Riverdale

Christian Academy

Riverdale Christian Academy K-12 Assessment and Evaluation Policy

SUMMARY OF POLICY STATEMENTS

Policy Statement 1: **Student-Centered Assessment and Evaluation**
Evaluation and assessment practices shall foster and reflect the holistic or full development of the student. These practices shall respect the uniqueness of each student and assist each in achieving his/her full potential.

Policy Statement 2: **Learning Outcomes**
The learning outcomes prescribed by the A Beka Book Scope and Sequence shall form the framework for teaching, learning and assessment, and evaluation.

Policy Statement 3: **Types of Assessment and Evaluation**
Comprehensive evaluation shall consist of pre-instructional, formative, and summative assessments.

Policy Statement 4: **Planned Approach to Assessment & Evaluation**
There shall be a planned approach to assessment and evaluation which includes using a variety of data and following a set of practices to determine the student's level of achievement.

Policy Statement 5: **Communication and Reporting**
Schools shall provide accurate and timely communication to parents/guardians and students about student achievement using both formal and informal reporting methods.

Policy Statement 6: **Programming Decisions**
Programming and placement decisions shall be made in the best interests of the student, taking into consideration the student's cognitive, academic, social, and emotional strengths and needs.

K-8 Student Assessment, Evaluation and Grading Policy

INTRODUCTION

The purpose of the Riverdale Christian Academy's K-8 Student Assessment and Evaluation Policy is to ensure that each student participates in high quality educational experiences which maximize the opportunities for achievement. Student achievement is influenced by evaluation practices which shall be conducted according to current educational research. The primary focus of these practices is to enable students to demonstrate their level of achievement.

Current curriculum documents distinguish between assessment and evaluation. **Assessment** is described as the systematic process of gathering information on student learning, whereas **evaluation** is the process of analyzing, reflecting upon, and summarizing assessment information to make decisions about student achievement.

> **Policy Statement 1: Student-Centered Assessment and Evaluation**
>
> *Evaluation and assessment practices shall foster and reflect the holistic development of the student. These practices shall respect the uniqueness of each student and assist each in achieving his/her full potential.*

RATIONALE

The purpose of evaluation is to determine student achievement.

Learning involves all domains: affective, cognitive, and psychomotor, and fosters all aspects of development: personal, social, intellectual, physical, creative-aesthetic, and moral-spiritual. It is important to ensure evaluation and reporting practices provide a comprehensive view of each student.

Students are the focus for instruction. The information obtained through evaluation shall ensure that instruction addresses each student's needs, learning styles, multiple intelligences, ways of representing knowledge, and varied rates of learning. This information also helps determine the extent to which each student has moved toward achievement of provincial outcomes.

Affective Domain
The affective domain includes the manner in which we deal with feelings, values, appreciation, enthusiasms, motivations, and attitudes.

Cognitive Domain
The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of higher order thinking skills.

Psychomotor Domain
The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

GUIDELINES

1.1 Evaluation practices shall be broad in scope and must reflect the holistic development of students.

1.2 Learning outcomes, as identified through specific curriculum documents, shall form the basis for learning goals and individual growth.

1.3 Evaluation practices shall provide students with multiple opportunities to demonstrate their learning in a variety of ways and contexts.

1.4   Both the processes and products of learning shall be evaluated.

PRACTICES

1.5 The affective domain shall be assessed and nurtured through the use of anecdotal records, observations, teacher and/or student-generated checklists, rubrics, student self-assessment and goal setting, etc.

1.6 The cognitive domain shall be assessed and evaluated through the use of student projects, labs, demonstrations, showcase portfolios, assignments, tests, rubrics, anecdotes, presentations, etc. Evaluation in the cognitive domain shall emphasize understanding that includes higher order as well as lower order thinking.

1.7 The psychomotor domain shall be assessed and evaluated through the use of labs, observations, checklists, etc. Where context and specific curriculum outcomes indicate, the psychomotor domain will be assigned a grade.

Policy Statement 2:	Learning Outcomes

RATIONALE

The learning outcomes prescribed by Riverdale provide a common vision for students, educators, parents/guardians, and others. The stated outcomes form the framework for teaching and learning, as well as the basis of evaluation. There are four general classifications of learning outcomes:

General Curriculum Outcomes

General Curriculum Outcomes are statements identifying what students are expected to know and be able to do upon completion of study in a curriculum area in accordance with A Beka Book Scope and Sequence.

