

ASSESSMENT / EVALUATION / REPORTING
OF
STUDENT LEARNING



“PROCEDURES AND GUIDELINES”
HANDBOOK

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SECTION I

GENERAL INFORMATION

ASSESSMENT / EVALUATION / REPORTING OF STUDENT LEARNING

MISSION

We develop independent lifelong learners in a student-centered environment with high expectations for all.

BELIEF STATEMENTS

We believe:

- student learning is our priority.
- learning is a partnership among home, school, and community.
- all students have the ability to learn.
- students learn in different ways.
- we must teach the whole child.
- learning is a lifelong process.
- schools must be safe, supportive, and socially just.
- everyone must be treated with dignity and respect.

RATIONALE

An effective program of assessment, evaluation and reporting is critical if we are to know whether students are learning/have learned; whether curriculum outcomes have been achieved; whether teaching is/has been effective; whether curriculum and programs are appropriate/relevant; and how best to address student learning needs.

The quality of assessment, evaluation and reporting practices has a direct relationship to student performance. Research continually demonstrates that regular and effective assessment, evaluation and feedback (reporting) are essential to enhancing student learning.

What is assessed, evaluated and reported on; how it is assessed and evaluated; and how results are communicated send clear messages to students, parents/guardians, teachers and the community about what is truly **valued** . . . what is worth learning/teaching; how it should be learned/taught; and how well students are expected to perform.

PURPOSE

The primary purpose of assessment, evaluation and reporting is to improve student learning. An effective program of assessment, evaluation and reporting will assist in the pursuit of this goal and help create the conditions necessary to achieve CCRSB's mission.

Simply stated, assessment, evaluation and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to chronicle student learning; on the other hand, they serve to measure the effectiveness of teaching/learning activities.

To be effective, assessment, evaluation and reporting must be ongoing and an integral (not separate) part of the teaching/learning process. The program is one continuous cycle consisting of collecting information; interpreting information; reporting information; and making application to teaching (teacher), learning (student) and decision-making (school, system, others).

Generally, the assessment, evaluation and reporting program is used:

- a. **to inform students**, and their parents/guardians where applicable, about the progress they are making toward achievement of curriculum outcomes; and,
- b. **to inform personnel who make educational decisions** (instructional, diagnostic, placement, promotion, graduation, curriculum planning and implementation, program development) about students.

The specific purposes of assessment, evaluation and reporting include:

- determining whether curriculum outcomes have been achieved;
- determining future learning objectives/goals;

- providing feedback for students that encourages and improves student learning;
- providing feedback to teachers on the effectiveness of instruction, the program, learning activities and learning environment;
- certifying that students have achieved certain levels of performance;
- communicating with parents/guardians (others) about student learning and progress, instruction, and the curriculum; and,
- providing the school/school system with important information regarding the relevance of curriculum and the effectiveness of instruction and teaching/learning resources.

INTRODUCTION

The CCRSB, operating as a learning community culture, is committed to helping students reach high levels of achievement. Assessment, evaluation and reporting are essential components of teaching and learning that together provide a basis to record and communicate student learning as well as to validate and/or inform instruction and curriculum.

Accordingly, the CCRSB is committed to using ongoing quality assessment, evaluation and reporting practices, which are based on current research, and “best practices” for the purpose of improved student learning. Assessment practices must be fair and yield accurate information about student achievement. This information serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in determining the overall effectiveness of classroom practices and programs. In turn, this leads to evaluation and reporting that is accurate, clear and meaningful to students, parents/guardians and others.

Assessment, evaluation and reporting practices in regional schools and classrooms must be consistent with the expectations outlined in CCRSB Policy #ES-G-04. (See Appendix “D”.)

DEFINITIONS

ASSESSMENT . . . the systematic process of gathering information about student learning. There are three categories of educational assessment:

- **Assessment for Learning** (formative assessment) . . . occurs during teaching and learning and is used to inform teachers and students of what has been learned and to provide direction for instruction and student improvement. Evidence of student achievement is collected over time from three different sources: observations, conversations and student projects. By using multiple sources of learning evidence, teachers increase the reliability and validity of assessment information.
- **Assessment as Learning** . . . is a critical part of Assessment for Learning where teachers include students in the assessment process through a gradual release of responsibility, beginning with explicit instruction and moving towards independence. Students will, over time, 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 learning. Assessment as learning is a meta-cognitive process in which students take ownership for improving their own learning. It involves students setting learning goals as well as monitoring, reflecting upon and adjusting their learning, often in response to feedback from the teachers and their peers.
- **Assessment of Learning** (summative assessment) . . . provides evidence of student achievement at specific times throughout the grade/course/program, often at the end of a period of learning. Assessment of learning captures learning to date at a specific point in time.

EVALUATION . . . the process of reviewing assessment information; analyzing and interpreting the information; judging student achievement in relation to established curriculum outcomes for the course/subject area; and making decisions based on the information gathered.

REPORTING . . . the process of communicating results of assessment and evaluation to various audiences who require it – students, parents/guardians, other teachers and administrators, other learning institutions and/or others as appropriate.

LEARNING OUTCOMES . . . expected student learning outcomes (as defined by the Nova Scotia curriculum outcomes).

MARK OR SCORE . . . a number, letter or other indicator assigned to any learning task that may be used to determine a grade.

GRADE (OR REPORTING CODE) . . . the symbol (letter or number) reported at the end of a period of time as a summary indicator of student performance based on the learning outcomes addressed during this period of time. Grades are based on a summary of evidence collected from student assessments (**assessment of learning**), except in rare situations where information from existing summative assessments is not sufficient to determine a grade. Teachers are expected to use their professional judgment.

EQUITABLE . . . assessment methods that are free from bias brought about by student factors extraneous to the purpose of assessment. Possible factors to consider include: culture, developmental stage, ethnicity, gender, socio-economic background, language, special interests and special needs. Student success with answering questions on a test or an oral quiz, for example, should not be dependent upon prior cultural knowledge such as understanding an allusion to a cultural tradition or value, unless such knowledge falls within the content domain being addressed. All students should be given the same opportunity to display their strengths.

GUIDING PRINCIPLES

In order to acquire and provide accurate and useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration and use of assessment methods/instruments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (page 5) articulates **five** basic assessment principles:

1. Assessment strategies must be appropriate for and compatible with the purpose and context of the assessment.
2. Students must be provided with appropriate and sufficient opportunity to demonstrate the knowledge, skills, attitudes or behaviours being assessed.
3. Procedures for judging or scoring (evaluation) student performance must be appropriate for the assessment strategy used and be consistently applied and monitored.
4. Procedures for summarizing and interpreting (evaluation) assessment results must yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
5. Assessment / evaluation reports (reporting) must be clear, accurate and **of practical value** to the audience for whom they are intended.

Accordingly, these principles highlight the need for assessment practices which ensure that . . .

- the best interest of students are paramount;
- assessment informs teaching and promotes learning;
- assessment (including evaluation and reporting) is an integral and ongoing part of the teaching/learning process;
- assessment is clearly related to curriculum outcomes;
- assessment is fair and equitable to all students and involves multiple sources of information and a variety of assessment strategies; and,
- the student has optimal opportunity to demonstrate what he/she knows and/or has learned/can do.

OPERATIONAL PRINCIPLES

Assessment, evaluation and reporting of student learning in Chignecto-Central Regional School Board schools are guided by the following principles:

ASSESSMENT . . .

Teachers must incorporate a variety of formative and summative assessments to inform and direct their practice for the purpose of improving, evaluating and reporting student learning. Assessment tasks used for summative purposes may be in the form of performance tasks, demonstrations, projects, and/or essays as well as tests or exams and/or assignments. To ensure equity for all students, assessment tasks being used to provide evidence of achievement are to be completed, whenever possible, under the supervision of a teacher.

EVALUATION. . .

Evaluation is the process of analyzing, reflecting upon and summarizing assessment information and making judgments or decisions based upon the information gathered.

- *Department of Education Foundation Documents*

Teachers use a variety of assessments to determine student achievement including performance assessments, projects, written work, demonstrations, portfolios, observations and tests/examinations.

Grades are primarily derived from a variety of sources including evidence from conversations, observations and products. Summative assessments provide a summary of each student's achievement of the learning outcomes at a given time during the school year. The report card grade represents a summary of a student's overall achievement, as demonstrated to that point in time. Determining a grade will involve teachers' professional judgment based upon their knowledge of the curriculum and drawn from the triangulation of evidence. This interpretation of evidence should reflect the student's most consistent level of achievement, with consideration given to more recent evidence. The value of using more recent evidence is dependent upon the construction of assessments that revisit essential learnings. Not all assessment task scores need to be included.

REPORTING. . .

The purpose of reporting is to provide clear information in relation to student academic achievement to a teaching point in time. The current (2010) provincial report card for grades 1-8 and 9-12 has several components: a Learner Profile (which provides a snapshot of the student's work habits and social development); a record of attendance; a grade for each subject; and, a comment for each subject noting strengths, needs and suggestions for further learning. The Primary report card has a Learner Profile, attendance, and anecdotal comments for each subject area. It should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it.

- *Department of Education Foundation Documents*

SECTION II

PROCEDURES

ASSESSMENT, EVALUATION AND REPORTING PROCEDURES

GENERAL

1. Principals are responsible for the implementation of board and provincial policies and procedures related to assessment, evaluation and reporting of student learning.
2. The school principal will convey to the staff and School Advisory Council the specific policies and procedures that will guide assessment, evaluation and reporting of student learning in the school in accordance with CCRSB Policy #ES-G-04.
3. A report card that communicates student progress to parents and students will be provided a minimum of three times per year (Grades P-9) or two times per school semester (Grades 9-12). This report card will include the following information:
 - a. Individual student achievement in relation to learning outcomes/ IPP goals
 - b. Individual student performance in relation to the skills/items on the Student Learner Profile
 - c. Attendance
 - d. Student placement (end of year)
 - e. Anecdotal comments to elaborate on student achievement
4. At least two parent/teacher and/or student formal conferences will be provided during each school year or one per semester.

STUDENT PLACEMENT

1. Decisions with respect to placement within the school are the responsibility of teachers, with the final decision resting with the principal. There will be ongoing communication with the student, parent/guardian throughout the process.
2. Primary to Grade 12 students should be placed with their age appropriate peers except in situations where it is determined through consultation with parents/guardians, school and board staff that this placement would not be in the best interest of the student.

3. Authority for placement in specific senior high school programs rests with the senior high school principal in consultation with parents/guardians and staff. Senior high school promotion is by course as per the Nova Scotia Education Act.
4. Placement of students in regionalized special education programs and/or specialized programs will occur through procedures established by the office of the Director of Education Services and/or Nova Scotia Department of Education.

1.0 CLASSROOM ASSESSMENT

While students are the most important users of all assessment information, the Chignecto-Central Regional School Board recognizes that classroom assessment has a variety of audiences. For each of these audiences, classroom assessment will serve the following primary purposes:

Students: To enhance and monitor the learning, motivation, and confidence of students, helping them develop skills and strategies as self-assessors who are responsible for their own learning.

Teachers: To identify individual student strengths and areas for growth in relation to the defined curriculum outcomes in order to inform next steps for instruction.

Parents/Guardians: To provide information about their child's strengths and areas for growth in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported.

