



Student Assessment, Evaluation and Reporting Policy

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Preface

The development process regarding the *Student Assessment, Evaluation and Reporting Policy* was quite lengthy and stakeholders have had numerous opportunities to have input. The document has gone through considerable revisions and we trust that all schools can now meet the expectations arising from the policy statements contained in this document.

Beginning September 2010 all schools shall follow the policy statements within this document.

Acknowledgements

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Introduction

Student assessment and evaluation is a process basic to teaching. It is not an add-on to instruction but an integral part of it, since the information it provides guides teachers' instructional planning and selection of instructional strategies. Assessment is the systematic process of gathering information on student progress and achievement. This is a non-judgmental collection of observable data related to the abilities, needs, interests, learning styles and achievements of individual students. Evaluation, however, is the process of analyzing, reflecting upon and summarizing the data collected during assessment. This data is used to make judgments about students' achievement and needs, the instructional program's effectiveness, and teachers' instructional strategies.

Evaluation must be student centered where the process and subsequent decisions reflect a general concern for the interest of each student. Teachers must recognize that they have a responsibility to provide an accurate, reliable and justifiable evaluation which embraces the integrity, self-confidence or enthusiasm of the student. Comprehensive evaluation involves the use of a variety of sources with reference to specific outcomes. It must be implemented to ensure that the total growth of each student is recognized.

Evaluation is therefore defined as a comprehensive process encompassing the entire range of student activities and experiences. It is a process of collecting and interpreting information which can be used to inform students and parents/guardians about the progress they are making toward obtaining the knowledge, skills, attitudes and behaviors.

Evaluation serves the following purposes:

- Assessment for Learning (formative):
 - to help determine individual progress;
 - to aid in the selection of appropriate materials and methods of instruction;
 - to assess instruction and provide feedback to learners and teachers;
- Assessment of Learning (summative):
 - to determine the extent to which students have achieved the outcomes of the educational program.

The Nova Central School District's Student Assessment, Evaluation and Reporting Policy are predicated on the following principles:

- Evaluation takes its direction from a definition of education which, stated in the broadest sense, is to enable students to realize their potential as human beings.
- Evaluation is a means to an end and never an end in itself.
- Evaluation, by definition, connotes value.
- The process of evaluation begins with the outcomes of the educational program which guide instruction.
- Evaluation gives a picture of where students are and how they are progressing.
- Assessment and evaluation practices respect the uniqueness of each learner.

- Differentiated evaluation is employed to accommodate all learners.
- Evaluation has quantitative and qualitative attributes.
- Evaluation is a more inclusive concept than measurement – measurement provides only the data needed for evaluation.
- Instruments used for evaluation shall be valid, reliable and reflect the philosophy of differentiated instruction.
- Evaluation is a continuous and comprehensive process.
- Evaluation shall be made with reference to specified criteria.
- Evaluation of student learning involves a variety of methods and not limited to a single appraisal.

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Summary of Policy Statements

Policy Statement 1: The implementation of assessment and evaluation policies is a shared responsibility with complimentary roles for each stakeholder.

Policy Statement 2: Student evaluation practices will be based on a philosophy of education which respects the uniqueness of each student and be conducted according to currently modern educational theory and practice.

Policy Statement 3: Evaluation will consist of assessment for learning (formative) and assessment of learning (summative) activities.

Policy Statement 4: Evaluation relates performance to stated General Curriculum Outcomes (GCOs) and Specific Curriculum Outcomes (SCOs). Outcomes shall be clearly stated and communicated to students and parents/guardians.

Policy Statement 5: When evaluating students, ensure that both product and process outcomes are included.

Policy Statement 6: Differentiated evaluation will be employed to accommodate students' needs

Policy Statement 7: A variety of procedures and contexts will be used in the gathering of assessments and evaluation data to determine learner progress. Data may be obtained from internal (school-based sources) and external (provincial, national or international) sources

Policy Statement 8: For summative evaluation, grade indicators (e.g., letter, number, text) will reflect performance in relation to the stated outcomes.

Policy Statement 9: A system of formal and informal communication with learners and parents/guardians will be maintained by each school. Reporting information about learner progress will be an integral part of such communication

Policy Statement 10: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will be based on the curriculum and evaluation documents of the Department of Education and will be reflective of what students are expected to demonstrate as articulated within the said documents.

Policy Statement 11: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will include an appeal process regarding decisions pertaining to assessment, evaluation and placement.

Policy Statement 12: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will include a procedure whereby students, parents and/or guardians will receive appropriate notice regarding any assessment initiatives undertaken by agencies and organizations which are external/internal to the school.

Policy Statement 13: Homework can be a useful component of a student's learning experience.

Evaluation is a Shared Responsibility

- 1. Policy Statement: The implementation of assessment and evaluation policies is a shared responsibility with complimentary roles for each stakeholder.***

1.1 Rationale:

Education and the accountability framework to assess learning is a shared responsibility. To cultivate a positive learning environment in schools, the stakeholders must work together to establish a milieu of mutual trust, respect and collaboration which foster the enhancement and development of education and the learner. In the context of Provincial and District policies and guidelines on assessment and evaluation of learners, the various roles have been identified in Appendix A.

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Evaluation Respects the Uniqueness of Each Student

- 2. *Policy Statement: Student evaluation practices will be based on a philosophy of education which respects the uniqueness of each student and be conducted according to currently modern educational theory and practice.***

2.1 Rationale:

Assessment and evaluation must be student-centered. It is a professional judgment of the extent to which students have achieved curriculum outcomes; and are not discrete activities but continuous and comprehensive processes, the results of which always affect classroom practice. Assessment and Evaluation is an ongoing process that is integral to teaching and learning.

Outcomes provide the framework for student assessment and evaluation. These outcomes are concerned with skills, attitudes, values and knowledge. In keeping with current research, teachers shall provide opportunities for students to demonstrate these in a variety of ways.

Data which can be used to assess and evaluate students shall be gathered from many sources.

Parents/guardians are important partners in education and deserve to be fully aware of the “Program of Studies”, the evaluation process, and the progress of their children. They should also be encouraged to support the efforts of the school.

Types of Evaluation

3. *Policy Statement: Evaluation will consist of assessment for learning (formative) and assessment of learning (summative) activities.*

3.1 **Rationale:**

Comprehensive evaluation requires an awareness of the strengths and needs students bring to the classroom. Before instruction begins, this information may be gathered from such sources as interest inventories, cumulative records, teacher-teacher, parent-teacher and student-teacher conferences, and pre-assessment. This type of evaluation can be used to guide instruction based on student needs.

The most valuable type of evaluation occurs during the instructional process. Formative evaluation focuses upon the process as well as the products of learning. Its main function is to document progress and identify impediments to learning so that they can be corrected or remediated as soon as possible. The results of any formative evaluation should also provide feedback to the student. The tendency to average formative results and use them in a summative matter shall be avoided.

The nature of the learner and the learning outcomes provide a focus for teaching and learning. Comprehensive data provided by varied assessment and evaluation practices guide the teacher in the selection of appropriate instructional approaches to ensure achievement of intended outcomes. Such data also assists:

- students to monitor and improve their learning;
- parents/guardians to support that learning;
- the school system to determine program effectiveness.

Summative evaluation is used to grade or certify students after instruction has taken place. Teachers shall use a variety of methods when evaluating students.

