

CONNECT CHARTER SCHOOL SOCIETY

Policy Title: **Student Assessment and Evaluation**

Policy No. **6.07**

RATIONALE: The Board recognizes the need to provide accurate and timely assessment and evaluation of student progress to both parents and students. This feedback is essential to optimize learning and make sound decisions regarding teaching and learning practices.

POLICY: Student assessment and evaluation practices shall developed by the school administration and teachers, in consultation with parents. Assessment practices shall be consistent with inquiry-based learning principles.

PRINCIPLES:

1. All students in Grades 6 and 9 are required to write the annual provincial achievement tests.
2. Teachers shall make all reasonable efforts to ensure that parents understand the grade level their child has achieved in relation to the grade levels of provincial Programs of Study for language arts, mathematics, science and social studies.
3. Assessment of work habits, effort, and behavior will be distinct from assessment of academic performance.
4. Teachers will use a variety of assessment strategies to gather sufficient information to provide relevant feedback to parents, students, and teachers.
5. Assessment will be an ongoing process comprised of both formative and summative components. Results shall be monitored on an ongoing basis to inform the next steps in instruction and program improvement.
6. Assessment will identify strengths and encourage improvement in all areas of learning.
7. Students will be involved in their own assessment.
8. So that all students are provided with opportunities to display individual strengths, assessment practices should accommodate the needs of all students.

9. Student assessment and evaluation practices shall be clearly communicated to students and parents.
10. Teachers will use their professional judgment to ensure that their assessments are relevant to and representative of, the learning outcomes their students are expected to achieve.
11. Assessment practices should accommodate educationally relevant backgrounds and prior experiences of the students, so that all students are provided with opportunities to display their strengths.

First Reading	<u>November 27, 2007</u>
Adopted	<u>January 22, 2008</u>
Amended	<u>May 21, 2013</u>
Amended	<u>December 6, 2016</u>
Amended	<u>June 18, 2019</u>

PROCEDURES:

- A. The Principal and teachers will reassess reporting practices each year before the end of September and will collectively decide upon alterations and / or additions.
- B. Teachers will work together to develop consistent standards.
- C. Grades 6 and 9 teachers will review general information bulletins and subject area bulletins to familiarize themselves with the purposes, content, and administration of Provincial Achievement Tests.
- D. Grades 6, 7 and 9 teachers will analyze and interpret the results of provincial achievement tests and will report their findings to the general teaching staff.
- E. Report cards will include categories that separately address inquiry, work habits, and behaviour. Both content and cognitive skills must be addressed.
- F. Report cards will be issued three times per year.
- G. Student-led conferences will be held following Term 1 and 2 reporting periods.
- H. Teachers will provide meaningful feedback to students and parents between reporting periods.
- I. If necessary, teachers will provide information to the student services coordinator and school administrators so that they may request expert assessment or diagnostic information that strengthens teaching and student learning.