School Administrators: To monitor the achievement data of students within the school to inform school targets for improvement and the allocation of resources.

1.1 CLASSROOM ASSESSMENT WILL:

- a. Align with provincial curricular learning outcomes and instruction.
- b. Inform instructional decisions.
- c. Include a balance of formative and summative purposes (See Guidelines 8 and 12).

- d. Have a clear purpose which includes criteria for evaluation that is communicated to students in advance or developed with students.
- e. Provide equitable opportunities for students to demonstrate their achievement of the expected provincial learning outcomes.
- f. Provide ongoing and specific descriptive feedback throughout the process in order to promote student achievement.

1.2 SCHOOL ADMINISTRATORS WILL:

- a. Ensure appropriate classroom assessment and evaluation practices are being utilized by the teachers in their school.
- b. Ensure there is a common understanding among all staff about the process for determining the final grade. They are consequently expected to exercise their leadership and work collaboratively with teachers to ensure common and equitable grading practices that follow departmental and board policies. (See Assessment/Evaluation/Reporting Guidelines.)
- c. Ensure information regarding procedures for completion of missed assessments (assignments, tests and quizzes) is communicated to students and parents/guardians early in the school year (See Guideline 6).
- d. Ensure a school-based support system is in place for students requiring additional support in order to complete summative assessments (See Guidelines 6 and 7).

1.3 TEACHERS WILL:

- a. Ensure the assessment, evaluation, and communication of student learning is aligned with the Department of Education's programs and expected learning outcomes.
- b. Design assessment tools and strategies to ensure that all students are given equitable and multiple opportunities to demonstrate their achievement of the expected learning outcomes as per the Race Relations, Cross Cultural Understanding and Human Rights in Learning Policy (See Guideline 1).
- c. Design, use and analyze common assessments collaboratively within a learning community framework.
- d. Interpret assessment results with a student's personal and social context in mind. For example, if a student performs poorly on an assessment,

teachers will consider the possibility that one or more of these contextual factors interfered with this performance. If appropriate, the student may be given other opportunities to learn the skills or information involved and to demonstrate this learning.

- e. Provide students and parents/guardians with a written communication plan of expected learning outcomes, assessment and evaluation strategies and grading criteria early in the school year. This will be communicated in language students and parents can understand and will indicate how summative assessments will be used to determine course/program letter grade (grades 1-8) or percentage grades (grades 9-12).
- f. Collaborate with colleagues responsible for the same grade or course/program within a school to establish common expectations for student achievement of learning outcomes. Student learning will be evaluated based on these expectations.
- g. Evaluate student learning by:
 - i.) Developing and communicating clear criteria for grading student work based on curriculum outcomes with students before the process of learning, assessing, evaluating and reporting occurs. The criteria and guidelines can be teacher generated, student generated, or developed collaboratively and, where possible, will be accompanied by examples of quality performance or product for each level of proficiency (See Guidelines 3 and 5).
 - ii.) Analyzing evidence of learning from multiple sources and methods.
 - iii.) Focusing on students' growth and achievements in relation to expected learning outcomes. Behaviour, class participation, and meeting deadlines are not curriculum outcomes (See Guideline 13).
 - iv.) Considering students' most recent academic evidence when making professional judgments and/or assigning value to their work. The value of using most recent evidence is dependent upon the construction of assessments that revisit essential learnings (See Guideline 10).
 - v.) Involving students in the assessment and evaluation process by discussing achievement targets and classroom assessment practices with students, in an-age appropriate manner, at the beginning of instruction and continuing this conversation throughout the process of assessment. This also helps students develop skills and awareness that will assist them in taking

responsibility for their own learning. (**Assessment as Learning**).

- vi.) Providing timely, descriptive feedback of what each student knows and is able to do in relation to the expected learning outcomes, and how the student can improve in relation to those outcomes.
- vii.) Providing opportunities for students to give descriptive feedback to each other.
- viii.) Considering that while group work is effective in having students enhance their understanding of a topic or for reviewing before a test, individual accountability must be used for assessment and evaluation purposes (See Guideline 11).
- ix.) Providing opportunity for missed/late assignments, tests or quizzes to be written as per the school policy and managing this at the classroom level (See Guideline 6).
- x.) Providing opportunity for missed major summative assessments to be written may be handled at the classroom level. However, if a student is missing major tests/assignments on a regular basis and not taking advantage of the makeup opportunities, please refer to the chart in Guideline 6, “CCRSB Procedures for Supporting Students with Completion of Late and Missed Assignments.”

1.4 EDUCATION SERVICES STAFF WILL:

- a. Provide teachers with professional development in effective classroom assessment, evaluation and reporting practices.

1.5 STUDENTS WILL:

- a. Accept responsibility and ownership for their own learning through active involvement in the assessment and evaluation process in order to discover how they learn best and to understand exactly where they are in relation to the defined curriculum outcomes.

2.0 CLASSROOM ASSIGNMENTS

2.1 CLASSROOM ASSIGNMENTS WILL:

- a. Provide students with multiple opportunities to demonstrate their progress toward achievement of outcomes.
- b. Have reasonable due dates.

2.2 SCHOOL ADMINISTRATORS WILL:

- a. Ensure classroom assignments are providing students with multiple opportunities to demonstrate their progress toward achievement of outcomes.
- b. Ensure that guidelines reflective of CCRSB expectations of reasonable due dates are in place.
- c. Ensure information regarding procedures for completion of late or missed assignments are communicated to students and parents /guardians early in the school year (See Guideline 6).
- d. Ensure a school-based support system is in place for students requiring additional support in order to complete summative assignments (See Guideline 6).

2.3 TEACHERS WILL:

- a. Clearly communicate the purpose and expectations of the assignment; the criteria for evaluating the work; and the weighting (if appropriate) to the students when it is assigned. Care must be taken to distinguish between major assignments designed to be graded based on learning outcomes as compared to assignments whose purpose is to practice knowledge or skills development, or as preparation for future learning (See Guidelines 3 and 5).
- b. Provide criteria through use of rubrics with samples of student work (exemplars) at the different levels.
- c. Provide timely and specific feedback to students at various stages of a complex assignment.
- d. Set and communicate reasonable timelines for assignments and support students in meeting these timelines.
- e. Communicate regularly about student progress with teachers, students, and parents in order to support timely completion of assignments.
- f. Assist students to manage time effectively by monitoring student progress at each stage of a complex assignment to ensure they stay on track.
- g. Anticipate which students may require additional supports to complete assigned tasks and monitor those students more closely.
- h. Provide, in accordance with school/CCRSB policy and procedures:
 - i.) alternative assessment tasks that accommodate diverse learning needs.
 - ii.) additional time for completing assignments when appropriate.

- i. Contact parents/guardians to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
- j. Expect that most students will meet the timelines of an assignment; however, in cases where students fail to meet deadlines, the teacher will apply the following interventions and consequences:
 - i.) Confer with the student and/or the student’s parents/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons.
 - ii.) Indicate an incomplete for **grades 1-8**, the procedure will be to assign a mark of “missed” in PowerTeacher Gradebook.
 - iii.) Indicate an incomplete for **grades 9-12**, the procedure will be to use “0” as a placeholder in PowerTeacher Gradebook.
 - iv.) Develop a plan with the student to complete the work following the guidelines of the support structure as defined by the school. The school support structure will be within a supervised setting in accordance with school/ Board policy and /or refer the student to the school-based support program (See Guideline 6).
 - v.) Upon completion and submission of assignment, the students work will be assessed and the appropriate score(s) is recorded in the PowerTeacher Gradebook and the zero is overridden.
 - vi.) If the student work is still missing, all intervention strategies have been exhausted and individual circumstances have been considered, the student will not receive credit for that assignment and the zero is not overridden.
 - vii.) In the event that this is a continued practice by the student and recognizing the student has failed to provide sufficient evidence of achievement of the outcomes of the course/program, the student is in jeopardy of not receiving the course credit. This student may be considered a candidate for the credit recovery program.

2.4 STUDENTS WILL:

- a. Complete assignments by specified due dates so they can receive timely feedback.
- b. Demonstrate academic integrity in the process of completion of assignments (See Guideline 4).
- c. Seek assistance with assignments when required.

- d. Request an extension for assignments in a timely manner in exceptional circumstances.
- e. Take advantage of the additional school-based support if needed.

3.0 FORMAL INDIVIDUAL ASSESSMENTS AND EXTERNAL LARGE-SCALE ASSESSMENTS

- Schools will participate in regional, provincial, national and international large-scale assessments as required by the Department of Education and the Chignecto-Central Regional School Board.
- Schools will ensure the confidentiality of individual results from external large-scale assessments and formal individual assessment as required by the Freedom of Information and Protection of Privacy Act. Results from external large-scale assessments will not be used independently to determine a report card score, grading, or student placement.
- Results from provincial assessments must be viewed and used in accordance with their purpose.
- Formal individual psychological assessments will be conducted:
 - only after informed written consent is obtained from parents/guardians; and,
 - only by qualified professionals.

3.1 SCHOOL ADMINISTRATORS WILL:

- a. Work with the school assessment coordinator and teachers to oversee the administration of all external large-scale assessments.
- b. Ensure that Department of Education guidelines regarding distribution and/or publication of assessment results are followed.
- c. Communicate assessment results to the school community in a timely manner as defined by CCRSB.
- d. Use external large-scale assessment data, along with other relevant data (e.g. classroom assessment information, school surveys, etc.), to plan for improvement. For example, the data may help to:
 - i.) identify strengths and areas of concern;
 - ii.) identify what additional information is needed and how to collect the information;
 - iii.) determine next steps to improve student achievement;

- iv.) set school and classroom targets; and,
- v.) align resources with identified needs.

3.2 TEACHERS WILL:

- Participate in developing, training for, administering, scoring and communicating the results of external large-scale assessments, as required by the Department of Education and the Chignecto-Central Regional School Board.

3.3 STUDENTS WILL:

- Participate in external large-scale assessments as required by the Department of Education and the Chignecto-Central Regional School Board.

3.4 EDUCATION SERVICES STAFF WILL:

- a. Use external large-scale assessment information to analyze system-wide, school, and classroom-based strengths and areas for growth in order to determine where additional resources are required.
- b. Develop a report to the Board in order to communicate assessment results. The plan will include, but not be limited to:
 - i.) a general statement to put the data in context;
 - ii.) an explanation of the purpose of the assessments;
 - iii.) a summary of results;
 - iv.) a summary of strengths;
 - v.) areas of concern revealed by the data; and,
 - vi.) plans for improvement.
- c. Facilitate discussions on how to respond to areas requiring improvement.
- d. Design and deliver professional development that reflects identified needs.
- e. Assist schools in analyzing and using external large-scale assessment data, along with other relevant data (e.g. classroom assessment information, school surveys, etc.), to inform their plan for improvement.

4.0 COMMUNICATION OF STUDENT LEARNING

4.0.1 Every school will develop and maintain a school communication plan (see Appendix A). This plan must be in a language the school community can understand and will include the following components.

