

Assessment Policy

St Thomas High School

Definition of Evaluation/ Assessment

“Evaluation is the process whereby a judgment is made on a student’s learning on the basis of information gathered, analyzed, and interpreted, for the purpose of making pedagogical and administrative decisions” (Quebec’s *Policy on the Evaluation of Learning*, 2003)).

Purposes of Evaluation/ Assessment

In accordance with the Quebec Ministry of Education *Policy on the Evaluation of Learning* (2003), the Lester B Pearson School Board *Evaluation of Student Learning Policy* (2005), and the International Baccalaureate Organization’s position on evaluation, St. Thomas High School identifies the purposes of evaluation in the following way.

Evaluation should be seen as a **tool**:

- to help students in their learning through the use of formative and summative assessments
- to help teachers make decisions and take actions that shape the pathway to student learning on a daily basis in the classroom (QEP, 2005)
- to help teachers judge the effectiveness of their own pedagogical strategies • to help teachers determine the level students have reached in the development of the competencies outlined in the Quebec Education Plan (2005), or the objectives outlined in the subject-specific guides of the International Baccalaureate Organization.

In essence evaluation must not be seen as an end in itself. Students are evaluated to support their learning through ongoing feedback.

General Principles of Evaluation at St. Thomas High School

- The evaluation and communication of student progress should be based on, and be in accordance with, the development and acquisition of the competencies as indicated in the Ministry of Education’s *Quebec Education Program** (LBPSB, 2005). Additionally student progress in the International Baccalaureate Middle Years Programme will be made in accordance with the development and acquisition of the objectives outlined in the subject-specific guides of the International Baccalaureate Organization.

- Evaluation practices must respect and comply with the articles of Quebec's *Education Act*, the orientations of the *Quebec Education Program*, the *Ministry of Education Basic School Regulation*, *Policy on the Evaluation of Learning* and other Lester B. Pearson School Board policies and guidelines. (LBPSB, 2005)
- Evaluation practices for students in the International Baccalaureate Middle Years Programme must respect evaluation practices outlined in *MYP: From Principles into Practice*, and in the subject-specific guides of the International Baccalaureate Organization.
- The values of justice, equality, equity, coherence, openness and rigor must guide teachers in their evaluation practices. (LBPSB, 2005)
- The professional judgment of each teacher is the cornerstone of the evaluation process, whether this evaluation is carried out by the individual teacher or by the cycle team. (LBPSB, 2005)
 - Students do not always learn the same things in the same ways or in the same amount of time. Methods of achieving success vary significantly. Teachers should make appropriate adaptations to assessment tasks, strategies or the methods for achieving success in order to ensure that all students have opportunities to demonstrate their achievement . (LBPSB, 2005)
- The student's Individual Education Plan must contain the modifications made to the criteria for evaluation. (LBPSB, 2005)
- Relevant and clear feedback will be provided to students, and to parents / guardians of students. This feedback should be constructive and positive.
- The feedback of student achievement focuses on individual student progress weighed against criteria, rather than achievement relative to other students. • Self assessment and peer assessment, along with teacher-made assessments, are a natural part of the learning process.

Evaluation in the IBMYP

The IB organizations assessment policy taken directly from **MYP: Principles into practice** includes the following features on assessment:

- "attention is paid to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement **levels** over given reporting periods".
- "assessment of student understanding at the end of a course, is based on the whole course and not individual components of it."
- Students must have the opportunity to show development of EACH strand of the criteria a minimum of twice over the course of the year.

Connection between Provincial Requirement and IB requirements

- It is understood that we have 2 different programs and are required to meet the

- expectations of both
- When evaluating students, teachers must begin with IB rubrics and use the school's conversion chart in order to determine a final percentage level.

Assessment Tasks

A balanced evaluation of student learning will be achieved through the use of the widest variety of assessment methods, strategies, or tools. Below is a sample list (not limited to) of tools for evaluation:

Examinations	Questionnaires	Observations (Formal or informal)
Simulations	Projects	Experiments
Electronic presentations	Learning Logs	Essays
Exhibitions	Peer & Self assessment	Checklists
Journals	Rubrics	Quizzes

Reporting of Results

• MELS Report Cards (Ministère de l'Éducation, du Loisir et du Sport) (MELS 2011) •

By October 1st of each year, parents will be informed in writing about how their child has started off the new school year.

- Official report cards will be issued three times per year, or as mandated by MELS in its *Basic School Regulations*. These report cards will be issued at the end of each term, no later than November 20, March 15, and July 10.
- An overall mark, expressed as a percentage, will be included in the report card for each subject. The group average, expressed as a percentage, will also be included for each subject.
- A final mark for the year, communicated in the last report card, will be calculated based on the following formula:
 - The results of term 1 count for 20% of the final mark in a subject
 - The results of term 2 also count for 20%
 - The results of term 3 count for 60% of the final mark
- Detailed results linked to provincial competencies, will also be provided for the following subjects:

English Language Arts

- Uses language to communicate and learn
- Reads and listens to spoken, written and media texts
- Produces written and media texts

French as a Second Language

- Communicates in French
- Understands oral and written texts in French
- Produces oral and written texts in French

Mathematics

- Solves a situational problem
- Uses mathematical reasoning

Science

- Practical component
- Theory component

- Teachers' comments will be entered in the report cards for Terms 1 and 3 and will focus on certain aspects related to the student's ability to exercise critical judgment, be organized, communicate effectively, and work in a team.
- To earn a Secondary School Diploma, the student must pass the following courses:
 - In Secondary IV (grade 10): History and Citizenship Education, Science, Mathematics and Arts Education
 - In Secondary V (grade 11): English Language Arts, French as a Second language, and either Ethics and Religious Culture or Physical Education and Health.

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• IBMYP Report Cards

- Students from Secondary I - IV who are in the IBMYP will receive an IB report card for Term 1 and Term 3 that will indicate levels of achievement based on subject- specific IB criteria. The summative grades will be based on a scale of 1 (low) to 7 (high). These report cards will be issued by the school. There will be a grade for each of the eight IB subject areas (Language & Literature, Language Acquisition, Individuals & Societies, Science, Design, Physical Education, the Arts, and Math).
- Additionally in Term 3, there will be a statement as to whether the Service as Action Hours requirement of the programme has been met..
- In August, Students from Secondary V will receive a transcript of their achievement on eAssessments as well as their IB Certificate. A Record of Achievement will be provided to any students that has not achieved their Certificate.

Sources

***International Baccalaureate Organization. 2014. From Principles into Practice
Cardiff, UK.***

***Quebec Ministry of Education. Quebec Policy on Evaluating Learning. 2003
Quebec, Canada***

***Lester B. Pearson School Board. Evaluation of Student Learning Policy 2005.
Dorval, Canada***