Outcomes

4. *Policy Statement: Evaluation relates performance to stated General Curriculum Outcomes (GCOs) and Specific Curriculum Outcomes (SCOs). Outcomes shall be clearly stated and communicated to students and parents/guardians.*

4.1 Rationale:

Concerns regarding the attainment of educational outcomes in general and levels of student performance in particular have contributed to a public awareness of and expectations for increased accountability within the educational system.

Learning outcomes provide a common vision for educators, learners and parents/guardians by ensuring consistent expectations. The stated outcomes become the framework for teaching and learning, as well as the basis of assessment and evaluation.

4.2 Procedures:

- 4.2.1 All three domains, affective, cognitive, and psychomotor must be considered when evaluating students.
- 4.2.2 Learning outcomes must be the focus for teaching and learning.
- 4.2.3 Teachers will maintain a file of learning outcomes for the programs and/or courses for which they are responsible. These will be used for the purpose of instructional planning.
- 4.2.4 Teachers must inform learners and parents/guardians regarding learning outcomes and standards of performance.
- 4.2.5 At the **primary/elementary levels (K-6)**, specific curriculum outcomes shall be communicated orally to learners (in student friendly language) and made accessible to parents/guardians.
- 4.2.6 At the **intermediate/senior levels (7-12)**, specific curriculum outcomes shall be communicated in writing to learners, with the expectation that parents/guardians will access these from their children.
- 4.2.7 A variety of instructional approaches/learning activities will be necessary to successfully achieve outcomes.
- 4.2.8 Regular (weekly and/or cumulative) review of outcomes shall be an integral part of instruction as research demonstrates that regular monitoring and immediate feedback are essential to improving learning. The consistent monitoring of learning progress will enable teachers to make the necessary adjustments in teaching strategies to meet individual learning needs and ensure achievement of outcomes.
- 4.2.9 Assessment and evaluation practices will be based on outcomes taught.

- 4.2.10 The learner's performance in relation to outcomes taught must be communicated to learners and parents/guardians.
- 4.2.11 A summary of the extent of outcomes not covered will be completed and submitted to the administration (See sample form in Appendix B). This information will be communicated to teacher(s) for the subsequent grade level, whether that is within the school or between schools. Other informal methods of sharing of information about learner progress and curriculum coverage are encouraged (i.e., grade level, divisional, and department head meetings).
- 4.2.12 Teachers will be responsible for compiling individual learner data (i.e., including student's report card as well as other relevant assessment documentation) at the end of grade levels which will guide future learning needs. Appropriate action must be taken to address learning needs.
- 4.2.13 The principal shall ensure that teachers are teaching the prescribed curriculum outcomes.
- 4.2.14 Students shall be placed in academic programs whenever possible. In cases where there are concerns about the student's ability to achieve course outcomes, the student, parent and, if necessary, the district shall be involved in the decision and provided the opportunity to discuss programming options.
- 4.2.15 Teachers shall attend in-service sessions for new courses and course changes. Where a session is missed for any reason, the principal must initiate steps to ensure that the teacher is provided the appropriate training and information as soon as possible in conjunction with district staff.

Process and Product in Instruction and Evaluation

5. *Policy Statement: When evaluating students, ensure that both product and process outcomes are included.*

5.1 Rationale:

There should be a balance between product and process. The extent of students' knowledge, comprehension, independent thinking, use of prior knowledge, problem solving and decision making skills shall be evaluated. Also, evaluation shall consider:

- 5.1.1 development of the various cognitive skills students need to be able to succeed;
- 5.1.2 the full range of data sources needed to be employed to provide meaningful evaluations in all areas.
- 5.1.3 validity (measuring what is intended) and the reliability (consistency and accuracy) of the evaluation instrument.
- 5.1.4 the relative emphasis given to product and process during teaching. Instructional approaches shall be carefully selected to ensure product and process outcomes are achieved.

Differentiated Evaluation

6. Policy Statement: Differentiated evaluation will be employed to accommodate students' needs.

6.1 Rationale:

In addition to a set of skills, education should result in the development of a sense of personal dignity and worth in every student.

In the process of evaluating students, the source of evaluation data used shall not negatively affect their ability to demonstrate achievement of outcomes. Outcomes may have to be evaluated differently for some students if they are to demonstrate their level of achievement accurately. Each student is unique and therefore the school shall provide for the individual differences among students.

A student may be unable to demonstrate acquired knowledge using one specific mode of evaluation. However, this does not always indicate a lack of learning or understanding. A different mode of evaluation may produce completely different results. There is an obligation to focus on the individual needs of a student and to employ evaluation methods that clearly determine the extent to which the outcomes of a prescribed, modified or alternate course have been achieved.

6.2 Procedures:

- 6.2.1 Reflect the outcomes of instruction in evaluation methods.
- 6.2.2 Ensure data sources are congruent with the needs of students.
- 6.2.3 Explain evaluation modifications to students and parents/guardians prior to instruction. This shall be stated in the student's IEP/ISSP if it is long term.
- 6.2.4 Involve teachers in all decisions regarding differentiated evaluation.

Sources of Evaluation Data

7. Policy Statement: *A variety of procedures and contexts will be used in the gathering of assessments and evaluation data to determine learner progress. Data may be obtained from internal (school-based) and external (provincial, national or international) sources.*

7.1 Rationale:

Assessment and evaluation data provides valuable information about learner progress, and guide teaching and learning. They also provide the basis for effective reporting to and conferencing with learners and parents/guardians.

7.1.1 External Assessment:

External assessment initiatives can be viewed as a way of obtaining additional profile information on an individual student, class, school and district. Teachers are encouraged, whenever and wherever possible, to assimilate the content and process of external assessment tasks into their overall evaluation scheme for students and to develop links with both the subject and content areas under consideration. See Appendix C for external data sources.

7.1.2 Internal Assessment:

A single data source gives a limited view of student achievement. A comprehensive picture of where students stand in relation to course outcomes can be obtained only through the use of a variety of data sources. In relation to this, all teachers are expected to:

- inform learners and parents/guardians of the criteria and means for determining learner progress.
- be responsible for maintaining clear, consistent records of each learner's performance and progress as it relates to identified criteria.
- use a variety of sources of data obtained in different contexts to determine learner progress.

See Appendix C for internal data sources.

7.2 Procedures:

It should be acknowledged that the following guidelines are aligned with the Department of Education Examination Protocol developed, May 2005.

7.2.1 General

- Assessment and evaluation practices shall be based entirely on the course outcomes. Student behavior, attendance, adherence to school/class rules and the like shall not be part of this process. Whiles these elements have an impact on learning and must be

responded to by the school, the response should not be connected to a course assessment.