- Definitions (see pages 6-8).
- A clear statement about the alignment between assessment and evaluation of student learning and provincial curriculum outcomes.
- A general description of the strategies and tools used to assess student achievement, highlighting the importance of using multiple assessment and evaluation strategies to meet the learning styles of all students.
- Expectations for informing parents/guardians about a student's progress and achievement, including when concerns may arise.
- Provisions to help parents/guardians when concerns arise, making reference to the Parent Concern Protocol.
- A school year calendar that includes dates for curriculum nights, parent-teacher interviews, release of report cards, as well as when external large-scale assessments will take place.
- A statement outlining provisions for students who miss deadlines for classroom assignments, indicating that students will be provided with multiple opportunities to demonstrate their learning and access to in-school supports as necessary.
- Information about the process of identification, assessment, referral and program planning for students with special needs.

4.0.2 Schools will use a variety of methods to communicate student achievement throughout the school year. This will include but not be limited to:

- Scheduling at least one curriculum-related event each year to inform the school community about curriculum, expected learning outcomes, and assessment and evaluation practices and procedures.
- Scheduling at least two opportunities for interviews each year for parents/guardians to meet with teachers in order to review the progress and achievement of their children, as defined by the Chignecto-Central Regional School Board calendar. Invitations will be extended to all parents/guardians.

4.0.3 Every teacher will develop communication plans (see Appendix "B") that reflect teaching assignments and are aligned with the School Communication Plan.

4.1 ADMINISTRATORS WILL:

- a. Ensure a school communication plan is developed and maintained.
- b. Ensure the school's use of a variety of methods to communicate student achievement.
- c. Ensure teachers develop communication plans that reflect teaching assignments and are aligned with the School Communication Plan.

4.2 TEACHERS WILL:

- a. Adhere to the School Communication Plan, recognizing the instrumental role they play in ensuring the successful implementation of the plan.
- b. Develop a communication plan aligned with the School Communication Plan containing:
 - i.) an explanation of the difference between assessment and evaluation within their courses/programs; and,
 - ii.) an outline of assessment and evaluation strategies, practices and procedures that support the triangulation of evidence. (See Guidelines 9 and 14.)

4.3 EDUCATION SERVICES STAFF WILL:

- Support schools in communicating with their communities about the expected learning outcomes and students' progress toward these outcomes.

4.4 STUDENTS WILL:

- Ensure they share all communication from the school with their parent/guardians.

5.0 GRADING AND REPORT CARDS

- The primary purpose of grades and report cards is to communicate student achievement to a variety of audiences.
- Grading and reporting will be conducted in an equitable and transparent manner.
- Grades will be based solely upon individual learning and will accurately reflect achievement of the outcomes as defined by the provincial curriculum and/or individual program plan. As such, individual student

achievement will be measured against defined curriculum outcomes rather than compared to other students or measures of individual academic growth.

- Behaviours are assessed in the Learner Profile and are not considered as part of grades.
- Report card grades will reflect a summary of evidence collected from students' assessments (see Guidelines 9 and 14).
- Schools will use only provincially authorized report cards.
- Report cards will be distributed by predetermined deadlines as directed by CCRSB.

5.1 SCHOOL ADMINISTRATORS WILL:

- a. Ensure use of provincially authorized report cards.
- b. Ensure distribution of report cards by predetermined deadlines directed by the Chignecto-Central Regional School Board:
 - i.) three times per school year for elementary and junior high schools;
 - ii.) two times over the duration of each semester for high schools.
- c. Establish school-based processes and deadlines for submission of report cards.
- d. Provide direction and feedback to individual teachers on report cards, as required.
- e. Facilitate discussions between teachers, parents/guardians and/or students when concerns arise that cannot be resolved at the classroom level.
- f. Review recommendations and supporting documentation regarding the grade-level or course placements of students for the following school year. The best interest of the student will guide this decision. In all cases, careful consideration will be given to possible disadvantages of placement and additional support required by the student.

- g. In cases when the grade-level/course placement for the following year is in question, the principal will make the final decision after consultation with others, including teacher(s), parents/guardians, Program Planning Team, and the student (when appropriate).

5.2 TEACHERS WILL:

- a. Communicate to students and parents/guardians how report card grades will be determined for the course(s) they teach.
- b. Use other methods, in addition to report cards, to regularly inform students and parents/guardians about student progress toward the expected learning outcomes. Examples of these methods include: the Parent Portal of Power School, notes, phone calls, meetings, web pages, newsletters, assessments, curriculum nights, student-led conferences, and parent-teacher interviews.
- c. Provide clear, well-supported, and timely feedback about student progress toward, and achievement of, the expected learning outcomes.
- d. Use language based on provincial curriculum outcomes, which is easily understood by parents/guardians.
- e. Identify the student's strengths, areas for growth, and suggestions for what the individual teacher and student can do to support learning in relation to the expected outcomes.
- f. Keep their PowerTeacher Gradebook current.

5.3 EDUCATION SERVICES STAFF WILL:

- a. Provide ongoing support through professional development to teachers and administrators on fair and equitable outcomes-based grading practices.
- b. Provide a clear but brief user's guide to the provincial report card. (See Appendix E.)

SECTION III

GUIDELINES

ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

These guidelines are intended to provide additional information, support and reference for teachers, students and administrators relative to CCRSB Policy #ES-G-04, Assessment, Evaluation and Reporting of Student Learning, and the Procedures included in this Handbook.

GUIDELINE 1: ASSESSMENT PLANNING MUST BE IN PLACE.

Research Review:

At the beginning of each unit, identify the curriculum outcomes that will be addressed during the period of instruction. Identify the key understandings that emerge from these outcomes. Determine appropriate assessment of those understandings. The **assessments of learning** (summative) will provide evidence of the extent to which students have achieved the targeted understandings. Those summative assessments need to be identified first, and then the smaller, enabling "practice" **assessments for learning** (formative) can be planned as building blocks toward them. Finally, plan learning experiences and instruction that make such understanding possible (Adapted from the Ontario Ministry of Education, 2009).

Three Stages of Assessment Planning *:

Stage 1 – Desired Results
Curriculum Outcomes: <ul style="list-style-type: none"> • <i>What curriculum outcomes will this plan address?</i>
Stage 2 – Assessment Evidence – Includes Both Formative and Summative
Valid, reliable and sufficient measures of the desired results: <ul style="list-style-type: none"> • <i>Through what authentic performance task(s) will students demonstrate the desired understandings?</i> • <i>By what criteria will “performance of understanding” be judged?</i> • <i>Through what other evidence (i.e. quizzes, tests, observations, homework, and journals) will students demonstrate achievement of the desired results?</i>

Stage 3 – Learning Plan

Explicit Instruction:

What learning experiences and instruction will enable students to achieve the desired results?

How will the plan:

- *Help the students know what is expected?*
- *Engage all students and hold their interest?*
- *Provide opportunities to rethink and revise their understandings and work?*
- *Allow students to evaluate their work and its implications?*
- *Be tailored to individual needs and abilities of learners?*
- *Be designed to maximize initial and sustained engagement?*

* Template adapted from *Understanding by Design – Expanded 2nd Edition* (Wiggins and McTighe, 2005).

Considerations for Implementation:

Guiding Questions

- How do we start with outcomes, and
 - organize them into clusters/units?
 - determine questions that will anchor students to learning?
 - decide which skills are needed to achieve key understandings?
- How will the acceptable evidence be collected (**formative** and **summative**)?
- How do we then decide the sequence of activities/learning experiences that will lead to desired results (designing the learning plan)?
- Does the plan allow for equitable and multiple opportunities for students to demonstrate their achievement (observations, conversations, products)?

GUIDELINE 2: A BALANCED ASSESSMENT PLAN MUST PROVIDE OPPORTUNITY FOR STUDENTS TO SHOW EVIDENCE OF LEARNING THROUGH OBSERVATIONS, CONVERSATIONS AND PRODUCTS.

Research Review:

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit; and,
- facilitating classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

The ongoing use of observations and conversations may be part of the formative component in the larger picture of a teacher's assessment plan. Teachers then use the information gathered to adjust instruction and provide feedback. However, observations and conversations recorded using appropriate tracking tools should also be considered as summative when appropriate. By using multiple sources of evidence teachers increase the reliability and validity of the evaluation of student learning. Student product may be in the form of tests or exams and/or assignments. Assignments may include rich performance tasks, demonstrations, projects, and/or essays (Adapted from Ontario Ministry of Education, 2010).

High schools must prepare students for life beyond university, college, or apprenticeships...Since the challenges of daily life require us to perform and to communicate both orally and in writing (do, say, and write), classroom assessment must be balanced, drawing on all three categories accordingly (Adapted from Cooper, 2010).

Considerations for Implementation:

- How can we design tasks that provide students with a variety of ways to demonstrate their learning?
- What are we looking for and how are we tracking students as they perform tasks?
- How do we pose questions to help students make their thinking explicit?
- How do we engineer classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking?
- How do we use the information gathered to adjust instruction and provide feedback?

GUIDELINE 3: CLEARLY COMMUNICATE THE PURPOSE AND EXPECTATIONS OF AN ASSIGNMENT, THE CRITERIA FOR EVALUATING THE WORK, AND THE WEIGHTING (IF APPROPRIATE), TO THE STUDENT WHEN IT IS ASSIGNED.

Research Review:

Before students undertake a piece of work that will be assessed, they need to know two things: the criteria to be assessed and the indicators that will be used to assess the quality of student performance, for each criterion. In student words, they need to know *"what are you looking for, and what do I have to do to get a Level 4/Excellent?"*

Gone are the days when students achieved high marks by guessing what the teacher was looking for. Criterion-referenced assessments must include clearly articulated statements about quality that are communicated to students before they begin work on a task. These statements take several forms, including rubric checklists, and exemplars (Adapted from Cooper, 2010).

Considerations for Implementation:

- How will we know students understand on what and how they are being evaluated?
- Are students involved with the construction of criteria?
- Do students understand the weighting?

GUIDELINE 4: STUDENTS ARE HELD ACCOUNTABLE TO THE HIGHEST LEVEL OF ACADEMIC INTEGRITY.

Research Review:

CCRSB is a place where learning and knowledge are based on the core values of respect, accountability and honesty. We hold our students to the highest standards of performance and integrity, and require each student and staff member to maintain these principles. Plagiarism, cheating, deception, and sabotage are serious offences that are treated seriously (Adapted from Foothills School Division, 2009).

Considerations for Implementation:

Teachers are encouraged to discuss the notion of academic integrity with students at all grade levels, and provide examples of unacceptable practices. In the event of questionable academic integrity, the teacher or the school administration will notify the parents/guardians. As a consequence, students will be required to complete a similar replacement assignment or exam in order to demonstrate honest evidence of

learning. Any further disciplinary actions/consequences will be left to the school's discretion (Foothills School Division, 2009).

Academic dishonesty is an attitudinal and a behavioural issue and must be dealt with as such. Contact with parents and documentation in anecdotal records are appropriate responses. Furthermore, if the assessment task in question is one that represents evidence of essential learning, then the students must complete an alternative task. Part of effective assessment planning involves generating, over time, alternative forms of major assessment tasks for situations such as student absence and academic dishonesty (Cooper, 2010).

Examples of Academic Dishonesty:

Plagiarism:

- Copying and pasting a passage of text unchanged from an Internet or online resource without properly citing the source
- Copying and pasting slides/photos/pictures without properly citing the source
- Copying word-for-word from a printed resource (encyclopaedia, atlas, etc.)

