please consider each student individually given the following percentages:

1. 47,48, 49 to 50
2. 58, 59 to 60
3. 68,69 to 70
4. 74 to 75
5. 78, 79 to 80
6. 88, 89 to 90

This is an important consideration for many of our students entering specific University Programs.

FINAL Reporting:

When entering report card grades, please consider each student individually given the following percentages:

For All Grade 9-12 Teachers

1. 47%,48%, 49% to 46% or 50%

Grade 12 Teachers - many university programs require not only specific averages for entrance consideration, but specific course averages as well. When entering report card grades, please consider each student individually given the following percentages:

1. 58%, 59% to 57% or 60%
2. 68%,69% to 67% or 70%
3. 74% to 73% or 75%
4. 78%, 79% to 77% or 80%
5. 84% to 83% or 85%
6. 88%, 89% to 87% or 90%

All teachers, kindly consider all aspects of your students' efforts including Observations, Conversation, and Product.

References:

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12. (2010). Toronto, Ontario, Canada: Queen's Printer for Ontario.

Sandalwood Heights S.S. Policy 14 Document. (2011).

Columbia International College: Code of Conduct 201808. (2018). Hamilton, Ontario, Canada.