- Only individual student achievement data can be used to ensure the validity of the assessment process. Student assessment shall not include grades associated with group work unless the group assignment is designed so that:
 - confirmation of a “true” group effort can be verified by the teacher (i.e., individual accountability)
 - or each individual in the group has a specific task on which they are being assessed.
- Course outlines and evaluation plans will be available to students and parents/guardians by September 30th.
- The principal shall work with the staff to ensure students and parents/guardians are made aware of the value of long-term planning, evaluation preparation and their importance for graduation and post-secondary education.
- It is incumbent on the school to establish a set of district approved protocols that will guide decision making regarding late assignments. The following guidelines shall be incorporated:
 - If an assignment is deemed to be late, the school will consult with the student and the parents/guardians (see Appendix F for sample form).
 - Based on this consultation, the school may arrange an opportunity for the student to take an alternate evaluation, extend the time frame or to have the outcomes of the assignment incorporated into a future assessment.
 - To enable a teacher to determine/report on a student’s progress at the end of a reporting period, when the teacher is still unable to determine whether a student has achieved specific outcomes, then a zero or INC (incomplete) can be awarded for incomplete work. In this case a qualifying statement must be included indicating the reason for each entry (e.g., assignment not submitted).
 - With respect to the actual grade awarded on the report card at the end of the reporting period the school has two options:
 - award a grade with a qualifying statement indicating the reason for the lower grade (e.g., assignments not submitted)
 - give a UE designation (unable to evaluate) with qualifying statement indicating the reason for this designation.
 - It is understood that at anytime throughout the year, schools may reflect on the academic progress of students who have shortfalls in their assessments and provide additional opportunities to demonstrate attainment of course outcomes.
- Note: there shall not be any systematic reduction in the grade on an assignment because the assignment will no longer be a valid assessment of the learning outcomes achieved. Emphasis should be given to more recent assessment data.
- If a student is absent from school for any legitimate reason on the day an evaluation is taking place, an opportunity to take an alternate evaluation will be provided. In the case of absenteeism for a final assessment, a valid reason (e.g., medical note) must be provided to the school and an opportunity for alternate evaluation will be provided.
- Students are to receive a minimum of three days notice of any pending summative evaluation.
- Where there is more than one section of a course, there will be a common evaluation plan administered for that course.
- Evaluation of students on an IEP/ISSP shall reflect the guidelines as referenced in the Pathways document.

- Any attempt by students to gain (or to assist in gaining) unfair advantage i.e. cheating on an exam, will result in the student not receiving a grade on that particular piece of assessment. After consultation with parents/guardians and the student, an alternate assessment may be made available. While a zero can be awarded for that percentage of work, schools are encouraged to utilize disciplinary measures to address the behavior. Parents/guardians and students must be advised of this at the beginning of the year.
- A parent or student may make a formal appeal on a final report by writing to the principal and/or district office within two weeks of receiving the report.

7.2.2 Parameters for Examinations

- There will be no mid-term or final examinations for grades K - 6.
- The administration of formalized school-wide mid year examinations that involves a complete suspension of regular instruction (i.e, shutdown), is not an accepted practice at the intermediate levels. Cumulative evaluation, however, should be applied, where appropriate, within the context of regular tests, assignments, and other forms of assessment organized during the regular instructional day (e.g., combining classes).
- Mid-term examinations are required at the senior high level with the understanding that:
 - That the examinations occur during the timeframe specified by the Department of Education and Nova Central School District
 - Suspension of regular classes shall not exceed 5 days
 - Every effort be made to ensure that regular classes continue for students who are not writing any mid-term examinations
 - Mid-term examination schedule will be submitted to the district office no later than Dec 15th.
- In the primary grades internal testing shall not be used for summative evaluation.
- In Grade 4 no more than 20% of the total evaluation shall include tests, quizzes or reviews. Other data sources such as projects, journals, portfolios and observations shall form the basis for determining whether students have achieved the program requirements.
- In Grade 5 no more than 30% of the total evaluation shall include tests, quizzes or reviews. Other data sources such as projects, journals, portfolios and observations shall form the basis for determining whether students have achieved the program requirements.
- In Grade 6 no more than 40% of the total evaluation shall include tests, quizzes or reviews. Other data sources such as projects, journals, portfolios and observations shall form the basis for determining whether students have achieved the program requirements.
- In Grades 7 – 8, no more than 50% of the total evaluation shall include tests or quizzes. Other data sources such as projects, journals, portfolios and observations shall form the basis for determining whether students have achieved the program requirements.
- In Grades 9 – 12, no more than 70% of the total school evaluation shall include tests or quizzes. Other data sources such as projects, journals, portfolios and observations shall form the basis for determining whether students have achieved the program requirements.

- Intermediate students will not be required to write more than two unit tests per day. In the case of final exams, intermediate students will be required to write no more than one exam per day.
- Senior high students will not be required to write more than two unit tests per day. In the case of mid-term and final exams, where possible and practical, senior high students will be required to write one exam per day.
- Where possible, scheduling and supervision of midterm and final exams should reflect the time commitments of teachers with the greatest amount of correction.
- In an effort to promote transparency, all unit tests and other evaluations including mid-term exams shall be returned to students after correction. In-school final exams will be made available upon request. (There may be some exceptions regarding grade 9 CRTs.)
- Feedback on unit tests and other evaluations should be provided to students within 5 instructional days.
- There will be no final exam exemptions granted to students based on performance throughout the school year.

7.2.3 Public Examinations

The following are guidelines regarding preparation for Public Examinations

- The principal shall arrange information sessions, early in the school year, for those teachers who have not taught public exams courses on the following:
 - exam regulations
 - mark adjustment
 - evaluation practices
 - exam construction
 - item writing
 - results analysis
 - use of curriculum guides for instruction
 - and any other pertinent information.
- The principal shall pair teachers who are new to public exams courses with a teacher with public exam experience within their school or other nearby school.
- The district shall provide an information brochure for parents/guardians and students containing information on public exam courses and the nature and purpose of cumulative evaluation.
- The district shall monitor public examinations during the administration period to identify issues and concerns that teachers and students may have. Where warranted, concerns will be communicated in writing to the Department of Education at the end of the examination period.
- The school staff shall identify strengths and weaknesses using the item analysis from each previous year's public exams in order to adjust instruction where necessary.

7.2.4 Senior High Final Exams

The administration of final exams at the senior high level will be in accordance with the following procedures:

- Comprehensive final examinations, based on the entire school year, shall only be given in prerequisite and preceding courses for Public Examination courses. These examinations shall not exceed 3 hours in duration. Note: there may be specific exceptions to this identified by the district from time to time based on the nature of specific curriculum.
- Cumulative evaluation may be administered in courses that are not prerequisite and preceding courses. Intermediate cumulative evaluations shall occur during the regular instructional day (combining classes may be necessary). In senior high school courses these exams may be integrated into the midterm or final exam schedule.
- Final exams shall be 30% to 40% of the total evaluation. If a student, who has been failing the course during the year, passes the final examination and the combined mark is still a failing grade then that student will be given credit for the course with a minimum mark of 50%.
- The earliest date that schools may begin school-based final examinations for intermediate and senior high school students is Monday of the second last week of classes. This time-frame may be extended at the intermediate level if additional time is required to administer provincial external assessments.
- Schools are to combine intermediate provincial external assessments with final evaluations in an effort to promote efficiency and avoid duplication.
- Where there is more than one section of a course, there will be one common examination for that course.
- The examination schedules shall be school based keeping in mind the level of marking, teaching schedules and summative reporting required of teachers at year end.
- Final exams should be reflective of the length, style and format of the corresponding public exam.
- The principal/department head shall review copies of final exams for each course one week prior to being administered. Program Specialists will be available for consultation where necessary regarding test design, coverage of outcomes or other issues.
- A final examination schedule will be submitted to the district office no later than June 1st.
- Normal appeal process and procedures will apply as per the Senior High Certification Handbook and District Policy.