Deception:

- Fabricating an excuse for a missed deadline
- Falsely claiming to have submitted work

Academic cheating:

- Possessing unauthorized materials (cheat sheets, notes, etc.)
- Having someone else compose or write the work
- Allowing someone else to copy the work
- Turning in or copying another's work
- Falsifying quotations, references, and/or data

Sabotage:

- Deleting files
- Disrupting the experiments and presentation of others
- Defacing another's work

GUIDELINE 5: ENSURE A SYSTEM IS IN PLACE IN THE CLASSROOM FOR COMPLETION OF ASSIGNMENTS.

Research Review:

Once an engaging task has been assigned and a process timeline has been given to students (and in some cases to parents), we need to make frequent checks to determine all students are managing their time effectively. This may be accomplished in a number of ways:

- While students are working, the teacher conducts a visual check.
- The teacher visually checks a representative sample of students.
- Provide plenty of in-class time to work on essential tasks. Perhaps the simplest and most effective strategy for avoiding students' incompletion of major tasks is to have them do a major portion of the work during class time in order to be closely monitored by the teacher.

A range of problems that might be solved by devoting a significant portion of class time to having students work on essential assessment tasks. Consider the following advantages:

- The teacher is able to monitor all students' progress on assigned tasks.
- The teacher is able to intervene early with students who are habitually late in submitting work.
- The potential for plagiarism is significantly reduced when the teacher is monitoring the work.
- The dilemma of missing tasks is avoided.
- The opportunities for formative assessment-informal feedback while work is in progress are dramatically increased.
- The opportunities to involve students in self and peer assessment are dramatically increased, thereby increasing student understanding of what is expected....

(Adapted from Cooper, 2010)

Considerations for Implementation:

- As the first tier of the school-wide support system, devise a classroom system where all students can complete their learning requirements.
- Communicate clearly the expectations for completion of assignments to students.
- Endeavour to include regular conference opportunities to meet with students who may have difficulties completing the assigned learning.
- Assign zero as a placeholder for missing work in the PowerTeacher Gradebook, which can be overridden upon completion of the assignment (See Guideline 6).

GUIDELINE 6: SCHOOL-WIDE AND CLASSROOM SYSTEMS CONSISTENT WITH CCRSB POLICY AND PROCEDURES ARE TO BE IN PLACE FOR LATE AND MISSED ASSIGNMENTS, TESTS AND QUIZZES.

Research Review:

The use of zero as a grade misrepresents level of achievement.

There are strong and often divergent opinions on the issue of how to deal with late and missed assignments, tests and quizzes. Many stakeholders, including many parents and students, believe marks should be deducted when assignments are late and a zero should be assigned when a student does not submit an assignment. These stakeholders are of the opinion that there should be clear boundaries on student behaviour and known consequences for not submitting assignments for evaluation or for submitting them late. Proponents of this view believe unless students face academic consequences for non-performance in school, they will not learn to be accountable to themselves and others and will not be prepared to meet the requirements of employers or of postsecondary educational institutions. They also believe a lack of consequences for non-performance is unfair to students who meet known requirements and constitutes an inequitable approach.

On the other hand, many experts in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing such measures do not make students change their behaviour or help them succeed in the long run. They believe success is the best way to breed more success, punitive measures such as deducting marks only serve to discourage students and promote failure. It is more appropriate and more productive to focus on preventive measures. These experts are also concerned because every assignment – whether submitted on time or late – provides evidence of learning, deducting marks for late assignments could misrepresent the student’s true level of achievement. They believe lateness and failure to submit assignments are most appropriately reported – and addressed – as issues relating to the development of learning skills and work habits. Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students’ needs and should not be considered a form of unwarranted “special treatment”. The professional judgement of the teacher, acting within the policies and guidelines established by the Department of Education and Board, is critical in determining the strategy that will most benefit student learning. (Adapted from the Ontario Ministry of Education, 2010)

If the grade is to represent how well students have learned, mastered, established learning outcomes, or achieved specified learning goals, then the practice of assigning zeros clearly misses the mark (Guskey, 2004, p. 35).

Zeros have been used for behavioural infractions such as cheating, lateness or incompleteness of the work. In this case zeros are not related to learning or achievement, but to non-academic factors. Some may believe this use of a zero is justified and deserved, however, no studies support the use of zeros or low grades as effective consequences (Guskey, 2004).

Within CCRSB in cases of students missing assignments, tests and quizzes, a zero will be used as a placeholder in the PowerTeacher Gradebook to be overridden when the student passes in the missing assignment. There must be mechanisms in place supporting students and making it possible for them to complete the missing work. (See “CCRSB Procedures for Supporting Students with Completion of Late and Missed Summative Assessments” on page 35.)

Considerations for Implementation:

- Do we need help with planning in specific courses for formative and summative assessments?
- Are we clear about which of our assignments/tests/projects are formative and which are summative?
- Does our school have a system in place which supports students taking make up tests/quizzes?
- Are these clearly communicated in our communication plan?
- Is appropriate instruction and development of assignments/tests in place to meet the diverse learning styles within the class?
- What is an appropriate response when students do not complete one or more of the summative assessments that provide essential evidence of learning?

Sample from a communication plan that clarifies expectations for students making up missed assignments, tests and quizzes.

In the course of studying a unit, there are often daily assignments and quizzes that are given to help with understanding the learning outcomes. They may be considered as part of the formative work. The summative work is most often a unit test or a project/major assignment which indicates the level to which students understand the key understandings of the learning outcomes.

All assignments have clearly defined due dates and are to be handed in at that time. If the assignment is not complete and ready to hand in, students are expected to let their teacher know in advance of class that they will need an extension.

Late assignments: If an assignment is late, the student may be asked to complete it in a teacher's presence at a convenient time. Parents will also be contacted in accordance with the school support structure.

If the student is absent the day the assignment is due, it is their responsibility to hand in the assignment to the teacher in accordance to the school support structure. Assignments are often part of the formative work and should be completed in order to be ready for the unit test.

For missed summative assignments see "**CCRSB Procedures for Supporting Students with Completion of Late and Missed Summative Assessments**" (page 35).

Quizzes along with most assignments may be more suitable as part of the formative assessment process.

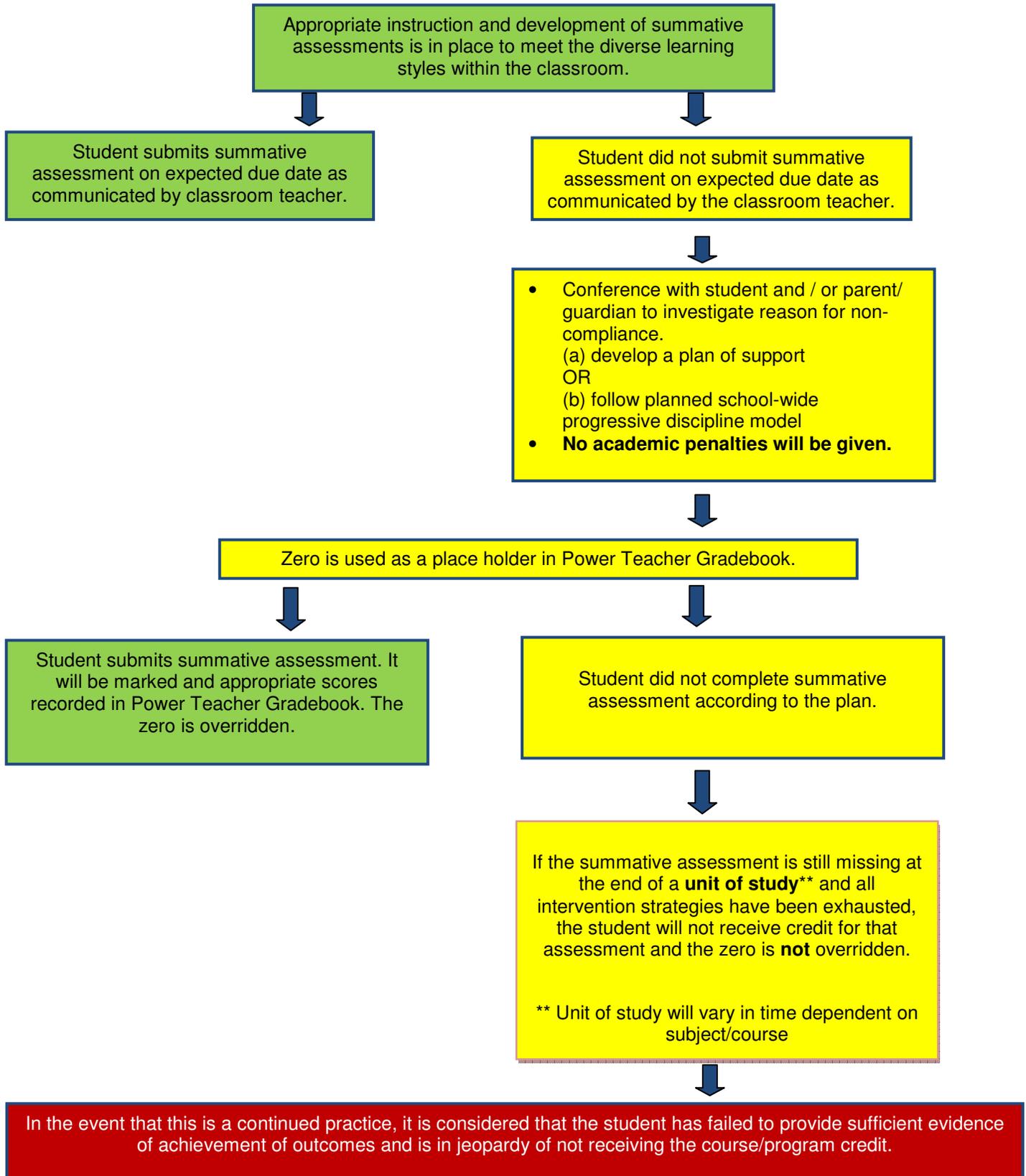
Missed quizzes will be made up at the earliest possible time. As this may be part of the formative work, it is best to have all quizzes completed before the unit test. **This is dealt with at the classroom level and not within the school-wide plan described in Guideline 6.**

Unit Tests are a major component of the summative mark. Completion of these tests will follow the guidelines of the school wide plan. (See, "**CCRSB Procedures for Supporting Students with Completion of Late and Missed Summative Assessments**", page 35).

(Adapted from and used with permission of Secondary Science Teacher, N. Despotakis, 2011.)

The following chart outlines the process to be followed in the school-wide plan for supporting students missing summative assessments. All formative assessments are best dealt with at the classroom level. The procedures found in the chart support completion of summative assessments which is inclusive of summative assignments, tests and quizzes.

CCRSB Procedures For Supporting Students With Completion Of Late And Missed Summative Assessments



GUIDELINE 7: A SCHOOL-WIDE SUPPORT SYSTEM MUST BE IN PLACE FOR STUDENTS REQUIRING ADDITIONAL SUPPORT IN ORDER TO COMPLETE ASSIGNMENTS.

Research Review:

Establish a school-wide, integrated support system. For example, set up supervised Learning Centres, completion contracts, tracking systems for incomplete tasks, and communication processes for students and parents so all students can be successful. A consequence for not completing the work *is* completing the work; increased student responsibility should be a natural corollary of a systematic and systemic intervention process (Foothills School Division, 2009).