Key Stage Curriculum Outcomes

Key Stage Curriculum Outcomes are statements identifying what students are expected to know and be able to do by the end of each grade as a result of their cumulative learning experience in a curriculum area. This will be governed according to A Beka Book Scope and Sequence.

Specific Curriculum Outcomes

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at the end of a course or specific grade level in a curriculum area.

GUIDELINES

2.1 The learning outcomes direct teaching and learning. Evaluation practices shall be designed to measure students' achievement of these outcomes.

2.2   Teachers shall consistently monitor learning progress to ensure achievement of outcomes.

2.3   Teachers shall differentiate instruction and assessment to meet the needs of all students in their achievement of the learning outcomes.

PRACTICES

2.4 The principal shall ensure that teachers have access to current curriculum guides for each subject/course that they are teaching.

2.5 Specific course curriculum outcomes shall be continuously communicated to each student, as appropriate for their age/grade/cognitive level.

2.6 Teachers shall inform parents/guardians about the prescribed curriculum outcomes on Curriculum Night.

Paper copies shall only be provided at the request of parents/guardians.

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Policy Statement 3:   **Types of Assessment and Evaluation**

Comprehensive evaluation shall consist of pre-instructional, formative, and summative assessments.

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RATIONALE

Knowledge of the student and the learning outcomes direct teaching and learning, assessment and evaluation. Effective assessment and evaluation practices incorporate pre-instructional, formative, and summative assessments that enable:

- Teachers to monitor student learning and select appropriate instructional approaches.
- Students to monitor and improve their learning.
- Parents/guardians to support student learning.
- The school to support the teaching-learning process.

GUIDELINES

3.1   Comprehensive evaluation practices shall consist of pre-instructional, formative, and summative assessments:

    (a)   **Pre-instructional Assessment** determines what students bring to the instructional setting or where they stand in relation to the outcomes. Pre-instructional assessments are an indication of students' strengths and needs, and provide direction for teacher instruction.   Examples of pre-instructional assessments include: interest inventories, student-teacher conferences, cumulative records, brainstorming to determine student prior-knowledge, homework, etc.

    (b)   **Formative Assessment** is both assessment *for* and *as* learning throughout the process of instruction. It provides information and feedback about students' strengths and needs, with respect to specific outcomes, so that teachers can adjust instruction and students can adjust their learning strategies to help improve their performance. Examples include: teacher observations, homework, work samples, self-evaluation, portfolios, tests, assignments, and projects. A critical component of formative assessment is providing descriptive feedback that informs students of their areas of strength and needs.

    (c)   **Summative Assessment** is assessment *of* learning. It is designed to provide information to be used in making decisions about students' achievement of the outcomes at important points in time, especially when this work will not be revisited (for example, at the end of a unit of work, mid-year, or year-end). This form of assessment can also be used to inform teaching and learning, particularly at important points throughout the year when there are still opportunities to revisit the work to make the necessary adjustments to enhance student learning.   Examples include: projects, performances, documented teacher observations, presentations, tests, and exams.

Note: Whether or not a particular assessment is considered formative or summative depends on how the teacher uses it, and not on what the assessment looks like. For example, an end-of-unit test or a mid-year exam can be considered to be "formative" as the teacher provides descriptive feedback and provides opportunities for students to use any such feedback to improve their learning as they move through the school year. These same assessments can be summative in the sense that they are used to determine learning up to that point in the year, and the grade given represents the final evaluation of that aspect of the course.

PRACTICES

3.2 Comprehensive evaluation shall be planned, organized, and continuous.

3.3 Teachers shall incorporate pre-instructional, formative, and summative assessments into their evaluation practices.

Policy Statement 4:   Planned Approach to Assessment & Evaluation

There shall be a planned approach to assessment and evaluation which includes using a variety of data and consistent practices to determine the student's level of achievement.

RATIONALE

A comprehensive profile of student achievement in relation to learning outcomes is attained through the analysis of a variety of sources.

The practices selected for evaluation shall consider the student, the curriculum outcomes, and the conditions under which learning will occur. Assessment and evaluation practices are designed to give students an opportunity to demonstrate their knowledge. These practices must be valid and reliable, and must also demonstrate both process and product outcomes.

GUIDELINES

4.1   Teachers shall use various forms of assessment data when evaluating student achievement.

4.2   Assessment and evaluation practices shall be planned and conducted in an organized manner.

4.3   Teachers shall ensure students' active participation in the assessment and evaluation process.

4.4   Students and parents/guardians shall be informed about the evaluation practices.

4.5 Teachers shall consider the nature of the subject/course and how the learning outcomes are addressed when analyzing assessment data to determine the student's level of achievement at each reporting period.