7.2.5 Supplementary Exams

The Nova Central School District supports the concept of supplementary exams at the senior high level. The administration of such exams will be in accordance with the following guidelines and/or procedures:

School Based Supplementary Exams:

- Supplementary examinations shall be the same value as the previous year's final exam or 100% which ever scenario is in the best interest of the student.
- Students who wish to write supplementary exams will have at least two opportunities to do so: at the beginning of the school year, i.e., August or September and during any formal final examination period.
- There is no minimum grade required for a student to be eligible to write a supplementary examination.

- Arrangements will be made to ensure that supplementary exams with answer keys, along with the course evaluation for the student are on file at the principal's office to facilitate administration.

7.2.6 Departmental Supplementary Exams:

- Supplementary exams in public exam courses will be administered in accordance with Department of Education policy.

7.2.7 Semester Courses

The evaluation of semester courses will be conducted within the parameters of Senior High exam policy and will be in accordance with the following guidelines/procedures:

- Appropriate time shall be provided for students to write final exams at the end of a semester.
- Where final exams are provided for semesterized courses, such will be conducted with minimal lost of instructional time for students.
- Caution should be taken when semesterizing Public exam courses so that they are scheduled for the entire year or in the second semester.

7.2.8 Intermediate Final Exams

Final examinations will be administered in core curriculum subjects. Evaluation at the Intermediate Level will be in accordance with the following guidelines/procedures:

- The earliest time that schools may begin school-based final examinations for intermediate school students is Monday of the second last week of classes.
- Final examinations will have a value of 20% of the total evaluation.
- In grade 7, final examinations will be based upon one half the year's work (e.g., late January to June); however, in grades 8 and 9 final examinations will be based on the entire school year's work.
- Where there is more than one section of a course, there will be one common examination for that course.
- The principal shall review copies of final exams for each course. Program Specialists will be available for consultation where necessary regarding test design, coverage of outcomes or other issues.
- Final examinations have a suggested two hour timeframe.
- The examination schedules shall be school based, keeping in mind the level of marking, teacher schedules, and summative reporting required of teachers at year end.
- Final examination schedule will be submitted to the district office no later than June 1st.

Grading

8. *Policy Statement: For summative evaluation, grade indicators (e.g., letter, number, text) will reflect performance in relation to the stated outcomes.*

8.1 Rationale:

Summative evaluation gives an assessment of a student's achievement of outcomes after considering all relevant data gathered from a variety of sources. It is the teacher's responsibility to integrate evaluation data from all sources to provide a grade indicator in relation to course outcomes.

When teachers provide a summative indicator, it should be realized that this still has a formative dimension. Teachers, as well as parents/guardians and students, are expected to use the information for future decisions about the teaching-learning process. The provision of anecdotal comments can identify a student's strengths and pinpoint needs that may require further attention. The evaluation of student progress shall reflect attainment of specific curriculum outcomes at any fixed point in time.

8.2 Procedures:

- 8.2.1 The same grades given by different teachers using the same evaluation policy should have approximately the same meaning.
- 8.2.2 Where percentage grades are used in summative evaluation, other approaches, in addition to strict averaging, shall be considered to determine report card grades. A variety of sources will be used in gathering evaluation data.
- 8.2.3 Teachers shall maintain communication with the home.
- 8.2.4 In primary, elementary and intermediate schools, homeroom teachers monitor the performance of their students. In high schools, each student shall be assigned to a monitoring teacher (teacher advisor).
- 8.2.5 Grading shall be a combination of information solicited from various sources such as: tests, checklists, projects, portfolios and/or anecdotal comments relating to strengths, needs and recommendations.
- 8.2.6 Grades should not be assigned based on other students' work (e.g., group assignments) or based on other students' achievement levels. Rather grades should be based solely on the student's performance with respect to the outcome of the course.
- 8.2.7 Summative assessment shall be based on summative evidence. Data from formative assessments should be used for student feedback and to guide the learning experience so that a student will be better prepared for the summative assessments.
- 8.2.8 When assessing student performance teachers shall emphasize the more recent assessment data. Learning is developmental; that is, student understandings will grow over the course of a unit of work; therefore, more recent data will better demonstrate what a student understands.

Reporting

9. Policy Statement: *A system of formal and informal communication with learners and parents/guardians will be maintained by each school. Reporting information about learner progress will be an integral part of such communication.*

9.1 Rationale:

Effective communication between the home and school has many benefits. Achievement can be profoundly influenced by the quality and quantity of data generated by assessment and evaluation practices. Such information can be used to improve learner performance.

An Instructional/Course Overview or Yearly Plan outlines a teacher's instructional plans for the school year. This document, while giving an overview for parents/guardians, will address a number of specific aspects of a child's learning experiences at school. More specifically, curriculum outcomes/course content for a particular course or unit of study will be listed and where possible a timeframe provided. In addition, this overview will include an outline of the manner in which students are evaluated. Whether teachers' evaluation procedures are predominately subjective or objective, the necessity of clearly articulating an evaluation plan to parents/guardians is paramount.

While a primary focus for reporting should be the extent to which curriculum outcomes have been achieved, additional information also needs to be shared. This information could include nature of the learner, grade level expectations, attendance, in-class and extra-curricular participation, work habits and behavior.

Teachers are obligated to accurately inform learners and parents/guardians regarding individual progress and to respond to additional inquiries by them. More specifically, parents/guardians have a right to be fully aware of all aspects of their children's learning experiences. If parents/guardians are kept informed, they are in a position to positively influence their children's achievement. It is important to have an array of formal and informal methods of reporting or sharing information.

A report card is an important legal document, which becomes part of each learner's cumulative record. Great care must be taken in the preparation of such reports so that it reflects the whole child and can be clearly interpreted at any future date.

Given that formal reporting only takes place during designated times of the year, informal networks should be set up so that information flows continuously between the home and the school. Much information can be exchanged through telephone calls, electronic communication, the sending home of annotated work samples and so on. The main goal is to continually provide the home with relevant information.

9.2 Procedures:

- 9.2.1 Parental information sessions will be held early in the school year to provide course overviews which include such things as: curriculum information, instructional time-lines and evaluation procedures.

- 9.2.2 All Instructional/Course Overviews will be submitted to the principal by September 30th and kept on file at the main office.
- 9.2.3 The evaluation on student reports will be cumulative from the beginning of the school year to each particular report period.
- 9.2.4 If at the end of the reporting term, the teacher is unable to determine whether a student has achieved specific outcomes due to attendance and/or missed assessments then a qualifying statement must be included indicating the reason for the lower grade or incomplete designation.
- 9.2.5 Results of student evaluations should be communicated to students within 5 instructional days.
- 9.2.6 At the primary and elementary levels, parents or guardians shall be provided with a formal report of their *child's* achievement at least 3 times a year.
- Late November (formal parent-teacher conferences)
 - March (formal parent-teacher conferences)
 - June
- 9.2.7 At the intermediate and high school levels, parents or guardians shall be provided with a formal report of their *child's* achievement at least 4 times a year.
- Late November (formal parent-teacher conferences)
 - Mid February (“at risk” students identified and parent-teacher meeting requested or in the case of 7 to 12 schools, the formal parent-teacher conference can be scheduled instead of waiting until March.)
 - March (formal parent-teacher conferences)
 - June
- 9.2.8 There will be two scheduled formal parent-teacher conferences per year; however, opportunities for informal conferences may be provided at the release of all report cards.
- 9.2.9 Formal parent-teacher conferences shall consist of a scheduled afternoon session and evening session (after 6 pm).
- 9.2.10 In any given reporting term the school administration shall review and sign all report cards before distribution to students and parents.
- 9.2.11 Schools will have the opportunity to choose between the district (K-6) report card or a school generated report card that has been approved by the district.
- 9.2.12 After each reporting period the school shall complete an analysis of their internal assessment data in an effort to identify any at risk students as well as to further inform instruction. (Bird’s Eye Report)
- 9.2.13 Students may be involved in reporting by being part of the parent-teacher conference.
- 9.2.14 Every effort should be made to ensure that the parent/guardian of any student who is considered “at risk” of not being successful attends the parent-teacher interview session.
- 9.2.15 Communication with the home shall occur on an ongoing basis.