(See “**CCRSB Procedures for Supporting Students with Completion of Late and Missed Summative Assessments**” on preceding page.)

Considerations for Implementation:

- Do the assignments which have been created reflect the diversity of the learners within the class?
- Are you able to create assignments which are completed in class in order to implement a checkpoint model?
- Can you set up the assignment so you can give descriptive feedback during the completion of the assignment?
- Can Program Support Teachers or other personnel be freed to help students with their work? For example ISS?
- Can an Extra Help Club be implemented?
- Is peer tutoring available?

Samples of Support Structures:

- | | |
|---|---|
| <ul style="list-style-type: none">• Amnesty Day• Homework Lunch• “In Good Standing”• Contract with Teacher | <ul style="list-style-type: none">• In-School Suspension Room for Support• Credit Recovery• Program Support• Limit “Out-of-School Assignments” |
|---|---|

GUIDELINE 8: SUMMATIVE ASSESSMENT EVIDENCE IS USED TO DETERMINE LEVEL OF ACHIEVEMENT.

Research Review:

Summative assessment, sometimes called **assessment of learning**, occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations at a specific point in time (Adapted from Ontario Ministry of Education, 2010).

Formative assessment, sometimes called **assessment for learning**, occurs throughout the learning process. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practicing skills (Adapted from Ontario Ministry of Education, 2010).

Normally, information from **formative assessment** and practice . . . is not used to determine level of achievement; use only summative evidence (O'Connor, 2007, p. 95). Formative assessments are only considered in determining level of achievement if summative evidence is insufficient or not available. Formative or summative assessments are defined by the teacher and are reflected in the assessment plan. **Assessments for learning** are used to provide feedback to students and should not become a part of the calculation of the grade. For example, while quizzes have traditionally been used as summative assessments, teachers may find them more suitable as formative assessment to help identify where students are in their learning and to guide further instruction. Surprise quizzes are unfair and unwarranted if used as summative scores.

Homework should not be used as summative evidence; it is for formative purposes. *Homework tasks designed to help students practise and consolidate new learning provide formative assessment information that both teachers and students can use to adjust instruction and focus learning (Ontario Ministry of Education 2009).*

Assessment scores are included in the tracking process and would be products for which students will be held accountable.

In short, **assessments of learning** serve as the primary sources of information for determining grades. Students not only need to have a clear understanding of the purpose for each assessment, but they also need to know the way in which the results will be used. Teachers should inform students which assessments are summative, and provide multiple and varied opportunities for students to demonstrate what they know, understand, and can do. In a case where a student has had difficulty with a certain summative assessment task, teachers may choose

to review formative assessment evidence and use their professional judgement to adjust the summary grade (Adapted from Foothills School Division, 2009).

Considerations for Implementation:

- Are you able to articulate clearly which assessment pieces are formative and which are summative?
- Does the information from the summative assessment reflect the student’s learning over time?
- Are your grades determined from assessments that are clearly linked to the learner outcomes?
- Do your assessment tasks align with the key understandings as defined by you, the teacher?
- Have you determined a purpose for each homework assignment?
- Have multiple and varied opportunities been provided for students to demonstrate what they know, understand, and can do?
- How will you collect further evidence of understanding if, in your professional opinion, a student’s demonstration of learning does not reflect his/her actual level of understanding?

GUIDELINE 9: BE THOUGHTFUL ABOUT THE WEIGHTING OF SUMMATIVE EVIDENCE IN DETERMINING A FINAL GRADE.

Research Review:

Students typically complete a variety of assignments and assessments during a grading period; teachers need to decide beforehand how each will be weighted. Deciding how to weight summative tasks should be done carefully, and communicated to students and parents at the onset of the task. No single test can assess everything. The clearest picture of students’ growth and development is gained when a wide variety of assessment information is considered, rather than making this determination from limited assessment samples that are heavily weighted (Alberta Education, 2009).

Is there a magic number or a formula for gathering sufficient evidence of achievement for grading and reporting? No but there are some important guidelines, which are listed below. The sample of evidence in reporting must:

- include triangulated data (a minimum of three pieces of evidence) for major learning target
- not include diagnostic evidence
- not include formative evidence if triangulation is possible with summative evidence (Cooper, 2010)

Considerations for Implementation:

- Does the assessment tool reflect the key understandings?
- Is there consistency within the staff or department around the weightings of the summative assessments being used to determine a final grade?
- Have students been given a variety of ways to demonstrate their learning on summative assessments?
- If mid-term and/or final exams are to be administered, has careful consideration been given to the purpose of these exams, and to their weightings in the fair determination of a final grade?
- How can we use conversation, observation and product as part of gathering multiple forms of evidence?

GUIDELINE 10: ENSURE THAT THE MOST RECENT EVIDENCE OF ACHIEVEMENT IS ALSO THE MOST ACCURATE. THE VALUE OF USING MOST RECENT EVIDENCE IS DEPENDENT UPON THE CONSTRUCTION OF ASSESSMENTS THAT REVISIT KEY ESSENTIAL LEARNINGS.

Research Review:

If students demonstrate that past assessment information no longer accurately reflects their learning, out-dated information must be discarded and replaced by the new information. Continuing to rely on past assessment data miscommunicates student learning (Stiggins, 2001, p. 140).

The focus for our grading practices should acknowledge the continuous development of learning by monitoring consistency in student achievement. When consistency of learning is not apparent, the emphasis in the grading process should reflect the use of the most recent evidence to determine level of achievement. In the case of knowledge and skills that are cumulative or repetitive, teachers need to look particularly closely at the most recent information in order to determine accurate grades (Foothills School Division, 2009).

Considerations for Implementation:

- Provide several opportunities for students to demonstrate their understanding of the curriculum outcomes through observations, conversations and products.
- Provide timely feedback so the most recent evidence of achievement is likely the most accurate.

GUIDELINE 11: LEVEL OF ACHIEVEMENT IS ASSESSED INDEPENDENTLY OF GROUP WORK PERFORMANCES.

Research Review:

Cooperative learning is an effective teaching strategy and group work can also be used to teach life skills such as co-operation, responsibility, ownership, and the value of team work. These group process criteria must be given to students at the beginning of the learning task so members are aware of team responsibilities from the beginning (Adapted from Foothills School Division, 2009).

Group work provides students with opportunities to develop and practise skills in peer and self-assessment. This gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills. Teachers and students can use assessment information obtained in group situations to monitor progress towards learning goals/outcomes and to adjust the focus of instruction and learning. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual grade, as opposed to a common group grade (Adapted from Ontario Ministry of Education, 2010).

Considerations for Implementation:

- Do the criteria being used reflect individual student achievement in relation to the curriculum outcomes?
- Do the criteria being used reflect individual student achievement in relation to group process skills?
- Is individual accountability structured within the cooperative group?
- Are students aware of the criteria they will be assessed on at the individual level?

GUIDELINE 12: NOT ALL SCORES NEED BE INCLUDED IN A GRADE.

Research Review:

When teachers select samples of student performance, they need to understand clearly the purpose of each task, and its relevance in the grading process. That is, they do not mark everything, nor do they include every mark in determining the [final] level of achievement. Teachers must seek an appropriate balance between the formative, instructional purposes of assessments of student learning, and the

summative, evaluative purpose required in grading (Guskey and Bailey, 2001, p. 31). Thus, it is essential that there be a clear distinction between **assessment for learning** and **assessment of learning** tasks (Adapted from Foothills School Division, 2009).

Generally, since **formative** assessments represent "practices," they should not comprise part of a student's grade. That said, teachers sometimes find that they have insufficient **summative** evidence to be able to triangulate the data, especially when determining interim grades. In this case, it may be necessary to dip into the formative data bin for a third piece of data (Cooper, 2010).

Considerations for Implementation:

- Should all student work find its way into report card grades?
- How do you determine which assessments contribute to the final grade?
- How do you determine the number of samples of student performance required to assess a key understanding (observations, conversations, products)?

GUIDELINE 13: SOCIAL DEVELOPMENT/WORK HABITS ARE REPORTED SEPARATELY FROM ACADEMIC EVIDENCE.

Research Review:

In an outcomes-based accountability system, achievement alone should be the basis for grades. If behaviour or effort is to be rated, it must be reported separately (Trumbull, quoted in O'Connor, 2002, p. 85). When attendance, behaviour, attitude, and late assignments, for example, are also included in the calculation of grades, it is impossible to ascertain a pure level of performance. Reporting achievement separately from behaviours means stakeholders will know that the grade represents academic achievement only. Student achievement should be measured strictly against the *Nova Scotia Public Schools Program* (Adapted from Foothills Division, 2009).

Considerations for Implementation:

- In the PowerTeacher Gradebook, separate academic evidence of achievement from social development/work habits.
- Involve students in authentic ways to monitor their actions as responsible learners and identify areas for improvement/growth.
- Use **assessment for learning** activities to provide feedback to students so appropriate adjustments can be made.

- Apply logical consequences to support change in behaviour, rather than penalizing the student and distorting the level of achievement.
- Communicate social development/work habits in the Learner Profile/ Work Habits section of the Provincial Report Card Grades P-12.

GUIDELINE 14: A REPORT CARD GRADE MUST CAPTURE THE TREND IN STUDENT ACHIEVEMENT OVER TIME – THE MOST CONSISTENT ACHIEVEMENT.

Research Review:

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). In addition, the teacher will consider that some evidence carries greater weight than other evidence. For example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade.

The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade will involve teachers' professional judgment and interpretation of evidence, and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence, providing the same outcomes are being addressed. (Adapted from the Ontario Ministry of Education, 2010)

Considerations for Implementation:

- How will I track evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation) of learning?
- How will I determine if some evidence carries greater weight than other evidence?
- What factors do I consider when determining the student's most consistent level of achievement?
- Teachers should use professional judgment when determining a summary of student achievement.

SECTION IV

APPENDICES

APPENDIX “A”

SCHOOL COMMUNICATION PLAN SAMPLES

Upcoming Events

- Report Cards Schedule
- November 14, 2012
 - February 9, 2013
 - April 11, 2013
 - June 29, 2013

Parent-Teacher Visitation Schedule

- November 15, 2012 6:00 to 8:00 pm
- November 16, 2012 2:00 to 4:00 pm (No School for students)
- February 2013 (by appointment only)
- April 11, 2013 6:00 to 8:00 pm
- April 12, 2013 2:00 to 4:00 pm (No School for students)

Post-Secondary Visitation

- November 20, 2012
- 9:15 am to 12:00 pm - Post-Secondary Visitation for Students
- 6:00 to 8:00 pm - Post-Secondary Parent Information Night

Examination Schedule

- Week of January 26 to 31, 2013
- Week of June 19 to 25, 2013

March Break

- Week of March 12 to 16, 2013

Graduation Week

- June 22, 2013 - Safe Grad
- June 25, 2013 - Graduation Prom
- June 27, 2013 - Graduation Ceremony

Other meetings scheduled throughout the year will be posted in the monthly newsletter.

Principal's Message

Communication between and among parents, students, and the school community is essential to promoting academic success. Please keep a copy of our communication plan along with the communication plans sent home by individual teachers.

Please feel free to call or drop by anytime if you have a concern.

