



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY STATEMENT

CATHOLIC EDUCATION: INSTRUCTION, ASSESSMENT, EVALUATION AND REPORTING – KINDERGARTEN TO GRADE 12

Rationale

Catholic education articulates its distinctiveness through the form of Catholic expectations or life role descriptors. The Ontario Catholic Graduate Expectations (OCGEs) serve as a compass and provide useful assessment benchmarks to ensure that the foundations of Catholic curriculum are aligned to the educational purpose of learning. A graduate of a Catholic school in Ontario is expected to be:

- A Discerning Believer Formed in the Catholic Faith Community;
- An Effective Communicator;
- A Reflective, Creative and Holistic Thinker;
- A Self-Directed, Responsible, Lifelong Learner;
- A Collaborative Contributor;
- A Caring Family Member;
- A Responsible Citizen.

The OCGEs provide direction as to what knowledge, skills, values, attitudes and actions should be considered in the design and implementation of a Catholic curriculum. Our Catholic educational system is distinctive because we are about formation and knowledge leading to transformation of self and others. Since we are committed to learning excellence, our curriculum and instructional practices must meet or exceed the educational needs and expectations as ascribed by the Ministry of Education and they must articulate a world view shaped by Catholic conversation. Our Catholic schools can make a difference in student achievement with careful, consistent planning and instructional practices that begin with the needs of the learner and assessment practices that inform the student, parent and teacher about the progress of the learner. Our organizational culture recognizes the learner as the focus of the educational community and aligns its structures, processes and people to ensure continuous growth and success for all with clearly defined learning outcomes that are Gospel laden and value driven.

In order to ensure that assessment and evaluation practices are valid and reliable, and that they lead to the improvement of student learning, teachers use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the OCGEs, curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Guiding Principles

- Assessment, evaluation and reporting practices in all elementary and secondary schools of the Algonquin and Lakeshore Catholic District School Board are consistent with the Ministry of Education policy and the system philosophy and mission and that these practices support improved student learning enabling all students to develop her/his capabilities in a Christ-centered and student-focused learning environment.

References

Alternative Report Card, ALCDSB

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 – 12, Ministry of Education (2010)

Growing Success- The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education (2016).

Individual Education Plan (IEP), A Resource Guide, Ministry of Education (2004)

Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten – Grade 12, Ministry of Education (2011)

Ontario Catholic School Graduate Expectations, Institute for Catholic Education (2011)

Ontario Curriculum, Grades 1 to 12 - Achievement Charts (Draft 2004)

Ontario Curriculum, The Kindergarten Program, (2016)

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, Ministry of Education (2011)

Administrative Procedures

Assessment, Evaluation and Reporting – Kindergarten to Grade 12

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