- 10. Policy Statement: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will be based on the curriculum and evaluation documents of the Department of Education and will be reflective of what students are expected to demonstrate as articulated within the said documents.***
- 11. Policy Statement: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will include an appeal process regarding decisions pertaining to assessment, evaluation and placement.***
- 12. Policy Statement: The evaluation process and procedures adopted by the schools under the jurisdiction of the Nova Central School District will include a procedure whereby students, parents and/or guardians will receive appropriate notice regarding any assessment initiatives undertaken by agencies and organizations which are external/internal to the school.***

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Homework

13. Policy Statement: Homework can be a useful component of a student's learning experience.

13.1 Rationale:

The Nova Central School District endorses homework as a planned part of the educational process designed to enhance learning. The District recognizes that homework is a valuable activity and an appropriate extension of activities begun in school.

While homework is not considered a valid summative evaluation source, it is a valid formative evaluation source. The District acknowledges that there is a direct link between a disciplined effort at home and student achievement. In stressing the importance of work and self-discipline in all areas of the curriculum, teachers should help students realize that sustained effort will not only achieve academic goals but bring increased satisfaction, self-esteem and enjoyment in future tasks.

Homework needs to be meaningful and reflective where the student is in learning. Homework tasks may be varied for different students in the same class depending on their readiness, interests and learning styles.

Homework is not a formal assignment (i.e., project) but rather an extension of the work assigned during the school day. It shall only be utilized as a formative evaluation source, used to provide practice and to guide learning. In addition, it is impossible for the teacher to determine if performance on daily homework assignments was affected by other people. There is no way to measure the validity of the exercise with any degree of accuracy.

The District subscribes to the view that homework is an aid in building life-long learning skills such as self-discipline, task commitment, time management, responsibility, independence, initiative and problem solving. Through well-planned homework activities, students shall realize that learning takes place in a variety of settings. Homework is one means of demonstrating and building the partnership between home and school. The clear articulation of a school's homework policy is a benefit for all teachers, parents/guardians, students and administrators.

Homework serves a valid purpose when it:

- Provides essential practice in needed skills and/or skill areas.
- Provides opportunities to reinforce good work habits and promotes growth in responsibility.
- Enriches and extends school experiences.
- Helps students learn to budget time.
- Brings students into contact with out-of-school learning resources.
- Facilitates home-school communication
- Recognizes the diverse needs of each individual student

It is important that a homework policy address the issues relating to irregular assigning or non-assigning of homework. Teachers should be aware of under or over estimating of the required time for the completion of homework. A school's policy shall be consistent with the School District policy and that it conforms to good educational practice and the Board's policies and guidelines.

To assist schools in determining and administering an appropriate homework procedure, recommendations are offered in Appendix D.

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Summary

Student evaluation is a process basic to teaching. Evaluation is not an add-on feature of instruction but an integral part of it, since the information it provides allows teachers to make adjustments to outcomes and teaching methodologies.

Evaluation must be student-centered where the process and subsequent decisions reflect a genuine concern for the interest of each student. This can be realized by adhering to the basic philosophy and principles outlined, and by recognizing that evaluation activities are designed to help students.

Teachers have a responsibility to provide accurate, reliable and justifiable assessments and evaluations which do not undermine the integrity, self-confidence, or enthusiasm of students. Comprehensive evaluation involves the use of a variety of sources and is referenced to curriculum outcomes. Its implementation ensures that the total growth of every student is recognized.

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Glossary

Acceleration is a process whereby learners significantly exceeding program or subject expectations/outcomes may be accelerated to a higher level in that subject or to another grade.

Advancement is a process whereby learners who have not met the minimum requirements for grade level promotion, are advanced to the next grade level with appropriate supports.

Alternate Course is required when the majority of the core objectives have been deleted, replaced and/or the depth of treatment of course content has been changed to such an extent that it does not resemble the provincially approved course.

Assessment is the systematic process of gathering information on student progress and achievement. This is a non-judgmental collection of observable data related to the abilities, needs, interests, learning styles and achievements of individual students.

Assessment of learning (see summative evaluation)

Assessment for learning (see formative evaluation)

Assignments/projects are formal pieces of student's work related to specific curriculum outcomes that are primarily used for summative purposes. This work must be connected to other "in school" assessments and activities so that the authenticity of the student's efforts can be confirmed (this is not to be confused with homework as is defined below).

Comprehensive (Final) Exam is an examination of the total course work. A comprehensive final shall address and examine all Specific Curriculum Outcomes or Department of Education objectives for the course.

Core Subject Areas are Mathematics, Language Arts, Science, Social Studies and French.

Course Modification involves making alterations to provincially approved objectives in order to meet individual student's needs. A course will be designated as "modified" if objectives have been deleted, added and/or if the depth of treatment has been changed (ie. reduced or extended).

Cumulative Examinations are evaluations of specific learning outcomes encompassing two or more units of work. This should not be confused with midterm or final exams that include outcomes covered up to that point. Intermediate cumulative evaluations shall occur during the regular instructional day (combining classes may be necessary). In senior high school courses these exams may be integrated into the midterm or final exam schedule.

Curriculum Outcomes form the framework for teaching and learning by describing the knowledge, skills and attitudes learners are expected to demonstrate. There are five classifications of curriculum outcomes:

1. **Essential Graduation Learnings** are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school.
2. **General Curriculum Outcomes** are statements identifying what students are expected to know and be able to do upon completion of study in a specific curriculum area.
3. **Key-Stage Curriculum Outcomes** are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9 and 12 as a result of cumulative learning experiences in a specific curriculum area.
4. **Specific Curriculum Outcomes** are statements identifying what students are expected to know and be able to do at a particular grade level.
5. **Performance Expectations** are the breakdown of the specific curriculum outcomes into manageable components that teachers and students select to achieve. Performance Expectations should be selected to include all three of the thinking competencies of knowledge, application and integration.

Differentiated Evaluation provides for individual differences among students with special needs. Individualized assessment methods shall be used to accommodate students' particular learning needs.

Enrichment occurs when a student's program is modified such as extending the depth of treatment or by adding new outcomes. An alternate course/program may be an option to challenge some students.

Evaluation is the process of analyzing, reflecting upon and summarizing the data collected during assessment. This data is used to make judgements about students' achievement and needs and the instructional program's effectiveness.