Administration Staff

Principal: Ms. Efficient

Vice-Principals: Mr. Effective
Mr. Student

Student Services: Ms. Listen (Counselor/
Coordinator)

Admin. Assistants: Ms. Happy
Ms. Polite
Mr. Copy



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*Happy Valley
Education
Centre*

2012-13

SAMPLE School
*Communication
Plan*



High Expectations For
All

Tel: 902-899-8872

Where can I get information?

Communication Methods

Policies, procedures, and general information for Happy Valley Education Centre may be found in the following:

- Student Agenda
- Newsletter sent home each month
- Special meetings throughout the year
- Powerschool Public Portal
- Annual Report in June
- Local radio station

Parental Question or Concern

A process has been put in place to ensure parents/guardians receive prompt response to questions or concerns that cannot be resolved at the school level. If you feel an issue has not been resolved, a CCRSB Parental Concern Referral Form is available through the main office.



School Cancellations

School cancellations are made over CBC 89.5 F.M. and documented on the CCRSB web site. When school is cancelled, all school events for that day, including extra-curricular and evening activities taking place at the school are also cancelled.



To ensure student and staff safety all visitors are asked to sign in at the Administration Office upon entering the school. A visitors pass will be issued at that time.

Procedure For Reporting an Excused Absence

It is the responsibility of parents to ensure that students are in classes and to notify the school when students are absent.

If a student is absent, parents/guardians should contact the school by telephoning 899-8872 and leave a message indicating the student's name and the reason for the absence and the anticipated length of absence.



Please phone the school to report a student absent.

During exams a doctor's excuse will be required for any student who is absent.

CCRSB Attendance Policy

CCRSB has introduced an Attendance Policy Pilot. With this pilot a high school student may lose credit for a course if he/ she is not present in class for at least 80% of the course. Please review this new policy and contact the school with any questions.

Signing In/Out

Any student arriving late or leaving early must sign in/out at the Administration Office. All students signing out must have permission from their parent or guardian. This can be done either by supplying a note from home or by advising the office, by phone.

Happy Valley's School Practices

- All students are required to sign an acceptable use school internet policy.
- Any student taking a car to school must sign a motor vehicle registration form.
- All students must sign a locker usage form.

Powerschool

The vision of the Nova Scotia *Student Information System* project, known as iNSchool, is to provide a central, province-wide solution that will allow teachers and administrators to plan, operate, and report on the performance of the public school system, at all levels, in an efficient and effective manner.

The ultimate goal of iNSchool is to support and improve student achievement.

Powerschool is the web-based student information management system that will allow schools to manage fees,

such as student demographics, schedules, attendance, behaviour and achievement.

This new system features an online Student Parent web portal, enabling parents to see much of the same information as students - attendance, grades and assignments - in real-time. This portal enhances communication between the home and school as well as increases parents' involvement in their children's education.

Happy Valley's Schoolwide Support Structure

All teaching staff will work together to provide the necessary supports for students by providing opportunities for increased student success. At our school we will provide students with the following supports:

- Extra help sessions
- Homework Lunch
- Amnesty Day
- Make-up sessions for missed tests

School Advisory Council

Happy Valley's School Advisory Committee will meet on the third Wednesday of each month at 4:00 pm. Agenda items should be given to Administration by the second Wednesday of each month. The public is always welcome to attend.

In-service Days

Students of Happy Valley Education Centre will not be attending school on the following in-service days:

- October 6, 2012
- October 27, 2012
- October 30, 2012

Due to school accreditation, there will be in-service days throughout the school year which have not yet been scheduled. You will be notified in advance of any additional in-service dates.

Please join us for our Curriculum Night Wednesday, September 14 at 7:00 pm

APPENDIX “B”

CLASSROOM COMMUNICATION PLAN TEMPLATES

School
Logo

Communication Plan 2012-2013

Teacher Information

Name
Phone
Email Address

SUBJECT/ COURSE

Description as found in PSP

COURSE OVERVIEW:

Information as found in Curriculum Guides

EXTRA HELP AVAILABLE:

Support system at classroom level and /or school level

MATERIALS and SUPPLIES:

List as requested by teacher

INSTRUCTIONAL STRATEGIES:

The following strategies will be used during the instruction of this course.

For example ...

Modeling, Guided Instruction, Independent Practice, Gradual Release of Responsibility

School Logo	Communication Plan 2012-2013	Teacher Information Name Phone Email Address
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SUBJECT:
Expectations:
Edit to specific course
COMMUNICATION METHODS:
Edit to reflect school procedures including personal note from classroom/ course teacher
ASSESSMENT/EVALUATION:
<p>Students will be assessed using a variety of methods in order to accommodate a variety of learning styles. In courses that require an exam, term work will comprise ___% and the exam ___% of the final mark. In courses that do not require an exam, the term will comprise 100% of the final mark.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Categories</p> </div> <div style="text-align: center;">  <p>Weighting</p> </div> <div style="text-align: center;">  <p>Variety of assessment used</p> </div> </div>
MISSED WORK/LATE ASSIGNMENTS GUIDELINES:
Refer to CCRSB Assessment, Evaluation and Reporting of Student Learning “Procedures and Guidelines” Handbook



**Course
Teacher**

Communication Plan

School name
Address
Phone
Email

Course Description and Overview:

TAKEN FROM THE PSP

General Curriculum Outcomes (GCOs):

TAKEN FROM CURRICULUM GUIDE

COURSE is divided into # distinct units:

Unit 1: **DESCRIPTION**

Unit 2: **DESCRIPTION**

Unit 3: **DESCRIPTION**

Unit 4: **DESCRIPTION**

Assessment:

Students will be assessed using a variety of methods in order to accommodate a variety of learning styles.

In courses that require an exam, term work will compromise 70% and the exam 30% of the final mark.

In courses that do not require an exam, the term will compromise 100% of the final mark.

For example:
Module
Unit
Strands



e.g.:projects
assignments,
tests, observations

Student Expectations: EDIT TO SPECIFIC COURSE

LATE ASSIGNMENTS:

REFER TO CCRSB ASSESSMENT / EVALUATION / REPORTING OF STUDENT LEARNING “PROCEDURES AND GUIDELINES” HANDBOOK

Materials:

EDIT TO COURSE

Extra Help

EDIT TO PERSONAL PREFERENCE

Parent/Teacher Communication:

EDIT TO REFLECT SCHOOL PROCEDURES

**CONFIRMATION OF RECEIPT OF
COMMUNICATION PLAN**

(Course) **EDIT**

(Teacher) **EDIT**

In order to insure that both the students and the parents or guardians have received and read the communication plan, including the method of assessment/evaluation and late assignment policy, I ask that you both sign this form and return it to me as soon as possible. I have also added a section for parents/guardians name, email and phone number so that I can be in contact with you regarding your son's/daughter's progress. This form will be saved for future reference.

We, the undersigned, attest to have read and understand the communication plan for

 course offered by **teacher** , at **school** .
EDIT

Student's Signature

Date

Parent's or Guardian's signature

Date

Parent's Information

Please write down an e-mail and phone number which I can use to be in contact with you regarding your son's/daughter's progress.

Parent's name: _____

E-Mail: _____

Phone #: _____

Communication Plan 2012 -2013

Chemistry 11

Teacher Information

Ms. A. Happy
HappyA@ccrsb.ca

SAMPLE

SUBJECT / COURSE:

The study of Chemistry focuses on the composition, process and structure of matter. Students develop understanding through the quantitative and qualitative analysis of matter.

COURSE OVERVIEW:

Chemistry 11 is divided into 6 units. The following is a brief outline of the concepts explored during each unit of instruction:

Unit 1: Review: Students will begin with a review of the concepts learned in Science 9 & 10 - nomenclature and formula writing, writing balanced chemical reactions and reaction prediction.

Unit 2 & 3: Stoichiometry: This unit introduces the quantitative aspect of chemistry, including moles, significant figures, measurements, and calculations. This involves single and multi-step problem solving.

Unit 4 & 5: From Structures to Properties: Students will review the concepts learned in Science 9 & 10 - atomic structure and the periodic table. Students will expand on this knowledge, including the quantum mechanical model of the atom and the theories of ionic and covalent bonding. This unit focuses on bonding and the theoretical foundation of chemistry.

Unit 6: Organic Chemistry: Organic chemistry is the study of molecular compounds of carbon. Students will investigate the classification of organic molecules, nomenclature, the type of bonding and the atoms present, as well as the reactions of organic compounds. This unit will reinforce the concepts of valence electrons, bonding, and intermolecular and intramolecular forces covered in the previous unit.

EXTRA HELP:

Extra help will be available if the student makes prior arrangements with the teacher. Student help is given in the first half of the lunch period or during break. Class time can also be used following instructional time.

MATERIALS and SUPPLIES:

Textbook reference: *Chemistry* (McGraw-Hill Ryerson). Other resources and exercises will also be used during this course.

A 3-ring binder for notes and handouts, pencils, eraser, pens, calculator, ruler and loose-leaf are also required. Other items may be required to do projects or assignments. All Mathematical calculations are to be completed in pencil.

Please refer to Lab safety guidelines as to what is the appropriate attire while conducting experiments at the Lab.

INSTRUCTIONAL STRATEGIES:

The following strategies will be used during the instruction of this course:

- Direct Instruction (Lecture, Explicit Teaching, Modeling of strategies)
- Indirect Instruction (Problem Solving, Concept Mapping, Experiments)
- Interactive Instruction (Sid The Kid, Peer Assessments)
- Independent Study (Homework, Assignments, Self Assessments, Exit Strategies)

EXPECTATIONS:

Students are expected to behave in an appropriate, responsible manner in the lab at ALL times. They will also be expected to read the lab rules and sign a lab contract before any activities in the lab are performed. Students are expected to be on time and prepared for class and to respect and be courteous to all students, teachers and staff, as well as to the school.

Students are expected to take responsibility for their own learning such as seeking extra help when needed, getting caught up if absent, and getting any missed notes/handouts.

Students will be expected to have organized notebooks, as it will be used as a study guide for tests, quizzes and examinations. In addition to their notebooks, students will be responsible for homework assignments, projects, tests and quizzes.

COMMUNICATION:

Report cards with comments regarding the progress of your son/daughter will be issued during the year. Please feel free to contact me at school by telephone or through e-mail at HappyA@ccrsb.ca should you have any questions or concerns related to your son's/daughter's progress.

Regular parent/teacher conferences have been scheduled throughout the school year. If any concerns arise between these regularly scheduled conferences, parents will be contacted by telephone or e-mail.

ASSESSMENT / EVALUATION:

Students will be assessed using various methods in order to accommodate a variety of learning styles. I am of the belief that formative assessments lend to better results on a given summative assessment. A variety of formative assessment activities will be used during this course as practice and will not count toward a student's grade. These assessments should be valued, as I will provide ongoing feedback through the use of these learning strategies.

As a student progresses and betters his/her understanding of the outcomes, the grade that best reflects his/her current understanding will be used. The other marks prior to this will then be exempted for that specific outcome. It is important for students to take all assessments seriously.

Due dates are very important and must be honored as this provides time for the students to receive descriptive feedback that they may use to improve and or deepen their learning.

