# Christ the King French Immersion Catholic Elementary School

# ASSESSMENT POLICY

**Version 1 (2023)**

## Definitions

Assessment:  Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Evaluation:  Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Reporting:  Reporting provides feedback formally or informally on student achievement to students and parents.

(Policy St:  23, p.1)


## Assessment Philosophy

At Christ the King French Immersion Catholic Elementary School, spiritual and academic growth are paramount.  Assessment provides "meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning." (Policy St:  23, p.2)

Assessment is:
- fair and transparent
- supportive and inclusive of all students
- engaged in learning-goals derived from our curriculum
- communicate with parents and students
- ongoing and varied
- provide meaningful and timely feedback to improve learning
- reflective
  (Growing Success:  Assessment, Evaluation, and Reporting in Ontario Schools, page 6)


## Purpose of Assessment

Christ the King French Immersion Catholic Elementary School is obligated to follow the Ministry of Education (Ontario) policies regarding assessment and evaluation as we are a publicly-funded school.

"Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.  The primary purpose of assessment is to improve student learning.  Assessment for the

purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of *assessment for learning*, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in *assessment as learning* by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning." *(Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, p.28)*

## Assessment Tools

At Christ the King French Immersion, our staff will gather evidence of student learning over a period of time and assess achievement based on a collection of different pieces of work through a variety of means. They may consist of: conferences between student and teacher, formal and informal observations, interactions with classmates when working in groups, student portfolios, multimedia presentations, oral presentations (individual/group), projects, experiments and investigations, student self-reflections, checklists, diagnostics, quizzes and tests. Assessment is also used to guide student-learning to ensure students are progressing towards achieving their learning goals and that we, as a school, are meeting the Ontario curriculum expectations. Furthermore, provincial assessments take place annually in late spring for our Grade 3 and Grade 6 students. Test results are used to guide our school improvement plans. Provincially, the data is used to ensure student achievement is effective while continually improving the education system in an effective and equitable manner.

## Assessment *for* Learning, Assessment *as* Learning, Assessment *of* Learning

Diagnostic, formative and summative assessments are tools our staff use to gather evidence of student learning. Staff use the information gathered through the various tools throughout the units of inquiry to help enhance and guide the learning moving forward.

The table below summarizes the purposes, nature and uses of assessment.

**Table 4.1    The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information**

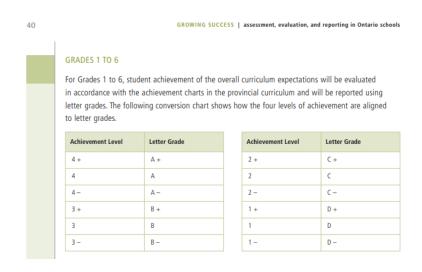| Purpose of Classroom Assessment | Nature of Assessment | Use of Information |
|---|---|---|
| **Assessment *for* learning**<br><br>"Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p. 2) | **Diagnostic assessment:**<br>• occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. | The information gathered:<br>• is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals. |
| | **Formative assessment:**<br>• occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. | The information gathered:<br>• is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs. |
| **Assessment *as* learning**<br><br>"Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42) | **Formative assessment:**<br>• occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. | The information gathered:<br>• is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning. |
| **Assessment *of* learning**<br><br>"Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55) | **Summative assessment:**<br>• occurs at or near the end of a period of learning, and may be used to inform further instruction. | The information gathered:<br>• is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others. |

*(Growing Success:  Assessment, Evaluation, and Reporting in Ontario Schools, p.31)*

## Differentiation of Assessment

Assessment at Christ the King French Immersion is both inclusive and differentiated to meet the needs of all our learners.  Students who are receiving alternative programing will also have their assessment differentiated.  Students who are new to the English Language or are formally identified with a learning disability will receive alternative types of assessment aligned with their Individual Education Plan (IEP).

## Determining a Report Card Grade

When completing report cards, staff will input grades as follows.  See chart below.

### GRADES 1 TO 6

For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. The following conversion chart shows how the four levels of achievement are aligned to letter grades.

| Achievement Level | Letter Grade | Achievement Level | Letter Grade |
|---|---|---|---|
| 4 + | A + | 2 + | C + |
| 4 | A | 2 | C |
| 4 − | A − | 2 − | C − |
| 3 + | B + | 1 + | D + |
| 3 | B | 1 | D |
| 3 − | B − | 1 − | D − |

*(Growing Success:  Assessment, Evaluation, and Reporting in Ontario Schools, p.40)*

When determining the report card grade, teachers will use their professional judgement using evidence from multiple types of assessment to develop an unprejudiced and consistent process.  Formal reports are prepared three times per year and parent-teacher conferences are offered twice during the formal reporting periods - as per Ministry of Education reporting requirements.  At Christ the King French Immersion, we encourage staff and parents to keep an open line of communication throughout the academic year.  Moreover, our staff incorporates the IB learner profile attributes into the learning skills and work habits component of the report card.

## Performance Standards - The Achievement Chart

The Ministry of Education in Ontario has developed the achievement chart to act as a framework for a consistent, standardized means to assess student achievement. The four categories are as follows: Knowledge and Understanding, Thinking, Communication, and Application.

## Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| | The student: | | | |
| **Knowledge of content** (*e.g., facts, terminology, definitions*) | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |
| **Understanding of content** (*e.g., concepts, ideas, theories, principles, procedures, processes*) | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough understanding of content |

## Thinking and Investigation – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| | The student: | | | |
| **Use of initiating and planning skills and strategies** (*e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans*) | uses initiating and planning skills and strategies with limited effectiveness | uses initiating and planning skills and strategies with some effectiveness | uses initiating and planning skills and strategies with considerable effectiveness | uses initiating and planning skills and strategies with a high degree of effectiveness |

| Use of processing skills and strategies *(e.g., performing and recording; gathering evidence and data; examining different points of view; selecting tools, equipment, materials, and technology; observing; manipulating materials; proving)* | uses processing skills and strategies with limited effectiveness | uses processing skills and strategies with some effectiveness | uses processing skills and strategies with considerable effectiveness | uses processing skills and strategies with a high degree of effectiveness |
|---|---|---|---|---|
| Use of critical/creative thinking processes, skills, and strategies *(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence, developing solutions, considering diverse perspectives)* | uses critical/creative thinking processes, skills, and strategies with limited effectiveness | uses critical/creative thinking processes, skills, and strategies with some effectiveness | uses critical/creative thinking processes, skills, and strategies with considerable effectiveness | uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness |

**Communication** – The conveying of meaning through various forms

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| | The student: | | | |
| **Expression and organization of ideas and information in oral, visual, and/or written forms** *(e.g., diagrams, models, articles, project journals, reports)* | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |

| Communication for different audiences *(e.g., peers, adults, community members)* and purposes *(e.g., to inform, to persuade)* in oral, visual, and/or written forms | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
|---|---|---|---|---|
| Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms *(e.g., symbols, formulae, International System of Units)* | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

**Application** – The use of knowledge and skills to make connections within and between various contexts

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| | The student: | | | |
| Application of knowledge and skills *(e.g., concepts and processes; procedures related to the safe use of tools, equipment, materials, and technology; investigation skills)* in familiar contexts | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |

| Transfer of knowledge and skills *(e.g., concepts and processes, safe use of equipment and technology, investigation skills)* to new contexts | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of effectiveness |
|---|---|---|---|---|
| **Making connections within and between various contexts** *(e.g., connections between sciences; connections to everyday and real-life situations; connections among concepts within science and technology; connections involving use of prior knowledge and experience; connections among science and technology and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects)* | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |
| **Proposing courses of practical action to deal with problems relating to our changing world** | proposes courses of practical action of limited effectiveness | proposes courses of practical action of some effectiveness | proposes courses of practical action of considerable effectiveness | proposes highly effective courses of practical action |

(*Assessment and Evaluation:  Science and Technology curriculum document, 2022*)


## Rights and Responsibilities of the Christ the King Learning Community

**Student Rights:**  Student agency (voice, choice and ownership) is their right during units of inquiry as well as during assessment.  Students have the right to know what success criteria are being used and to be able to co-construct them with their teacher.  Students have the right to receive positive encouragement, attention and patience from their teachers.  Students facing special challenges have the right to be assessed in a manner unique to their abilities.

**Student Responsibilities:**  Students are responsible for showing a genuine commitment to student agency and learning.  Students are responsible for following the success criteria.  Students are responsible for being active participants in their assessment - especially via self-reflection opportunities.  Students are responsible for completing the work to the best of their abilities.

**Teacher Rights:**  Teachers have the right to assess and evaluate using the tools of their choosing and to offer as many opportunities for students to display and develop their skills.  Teachers have the autonomy to select assessment approaches that support all student abilities.  Teachers have the right to access specific diagnostics to measure achievement in a uniform and standardized manner.

**Teacher Responsibilities:**  Teachers are responsible for providing numerous and varied assessment approaches, addressing the diverse student needs.  Teachers are responsible for communicating with parents through report cards and conferences as well as anytime throughout the year when concerns arise.  Teachers are responsible to include students in assessment through self-reflections and peer assessments.  Teachers are responsible for following the standardized achievement chart provided by the Ministry of Education.  Teachers are responsible for providing meaningful feedback that will help their learners grow their knowledge and understanding.

**Parent/Guardian Rights:**  Parents have the right to know what are the curriculum expectations to be covered for the year.  Parents have the right to have an open line of communication with the teacher regarding student achievement.

**Parent/Guardian Responsibilities:**  Parents are responsible for supporting their child's learning at home and to encourage task completion.  Parents are responsible for working together with their child's teacher and communicating with the school during formal conferences and throughout the year.

**Administrator Rights:**  Administrators have the right to expect the curriculum is imparted correctly using a variety of instructional methods.  Administrators have the right to access assessment notes and marks and to work collaboratively with staff to establish generally-accepted schoolwide success criteria.

**Administrator Responsibilities:**  Administrators are responsible for ensuring that teachers and students are all able to access the best resources available.  Administrators are responsible for providing professional development opportunities to staff who wish to strengthen their understanding about assessment.  Administrators are responsible for ensuring that learners with IEPs are being assessed in accordance with the accommodations or modifications expressed in the plan.  Administrators are responsible for ensuring that assessment and evaluation follow the assessment policy and the standards set forth by the Ministry of Education.

**<u>References</u>**

Assessment and Evaluation:  Science and Technology curriculum document, 2022

Ministry of Education. (2010). *Growing Success:  Assessment, Evaluation, and Reporting in Ontario Schools.*  Queen's Printer for Ontario.

Windsor-Essex Catholic District School Board. (2010). POLICY ST: 23 Assessment, Evaluation and Reporting - Grades 1 to 12

*Staff collaborated during the initial development of this policy:  June 2022.