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Student Evaluation and Reporting of Student Progress

Reporting at all Grade levels will include two separate components:

1. Information that indicates academic progress and achievement for each course or subject area. This is to be represented by evaluation code or percentages as established by the division and in keeping with provincial regulations. It is not to include punctuality, attitude, behavior, effort, attendance or work habits. **Rev 29Aug 00 (320)**
2. Anecdotal, personal comments which describe various aspects of student performance such as attitude, behavior, punctuality, attendance & work habits written in an accurate and objective manner.

Final marks are to be weighted in a manner where they reflect the amount of time placed on specific areas within the curriculum. This weighting is to be determined before the beginning of the course and is to be included in course outlines submitted at the beginning of each year. **Rev 29Aug 00 (320)**

A variety of assessment strategies are to be used.

13 Apr 99 (151); Rev 29Aug 00 (320) Rev 27 Nov 01 (53)

Early Years Evaluation and Reporting Procedures, Kindergarten to Grade 4

Evaluation

Evaluation in the Early Years is a continual process. Parents and students need to be aware of the procedures to be followed. A balanced evaluation process includes as many forms of evaluation as possible and appropriate to the student's development and level of achievement.

For Early Years students this means that their performance in daily work, in theme-related activities, and in learning centres may be evaluated through a combination of:

1. dated developmental checklists, continuums **Rev 29 Aug 00 (321)**
2. portfolio assessment – that includes dated samples of work illustrating student achievement of identified goals.
3. dated samples of work illustrating growth over time
4. checklists of academic and social development
5. anecdotal comments based on observations of development in curriculum
6. tests.

Rev 29 Aug 00 (321)

Reporting

Reporting is an integral part of the evaluation process. To be effective, it must be ongoing and provide meaningful feedback to the student and parent to enable further growth and development of the student's performance. Elements of reporting include school and curriculum statements of goals and student outcomes, dated samples of student's work, formal and informal student/teacher/parent conferences, and written reports.

1. Teachers must provide continuous constructive feedback to students and parents through a variety of methods that may include telephone calls/parent meetings/home journals/portfolio-sharing.
2. Formal written reports to parents at least (3) times per year using the Divisional Report Card Format.
3. At least two scheduled parent/student/teacher conference days per year.
4. The information contained in a written report does not stand alone as a total picture of a student's progress. It serves as one component of the reporting process. Portfolio Assessment or dated samples of student work illustrating achievement should be shared with parents.
5. Individual schools may develop additional reporting procedures in accordance with Divisional policies.

Grade Placement

Learning in Early Years is developmental. Students learn at different rates and in different ways. It is expected that Early Years students will progress through the grade level remaining age appropriate. No student is to spend more than five years in the Grades 1-4 program. No student can be one year older than what is age appropriate by the end of Grade 4.

28 Feb 95; Rev 14 May 02 (280)

Middle Years Evaluating and Reporting Procedures

Evaluation

Student marks are to be reported using percentages as required by the Province. Report card marks are to incorporate several different marks derived from more than 1 assessment technique. Example - Report card marks should not be based solely on test results. The use of additional mark sources such as assignments, performance based evaluation, portfolio assessment, is encouraged. Yearly plans are to include an overview of the evaluation system being used. This will include the types of evaluation being used in each unit as well as what weight each will be given in calculating the report card mark. Excessive absenteeism may make it impossible to allocate a mark.

Rev 10 Feb 98 (124); Rev 26 Sep 00 (365); Rev 27 Nov 01 (54)

Final marks are to be calculated with equal weighting of all 3 terms. Where students are required to write final exams the final exam will be used as a fourth mark. Final exams are not to exceed 25% of the final grade.

13 Sept 82; Rev 22 Aug 95 (352); Rev 5 Nov 96 (12); Rev 26 Sep 00 (365)

Examinations

Grade 7 and 8 students will be required to write 2 final exams in the core subjects of Language Arts, Math, Science, or Social Studies. At the beginning of the school year, each school will announce what subjects students will be required to write final exams in at each grade level.

13 Sep 82; Rev 22 Aug 95 (352); Rev 5 Nov 96 (12); Rev 10 Feb 98 (124); Rev 26 Sep 00 (365) Rev 27 Nov 01 (54)

Reporting

Parents are to be kept informed of student progress on an ongoing basis. Formal reporting to parents will occur at least three (3) times per year in the form of written reports. The divisional report card will be used for students at the Middle Years level. Two parent teacher interview days will be held per year.

Reporting to parents should not be restricted to the formal procedures cited above. Parents should be kept informed on a continuing basis through telephone calls, or parent meetings. Rev 27 Nov 01 (54)

Report cards should not provide parents with any surprises about student performance which parents have not previously heard through informal means. (refer to Student Evaluation and Reporting of Student Progress).

28 Oct 85; Rev 22 Aug 95 (352); Rev 5 Nov 96 (12); Rev 26 Sep 00 (365)

Retention and Promotion

Retention of students is discouraged. If students are retained, a specific individual program focused at addressing the student's weaknesses, is to be put in place for the following year. No student is to spend more than 5 years in the Middle Years Program.

13 Oct 81 (345); Rev 13 Sept 82; Rev 15 Oct 85; Rev 22 Aug 95 (352); Rev 5 Nov 96 (12); Rev 26 Sep 00 (365)

Modification / Individualized / Adapted

Where programs are modified, individualized, or adapted to meet specific student needs, the evaluation system must match the outcomes of the specific program plan.

22 Aug 95 (352); Rev 27 Nov 01 (54)

Senior 1 – 4 Student Evaluation and Reporting Procedures

Evaluation

Term work shall make up a minimum of 70% of the school portion of the final mark. No specific test, assignment or other evaluation item is to make up more than 20% of a report card mark. A cumulative test covering the entire course counting for up to 20% of the final mark may be given during regular class time at the end of the course. Schools are expected to draft school evaluation policies to establish specific mark allocations.

26 Sep 00 (366) Rev 27 Nov 01 (55)

Reporting – Senior 1 – 4

Four written reports annually as scheduled on the annual calendar. In addition there will be two sets of Parent – Teacher Conferences.

28 Oct 85; Rev 11 Apr 95 (215); Rev 26 Sep 00 (366)

Senior High Report Card

The format should suit the needs of the school as most subjects are departmentalized. Anecdotal comments should confirm and clarify student academic progress. A master sheet shall be kept to record student's cumulative credits. Mid course and final report cards are to include percentage grades.

28 Oct 85; Rev 11 Apr 95 (215); Rev 26 Sep 00 (366)

Examinations

Each student is required to write 2 final exams in the Core subjects. Each school will announce at the beginning of the school year what subject students will be required to write a final exam in at each grade level. Examinations will be comprehensive in nature. They will be 1 ½ to 3 hours in length unless specified in their IEP or adaptation checklist. Exceptions may be made for specific situations where the teacher, the Principal and the Superintendent agree to waive the examination.

28 Oct 85; Rev 11 Apr 95(215); Rev 26 Sep 00 (366)

Promotions

To graduate students will be expected to meet provincial credit requirements for graduation.

A summary of final marks is to be filed with the Division Office at the end of the school year.

31 Oct 81(345); Rev 13 Sept 82; Rev 15 Oct 85; Rev 11 Apr 95 (215); Rev 26Sept 00 (366) Rev 27 Nov 01 (55)