4.6 Assessments shall be designed to be completed in a reasonable amount of time. In specific circumstances, students may require additional time to complete an assessment.

4.7 Teachers shall be responsible for maintaining accurate records of each student's achievement and progress in each subject/course for which they are responsible.

PRACTICES

Generic Practices: Primary / Elementary; Intermediate/Senior High

4.8 Research indicates that the practice of frequently reporting to parents on student achievement is critical to their overall academic success. Therefore, as a minimum requirement, schools shall report student progress to parents using the following timelines:

- Curriculum Night (last two weeks of September).
- First Formal Written Report and conference with all parents (mid to end of November).
- Second Formal Written Report and conference (the first two weeks of March).
- Final Written Report (June).

4.9 As appropriate for age/developmental/cognitive level, teachers shall determine student achievement by assessing evidence from a variety of sources such as:

- Checklists
- Cumulative reviews
- Teacher-made tests
- Quizzes
- Common assessments
- Documented teacher observation
- Integrated/cross-curricular assessment
- Journals
- Performances
- Portfolios
- Student/teacher-led conferencing
- Student self-assessment

4.10 Teachers shall ensure that, when student achievement is reported, it reflects the current level of understanding.

4.11 Students shall be given a minimum of five school days' notice in advance of any unit or cumulative assessment. Additionally, a minimum of five school days will be given to complete major projects/assignments.

4.12 Students shall not be required to write school-based tests during the administration of provincial external assessments and/or district common assessments, if applicable.

4.13 With the exception of projects/assignments, daily homework is considered practice work and shall be used for formative purposes only. Any grading of this work will also be for formative purposes and will not be included in the summative grading scheme for the course.

4.14   An essential component of formative assessment is providing students with descriptive feedback that identifies what has been done well and provides specific suggestions for improvement. Therefore, teachers shall provide descriptive feedback where necessary and practical.

4.15   It is expected that students shall complete all assigned work. The consequence for incompletion of assigned work is that it must be completed and submitted for assessment. Riverdale makes every effort to help students submit work on time.

(a)   Riverdale shall implement a proactive approach to ensure that all assigned work is completed. Procedures include:

- Communication to parents concerning the school's expectations regarding assessment deadlines.
- Setting clear and reasonable timelines.
- Ensuring that expectations for the task/assignment are clearly established and understood.
- Establishing dates to check on progress of assigned work.
- Supporting students who will predictably struggle without interventions.

(b)   When work is not completed, Riverdale's procedures include escalating levels of interventions that include:

- Conversation with the student on necessity of having the work completed.
- Contacting parents to inform them that work is overdue.
- Yearly assessing a school-wide approach to have students complete work.
- Arrange meeting with parents.
- Appropriate disciplinary responses.

(c)   For late submission, teachers shall not assign zero percent or decrease the value of a given assessment. However, lateness is a significant concern and may be addressed through the measures in 4.16 (a, b) and as suggested in Appendices A and B.

4.17   When determining a student's final grade, teachers shall consider all evidence of learning. Averaging shall not be used as a sole indicator of a student's level of achievement (e.g., outliers may also be omitted if in the best interest of the student).

4.18   Any attempt by students to gain (or assist in gaining) unfair advantage (i.e., cheating) will result in the student not receiving a grade on that particular assessment.

(a) Cheating is a serious offense that will be addressed through the normal disciplinary procedures of the school. Parents shall be contacted in any instance of cheating.

(b) An alternate and appropriate assessment shall be arranged within a reasonable time frame.   The student's mark will be derived from the second assessment.

4.19 Since learning is cumulative, regular attendance by students in the school setting is critical to consistent academic achievement and engagement in the learning process.

Specific Practices: Primary / Elementary

4.20 Students shall be required to write no more than two tests per week, which would not be on the same day, or on consecutive days within that week.

4.21 In an effort to provide meaningful feedback for teaching and learning, all assessments shall be returned in a reasonable time frame, consistent with 4.15. Once returned, students shall retain possession of their graded assessments. Teachers may choose to create portfolios for student work, ensuring accessibility at all times.

(a) Major projects and assignments shall be evaluated and returned, along with descriptive feedback, no later than two weeks from submission.

(b) Except in extraordinary circumstances, unit tests, quizzes, etc., will be evaluated and returned, with feedback, within one week from the date of assessment. Any delay will be communicated to students and be approved by school administration.

