

Policy on Student Evaluation

Policy 3

Student Evaluation Policy

1. Policy

- 1.1. In addition to participating in provincial achievement and diploma examinations, Tempo School regularly and frequently evaluates students. As far as possible student evaluations are accurate, fair and equitable. The results of these evaluations are reported regularly to students, their parents and, at least annually, to the Board. The results of student evaluation are used to monitor student's progress, to inform decisions about the academic promotion of students and to contribute to the improvement of teaching practices.

2. Purpose

- 2.1. Tempo School evaluates students to help them, their parents and their teachers become as successful as possible in the shared pursuit of academic excellence. Evaluation measures the achievement of students in that pursuit and helps teachers to identify and conserve successful teaching practices, and to improve what is imperfect.

3. Regulations

- 3.1. Students at Tempo are evaluated in three different, but related, circumstances:

- 3.1.1. First, as part of the application process, prospective students for grades 1 through 12 are given a placement test.

- 3.1.1.1. Parents applying to kindergarten are interviewed at the time of application

- 3.1.1.2. Prospective students for the kindergarten program are not tested.

- 3.1.1.3. See the Admissions Policy

- 3.1.2. Second, during the course of the academic year, students are regularly evaluated.

- 3.1.2.1. The purpose of these evaluations is to identify strengths and weaknesses in a student's developing mastery of a particular course of study and to provide teachers with a means of monitoring the appropriateness and effectiveness of their teaching practice

- 3.1.2.2. Each course of study has a course outline that includes information on evaluation procedures, including the types and frequency of tests, quizzes, etc. and the approximate weighting of the components that make up a student's final grade.

- 3.1.2.2.1. In response to the needs and abilities of a particular class, a teacher may choose to modify their course outline.

- 3.1.2.2.2. Course outlines are available to parents and are given to and discussed with students in the upper school at the beginning of the school year.

- 3.1.2.3. To ensure accuracy and adequacy, these evaluations are administered frequently.

3.1.2.3.1. In the middle and upper schools, short quizzes may be frequent but, in any case, there is at least one substantial evaluation per month in courses that meet every day and at least once every six weeks for courses that meet on alternate days.

3.1.2.3.1.1. A "substantial evaluation" is one that takes up most of a class period to administer

3.1.2.4. Report card grades sent home to parents are always based on a number of evaluations at least two of which are substantial.

3.1.2.4.1. The reporting periods, for the Lower and Middle School, are November, March and June, and, for the Upper School, are November, January, March and June.

3.1.3. Third, at the end of each course of study in each subject taken, a summative evaluation is formed that accurately and fairly assesses the level of achievement of each student.

3.1.3.1. Final course grades evaluate a student's mastery of the whole year's course content.

3.1.3.1.1. Except in 30-level diploma subjects, end of course tests will account for no more than 25% of a student's final course grade.

3.1.3.1.1.1. Final, end of course tests may be given in earlier grades, but are required in the Upper School (grades 9 – 12) in credit courses.

3.1.3.1.1.1.1. With a view to preparing students for the testing environment associated with diploma and university examinations, mid-year and final examinations in the Upper School will be written during a formal, scheduled examination period.

3.1.3.1.1.1.2. Marked and graded final examinations in high school credit courses are retained for one calendar year.

3.1.3.2. Grade sheets showing the raw scores on individual assessments together with course outlines containing the marking scheme are filed with the appropriate school head at the end of each course of study.

3.2. Final grades at Tempo are reported using the following schemes:

3.2.1.1. For Kindergarten through grade 3, the reporting scheme is: Very Good, Good, Fair, Unsatisfactory.

For grades 4 through 6, the reporting scheme is: Very Good (85-100%), Good (70%-84%), Fair (60%-69%), Unsatisfactory (0-59%).

3.2.1.1.1. An average of 85% or above earns a student a place on the annual honor role.

3.2.1.2. For grades 7 and 8 the reporting scheme is Very Good (80-100%), Good (65%-79%), Fair (50%-64%), Unsatisfactory (0-49%).

- 3.2.1.2.1. An average of 85% or above in grades 5, 6 and 7 earns a student a place on the annual honor role.
- 3.2.1.2.2. An average of 80% or above in grade 8 earns a student a place on the annual honor role.
- 3.2.1.3. For grades 9 through 12 grades are reported as percentages.
 - 3.2.1.3.1. An average of 80% in English and six other academic subjects renders a student eligible for a Tempo Scholarship.
- 3.3. Evaluations - whether graded homework, quizzes or tests - that are missed because of unexplained or unapproved absence will be counted as "0".
 - 3.3.1. Students must advise their homeroom teacher in advance of foreseeable absences.
- 3.4 Each teacher will include in his or her course outline a clear statement as to the consequences of the late submission of homework, missed assignments or tests.
- 3.4. Students and parents have the right to appeal grades.
 - 3.4.1. Before a formal appeal is launched, students and/or parents should speak informally with the teacher who awarded the grade in question.
 - 3.4.2. If no informal resolution is arrived at, parents should contact the appropriate School Head.
 - 3.4.2.1. Appeals must be launched within 30 calendar days of the grade in question being communicated to the student.
 - 3.4.2.2. Parents appealing a grade must give the appropriate School Head a written explanation of what is being appealed and what they see as a satisfactory outcome of the appeal.
 - 3.4.2.3. The appropriate School Head investigates appeals and makes a ruling.
 - 3.4.2.4. Parents and students at the secondary level will be made aware that they can take their appeal to the Special Cases Committee of the Department of Education if they are dissatisfied with the decision of the School Head.
- 4. Responsibilities
 - 4.1. Students and parents are responsible for:
 - 4.1.1. Informing the school as soon as possible of circumstances that might affect a student's performance (illness or absence, for example).
 - 4.2. Individual teachers are responsible for:
 - 4.2.1. Ensuring that the frequency and kind of evaluations in his or her classes are adequate and meet the requirements of this policy.

- 4.2.2. Ensuring that students are not over-burdened by having too many tests scheduled on the same day.
 - 4.2.3. Keeping students' parents informed about their children's progress.
 - 4.2.4. In conjunction with the appropriate School Head, communicating concerns about academic performance to parents.
 - 4.2.5. Considering instructional methods in relation to evaluation results.
 - 4.2.6. Annually reviewing course outlines, updating them as required and submitting a copy to the appropriate School Head.
 - 4.2.7. Keeping a full record of all the marks counted toward the final mark for each student.
 - 4.2.8. Filing final examinations and grade records with the appropriate school head..
- 4.3. School Heads are responsible for:
- 4.3.1. Reviewing and retaining copies of course outlines and checking that evaluation practices are in keeping with this policy.
 - 4.3.2. Jointly with homeroom teachers making decisions about student promotion in keeping with this policy and communicating them.
 - 4.3.3. Investigating and making decisions on appeals.
- 4.4. The School Head designated as Principal is responsible for the oversight of provincial achievement tests and diploma exams.
- 4.5. The office of the Head Master is responsible for:
- 4.5.1. Retaining all official reports and interim reports.
 - 4.5.2. Reporting to the Board on student achievement at least once a year.
 - 4.5.3. Ensuring that this policy is implemented.
5. Effective Date: 1 September, 2009
6. Approved by the Board: 21 May, 2009