



BOARD POLICY MANUAL	
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STUDENT ASSESSMENT & EVALUATION

Assessment and evaluation are an integral part of the learning process at every grade level and therefore must be planned along with all other curriculum components. Designing the assessment and evaluation helps teachers to be clear and specific about what outcomes or objectives they will plan to achieve.

- There must be a direct link between *outcomes* (or objectives), *instruction*, *assessment*, and *evaluation*.
- Outcomes: decide what outcomes students will be expected to achieve.
- Instruction: decide what activities the students will do to reach those outcomes.
- Assessment: decide what activities the students will do to demonstrate how well they have reached the outcomes.
- Evaluation: apply your judgment to determine what marks and comments you will make on students' demonstrations of achievement.

Purposes of Assessment and Evaluation

The purposes of evaluation focus on the effectiveness of the learning experiences and the success of students in attaining the stated outcomes of the curriculum. Evaluation must fulfil the following purposes.

- Motivate students to improve their performance through the provision of appropriate feedback.
- Help students and teachers identify strengths and deficiencies in knowledge or skill as a basis for further learning experiences.
- Assess the quality, suitability, and effectiveness of the curriculum, including aims and outcomes, learning strategies, and materials.
- Provide parents, guardians, students and teachers with information about students' progress.
- Provide information regarding marks and progress to the principal.
- Equip students to evaluate their own progress.

There are three types of student evaluation: diagnostic, formative, and summative. Each has a specific purpose.

- Diagnostic evaluation is intended to identify students' strengths and weaknesses in relation to the curriculum, so that the content and strategies can be designed to best meet the needs of the students. Because it is used as a pre-test before any instruction has taken place, it must never be used as part of students' marks of achievement.
- Formative evaluation is used throughout the teaching/learning process and is intended to improve both the teaching and the learning. It is for "in-flight" correction, helping both teacher and students see how well the objectives are being met and identifying strengths and weaknesses in doing so. The teacher can then make adjustments to the instructional program, after which students can do the same to their learning patterns. These evaluations do become part of the students' marks.
- Summative evaluation is used at the end of a curriculum unit and is intended to summarize students' successes in meeting the stated objectives.

Both formative and summative evaluations are combined, usually as a mark or grade, to produce a report to the students, parents, and administration.

Principles of Assessment and Evaluation

The following principles guide assessment and evaluation:

- Evaluation must be age & grade appropriate.
- An evaluation plan for the whole curriculum unit will be provided and explained to the students at the beginning of each unit. It will be made available to parents, and administration upon request. The evaluation plan will describe the assessment and evaluation methods to be used, when they are to be given, and the weight assigned to each.
- Evaluation should emphasize positive achievements, rather than failures.
- Evaluation must relate to the objectives or outcomes of the unit of study. This is required in fairness to the students who are being evaluated. It also ensures that the stated outcomes actually are produced by the curriculum. If teachers do not evaluate how well students meet certain outcomes, those outcomes may very well cease to occur in the teaching process. In time the central objective may well simply become mastery of the content of the curriculum unit. A comprehensive evaluation plan which takes into account all of the unit outcomes – cognitive, ability/skill, attitudinal outcomes - will help to ensure learning that meets all the aims of the curriculum.
- Evaluation should include a wide variety of activities. The traditional pen-and -paper question-and-answer methods evaluate a narrow set of learning styles and skills. A wide variety is needed both to match the varied learning styles of the students, and to evaluate the different types of curriculum objectives. The development of objectives and evaluation activities must go hand in hand.
- The standards of achievement set for a particular unit of study and level of difficulty should be related to the age and ability of the students.
- Assessment should be a continuous process and should include a balance of short -term and long-term objectives.
- Evaluation should include teacher evaluation, as well as opportunities for peer and self -evaluation.
- Evaluation procedures should encourage ongoing self-evaluation by students. This will help to develop self-reflection which will encourage life-long learning.
- Evaluation must be criterion-referenced, not norm-referenced. Criterion-referenced evaluation compares the students' performance directly to the course objectives or outcomes, not to the performance of other students. Norm-referenced evaluation compares students to each other by adjusting marks to fit a bell curve or a pre-determined desired class average.

Student Evaluation

a. Grading/Report Cards:

- i. Trinity expects all of its teachers to assign grades to most of the work each student does. From grade 1 through 8 teachers will assign a number or letter grade. Teachers need to express clearly when they give each assignment or test the bases, the kind, and the relative weight of the grade for that will be given. All teachers will use achievement of learning objectives as the primary grading criterion, but they will also consider demonstrated effort, noticeable differences in ability, and commitment to the learning of other students. The following specific statements on grading apply for all teachers at TCS.
- ii. Reports cards are issued to students at the close of each term. Teachers of students who receive a failing grade must contact those students' parents before the report cards are sent.
- iii. Term grades are posted on the report cards and reported to the office on the supplied grade sheets at the posted deadlines.
- iv. For grades 1-6 letter grades are used. For grades 7-8 a percentage grade is used:

A – 90-100	Excellent
B – 75-89	Good
C – 60-74	Satisfactory
D – 50-59	Passing
E – below 50	Failing

Report Card mark should reflect balance of classroom work and testing.
- v. A pass-fail method may be used for students of very low ability only after discussion with parents and with the support of the resource-room teacher and principal.
- vi. In determining an academic grade, teachers should not deduct a percentage for disciplinary reasons.
- vii. If a teacher uses an "incomplete", the student and the parents should be informed of the work to be completed by an exact date. Two weeks after the end of the marking period, the mark becomes a failure unless the teacher changes the mark.
- viii. All teachers must keep accurate records of grades in their grade books and be able to explain to both the student and his/her parents the reasons for any grade.
- ix. In each term, contact with parents of students who are receiving a D or lower is expected; the discussion or report must also describe what students must do to achieve a satisfactory grade.
- x. Every teacher should confer often with colleagues about grading, testing, relative weights for assignments, and fairness.

b. Testing

TCS assumes that all of its teachers know how to construct good tests and to decide to which degree students have mastered the objectives. All teachers must

- i. Give tests regularly and frequently.

- ii. Design tests that help children demonstrate what they have learned rather than show up what they have not learned.
- iii. Use a wide variety of means for testing: reports, quizzes, projects, papers, demonstrations, talks, etc.
- iv. Mark all means of measurement promptly, and give students the correct answers orally or in writing.
- v. Assign grades on the basis of achievement according to the standards set by the school, not according to a supposed curve of distribution.
- vi. If students have multiple teachers, sign the chart in the homeroom with the date of a major test or project so that no student has more than two tests or projects on a given day.
- vii. Set their own policy of retests and correction in order that students may achieve maximum understanding.

c. Reporting to Parents

As teacher, parents and children are partners in Christian education, it is essential that communication is valued and ongoing. The following timelines will assist you with the overview of reporting and your involvement.

BY THE END OF OCTOBER an interim report will be sent home providing a progress report focusing on student performance and attitude to date.

BY THE END OF NOVEMBER 1st term report will go home. Parent/teacher conference will take place.

BY EARLY MARCH 2nd term reports; P/T interviews by request.

BY THE END OF JUNE a final report, 3rd term, outlining the student's progress since the last written report.