

Wallaceburg Christian School Society - Board Policy Manual

Section: Curriculum

Subsection: Assessment and Evaluations

Subject: 515-Assessment/Evaluation

Effective: February 2011

Assessment and Evaluations Policy

As teachers are planning their units and lessons they will aim to incorporate various assessment methods to help the students in their learning. They will also provide the students with a rubric that explains how the final evaluation mark is reached.

Assessment: *on a student's work.*

Assessment provides **feedback to students** on an ongoing basis so they will know how to improve their learning. It also provides **feedback to the teacher**, so they can improve their teaching. Lots of assessment is needed so students have every chance to learn. Research shows that good assessment is one of the best ways to improve student learning. Quick, detailed, and constant feedback is crucial.

Evaluation is a mark that judges a student's achievement.

Evaluation is the teacher's professional judgment at a certain end-point about the students' work in relation to standards and criteria. By "a certain end-point," we mean that students have had every opportunity to learn a particular set of expectations, they have practiced it, they have received good feedback on their performance, and they have had the opportunity to learn it better. After you have met these conditions, then it is fair to evaluate students' work with a mark

Assessments	Process and Purpose for Assessment
A1 Questioning for Prior Knowledge	<p>The teacher uses questioning to access students' prior knowledge and to monitor their understanding of concepts</p> <p>Students are encouraged to ask each other questions for clarification and to challenge each others ideas</p>
A2 Quick Write Journal Checklist	<p>Students use journals to keep written records of different types of discoveries, reflections or misconceptions, to access prior or current knowledge, and to record questions</p> <p>The teacher uses the journal checklist to assess students' prior and current knowledge, to address any questions they may have, and to adjust instruction if necessary</p>
A3 Observation Checklist	<p>The teacher uses observations as visual or written snapshots of students' progress</p> <p>Observations help the teacher check each student's current understanding and level in speaking, listening, writing, reading, identifying visual clues and applying critical analysis</p> <p>Observations also allow the teacher to see which students are progressing and which students are in need of teaching and re-teaching.</p>
A4 Anecdotal Notes	<p>The teacher uses this form throughout the unit to capture notes about students as they work. The notes are used to monitor progress, provide feedback, and adjust instruction</p>

A5 Conferences	<p>The teacher has private conversations with each student to make sure they are learning what they need to, answer any questions students may have, and to assess individual progress at the time</p> <p>Conferences provide students with the time to ask questions and clarify information</p>
A6 Rubric Checklist	<p>Students use the checklist to help ensure they have met all of the requirements of the project</p> <p>The teacher uses it during conferences to monitor progress, clarify misunderstandings, and offer feedback</p>
A7 Self-Assessments	<p>Students self-assess to reflect on their learning</p> <p>The teacher uses these self-assessments to help teach and reinforce meta-cognitive strategies</p>
A8 Portfolios	<p>Portfolios allow for the assessment of students' progress, processes, and performance over time.</p> <p>accumulate work and reflections over the course of a project, semester, class, or year</p> <p>Samples of student work from all subjects</p>
A9 Running Records	Reading Skills
A10 Student to Student Assessment	<p>Students use peer feedback to seek assistance when reviewing each other's work and then justifying their agreement or disagreement with their peers. They learn to share their reasoning and to think about others' problem-solving methods. Kindergarten students can do peer feedback orally. The teacher uses peer feedback to check for understanding and to make instructional decisions. Use the peer feedback forms with the fact and fiction activities.</p>
A11 Drawing Check List	<p>The teacher uses the drawing checklist to assess the levels of student understanding; this is especially helpful in assessing emerging writers. The checklist helps in planning future lessons and in re-teaching the concepts if necessary.</p>
A12 Scripting	<p>The teacher listens to students and writes exactly what they say on a chart. Scripting allows the teacher to assess students' speaking, listening, and their ability to describe the concepts being taught. At this stage in development students are learning how to put ideas into complete sentences as well as learning how to organize and express their thoughts and feelings. The teacher can provide immediate feedback and support by referring to the script.</p>
A13 T-Chart	<p>The teacher uses the T-chart to assess students' prior knowledge and to monitor students' ability to make predictions and use clues to make meaning of a story. Students use T-charts to make connections and to compare and contrast information.</p>
A14 Voting	<p>The teacher takes a class vote to monitor student thinking and the way they are processing information. This quick informal assessment method provides a "snap shot" of student understanding of key concepts. The teacher can adjust instruction based on the responses students provide. Students use voting to express their thoughts and feeling on a certain situation and to justify their thinking.</p>
A15 Team Assessment	<p>Students use the team assessment form to assess their collaboration skills during group work. The teacher uses it for final assessment. Use the job assignment sheet to help guide the group work.</p>
A16 Probing Questions	<p>The teacher uses these questions to probe for higher-level thinking towards the end of the unit. The teacher assesses the student's ability to make connections, think critically, and justify answers with evidence from the story.</p>

A17 Project Check List	Students use the checklist to help ensure they have met all of the requirements of the project. The teacher uses it during conferences to monitor progress, clarify misunderstandings, and offer feedback.
A18 Project Scoring Guide	The teacher uses the scoring guide to assess the final presentations.
Evaluation	Process and Purpose for Assessment
E1 Rubric Scoring Guides	1. The teacher uses the scoring guide to assess the final presentations.

The Grading System

**** Most subjects have the following areas:**

- **Effort and Participation**
- **Daily work**
- **Formative Assessments**
 - May include: Test, Quizzes, subjective and objective evaluations.
 - The aim being that a student has shown mastery of the material learned
- **Summative Assessments**
 - May include: projects related to the God given talents of each student
 - The aim being that a student is able to show an appreciation of the learned knowledge and is able to apply what was learned
- **Student Self Evaluations**
 - At the end of each unit the students will be asked to reflect on what was learned.

Percentiles to Grades

100-97%	A+
96%-94%	A
93%-90%	A-
89%-85%	B+
84%-80%	B
79%-75%	B-
74%-70%	C+
69%-65%	C
64%-60%	C-
59%-57%	D+
56%-54%	D
53%-50%	D-
Bellow 50%	E

Percentiles to Check marks

√+	(100% to 85%)
√	(84% to 65%)
√-	(64% and below)