Fairness means that an assessment should "allow for students of both genders and all backgrounds to do equally well. All students should have equal opportunity to demonstrate the skills and knowledge being assessed." The fairness of the assessment is jeopardized if bias exists either in the task or in the rater.

Formative Evaluation occurs during the teaching and learning process and assesses how well students are meeting the learning outcomes. It indicates the strengths and weaknesses of students, program and teaching methodology.

Grade Indicator A standard symbol (letter/number) and/or text that reflects a student's achievement of the outcomes. A grade indicator is primarily used to for summative purposes; that is, to certify students after instruction has taken place (this is not to be confused with a mark indicator as is defined below)

Homework is not a formal assignment (i.e., project) but rather an extension of the work assigned during the school day. It shall only be utilized as a formative evaluation source, used to provide practice and to guide teaching and learning.

Mark Indicator A standard symbol (letter/number) and/or text that reflects a student's achievement of the outcomes. A mark indicator is primarily used for formative purposes. Its main function is to provide feedback to the student, document progress and identify impediments to learning so that they can be corrected or remediated.

Measurement seeks to answer the question “how much?” It is a numerical description of an individual’s performance.

Midterm Examinations are cumulative exams that include outcomes covered up to the midpoint of the school year.

Pre-Instructional Evaluation attempts to determine what the student brings to the learning situation and where each student is in relation to the learning outcomes. It also aids the teacher in selecting instructional strategies which may enhance the performance of students.

Preceding course are courses that are in the same subject area but are not prerequisite.

Prerequisite course are courses that are required to be successfully completed before a student can enroll in the subsequent course.

Process refers to “the how” of learning. What is it that students go through as they come to know, to value and to be able to do?

Product refers to “the what” of learning. What is it that students should know? What is it that they should be able to do?

Promotion occurs when a student has achieved the learning outcomes for a particular grade level and moves on to the next level.

Reliability is defined as “an indication of the consistency of scores across evaluators or over time.” An assessment is considered reliable when the same results occur regardless of when the assessment occurs or who does the scoring. There should be compelling evidence to show that results are consistent across raters and across scoring occasions.

Reporting on student learning shall focus on the extent to which students have achieved the curriculum outcomes. It involves communicating, both formally and informally, a summary and interpretation of information about student learning to various audiences who require it.

Retention is a process whereby learners who have not met the minimum requirements for grade level promotion and who are not candidates for advancement or acceleration are retained at grade level, with supports, for another year.

Summative Evaluation is the evaluation of student achievement at the end of instruction. A judgment is made about students with regard to what learning has taken place over the entire course or some substantial part of it. It is used to grade, certify or select students.

Stakeholder student, parents/guardian, teacher, school administrators, District office personnel and other agencies

Validity is defined as “an indication of how well an assessment actually measures what it is supposed to measure.” A valid assessment measures what it is supposed to measure

and not extraneous features. For example, a valid assessment of mathematics **problem solving** would be to measure the student's ability to solve a problem, and not the ability to read the problem.

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Appendix A

Minister of Education:

The Schools Act (1997) Section 40, charges the minister with the responsibility of

- "... establishing a method of monitoring, evaluating, inspecting, and reporting to ensure that each school maintains adequate programs and school performance standards and may appoint persons to evaluate and report on the performance of schools in the province"; and
- Providing the public with a report on the academic performance of schools in the province.

The Department of Education:

The Department of Education and its personnel set the direction for the education of learners in the province. The Department of Education is charged with:

- establishing the vision, goals and objectives for the development of relevant high quality curriculum;
- in consultation with other levels of the school system, overseeing the development of curricula including needs assessments, development, validation, field testing, revision and authorization;
- setting general level and program goals;
- setting specific grade and subject outcomes and achievement standards;
- developing evaluation guidelines, conducts and reports on provincial assessments and surveys;
- recommending multiple learning resources;
- publishing documents such as handbooks, discipline frameworks and curricula guides;
- producing school, district and provincial level assessment information for the purpose of improvement and accountability.

School Board – Director of Education:

The Director of Education for each school district is charged with

- determining the viability of schools programs and for developing policies for promoting learners; and
- providing leadership in evaluating and improving learning.

School District – Central Office:

The Central Office is the link between the Department of Education, the School Board and the schools. Central Office personnel are the primary facilitators in the implementation and monitoring of curriculum for learners, and it is through their efforts that schools receive assistance and support for the delivery of programs and courses.

School District Personnel (general):

- implement curricula through in-service training and ongoing staff development and support;
- in collaboration with schools, monitor the curriculum through a review process that looks at Provincial and District learning outcomes, curriculum content,

- program strengths and weaknesses, with a view to making recommendations for modification and change; and
- approve local courses based on local needs and conditions and where resources, expertise and interest exist, and which are in line with provincial learning outcomes.

Program Specialists:

It is the Program Specialists' role, according to provincial specifications (1997), to collaborate with other District Office Staff and school personnel to improve instruction and to maintain overall education standards.

The major responsibilities of the Program Specialists for assessment and evaluation are to:

- facilitate collaborative reflection about instructional practices and learner achievement;
- respond to school needs in the evaluation of learner achievement and assist schools in the interpretation of provincial and national standards;
- liaise with the Department of Education on matters related to curriculum development and implementation; and
- facilitate the District's initiative in academic accountability.

School Administrators:

The school principal is charged under Section 24 of the Schools Act, (1997), with the responsibility of

- “ensuring that the evaluation and grading of students is conducted in accordance with generally accepted standards in education”;
- “ensuring that the instruction provided by the teachers employed in the school is consistent with the course of study and education programs prescribed or approved” under this Act”;
- providing for placement of learners; and
- providing for promotion and advancement of learners.

The principal and vice-principal are the key instructional leaders and possess the skills necessary to ensure that programs fit the needs of learners. The principal and vice-principal are expected to:

- understand and accept developing leader characteristics and needs;
- provide instructional leadership as facilitators and resource persons for others in the school;
- create a challenging and supportive school environment, which includes good student behaviour, where learners grow and develop;
- organize and lead a responsive team of educators by building a collaborative decision-making model;
- implement a continuous school improvement process;
- be supportive and contributing members of the District academic accountability process;
- foster positive relationships and partnerships with parents/guardians, home and school organizations and other community groups;

- encourage parents/guardians to become partners in their children's education and offer support for the learning process at home and in school;
- maintain communication with parents/guardians through such means as newsletters, memos, notices, calendar of events;
- provide information to parents/guardians about the school's programs, student learning outcomes and student academic performances;
- promote the use of assessment information and indicators in planning and decision making;
- administer provincial assessments in an objective manner and encourage teachers and learners to participate to the best of their ability;
- monitor and evaluate teaching and learning in relation to prescribed programs; and
- co-ordinate and facilitate annual reporting of the school's academic performance to District Office, parents/guardians and school councils and invite feedback.

Teachers:

The teacher is critical in implementing the philosophy of the school. The successful teacher possesses personal characteristics and professional training, and uses appropriate teaching strategies and procedures of classroom instruction and management.

