# *Assessments Polices*

**Essential Agreement on Assessing**

**Continuous Assessment (CAS):**

Key features of ongoing, continuous assessment – there are two principle components of the ongoing assessment process:

1. Establishing criteria
2. Providing feedback
3. Criteria for each performance of understanding need to be:

* Clear – articulated explicitly at the beginning of each performance of understanding – though may well evolve the course of the performance, especially if it is new to the teacher as well as the students.
* Relevant – closely related to the understanding goals for the standard(s) or unit.
* Public – everyone in the classroom knows and understands them.

1. Feedback needs to:

* Occur frequently – from the beginning of the unit to its conclusion, in conjunction with performances of understanding. On some occasions feedback may be formal and planned (such as those related to presentations); some maybe more casual and informal (such as responding to a student’s comment in a class discussion).
* Be informative – provide students with not only information about how well they have carried out performances, but also how they might improve them.
* Guide the teaching and learning process – inform your planning of subsequent classes and activities.
* Come form a variety of perspectives – from the teacher(s), students’ reflection on their own work and from classmates reflecting on one another’s work.

**Marks Breakdown**

**KG1 and KG2**

|  |  |
| --- | --- |
| **Continuous Class Assessment (100%)**   * Classwork assignments, activities, projects, end of unit assessments, quizzes, etc. (100%) | **Final Mark (100%)** |
| Term 1 (100%) | Term 1 (100%) |
| Term 2 (100%) | Term 2 (100%) |
| Term 3 (100%) | Term 3 (100%) |

**Grades 1 – 5**

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| --- | --- |
| **Continuous Class Assessment (100%)**   * Classwork assignments, activities, projects, quizzes, end of unit tests, portfolios, etc. (80%) * Homework (20%) | **Final Mark (100%)** |
| Term 1 (100%) | Term 1 (100%) |
| Term 2 (100%) | Term 2 (100%) |
| Term 3 (100%) | Term 3 (100%) |

**Grades 6 – 12**

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| **Continuous Class Assessment (FORMATIVE)** **(50%)**   * \*Classwork assignments, activities, projects, etc. (20%) * \*\*Quizzes (20%) * \*\*\*Homework (10%) | **Term Assessments (Summative)(50%)**   * Mid-Term Assessment (20%) * End of Term Assessment (30%) | **Final Mark (100%)** |
| Term 1 (50%) | Term 1 (50%) | Term 1 (100%) |
| Term 2 (50%) | Term 2 (50%) | Term 2 (100%) |
| Term 3 (50%) | Term 3 (50%) | Term 3 (100%) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***\*Classwork***  *On assignments, the student:*  *Assignments include individual, group, written, oral, daily, weekly, term, projects, etc.*  *These are evidenced in the teacher’s lesson plans (and/or website), student’s diary, copy book, textbooks, student works, projects, etc.* | *19-20%*  *Exceeds standards and expectations.*  *Example: The student comes to class prepared with all materials and assignments completed on time and revised to correct errors or prepare questions; assignments are perfected.* | *16-18%*  *Meets nearly all standard expectations.*  *Example: The student comes to class prepared nearly all of the time; assignments are completed on time but there are some shortcomings. The student has nearly perfected his/her assignments.* | *13-15%*  *Meets most standards and expectations*  *Example: The student comes to class prepared most of the time; assignments are completed most of the time but there are some shortcomings and some assignments are late. The student sometimes revises his/her assignments to perfect them.* | *10-12%*  *Meets some standards and expectations*  *Example: The student comes to class prepared most of the time; assignments are sometimes incomplete and not on time. The student occasionally revises his/her assignment to perfect them. There are obvious shortcomings.* | *7-9%*  *Meets few standards or expectations:*  *Example: The student often comes to class unprepared and assignments are incomplete and often late; the student rarely revises his/her assignments to perfect them. There are obvious shortcomings.* | *4-6%*  *Meets very few standards or expectations:*  *Example: The student usually comes to class unprepared and assignments are usually not completed and late; hardly ever revises his/her assignments to perfect them; are obvious shortcomings and usually no student work to refer to.* | *0-3%*  *Does not meet any standards or expectations:*  *Example: The student almost always comes to class unprepared and assignments are rarely ever completed or even attempted to be completed. There is usually no student work refer to.* |
| ***\*\*Quizzes***  *Quizzes are end of term, unit, topic , open book, written, oral, etc.* | *19-20%*  *Quizzes are, published and averaged regularly each term.* | *16-18%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* | *13-15%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* | *10-12%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* | *7-9%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* | *4-6%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* | *0-3%*  *Quizzes and test are a part of the Class Work mark and will be published and averaged regularly.* |
| ***\*\*\*Homework***  *On assignments, the student:* | *9-10%*  *Completes and perfects all assignments on time and on his/her own* | *8-9%*  *Completes and perfects nearly all assignments on his/her own.* | *7-8%*  *Completes most assignments on his/her own (may require external assistance).* | *6-7%*  *Completes some assignments on his/her own (may rely upon on external assistance).* | *5-6%*  *Completes few assignments (& may shows sign of dependence upon external assistance).* | *2-4%*  *Completes very few assignments (& may submit work not done by the student).* | *0-2%*  *Completes no or very few assignments, despite being reminded.* |