



ASSESSMENT & EVALUATION POLICY

Guiding Principles

Whereas every student requires the opportunity to learn:

It is the role of the student and parent

- To take ownership of learning and the learning process;
- To take advantage of feedback provided by the teacher on student achievement;
- To provide timely, accurate and honest work for the teacher to react to and advise upon; anything less than a student's total investment in their work will compromise legitimate learning and the learning process.

It is the role of Colonel By Secondary School Teachers

- To work with students and parents towards achieving an understanding of Ministry of Education curriculum expectations;
- To diagnose a student's learning needs;
- To guide and develop student success through a variety of instructional and learning strategies; and
- To advise upon the student's performance against the provincial curriculum.

Teachers will base their assessment and evaluation of student work on the following four categories:

- a) Knowledge & Understanding
- b) Thinking & Inquiry
- c) Application
- d) Communication

All categories of achievement are developmental in nature. It follows that the most consistent results, with an emphasis on the most recent examples, should be considered the best evidence in determining the final grade of the course.

Seventy percent of a student's final grade for a course will be derived from work produced during the course, and thirty percent of the final grade will be derived from at least two summative tasks which will be administered at or near the end of the course. These summative tasks may include a formal examination.

Learning as a Partnership

In order for teachers to do all they can to understand and act upon the unique learning needs of every student a mutual respect and strong student/teacher/parent partnership is required. Towards this end students must do all they can to be respectful of timelines and submission dates. When it comes to handing in work or completing tests, projects or examinations, students are responsible for being prepared and being on time.

The partnership works best when information is shared early and often. Students should also communicate with their parents to enlist their support in meeting the challenges. Teachers are in a much better position to support a student's development if the student is communicating about the challenges they are facing. Once asked for help, teachers will do all they can to assist students in successfully overcoming difficulties. Legitimate absences will be accommodated, and teachers may find other means of delivering the curriculum when appropriate and if possible. It must be accepted, however, that teachers cannot always provide students with alternate opportunities to complete the required curriculum.

Late and/or Missing Assignments

In order for teachers to evaluate and report on student achievement, at various times throughout the year teachers will require students to display achievement of curriculum expectations; this may take the form of in-class evaluations and/or work the students will take home and complete over a designated period of time. In either case, for the evaluations to have legitimacy and maximize student success, timelines and due dates must be established collaboratively by teachers; similarly, for the evaluations to have integrity, students must follow the timelines and respect the deadlines collaboratively established at the outset.

In instances in which students do not follow established timelines and respect due dates, teachers will address this behaviour following a strategy of progressive interventions. Teachers will work together with parents and students to diagnose the academic reasons behind the behaviour and develop an appropriate strategy which results in the completion of the missing work.

Such strategies may involve the students (i) being required to attend a Time Management, Personal Organization and/or Study Skills Workshop run in the Opportunity Room at lunch on an assigned day, (ii) and/or entering into a contract which establishes a firm timeline and due date and offers the student the academic support available through compulsory attendance in the After School Assistance Programme (A.S.A.P.) session in the Colonel By Library (Thursdays) after school. In the event that a student does not complete the outstanding work within two 4-day cycles following the original due date, the student will be referred to a Vice Principal. Should the student not demonstrate achievement of curriculum expectations within one week after working with the Vice Principal, a mark of 'zero' may be received. In addition, students may forfeit eligibility for in-school bursaries / scholarships / awards and letters of reference as well as participation in co-curricular activities.

In unique circumstances, a teacher may determine that a student has not demonstrated achievement of sufficient curriculum expectations because of missed or unsubmitted work. In this case the teacher can adjust the level of performance of a student and the corresponding percentage grade at reporting time to reflect the lack of demonstrable evidence of curriculum achievement. In certain circumstances the most appropriate and accurate communication of student achievement on a report card may not be a numerical grade, but rather an 'incomplete'; should such be the case at the final reporting period, a course credit may not be granted.

Academic Accuracy and Integrity

Academic integrity is important for many reasons. When cheating, collusion, theft of words or ideas (plagiarism) or misrepresentation occurs, student development is stalled, fellow students are disadvantaged, and respect has not been given to self and others. We believe every student can learn and we are committed to developing our students' sense of responsibility and their ability to face difficult challenges without diminishing oneself or one's work.

An act of cheating, collusion, plagiarism or misrepresentation of a student's work voids the evidence of learning. Accordingly, 'zero evidence' of a student's learning may be assigned if the student does not produce evidence of their own learning and achievement. Assigning school-based consequences resulting from the breach of academic integrity will be made on a case by case basis; such consequences may include a conference involving the student, parent(s), teacher, Department Head, and/or Vice Principal. It must be understood, however, that given plagiarism or fraudulent academic practices, the student has not provided legitimate evidence of curriculum achievement; accordingly, it is the responsibility of the student to ensure the work is submitted -- performed in an authentic and legitimate manner. However, teachers have the professional discretion to determine the timing and the circumstances of the opportunity to demonstrate learning. Teachers may advocate for the student and encourage them to amend the behaviour and to understand that the behaviour is counter-productive to learning.