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		TITLE: Student Evaluation	
PREVIOUS REVISION DATES: None – New Procedure		DATE OF APPROVAL: May 12, 2010	
		SIGNATURE OF COO/Principal:	
LAST REVIEWED: 2011, September 2017	REVIEW MONTH: August	Chad Haverkamp	

Background

The evaluation of student achievement, in both the cognitive and affective domains, is an essential component of the teaching-learning process. This includes identifying clear and reasonable expectations for student achievement, and accurate, equitable, and fair assessment of student progress in meeting these expectations. The evaluation process is to also provide students with a sense of hope, affirmation and success, strengthening their confidence in their abilities and self-worth.

The School Act holds various individuals accountable for achieving results in the important area of student achievement. The School has an obligation to ensure appropriate policies are in place so that Ontario Education policies are met and all students in the jurisdiction have an opportunity to meet the standards of education set by the Minister. COOs have similar responsibilities for all students in the school.

The achievement of all students shall be evaluated regularly to ensure curriculum goals are being achieved.

Procedures

1. The primary purposes of the student evaluation program are to:
 - 1.1. Assist students to build self-confidence and realize their full potential;
 - 1.2. Provide information relative to the degree to which intended learning expectations have been realized;
 - 1.3. Provide a basis for student placement and promotion decisions;
 - 1.4. Provide information to assess the effectiveness of instructional programs and to provide a basis for program improvement;

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- 1.5. Communicate appropriate information to parents and students to help guide their educational decisions;
- 1.6. Establish comparative standards for student achievement;
- 1.7. Communicate the quality of education to the School stakeholders; and
- 1.8. Provide students with information required by other educational institutions and prospective employees.
2. Student evaluation procedures must be fair, equitable and valid, reflecting desired curricular expectations and taking into account individual student needs and abilities.
3. The evaluation of student achievement is to be based on course objectives as defined by the Ontario Ministry of Education and JCCS, which have been disclosed to students.
4. Student achievement is to be described in terms of individual, group or standards performance.
5. The evaluation of student achievement shall be formative (on-going and developmental) and summative (final and judgmental).
6. Evaluation shall address the cognitive and affective components of the student's experience within the curriculum.
7. Evaluation shall be used to assist the student, through self-awareness and self-knowledge, to realize his/her creative, emotional, spiritual, social and physical growth, as well as his/her intellectual growth.
8. Confidentiality of information on individual student evaluation shall be respected and safeguarded.
9. Evaluation shall include an assessing, reporting and record management system that is designed to provide uniformity and consistency between grade levels and schools within the jurisdiction.
10. A variety of evaluation procedures shall be used to assess student achievement throughout the school year.
11. Evaluation procedures used shall recognize student needs and abilities.
12. Teachers and administrators shall communicate evaluation procedures to students and parents.
13. All student evaluation documents need to be retained according to the Freedom of Information and Protection of Privacy (FOIP) Act.

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14. Roles and Responsibilities: The evaluation of student achievement shall be a shared responsibility of the student, teacher, parents, COO and School.

Students are responsible for:

- Actively participating in the learning process;
- Cooperating with the teacher to develop appropriate work habits and a positive attitude towards education and schooling;
- Developing appropriate personal characteristics and social skills; and
- Ultimately, their own personal achievement.

Parents are responsible for:

- Actively involving themselves in the child's learning process;
- Cooperating with the teacher in developing appropriate work habits and a positive attitude toward education and schooling with their child(ren);
- Assisting in developing the appropriate personal characteristics and social skills of their child(ren); and
- Encouraging their child(ren) to achieve to their potential.

Teachers are responsible for:

- Working with the student to develop appropriate work habits and a positive attitude towards education and schooling;
- Providing a clear statement of course or program objectives, content and evaluation procedures to the parents as requested or required
- Maintaining confidential, legible and accurate records documenting the student's progress;
- Using a sufficient number and variety of formal and informal evaluation mechanisms on a regular basis;
- Using both formative and summative evaluative techniques;
- Ensuring that evaluation methods reflect local or provincial course expectations;
- Communicating results of evaluative procedures to parents and students on a regular, ongoing basis; and

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- Using evaluation results to modify programs in response to student needs and abilities.

The COO is responsible for:

- Providing assistance to teachers as required in the following areas - course outlines, evaluation procedures, record keeping, grading and reporting procedures;
- Ensuring that teachers provide a clear statement of course or program objectives, content and evaluation procedures;
- Developing, designing and implementing appropriate formats and procedures to communicate student achievement to parents and students;
- Ensuring uniform and consistent evaluation standards within and across grade levels;
- Storing and filing confidential records accessible to specified personnel; i.e. legal guardians, professional school staff, probation officers and other agencies as authorized by the legal guardian;
- Ensuring that parents and guardians are accurately informed of student progress on an ongoing basis;
- Ensuring that students in the school have the opportunity to meet provincial standards;
- Supervising the education and advancement of students; and
- Establishing and maintaining appropriate student evaluation procedures that address local needs and which satisfy the requirements of the Ontario Ministry of Education;
- Monitoring student evaluation practices at the school and system level;
- Recommending to the teachers and program committee programs to be utilized to enhance student achievement;
- Ensuring that students have the opportunity in the jurisdiction to meet provincial expectations;
- Preparing a summary and analysis of student achievement; and
- Ensuring that all stakeholders are informed of current procedures;
- Establishing procedures and administering student evaluation practices in the School; and

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The Board is responsible for:

- Establishing, with the assistance of the COO, programs to be utilized to enhance student achievement.

15. Appeal Procedures: The student, parent or legal guardian may appeal school awarded marks as follows:

- The initial appeal shall be made to the teacher.
- If the concerns of the appeal are not addressed satisfactorily through the initial contact with the classroom teacher, a further appeal may be made to the office of the COO (in writing). The COO has the power to make a final and binding decision on the appeal.
- School-awarded marks during the year must be appealed within two weeks of the receipt of the mark.
- Final grades must be appealed within ninety (90) days.

16. Contact with Parents of Students Experiencing Difficulty: The COO is to ensure that parents of students functioning below grade level are contacted as early as possible to discuss their child's program.