

**Preamble:**

The Board of Education believes that student evaluation and assessment is an integral part of teaching and learning, and as such, must be continuous in nature, utilizing both formal measurement instruments and informal teacher assessments and observations.

Essentially the evaluation process is seen as a formative one, made during the course of instruction to assist in the diagnosing of learning problems and their remediation. Summative evaluation will necessarily occur in reporting to students and parents, in determining student placement and in evaluating programs.

**Regulations:**

1. The principal shall have general responsibility for student evaluation.
2. The principal shall supervise school testing and individual testing for psychological reasons.
3. The principal shall be responsible for school-based evaluation which shall include:
  - a. The development, in co-operation with the staff, of a systematic and articulate program consistent with Alberta Education, and Board policy philosophy for the evaluation of students.
  - b. The communication of information on student evaluation to students and parents.
  - c. The implementation of a variety of assessment and evaluation techniques.
4. Teachers shall be responsible for class-based student evaluation in accordance with this policy.
5. The evaluation program shall be comprehensive and flexible.

**I. Continuous Student Evaluation**

Since Tween Valley Christian School is recognized and accepted as an Accredited Funded Private School, we assume that same curricular expectations and patterns as all other K-12 public schools in Alberta. The chief difference comes in the way in which the curricular is used and delivered. In light of the fact that Tween Valley Christian School is a private Christian school, our teachers are expected to teach the provincially approved program curriculum from a distinctly Christian perspective in all disciplines taught.

Due to the fact that the vast majority of our students are ESL learners our focus is on the individualizing process.

“Individualizing” does not necessarily mean that each child has a separate distinct program from everyone else. It simply means a diagnostic process has been applied so that the needs of each child are recognized.

## **II. Adaptive Dimensions:**

A. In every classroom, students differ in achievement, ability, interest motivation, and learning needs. This includes all students: gifted, low ability, culturally different and ESL learners. Thus, the need for an adaptive dimension throughout the core curriculum.

1. The point of reference for the Adaptive Dimensions is always the approved curriculum.

- a. Student learning outcomes are never modified.

- b. Curriculum, instruction and learning environment are adjusted so that the student learning outcomes can be achieved.

- c. Evaluation practices are adjusted; however, such adaptations must not compromise the integrity of the original stated curricular objectives.

## **III. Continuous Student Evaluation**

A. Grades 1-4 are evaluated by using letters such as A, B, C. The grid explaining the range of marks is provided to the parents in the report card, which are sent out to the parents 3 times in any given year.

Although elementary grades from Grade 1 through to Grade 4 are assessed by using letter grades, we do; however, keep very close records on the progress of each child. Parents are informed often, but formally through two parent conferences and 3 check list reports along with subject letter grades per year.

B. Parental understanding and support comes when the parents realize that each child is considered important and loved by the teacher.

C. Major Premises:

There are several premises which need to be accepted by teachers and principal before an evaluation process such as Tween Valley Christian School can function.

1. Children are truly individuals for which God has a definite purpose and a plan for their lives.

2. Children are innately curious about the world they live in.

3. Children are responsible.

4. Children are creative.

5. Children are capable of being independent learners.

6. The process and content by which an individual learns should serve him as an adult.

7. If learning is a pleasant experience, children will enjoy learning all their lives.

8. Learning should be challenging as well as enjoyable.
9. One of our main goals should be to learn how to learn.
10. We believe in a total learning community that includes students, parents, and teachers.

#### D. Evaluation Procedures:

The object of a standardized evaluation is to set up a common ground for student evaluation which can be accepted as a reasonable norm and which can be a starting point for teacher planning. A standardized evaluation procedure can also help to make the process of a student evaluation more clearly understood by students and parents at the beginning of each academic term. The ideal standardized procedure should, therefore, be simple, reasonably flexible, and have some provisions for teachers to make the necessary changes in the program delivery and teaching strategies.

#### E. Evaluation Routines and Format

1. The Gates-MacGinitie standardized test will be administered to all ESL students from Grades 1-12 every September of each year.
2. The Canadian Achievement Test (CAT) will be administered in March of every year.
3. Division I, II, and III will be completed through a Continuous Evaluation process. For each reporting period November, March, and June. Three reports each year will be based upon the following:
  - a. Attendance
  - b. Daily work and assignments
  - c. In-class participation
  - d. Chapter quizzes
  - e. Unit tests and exams
  - f. As well as other forms of evaluation devices will be used.

In any event, all grades from Grade 1-9 will be evaluated by a continual progress assessment format, and not a comprehensive final exam at the end of the program. Each teacher will be responsible for planning a systematic form of evaluation for each subject taught.

No evaluation should include any one test which might be weighted more than 25% of the mark for that report period.

#### 4. Division IV Grade 10-12

There shall be regularly scheduled comprehensive examination at the end of January along with a midterm exam in late October, early November for all semester one courses and June Finals and April midterms exam for second semester courses.

In addition to mid terms and semester final exams, students will be evaluated upon their:

- a. Attendance
- b. Class participation
- c. Quizzes
- d. Unit and module test
- e. Written assignments (essay)
- f. Projects and Presentations

The Division IV midterm and semester final exam will account for 70% of the total mark (half of the evaluation for that semester subject.)

#### **IV. Evaluation Summary:**

- A. Standardized test
  - a. Gates MacGinite
    - i. September
  - b. C.A.T
    - i. March
- B. P.A.T.
  - a. Grades 6, 9
    - i. May/June
- C. Diploma Exams
  - a. January/April/June
- D. Parent/ Teacher Conferencing
  - a. November/March
- E. Reports (Formal)
  - a. November
  - b. March
  - c. June

#### **V. Grade Recording**

All homeroom teachers use the Student Record data software “Grade Keeper” at Tween Valley Christian School.