A student will be assessed on 6 units. The following are the units and percentages allocated to each:

Unit 1 – Review (7 %)

Unit 2 – Stoichiometry Pt. 1 (7 %)

Unit 3 – Stoichiometry Pt. 2 (14%)

Unit 4 – Atomic Theory (14%)

Unit 5 – Structure and Properties (14%)

Unit 6 – Organic Chemistry (14%)

Final Exam (30%)

Students will be evaluated using a variety of assessments throughout the semester/term. The various forms of assessments will be generated from three general sources of evidence gathered by the teacher.

- **Conversations** with students
- **Observations** of learning
- **Products** students create

MISSED WORK / ASSESSMENTS:

It is the responsibility of the student to obtain any work that they missed from the teacher or a classmate. Assessments (i.e. tests, quizzes, labs, debates, presentations) must be made up. Procedures for making up missed assignments will follow the **CCRSB Procedures and Guidelines on Assessment, Evaluation and Reporting of Student Learning**.

LATE ASSIGNMENT GUIDELINES:

All out-of-class assignments have a clearly defined due date and should be handed in on that date. If a student does not pass in the assignment on time, the parent/guardian will be contacted and the student will have access to extra help so that the assignment can be finished as soon as possible. Procedures for making up, and submitting late assignments, will follow the **CCRSB Procedures and Guidelines on Assessment, Evaluation and Reporting of Student Learning**.

Communication Plan 2012 -2013

Chemistry 11

Teacher Information

Ms. A. Happy
HappyA@ccrsb.ca

CONFIRMATION OF RECEIPT OF COMMUNICATION PLAN

SAMPLE

In order to insure that both the students and the parents or guardians have received and read the communication plan, including the method of assessment/evaluation and late assignment policy, I ask that you both sign this form and return it to me as soon as possible. I have also added a section for parents/guardians name, email and phone number so that I can be in contact with you regarding your son's/daughter's progress. This form will be saved for future reference.

We, the undersigned, confirm that we have received and read the communication plan for Chemistry 11 offered by Ms. A. Happy, at Happy Valley Education Centre.

Student's signature

Date

Parent's/Guardian's signature

Date

Contact Information

Please provide an e-mail address and phone number, which I can use to contact you regarding the progress of your son/daughter/ward.

Name of Parent(s)/Guardian(s): _____

E-mail address: _____

Phone Numbers: (Home) _____ (Cell) _____

EXPECTATIONS FOR STUDENT LEARNING

Reference may be made to the **Learner Profile** located on the Provincial Report Card Template for your specific grade level.

COMMUNICATION

Specific methods of communication to the **home** are listed and/or elaborated on in this section.

ASSESSMENT AND EVALUATION

Refer to the document:
CCRSB Assessment/Evaluation/Reporting of Student Learning Procedures and Guidelines Handbook

Teacher Name
Teacher email
School Name
School Phone number
School Fax number
School email

HOMEWORK

Within this section, refer to the DOE communication:
Homework Guide for Teachers located on the CCRSB website (www.ccrsb.ca) prior to constructing communication for parents.

You are encouraged to circulate the following brochure to parents,
"Let's Talk About ... Homework"



Teacher Name
School Name
School Logo

OVERVIEW OF PROGRAM

Within this section you would communicate the specifics of the various components of each of the curricular areas you are responsible for teaching. This information would be located in the **Nova Scotia Provincial Curriculum Documents** for your assigned subject area.

Elaborating on the components in relation to the knowledge and skills expected for each subject would provide increased communication for parents/guardians.

Specialist teachers will be responsible for their own Communication Plans, however identifying the frequency and days the students would be involved in these curricular areas would be helpful information for parents/guardians.

Please reference sample provided.

EXPECTATIONS FOR STUDENT LEARNING

To help ensure each student is given the opportunity to learn in a safe environment, which nurtures each individual's personal, social and academic growth, students are asked to meet the following expectations:

- Respect yourself and others
- Follow directions
- Use materials appropriately
- Take pride in the quality of their work
- Accept responsibility for his/her own actions

ASSESSMENT AND EVALUATION

Assessment takes place on a daily basis and is a key part of the learning/teaching process. Ongoing assessment of student learning informs further program planning to better meet the needs of students. Many methods will be used to gather information about each child's learning, focusing on the processes of observing students, having conversations with students and through the collection of student work products. The process of evaluation occurs when the teacher provides a summary of student progress after careful analysis of the assessment evidence that has been completed. Evaluation of student progress will be communicated at the end of each reporting period in Term 1, 2, and 3.

HOMEWORK

In Primary to Grade 3, formal homework is not required. However, your child will be provided with regular access to books that may be read at home. This practice supports the cultivation of a love of learning outside of the classroom setting. Other activities such as math games may be offered as well. These activities may support further development at home without the formal demand of homework.

COMMUNICATION

Education is a partnership between home and school. We value parent involvement at every level and encourage you to partner with us. In order for this partnership to be effective, communication from the school will be provided in the following methods:

- School newsletter
- Classroom newsletter
- School web site
- Monthly class calendar
- Notes in student agenda
- Report cards (Dec., March, June)
- Parent/Teacher interviews (Dec., March)
- Phone calls
- Email
- Public Portal

Happy Valley School Phone:

(425) 555-0150

E-mail:

HappyValley.school@example.com

E-mail:

HappyM@example.com



Ms. M. Happy

Happy Valley Elementary

It is the aim of the grade one curriculum to help all students develop to their potential - knowledge of facts, development of critical thinking skills, and the fostering of a positive attitude toward themselves, their friends and learning. Those with special needs or aptitudes will be encouraged to expand or share their knowledge. Teaching methods will vary to meet individual needs. At times students will be expected to work independently on their assignments, at other times they will be involved in cooperative, small group learning.

LANGUAGE ARTS

Curriculum outcomes for language arts are grouped under three headings:

Speaking and Listening - students are expected to describe, share, and discuss thoughts, feelings, experiences and consider others' ideas

Reading and Viewing - students are expected to select, independently and with teacher assistance, texts appropriate to their interests and learning needs and to read widely a variety of children's literature

Writing and Other Ways of Representing - students are expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learning

Each day, students will participate in a variety of activities designed to support the curriculum outcomes. Students will be immersed in strategic instruction, shared activities and independent activities that will support further development in literacy and to promote independence in their learning.

MATHEMATICS

The mathematics program includes four strands and related curriculum outcomes:

Number Concepts/Number and Relationship Operations - building sets, counting, sorting,

estimating, addition and subtraction, simple fractions

Patterns and Relations - explore, recognize, represent, and apply patterns and relationships

Shape and Space - demonstrate an understanding of and apply concepts and skills associated with measurement; demonstrate spatial sense and apply geometric concepts, properties, and relationships

Data Management and Probability - solve problems involving the collection, display, and analysis of data; represent and solve problems involving uncertainty

Mathematics instruction and practice will occur daily. Emphasis will be placed on using concrete materials to explore concepts. Problem solving, communication, reasoning and making connections to the "real world" will be a focus during instruction of mathematics.

SCIENCE

The science program provides experiences that encourage exploration and positive attitudes towards science through the development of the following skills: decision-making, problem solving and inquiry. Topics are as follows:

Materials, Objects and Our Senses - Awareness of our environment and the many materials within it

Needs and Characteristics of Living Things - Awareness that all living things have needs - including themselves.

Daily and Seasonal Changes - Making observations of daily and seasonal events, recording these observations over time and noting patterns and cycles.

SOCIAL STUDIES

The aim of the social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as

citizens of Canada and of an increasingly interdependent world. Students will explore the various ways people interact among themselves and with the world around them. During the year a focus on communication and inquiry skills will be explored through four units:

Groups *Place and Time*
Environments *Needs and Wants*

HEALTH

The healthy living program includes activities to promote your child's physical, social, and emotional growth and development. The following concepts are the main components of Health:

- Healthy Self
- Healthy Relationships
- Healthy Community

ART

The art program includes experiences with different materials and points of view with an emphasis on personal reflection and interpretation of products.

MUSIC

Students will be participating in music classes two times in a six-day cycle (Day 2 & Day 6). Instructor is Miss A. Conductor.

PHYSICAL EDUCATION

Students will be participating in physical education classes three times in a six-day cycle (Days 1, 3, & 5). Instructors are Mr. P. Ball and Mrs. N. Bat.

LIBRARY

The students will be visiting the school library on Day 5. Ms. A. Reed is our school librarian.

Many of the aims and objectives of various subject areas overlap and are most effectively learned when the subjects are integrated.

APPENDIX “C”

DEFINITIONS

DEFINITIONS (ALSO DESCRIBED ON PAGES 6 - 8)

ASSESSMENT . . . the systematic process of gathering information about student learning. There are three categories of educational assessment:

- **Assessment for Learning** (formative assessment) . . . occurs during teaching and learning and is used to inform teachers and students of what has been learned and to provide direction for instruction and student improvement. Evidence of student achievement is collected over time from three different sources: observations, conversations and student projects. By using multiple sources of learning evidence, teachers increase the reliability and validity of assessment information.
- **Assessment as Learning** . . . is a critical part of Assessment for Learning where teachers include students in the assessment process through a gradual release of responsibility, beginning with explicit instruction and moving towards independence. Students will, over time, 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 learning. Assessment as learning is a mega-cognitive process in which students take ownership for improving their own learning. It involves students setting learning goals as well as monitoring, reflecting upon and adjusting their learning, often in response to feedback from the teachers and their peers.
- **Assessment of Learning** (summative assessment) . . . provides evidence of student achievement at specific times throughout the grade/course/program, often at the end of a period of learning. Assessment of learning captures learning to date at a specific point in time.

EVALUATION . . . the process of reviewing assessment information; analyzing and interpreting the information; judging student achievement in relation to established curriculum outcomes for the course/subject area; and making decisions based on the information gathered.

REPORTING . . . the process of communicating results of assessment and evaluation to various audiences who require it – students, parents/guardians, other teachers and administrators, other learning institutions and/or others as appropriate.

LEARNING OUTCOMES . . . expected student learning outcomes (as defined by the Nova Scotia curriculum outcomes).

MARK OR SCORE . . . a number, letter or other indicator assigned to any learning task that may be used to determine a grade.

GRADE (OR REPORTING CODE) . . . the symbol (letter or number) reported at the end of a period of time as a summary indicator of student performance based on the learning outcomes addressed during this period of time. Grades are based on a summary of evidence collected from student assessments (**assessment of learning**), except in rare situations where information from existing summative assessments is not sufficient to determine a grade. Teachers are expected to use their professional judgment.

EQUITABLE . . . assessment methods that are free from bias brought about by student factors extraneous to the purpose of assessment. Possible factors to consider include: culture, developmental stage, ethnicity, gender, socio-economic background, language, special interests and special needs. Student success with answering questions on a test or an oral quiz, for example, should not be dependent upon prior cultural knowledge such as understanding an allusion to a cultural tradition or value, unless such knowledge falls within the content domain being addressed. All students should be given the same opportunity to display their strengths.

APPENDIX “D”

**CCRSB POLICY #ES-G-04
ASSESSMENT / EVALUATION / REPORTING
OF
LEARNING**

**CHIGNECTO-CENTRAL
REGIONAL SCHOOL BOARD**

POLICY #ES-G-04

**ASSESSMENT / EVALUATION / REPORTING
OF
STUDENT LEARNING**

[BOARD MINUTE #06-00, Page 4]
[Revised: BOARD MINUTE #06-12, Page 2]

The CCRSB believes that assessment, evaluation and reporting are essential components of teaching and learning which together provide a basis to validate and inform instruction and programs, as well as to improve and communicate student learning.

