



Chief Jimmy Bruneau School

Assessment and Evaluation Guidelines

Rationale

Our school has the goal that all students will be successful and that we will help them work to their full potential. Through strong assessments, we are improve the quality of our learning and teaching in our school. The following guidelines and procedures have been developed through professional conversations, best practices, and work done by the staff of CJBS. Our practice will continue to be reviewed and discussed to improve our practice to meet the needs of our students. Our assessment practices are based in the NWT SAER 2010 Directive on Assessment.

We believe assessments are:

1. Dynamic and should constantly be discussed, reviewed, and revised.
2. A process that is open to all staff, students, and parents.
3. Communicated on a regular basis to both students and parents so we can work in partnership to improve all learning in school and at home.
4. Directly linked to our approved curriculum and strong planning.

Assessment Guidelines

General Procedures

1. The school principal shall ensure all staff members are fully cognizant of the guidelines and procedures.
2. All grade seven to twelve students, prior to instruction, shall receive a written course outline, a list of textbooks and reference books, and evaluation procedures and criteria.
3. An individual program plan stating objectives and evaluation procedures shall be prepared by the IEP Team for each student not on a regular program.
4. All teachers of Inclusive Schooling students will maintain an anecdotal file for each student.

5. All teachers will maintain files of student products, tests, and other pertinent data.
6. All teachers shall maintain, in Powerschool Gradebook, records, which state the content, type of evaluation, date, and the mark obtained for each student. This is to be accessible to administration, parents, and students.
7. Inclusive schooling students shall be evaluated on each objective outlined within their Individual Education Plan.
8. No final marks lower than 30% will be recorded. If a student does not complete enough work for a high mark, it will be marked as incomplete and noted as not enough work has been completed to accurately assess them.
9. Holding Students Back: Students can be held back from Kindergarten to Grade 9. This must be done through consultation with the teacher, the PST, the parent, and the administration. Parent support must be gained in order for this to happen.
10. The school shall retain final exams for a period of three months, during which time Parents may request and receive copies of all Final exams.
11. All marks and student records shall be maintained in the strictest confidentiality.

Elementary

Kindergarten to Grade 1 will use the following assessment practice:

- anecdotal comments
- checklists
- work portfolios

Grade 2-6 will use the following assessment practice:

- Projects, assignments etc 70%
- Tests and quizzes 20%
- Homework 10%

Homework will part of assessment based on numeracy and literacy.

ELA/Math Rubric:

Exceeding Expectations	A 63/70 90%
Meeting Expectations	B 52/70 74%
Minimally Meeting Expectations	C 45/70 64%
Not yet Meeting Expectations	D 39/70 56%

Missing or late work:

Late assignments will continue to be accepted and not lower their marks.

Junior High

Assessment Type	Weight
Assignments	20
Quizzes	20
Tests	25
Midterm	17.5

Final	17.5
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Homework:

Homework marks should be recorded if there is a space provided to complete homework at school. As it is, some of our students don't have an environment that is conducive to completing homework.

Missing Work/Late Work:

Students will get an incomplete on assignments not handed in and this may lower their mark. They will be given the opportunity to complete the missing work in an appropriate timeline and if not done, it will lower their final mark.

Senior High

All students will be provided with a course outline that indicates the course timeline, outcomes, resources, and assessment guidelines.

Core Subject Evaluation Guideline

*Math, Science, Social Studies, and English Language Arts

note: This evaluation guideline is subject to the discretion of the teacher in consultation with the Principal

1. Grade 10 exam weight in a core course between 25 – 35 %.
2. Grade 11 exam weight in a core course between 30 – 40 %.

***This is a graded system that leads up to the departmental exam in Grade 12 (50 %).

-Students who pass a comprehensive final exam are granted a credit in the course with a 50 exam (Consistent with department/Alberta policy of challenging an exam).

-Accurate SSP's and records are required for providing exam accommodations for students during departmental exams. This will be done in conjunction with the PST.

- No Zeros will be assigned as final marks (depending on the potential changes to PowerSchool) and if the student has not completed enough assignments to be accurately assessed then it will be noted and called "incomplete and unable to assess."

- Final Exams will be comprehensive to assess the outcomes for the entire course, to the extent we are able to meet those outcomes in a final exam.

- Homework can be included in certain courses at 5-10% as a formative assessment but should not be mandated for all courses. It is important for students to establish good work habits to experience success in their lives.

- There are academic deadlines for assignments throughout the year around reporting periods. Teachers can accept assignments after the deadline but the penalty for lateness is at the teacher's discretion.

- Midterms will be held for academic courses halfway through the semester. Senior High Teachers will coordinate a week where midterm evaluations will happen in class.

- Senior High Teachers will conference with Grade 9 teachers about placing new Senior High students in appropriate classes.

- Any final marks that fall between 47% and 49% will moved to 50% for any formal reporting purposes unless otherwise approved by administration.

Reporting Guidelines

Progress Reports

-Using Gradebook, you can print out a progress report for each student in your TA/Homeroom which shows the details for each of their classes.

-At least once per semester, an informal progress report will be sent home to parents/guardians. Homerooms teachers will print out and submit for all students in their homeroom.

-The dates will be sent out by email to teachers with advance notice from Administration.

- A copy of the reports will be provided to Sasha for mail out on the date assigned date and a copy will be given to the principal.

- Parents/Guardians must be kept informed at all times of the student's progress throughout the semesters by email or by phone call.

Report Cards

ALL Kindergarten to Grade 12 Classes will have 4 formal report cards, which will include home visits at the midpoints in each semester. (Approximately in October/November for Semester 1 and April for Semester 2.) The final report card in each semester will be mailed out to parents/guardians.

