Assessment, Evaluation, and Reporting Policy

Christian Virtual School, 2020

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1. School Policy

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
3. are 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;
4. are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
7. develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

1.1 Assessment and Evaluation Strategies

1.1.1 Assessment *for* Learning and Assessment *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning." As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Christian Virtual School implements these strategies by:

- planning assessments that integrate seamlessly with instruction;
- sharing learning goals and success criteria with students at the outset of learning and ensuring that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- utilizing assessments to gather information about student learning throughout the lessons, using a variety of assessment strategies and tools;
- using assessments to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analysing and interpreting evidence of learning;
- giving specific and timely descriptive feedback about student learning; and
- helping students develop skills of peer and self-assessment.

1.1.2 Assessment *of* Learning

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and

communicates to parents or guardians, other teachers, employers, institutions of further education, and to the students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the course.

1.2 The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document specific to that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

The chart is organized into four broad categories:

- knowledge and understanding;
- thinking and inquiry;
- communication; and
- application and making connections.

The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.

The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.

The achievement chart provides Christian Virtual School teachers with a provincial standard to use in assessing and evaluating their students' achievement.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	Achievement Level	Description

80-100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Note: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

1.3 Reporting Student Achievement

Student achievement is communicated formally to students and parents or guardians by Christian Virtual School's Secondary School Report Card.

1.3.1 Reporting on Achievement of Curriculum Expectations

The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
- The final grade for each course in Grades 9-12 will be determined as follows:
  - 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- 30% of the grade will be based on a final evaluation. This may be a final examination, a final project, or a combination of both an exam and a project.

1.3.2 Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The six identified learning skills and work habits are:

1. responsibility;
2. organization;
3. independent work;
4. collaboration;
5. initiative; and
6. self-regulation.

The learning skills and work habits are evaluated using a four-point scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N - Needs Improvement

1.3.3 Teacher Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

1.3.4 Principal Comments

The report card may also include the Principal's comments on the performance of the student.

1.4 Methods of Evaluation

Teachers take various considerations into account before deciding the grade to be entered on the report card. Teachers consider all evidence collected from all products submitted or not submitted. Evidence of student achievement for evaluation is collected over time from three difference

sources; observations, conversations, and student products. Evaluation is the responsibility of the teacher and does not include the judgement of the student's peers.

Determining a report card grade involves the teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to the more recent evidence. The Principal works with teachers to ensure common and equitable grading practices that follow Ministry policy. A student's achievement of the overall curriculum expectations is evaluated in accordance with the achievement chart and is reported as percentage grades.

1.4.1 Final Examination

- Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.
- Students in the same course are similarly evaluated, which means that final exams assessments use the same format. although questions may be different among the students.
- A course with a final examination must be written in a supervised environment with a proctor.

1.4.2 Coursework

- Students must complete all the assigned coursework.
- Coursework may include assignments, tests, projects, labs, discussions, etc.
- Students assume the responsibility to ensure that they have completed all the assigned requirements of the course before completing the final exam or assessment task.
- Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive zeros for any incomplete assignments.