(c) Student absenteeism will not delay the return of a graded assessment (i.e., teachers will not withhold assessments of a student because another student has yet to be evaluated). Absenteeism that can be determined as an avoidance of assessment is a serious issue and should be addressed through the normal disciplinary procedures of the school.

(d) Student absenteeism will not exempt students from assessment. Upon return to school, arrangements will be made for students to complete the missed assessment or an alternate form of the original assessment without academic penalty. In extreme circumstances, exemptions may be granted in consultation with parents/guardians, teachers, and administration.

Specific Practices: Intermediate / High School

4.22 Research indicates that the practice of frequently reporting to parents on student achievement is critical to their overall academic success. Therefore, as a minimum requirement, schools shall report student progress to parents using the following timelines:

- Curriculum Night (last two weeks of September).
- First Formal Written Report and conference with all parents (mid to end of November).
- Mid-Year Report and conference (before end of February).

- April Report and conference by request of student, parent or teacher (during month of April).
- Final Written Report (June).

4.23 In an effort to provide meaningful feedback for teaching and learning, all assessments shall be returned in a reasonable time frame, consistent with 4.15. Once returned, students shall retain possession of their graded assessments.

(a) Major projects and assignments shall be evaluated and returned, along with descriptive feedback, to students no later than three weeks from submission.

(b) Except in extraordinary circumstances, unit tests, quizzes, etc., will be graded and returned, with feedback, within one week from the date of assessment. Any delay will be communicated to students and be approved by school administration.

(c) Mid-year examinations shall be returned to students no later than the parent-teacher conferences in February. Final examinations shall be secured in the school until the end of September of the following year.

(d) Student absenteeism will not delay the return of a graded assessment (i.e., teachers will not withhold assessments of a student because another student has yet to be evaluated). Absenteeism that can be determined as an avoidance of assessment is a serious issue and should be addressed through the normal disciplinary procedures of the school.

(e) Student absenteeism will not exempt students from assessment. Upon return to school, arrangements will be made in consultation with the student to complete the missed assessment or an alternate form of the original assessment without academic penalty. In extreme circumstances, exemptions may be granted in consultation with parents/guardians, teachers, and administration.

4.24 When unit tests are administered:

(a) students shall be required to write no more than two per day, up to a maximum of three per week.

Policy Statement 5: Communication and Reporting

Schools shall provide accurate and timely communication to parents/guardians and students about student achievement using both formal and informal reporting methods.

RATIONALE

It is important that schools follow appropriate formal and informal methods of reporting individual progress and achievement to students and parents/guardians.

GUIDELINES

5.1 Reporting procedures shall provide a comprehensive profile of each student's achievement of the learning outcomes.

5.2 Administrators and teachers shall ensure that formal and informal communication and reporting processes are maintained in each school.

    (a) **Informal methods** of communicating and reporting will occur on an on-going basis to inform students and parents/guardians about learning contexts, successes, and learning needs. Informal methods will include telephone calls, notices, notes, signed work, conversations, meetings, classroom visits, contracts, e-mail, etc.

    (b) **Formal methods** of communicating and reporting shall occur at designated intervals throughout the year. The program, intended outcomes, and contexts for learning, as well as the evaluation and reporting system, shall be outlined. Formal methods will include regularly scheduled distribution of report cards, with student and/or parent/guardian conferencing at designated times throughout the school year.

PRACTICES

5.3   The formal reporting/conferencing periods shall be conducted according to the schedule below:

Primary / Elementary	
September	Curriculum Night (last 2 weeks in September)
November	First Formal Written Report and conference with all parents (mid to end of November)

March	Second Formal Written Report and Conference • conference by request of student, parent or teacher - first two weeks of March
June	Final Written Report

5.4 Beyond the regular reporting schedule, teachers shall communicate to parents any significant change in student academic performance and/or social behaviours.

5.5 The September Curriculum Night shall include the following components:

- A presentation outlining the reporting practices of Riverdale, emphasizing the importance of on-going communication between school and parents.
- An overview of the curriculum, orientation to school for new parents, class routines, expectations, etc.

5.6 Reporting/Conferencing beyond the September Curriculum Night shall provide, at a minimum:

- Information about the extent to which a student is achieving the intended learning outcomes in each subject.
- A comprehensive picture of each student in the areas of personal/social development, work ethic, attitude and attendance.

5.7 Schools shall report on student achievement using Riverdale Christian Academy Report Cards.

5.8 Student achievement communicated during each reporting period shall be cumulative to that point in the school year.

5.9 In addition to regular communication with parents/guardians, anecdotal progress reports based on identified outcomes must be completed and attached to report cards.