Teachers of learners are expected to:

- show enthusiasm and commitment to working with learners;
- understand the nature of the learner ... physical, intellectual, social, emotional and spiritual and moral development, including a knowledge of physical activity needs, the diversity and variety of physical growth rates, emotional and social needs, and how they learn ... in order to plan and design learning experiences to meet their learning needs;
- provide a positive, caring learning environment to encourage the development of a positive self-concept;
- set clear, reasonable expectations for learner behaviour and learning;
- balance academic and social growth opportunities for learners;
- be knowledgeable in subject areas taught and be able to communicate them to and relate them to the lives of the learner;
- adapt their approaches and strategies to meet learning needs and styles;
- actively engage learners by promoting collaboration and by providing activities involving various levels of concrete and abstract thought that will foster inquiry in learners;
- help learners use group process skills and the techniques of problem solving, and to provide opportunities for learners to think critically and creatively and make decisions;
- serve as role models and provide advice to learners, while being sensitive to individual and cultural differences;
- use a variety of assessment tools to obtain information about learning and development;
- work in collaboration with colleagues to plan for effective delivery of the curriculum through a variety of means;
- work with parents and guardians to maintain good communication between the home and the school;

- use a planned approach to discipline which respects the rights and dignity of learners, both as individuals and in groups;
- model respect for learners, colleagues and parents/guardians by showing genuine interest and regard for learners; and
- diligently adhere to prescribed programs (ie. learning outcomes).

Guidance Counsellors:

Guidance counsellors possess knowledge and skills in the area of guidance and career education. They understand appraisal techniques that will enable them to identify learner characteristics and relate those characteristics to student development, adjustment, future planning and placement needs.

As a member of the educational team, the guidance counsellor is expected to:

- provide individual and group counselling to assist learners in understanding themselves, their environment and its demands, and how they can exist in harmony with their external environment;
- facilitate within the school developmental guidance programs to meet the needs of learners;
- act as an advocate for, confidante and mentor to learners in the school, ensuring and emphasizing accommodation of their needs;
- help learners assess their personal strengths as they relate to their academic potential, special aptitudes and interests; and
- assist learners and their parents/guardians in making educational decisions and plans to meet present and future needs.

The Learners:

The Royal Commission Implementation Secretariat Document **Teachers Make a Difference** (1995), begins with a section on learners' expectations in the classroom. The point is made that, in addition to having expectations, learners have responsibilities and these responsibilities increase as learners mature. If learners can expect a range of conditions which contribute to their learning and development, it is expected that they in turn assume certain responsibilities and demonstrate appropriate actions to ensure that these expectations are met.

If learners expect:

- to have a learning environment that is appropriately well-ordered, peaceful, safe, non-threatening and conducive to learning, then they have the responsibility to contribute to creating and maintaining such an environment;
- to have a caring, well-prepared teacher who instructs well, then they have the responsibility to be caring, well-prepared learners who come to class ready to learn and to respond to instruction which facilitates learning;
- to help develop the rules and regulations that will help to guide them, then they have the responsibility to abide by those regulations and to engage in self-discipline and self-control;
- to share in the responsibility for their education, then they should engage in, to the best of their ability, those activities which contribute to their learning: they should attend school and complete assigned tasks, take responsibility to prepare on their own, to do their best and to seek help when recognized as necessary;

- to receive a good academic and skill-based education, then it is imperative that they attend to and practice those skills as well as engage in activities which will help contribute to academic achievement and advancement;
- to be treated with dignity and respect, then they in turn must extend the same treatment to themselves and to others (peers, teachers, etc.) in the school setting and respect the rights of others to learn.

Parents and Guardians:

Parents and guardians are responsible for the education of their children and are interested in their children's academic success. Research indicates that with parental involvement, there tends to be an increase in children's academic achievement. The family provides a significant learning environment for all children and as partners in the educational process has a shared responsibility with educators in their learning. The need for a close relationship between the home and the school is important at all levels. Societal changes, which have greatly affected the family, have made the need for involvement all the more critical and at the same time more difficult. As partners in the educational process, parents/guardians can build positive home conditions that reinforce, support and extend the work at school. Together, educators and parents/guardians can work to provide a nurturing environment in which respect, understanding, acceptance and caring are encouraged.

Parents and guardians can participate and contribute by:

- being involved in educational governance and shared decision making as members of school councils;
- providing a safe, supportive home environment for the learner;
- monitoring studies at home and school and by fostering good work habits;
- supporting school programs and policies;
- acting as support people for the school, being a school volunteer, and supporting and becoming involved in school activities;
- participating in and contributing to workshops on parent/family and educational issues; and
- fostering communication between home and school, seeking information on the school and expecting the school to provide it.

School Councils:

The purpose of School Councils as defined by the Schools Act, (1997), Section 26, is “to develop, encourage and promote policies, practices and activities to enhance the quality of school programs and the levels of student achievement.”

Two of the functions of a School Council are to:

- advise on the quality of teaching and learning;
- facilitate parent and community involvement in teaching and learning;

The Act specifies that “the School Council shall

- consider information respecting performance standards;
- assist in the system of monitoring and evaluating standards;

- monitor the implementation of recommendations in reports on the performance of schools; and
- conduct meetings with parents/guardians and members of the community on matters concerning academic performances.”

The concept of School Councils addresses the need for increased and greater involvement of parents/guardians and other community members in the education of learners in the school system. They are established for the purpose of developing, encouraging and promoting policies, practices and activities which will enhance the quality of school programs and improve the levels of student achievement.

School Councils will:

- represent the educational interests of the school for which it is formed;
- assess the quality of teaching and learning in the school;
- facilitate parent and community involvement in teaching and learning in the school; and advise the Board of matters of concern to the school and the community.

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Appendix B
Nova Central School District
 YEAR END COURSE SUMMARY

TEACHER:			
GRADE/LEVEL:		YEAR:	
COURSE:		COURSE #:	<small>(IF APPLICABLE)</small>

GENERAL COMMENTS REGARDING COURSE STATUS:

<p>Please indicate whether all outcomes were covered in accordance with the Department of Education Curriculum Guides.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO.</p> <p>NOTE: If you indicated that the prescribed curriculum was not completed please provide an explanation as well as state the concepts/units you were unable to address:</p>

Teacher Signature	
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Appendix C

External Data Sources (provincial, national and international) Some examples are:

- Criterion-Referenced Tests (i.e., Grade 3, 6, 9 Criterion-Referenced Tests in math, science, social studies, French, writing) CRT
- School Achievement Indicators Program (SAIP) [13 & 16-year-olds]

Internal Data Sources (school-based):