Accordingly, the Board recognizes its responsibility to have an effective program of assessment, evaluation and reporting to monitor and communicate student learning and to determine the effectiveness and relevance of programs and instruction.

To this end, the Board expects the Superintendent of Schools (or designate) to prepare, implement and monitor a regional program of assessment, evaluation and reporting of student learning such that these initiatives:

- reflect the Board’s commitment to helping students reach high levels of achievement;
- are consistent with current, accepted research and “best practices”;
- effectively measure achievement of outcomes;
- inform instruction and programs;
- regularly inform students and parents/guardians regarding student learning and the assessment/evaluation process;
- are consistent with requirements under the Education Act and other Department of Education and CCRSB policies and guidelines;
- provide a common set of guidelines and procedures which promote high quality assessment, evaluation and reporting practices in all classrooms and schools throughout the region (per CCRSB Assessment / Evaluation / Reporting of Student Learning Handbook);

- support educational decision-making at the classroom, school and regional level; and,
- provide teachers and administrators with ongoing opportunities to collaborate and learn together.

APPENDIX “E”

USER’S GUIDE FOR PROVINCIAL REPORT CARD

USER'S GUIDE FOR PROVINCIAL REPORT CARD

Report cards provide parents and students with a summary of academic achievement in relation to curriculum outcomes. This summary of achievement includes both academic and social development/work habits. To further elaborate on the students' academic progress, an anecdotal comment is included for each subject/course.

This structure of reporting and communicating provides a “global” view of the student for a particular reporting period and throughout the school year.

The Nova Scotia Department of Education's standard report card format will be used by all schools throughout CCRSB.

The report card consists of four sections:

1. **The Learner Profile** is a description of the student's work habits and social development.
2. **Attendance Record** tracks the days the student has been absent against possible school days each month in the term/semester.
3. **Achievement of Expected Learning Outcomes** charts the student's progress and achievement in relation to the expected learning outcomes of the current reporting period. Learning outcomes define what students are expected to know and be able to do in each subject area. This documentation of student achievement is represented by either a letter or percentage grade along with anecdotal comments.
4. **Response Sheet** is provided for parents/guardians to add comments, sign and return to the school.

The Provincial Report Card Templates (P-12) are designed to communicate student achievement at identified periods of time throughout the school year. These defined reporting periods are communicated to schools in the **CCRSB Elementary/Secondary Reporting Calendars** distributed for any given school year.

Within the various Provincial Templates (P-12), the following information is documented to communicate student achievement:

- Final grade for academic achievement in relation to Nova Scotia Provincial Curriculum Outcomes. (Grades 1-12)
- Final grade for student progress in relation to identified Learner Profile attributes that reference student work habits and behaviour. (Grades P-12)

- Anecdotal comments elaborate on the academic achievement, identifying the student's strengths, areas of need and suggestions for improvement. (Grades P-12)
- Student attendance. (Grades P-12)

Across the grade levels from Primary to Grade 12, a summary of student achievement is provided in a variety of forms.

The Primary Report Card communicates in anecdotal format. The student's strength, needs and suggestions for improvement, within each subject area, are identified within these anecdotal comments. No final grade is recorded.

The Provincial Templates for Grades 1-8 communicate a summary of student achievement in the form of a final letter grade (A, B, C, or D). This letter grade communicates achievement in relation to criteria as stated on the reporting rubric – Grades 1-8.

Reporting Codes and Descriptors for Grades 1–8*	
A	The student demonstrates achievement with thorough understanding and application of concepts and skills in relation to the expected learning outcomes.
B	The student demonstrates achievement with good understanding and application of concepts and skills in relation to the expected learning outcomes.
C	The student demonstrates achievement with basic understanding and application of concepts and skills in relation to the expected learning outcomes.
D	The student demonstrates achievement with limited understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.
N/A	Not applicable at this time.
INS	Insufficient evidence to report on achievement of the expected learning outcomes.

*** Effective September 1, 2013**

The Provincial Templates for Grades 9-12 communicate a summary of student achievement in the form of a percentage grade. This percentage grade communicates achievement in relation to criteria as stated in the reporting rubric 9-12.

Demonstration of performance in relation to the expected learning outcomes for this course.	
90-100%	The student demonstrates <i>excellent</i> or outstanding performance.
80-89%	The student demonstrates <i>very good</i> performance.
70-79%	The student demonstrates <i>good</i> performance.
60-69%	The student demonstrates <i>satisfactory</i> performance.
50-59%	The student demonstrates <i>minimally acceptable</i> performance.
Below 50%	The student has not met minimal requirements.

In Grades 1-12, anecdotal comments are included in the reporting process. These comments provide more detailed information to elaborate on the final grade, whether a letter or percentage grade. When writing anecdotal comments for the report cards, three necessary components must be included. The structure of anecdotal comments will include statements that identify the student's:

- *strength(s)* – what the student knows and is able to do in relation to curriculum outcomes
- *need(s)* – an area(s) the student needs to work on in relation to curriculum outcomes
- *suggestion(s) for improvement* – a strategy to provide possibility for improvement in relation to the area of need.

Provincial Templates from Grades P-12 also document students' social development and work habits relating to attributes identified on the Learner Profile section of the report card. The final reporting code for the Learner Profile is a letter; C, U, S or R that identifies achievement in relation to the social development/ work habits for each individual student.

The following reporting code is used from Grades Primary to Grade 12.

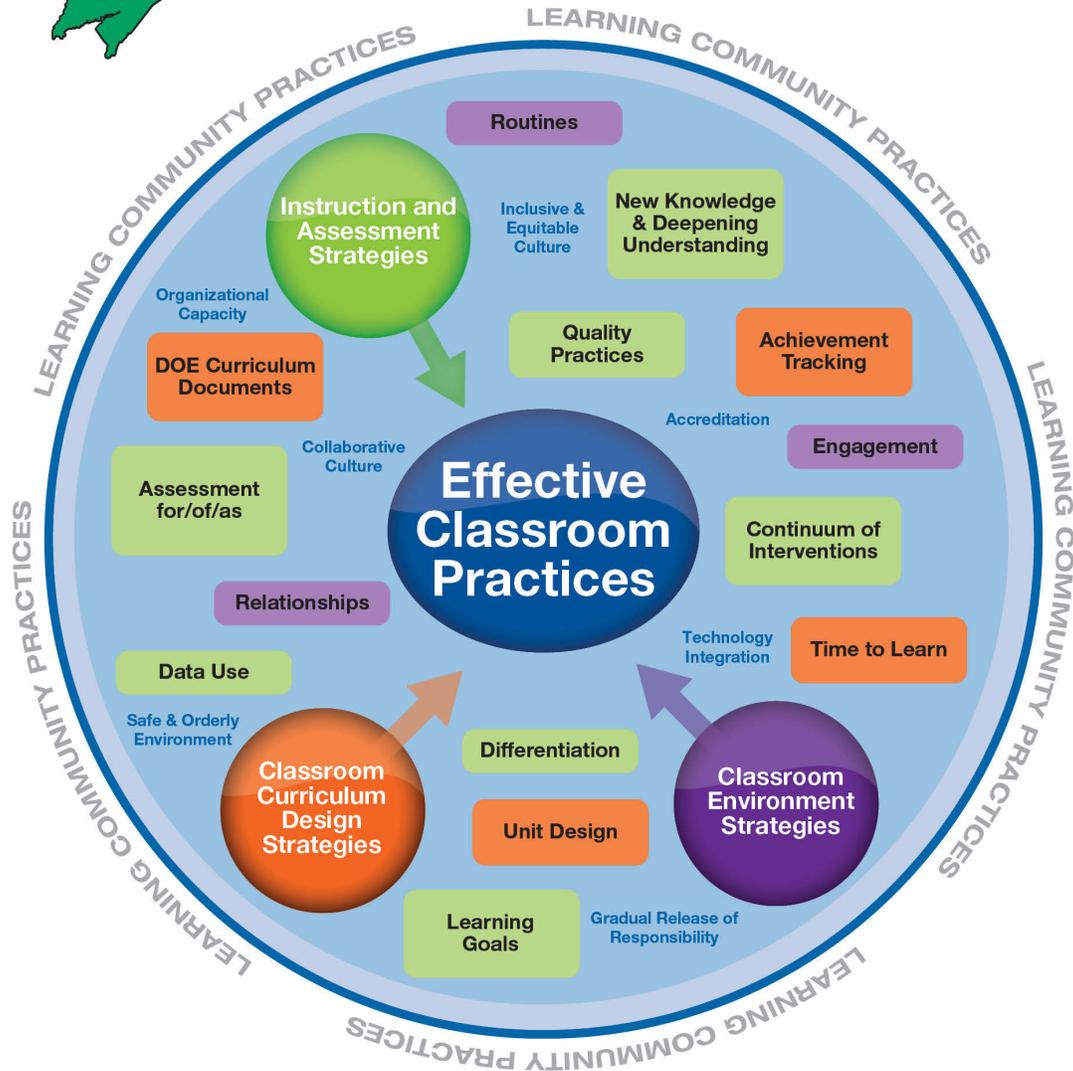
The Learner Profile	
C	- consistently demonstrates
U	- usually demonstrates
S	- sometimes demonstrates
R	- rarely demonstrates
N/A	- not applicable

APPENDIX “F”

CCRSB INSTRUCTIONAL FRAMEWORK



Instructional Framework



The **purpose** of the CCRSB Instructional Framework is to:

- Provide clarity and direction in researched-based instructional processes expected in CCRSB
- Provide clarity and direction in curriculum expectations as prescribed by the Province of Nova Scotia
- Support teachers and schools in their professional growth
- Support an aligned and focused system in CCRSB, involving all departments
- Promote consistency and focus in messaging and support among our region, our four families and our schools.

This purpose will be supported by a **common language of instruction** that is shared by everyone in CCRSB. The CCRSB Instructional Framework will support teachers, administrators and support staff to talk about effective teaching, give and receive feedback, collect and respond to data, and to support reflection on practice.

The CCRSB Instructional Framework is comprised of three **COMPONENTS**:

1. **Instruction and assessment strategies**
2. **Classroom curriculum design strategies**
3. **Classroom environment strategies**

Each component has particular **ELEMENTS** that are part of effective classroom practice. For example, the effective use of **classroom environment strategies** requires teachers to deliberately construct lessons considering aspects of **routines, relationships and student engagement**.

On a broader perspective, there are **GLOBAL IDEAS** that are part of the fabric of effective classroom practice. For example: **technology integration, a safe and orderly environment and working in a collaborative culture**.

Focusing on any one **COMPONENT, ELEMENT** or **GLOBAL IDEA** alone misses the essence of the complex and integrated nature of effective teaching.

Working within the structures and principles of the **learning community**, teacher use of these three interdependent pedagogical strategies will guide classroom practice to maximize student learning. In turn, organizational components will be in place to support the work of the classroom teacher and school administration.

This **interdependent** nature recognizes there is a balance required and professional judgement allowed around the science of instruction and the artistry involved in successful teaching.

It is expected the CCRSB Instructional Framework will also allow all CCRSB departments become better **aligned**.

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