5.10 For all reporting periods there shall be no course mark between, and including, 46% to 49%.

5.11 For all reporting periods, where there is a significant lack of assessment data or where assessment data indicates that a student is at serious risk of not achieving the learning outcomes (i.e., where the overall report card grade would be less than 30%), a student's achievement shall be marked "Unable to Evaluate". For such students, the teacher/school will implement an intervention process as outlined in statements 5.12 to 5.14 below.

5.12 As early as possible in advance of the reporting period, the individual teacher(s) shall notify parents of the concern with the level of a student's academic achievement in the particular subject area(s). Teachers shall report to parents the intervention strategies that have and will be implemented to address the student's needs. (See Appendix B)

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5.13   When a student is at risk of not achieving the learning outcomes, the school shall implement the strategies as outlined in their school intervention plan. This school-wide intervention plan will be collaboratively developed by the administration and staff at the school level. The team shall include a school administrator, the teacher(s) of the course(s) the student is failing, or at risk of failing, and other staff members (e.g., guidance counsellor) as deemed appropriate by the school administrator.

5.14   Final reports shall clearly indicate student placement for the upcoming academic year.

RATIONALE

It is important to recognize individual differences when making decisions about student programming and placement. Such decisions must reflect the student's cognitive, academic, social, and emotional strengths and needs.

GUIDELINES

6.1 In determining student placement, consideration shall be given to all factors which may impact upon student achievement.

6.2 Students shall be placed with their peers unless compelling reasons exist to do otherwise. This includes students on an alternate curriculum.

6.3 A School Placement Team, in consultation with the student and his/her parents/guardians, shall recommend to the Assistant Director (or designate) the most appropriate placement for the students.

6.4 Riverdale shall identify, monitor, and intervene where students experience cognitive, academic, social, emotional or other difficulties.

PRACTICES

Specific Practices K-8

6.5 A School Placement Team shall be formed **by the end of March** to review relevant documentation if a student is being considered for retention. This Team shall recommend, in consultation with the student and parents/guardians, the placement for individual students. This Team shall consist of, but not be limited to, department heads, teachers, administrators, and guidance counsellor. The Team's deliberations shall be documented.

6.6 Any recommendation for the possibility of retention shall be submitted to the Assistant Director of Education **by the end of April**, and followed with collaborative discussions between school officials and district personnel.

6.7 Successful achievement at the Intermediate level requires:

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- A minimum grade of fifty percent in each of Mathematics, Science, Social Studies, and Language Arts

- A minimum average of fifty percent in all subjects combined.

6.8   Where students have not been successful in achieving the learning outcomes for a grade level and are placed in the next grade, programming supports and recommendations for the coming year shall be documented in the student's cumulative file and communicated to parents.

6.9   The only phrase to be used to indicate placement for the next year on the end of year report shall be "Placement for September" (terms such as 'promoted', 'advancement', 'accelerated', 'retained' shall not be used).

Appendix A

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Riverdale's Protocol To Address Timely Submission of Student Work

1. Set clear and reasonable timelines with some student input.

2. Ensure that the expectations for the task/assignment are clearly established and understood.

3. Support the students who will predictably struggle with the task without intervention.

4. Find out why other students' work is late and assist them.

5. Consequences for late work:
   - After school follow-up.
   - Make-up responsibility within a supervised setting.
   - Parent contact.
   - Notation in the mark book for each assignment which is late.
   - "Grades" on a learning skills / work habits section of the report card.
   - Comments on the report card that reflect chronic lateness.

6. Provide the opportunity for students to extend timelines:
   - Student must communicate with the teacher in advance of the due date.

How to Grade for Learning: Linking Grades to Standards, Skylight Professional Development, Glenview, IL, 2002, p. 103.

Appendix B

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<p style="text-align:center;">**Other Intervention Strategies**
To Address Timely Submission of Student Work</p>

Intervention Strategies: (What Teachers Can Do)

- Coordinate With Other Teachers

- Due Date Window

- More Time in Preparation

- Series of Checkpoints

- Extra Support Ahead of Time

- Contact With The Parents*

Intervention Strategies: (What Schools Can Do)

- Support Teachers

- Ensure Accountability

- Implement Structures for Work Completion

- Make Adjustments in Schedule

- Teacher Department Tutorials

- Peer Tutors

- Detention

- In-school Suspension

- Out-of-school Suspension

*Contact with parents is extremely important.

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