Report Card Procedures in PowerSchool

1. Check the School Calendar for all specific dates. Support will be provided as necessary by your department heads, your administration, the secretary, and the TCSA.
2. Assignment deadlines for that reporting period will be listed on the school calendar and needs to be emphasized in each class, especially in senior high. Assignment deadlines are extremely important for Grade 12 students on Grad contracts.
3. Teachers are to keep up-to-date on their attendance in PowerSchool. It should be entered daily.
4. Teachers will use Gradebook to enter their assessments throughout the semester. Your assessment should reflect the above criteria for your grade level. Gradebook will be updated every two weeks so the assessment is current and relevant. At any point, your gradebook will be accessible to students, parents, and administration.
5. Gradebook- all assignments will be clearly labeled and set up with the evaluation scale evident.
 - a. ***see more detailed procedures in Gradebook manual
 - b. CTS courses will need to be set up correctly at the beginning of the semester.
6. Teacher will make sure the following information is entered into the report card:
 - a. Always make sure to "save" your work.
 - b. Final Mark- at mid term reporting period – change from "in progress" to "final" (it should turn green)
 - You may manually override a mark before submitting it.
 - c. Teachers will also provide comments in their homeroom section and no mark is required.
 - d. What program the student is on? (ie regular, SSP, IEP etc)
 - It is important that you understand what program each student is on in your class and can communicate this understanding through your instruction to parents and to the students.
 - Entered into Homeroom comments
 - e. Comments are to be entered before changing it to "final":
 - See manual for more details on entering comments

- the comments are connected to the final mark for the reporting period
 - provide parents with accurate information on their child's progress
 - explain where they are at in the curriculum
 - why their child's mark is the way that it is
 - what needs to happen before the end of the semester or for the next semester
 - ensure that all comments do not go over the space provided or the comments will be cut off
 - **PROOFREAD** all of your comments!
7. Senior High teachers will let the principal know when your report cards are completed.
 8. All report cards are due on the day and time indicated in the calendar and should be ready for printing on that day.
 9. Administration will review and make comments on the report cards.
 10. If the report cards are not complete or have errors, teachers may be asked to fix those changes for re-printing.
 11. Once the report cards are printed and commented on, a copy will be made for parents and for the student folder. The principal will require a copy of report cards for all K-12 students. Sasha will sort and organize the report cards at this point.

Final Exam Guidelines

*****January and June**

Senior High Final Exams will be in the Gym

- with the exception of Alberta Diploma Examinations

Junior High Exams will be held in their Classrooms

Exam time - 9:00am - 11:30am

-Sr. High Students remain in Gym till 11:00am – Announcements will be made at this time and they may move to front entrance if done. No Student is to leave the exam area before 11:00am (especially Edzo residents) unless special permission is given by the parents/guardians or administration.

-Jr. High Students remain in Classroom until 11:30 am and proceed directly to the bus.

Bussing

- School Busses will only leave at 11:30pm ~ this offers 1/2hr extra time if needed to finish exams.
- No special van runs will be done after, except for those writing Diploma Examinations.

All Final Exams in Senior High should reflect the entire curriculum of the course!

Length of Exams

- Unless identified on an SSP/IEP, all exams need to be 2hrs (minimum) in length.
- Have magazines, or other activities (word searches, crosswords, etc.) for students

to complete if they finish before 11 am.

Exam Protocol

- No Jackets, bags, or iPods on during the exam
- They must be placed on the side of the room or in their lockers before the exam begins.
- **Washrooms - One at a Time**
 1. Sr. High Students should be raising their hand, teacher goes to student, and permission/denial is communicated clearly. One student from class at a time.
 2. Jr. High Students should be using their hall passes.

Final Exam Schedule- to be posted closer to exam dates

Note: If you are not planning on having a final exam, you must indicate this to administration when the first draft of the exam schedule is sent out for review. The only ones who will be considered being exempt will be those classes where a final exam does not reflect the curriculum. (ie Art 10-20-30) The Principal on a case-by-case basis will consider all requests for final exam exemption.

Appeal procedure for Final Marks

The student or the parent or guardian may appeal a mark within three days of issuance. Procedures are as follows:

- i) The parent may appeal any evaluation report to the principal within three days of the receipt of the report.
- ii) The appeal must be in writing.
- iii) The Principal and teacher, if available, shall meet with the Parents within three days of receiving the appeal notice and shall present all data pertaining to the student's report.
- iv) The parents shall have the right to copies of all data.
- v) The parents shall present their reasons for the appeal, including documentary evidence as to why they feel the appeal should be granted.
- vi) The principal shall retain a copy of the evidence presented by the parents.
- vii) The Principal shall examine the case and shall report his / her decision as to the granting or refusal of the Appeal within two days of the hearing. Such communication shall be in writing, and shall answer all of the points in the Parents Appeal document.
- viii) Should the Parents not be satisfied, they then may present the Appeal to the Director of Education. Copies of all documents, parent's and principal's, must

be submitted to the Director. The Director shall meet with the parents within two days of receiving the Appeal from the Parents.

- ix) The Director shall assess the Appeal in terms of Policy and shall render a decision within two days.
- x) The parents, if still not satisfied, may then appeal to the Tlicho Community Services Agency Board. All documentation re: the Appeal must be submitted by the Parents at the hearing by the TCSA Board. The Board shall hear the Appeal by the Parents at the next regular meeting, after receiving the Appeal Notice from the Parents.
- xi) The decision of the Board shall be FINAL.
- xii) It is recognized that Parents may appear before the Board with, or without, representation.
- xiii) Provision exists for appeals beyond the TCSA Board to the Minister of Education.