

Section:	Curriculum & Instruction
Policy:	6.13
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6.13 Student Assessment Policy

1. Policy

In order to determine that each student's placement, progress and promotion is appropriate, and in order to accurately report this information to Parents and Students, it is necessary that a careful program of student evaluation be systematically implemented in the school. The evaluation of student achievement shall serve as a basis for 1) meaningful group and individual instruction, 2) reliable, continuous reporting to students and parents, c) grade, course, and /or program placement, and 4) monitoring of school standards.

2. Procedure

- 2.1. The Principal shall ensure that all students are assessed regularly, fairly and comprehensively as to their academic progress.
- 2.2. Teachers are responsible to use a variety of assessment methods including such things as written tests, quizzes, written or oral reports, individual or group projects, direct observation, daily assignments, etc.
- 2.3. Assessment of student achievement should be both formative and summative.
- 2.4. Teachers are responsible to utilize those methods for assessment that are most appropriate to the subject matter and to weight them in a manner which will most accurately reflect the student's true achievement in the subject.
 - 2.4.1. The principal will establish academic procedures that will be published in School Handbooks. Where applicable the procedures will comply with Ministry of Education requirements.
 - 2.4.2. Bible and/or Christian Perspectives are required courses for all KCA students.
- 2.5. Evaluation should recognize student needs and abilities, enhance student creativity, motivate excellence, encourage positive self-image, foster appropriate teacher-student relations, and assist students to assess their own performance.
- 2.6. Teachers are responsible to ensure that they have conducted enough evaluations of student work through a sufficient variety of methods to clearly justify the grade determined.
- 2.7. Teachers are responsible to conduct assessments throughout a reporting period so that the final grade reflects the student's achievement in each unit of instruction during that reporting period.
- 2.8. The Principal shall ensure that formal student progress reports are provided for Kindergarten - Grade 9 - at least two times during the year and at the year-end.
- 2.9. The Principal shall ensure that parents are given the opportunity to discuss their child's progress through the scheduling of formal Parent Teacher Interviews.
- 2.10. Parents shall have the right to view their children's work at any time during the school year and to receive an explanation of the basis for their child's progress in any subject.
- 2.11. Parents shall have the right to appeal any decision regarding the assessment of their children. This appeal should be made first to the Principal.

Failing a satisfactory resolution by the Principal, Parents may appeal the decision in writing to the Board whose decision is final.

- 2.12. The Principal shall ensure that the Foundation Skills Assessment tests are written as required by the BC Ministry of Education.
- 2.13. The Principal shall make available to Parents the results of their individual children's performance on these assessments.
- 2.14. The Principal shall report to the Board the overall performance of students.
- 2.15. The relationship of objectives, standards, and planning is one that can only be fully realized in the classroom. As such, the experience and expert opinion of the teacher in the evaluation of student achievement is very important.
- 2.16. Specific to Reporting:
 - 2.16.1. Student achievement shall be reported using an approved report card. These report cards will be submitted to the principal at least three days prior to being issued to the student.
 - 2.16.2. A reporting format appropriate to specific programs may be used for students on individualized programs.
 - 2.16.3. The principal shall establish reporting dates for the school.
 - 2.16.4. The Principal shall monitor the assessment process used by the school in order to provide teachers with information and methods that will allow them to validate their reporting of student achievement.
 - 2.16.5. This shall be done by:
 - 2.16.6. Standardizing the grading methods used by the school in order to provide a uniform basis for reporting achievement.
 - 2.16.7. Monitoring the reporting of student achievement in order to provide the school with an overview of student achievement throughout.
 - 2.16.8. These monitoring procedures shall be reviewed as need determines to assess the adequacy and contribution to the overall evaluation and reporting procedures used in the school.
 - 2.16.9. Teachers shall review student progress with the Principal before report cards are issued.
- 2.17. Specific to Promotion and Retention:
 - 2.17.1. Proceeding from one grade to another is dependent on successful completion of all academic courses. In the event that successful completion does not happen, the school will determine placement after considering factors such as:
 - 2.17.1.1. The student's ability or potential.
 - 2.17.1.2. The student's attitude and/or effort.
 - 2.17.1.3. Physical or emotional challenges.
- 2.18. The student's marks in the full range of subjects.
- 2.19. The teacher will notify the parents as soon as a child's promotion is in question. Such notice shall be given no later than the second report card and progress will be closely monitored for the remainder of the school year

- 2.19.1. No child should remain longer than four years in grades 1 - 3, 4 – 6, or 7-9
- 2.19.2. No child should complete Grade 1 to 7 inclusive in less than six years.
- 2.19.3. No child should skip a grade in the sense of omitting the content of that grade.
- 2.19.4. Acceleration or retention is a decision to be made by the principal. He or she will consult with the teacher to gain all relevant information and any recommendations that the teacher may submit. Permission for acceleration shall be obtained from the parents.
- 2.19.5. Initiation of an accelerated program should occur during the school year rather than at the end.
- 2.19.6. In each case of retention, an inclusive education program (IEP) should be developed specifically to meet the needs of the child.
- 2.19.7. Final grades and/or credits shall not be awarded to students who miss more than 20% of their course work.
- 2.20. Appeal Procedures - Every pupil and/or parent has the right to appeal the final mark granted to that pupil. Every pupil and/or parent, should be acquainted with the appeal procedures available to them.
- 2.21. School Level - The pupil and/or parent may appeal in writing a final mark or grade placement to the principal within three days of the marks being made available.
 - 2.21.1. The appeals shall be considered prior to the commencement of the next school term.
 - 2.21.2. The written appeal shall outline the reason for making the request.
 - 2.21.3. The school principal shall acknowledge receipt of the appeal and indicate to the student the expected date when the appeal decision will be reached.
- 2.22. Teacher assessment records shall be accessible to the principal during the school year.
- 2.23. The school principal shall formally confirm in writing the outcome of the appeal to the student or parent.