- Observation is a valuable source of data for evaluating process as well as product. To be effective, it must be conducted purposefully, regularly and systematically. Appropriate tools such as checklists, anecdotal records, rating scales and running records should be used to record the results of observation activities.
- Such sources as the **portfolio, work sample folder, student-teacher conferences, projects, self-evaluation activities, interviews, rubrics, learning journals and formative assessment** can also be used to convey timely, relevant information to parents or guardians and students. Performance-based assessments can be used to provide direct evidence of the achievement of outcomes.
- Projects are often assigned to students. Generally speaking, however, the younger the student, the more teacher guidance and assistance required. Projects assigned at the primary and elementary levels should generally be completed at school. At the high school level, the results of assigned projects may be used in evaluating students. Nevertheless, even very mature students need guidance when projects are assigned. Projects are formal assignments and students should be provided with the objectives, a description of the task, relevant dates, references and evaluation criteria.
- Tests shall be designed to measure student achievement of curriculum outcomes. Test items should be written according to established guidelines. They should be completely free of ambiguities. They should clearly convey to students the type of response they are to give. Time should not be a discriminating factor. Individual differences as well as practical considerations must be taken into account when allocating time for test completion. Therefore, some student thinking time should be allowed when tests are constructed. When students experience failure in testing situations, some consideration should be given to providing an additional opportunity for success - especially if the failure occurs early in the term. Although test results may carry considerable weight when evaluation decisions are made, these decisions should not be made on the basis of test results only but rather on a variety of assessment tools. Often, additional information will be needed to make a decision that is in the best interest of the student, since testing cannot be regarded as comprehensive evaluation. Results of many tests, particularly those having selected-response items, provide information only on product. It is important to include items that reflect process. Testing is, therefore, but a subset in the domain of evaluation. Other assessment tools such as projects, journals, portfolios and observation should form the basis of determining whether students have achieved the program requirements.
- The value and necessity of comprehensive/final exams in a number of courses at the senior high and intermediate level must be acknowledged. Such summative evaluations are supported by the following rationale:

- The process of preparing for these exams is a very worthwhile and valuable learning experience for students. Skills and concepts which have been learned over a period of time are consolidated.
- The process of sitting in an exam room for an extended period of time, organizing and presenting responses to the questions which are posed, and managing the allotted time is one that can only be learned through experience.
- Post-secondary institutions expect students to have the skills required to be able to write major comprehensive examinations.
- These examinations provide students with a final opportunity to demonstrate that they have achieved the objectives of the course.
- They provide some degree of consistency in evaluation in a particular course from school to school across the district.

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Appendix D

Homework Guidelines

Homework should:

- serve a valid purpose.
- involve thoroughly briefing the class and/or motivating them for the work.
- grow out of school experiences.
- be adapted to individual needs, interests and capacities.
- extend the student's body of knowledge.
- be clear about what they are to do.
- be reasonable in view of the students' home conditions.
- minimize the temptation to merely copy information.
- be used to determine re-teaching needs.
- be coordinated with other teachers to monitor home assignment time.

School should:

- have a policy on homework.
- ensure parents/guardians are aware of the homework procedures and policies of the school.
- encourage parents/guardians to cooperate with the school in developing a positive attitude towards homework.
- encourage parents/guardians to maintain interest in what their children are doing but to not do their work for them.
- ensure parents/guardians understand the school's expectations relating to homework.
- ensure homework is never used for disciplinary purposes.
- ensure homework assignments are in accordance with the criteria established by the school.
- emphasize quality rather than quantity in homework assignments.
- provide students with access to the resources to do the assigned homework.
- provide appropriate and timely feedback on all homework assignments.
- fit the homework assignment to the needs and interests of students.

The expectations for homework change as a student progresses from Primary to Senior High.

- **Kindergarten** - Homework may be a part of the kindergarten year. Students may collect items and information for sharing at school or take items and information for sharing at home.
- **Primary Grades 1-3** - Homework is primarily voluntary. It may include work assigned at school but not completed within the instructional time. Homework at this level should typically not exceed one-half hour per day.
- **Elementary Grades 4-6** - Students should have regularly scheduled homework during the elementary grades. The frequency and amount must be in keeping with the

student's needs and abilities and directly support the educational program. Homework at this level should typically not exceed forty-five minutes per day.

- **Intermediate Grades 7-9** - Students should have homework on a regular basis. Homework should typically not exceed 1 ½ hours per day.
- **Senior High Grades 10-12** - Students should have homework on a regular basis. The homework should also be in keeping with the growing independence of students. Homework should typically not exceed 2 ½ hours per day.

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Appendix E

Pre-Instructional Evaluation attempts to determine what the student brings to the learning situation and where each student is in relation to the learning outcomes. It also aids the teacher in selecting instructional strategies that may enhance the performance of students. Pre-instructional evaluation provides background information about the student. The following chart lists some important considerations:

Provides information about	Intended to	Considerations
<ul style="list-style-type: none"> - student's interests - previous experiences of students - students' learning needs in terms of stated objectives (what do they know already – what skills, information etc., do they need to learn or review in order to learn, what are their challenges to learning, etc.) 	<ul style="list-style-type: none"> - guide and inform teaching - help establish objectives - help set realistic goals - indicate that adjustments/arrangements are necessary (to include all learners; to challenge learners, to interest learners, etc.) - enhance the performance level of all students 	<ul style="list-style-type: none"> - intuitive and informal assessment can lead to making false assumptions - false assumptions may unfairly exclude children from valuable activities - enrichment must be meaningful and beneficial to the student - program modifications must be documented - negative expectations can create negative results - high expectations do not automatically translate into positive results

Formative Evaluation occurs during the teaching and learning process and assesses how well students are meeting the learning outcomes. It indicates the strengths and weaknesses of students, program and teaching methodology. Formative evaluation is ongoing throughout the learning process. The following chart lists some of its key features:

Provides information about	Intended to	Considerations
<ul style="list-style-type: none"> - the learning process - how well the children are learning - the strategies/ effort they are using to solve problems, complete tasks - the strengths – weaknesses of different learners - the rate and efficiency of 	<ul style="list-style-type: none"> - help design and initiate appropriate interventions to improve learning - demonstrate to children that through the use of appropriate learning strategies they can improve their learning - provide feedback to children about their progress - help inform parents - provide opportunities for self-evaluation 	<ul style="list-style-type: none"> - the emphasis on process may result in too little emphasis on the achievement of the desired student outcomes - strategies, such as giving praise, can be ineffective, if they are used too randomly and never connected to specific and genuine successes - feedback can lead to improvements in learning if it includes specific information/strategies that show students how to improve their learning

learning - the capacity of children to work independently - the ability of children to work collaboratively	- provide opportunities for peer evaluation - provide praise and encouragement to learners - make children aware of the objectives and purpose of their work - enhance the performance level of all students	- feedback should be prompt - teachers need to monitor students as they work; circulate and interact with all children - evaluation should not be used to compare the progress of students with their peers - students need to be held accountable for their achievement as individuals and as members of groups
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Summative Evaluation is the evaluation of student achievement at the end of instruction. A judgment is made about students with regard to what learning has taken place over the entire course or some substantial part of it. It is used to grade, certify or select students. Other important points are listed below:

Provides information about	Intended to	Considerations
- the achievement of stated learner outcomes - the children's cognitive, affective and psycho-motor development	- determine to what extent stated learner outcomes have been achieved - determine a child's future placement - assess long-term learning - grade, certify and select students - measure the learning that has occurred - have a formative dimension that informs future instruction - provide a formal record of student achievement - be gathered through a variety of means including observations, interviewing, homework, tests, projects, rating sheets, running records, etc.	- evaluation should reflect instruction and the significance and sequence of objectives - evaluation should be based on a number and variety of assessments - evaluation should be fair and balanced - evaluation should provide for differentiated evaluation of children with unique needs (and be appropriately documented) - using all student work as the basis for summative evaluation may not give a fair assessment of student achievement - children and parents need to know when, how and why summative evaluation is occurring

Appendix F

**Notification of Incomplete
Student Work**
(Sample)

Student Name			
Course			
Teacher Name			
Details of Incomplete Work Assignment Due Date:			
Required Parent/ Guardian Response			
Teacher Signature		Date	