



Hugh Boyd Secondary Assessment Policy

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Philosophy of Assessment

The main purpose of assessment is to improve and support student learning. Assessment is used to determine student understanding, knowledge, and skills at the time of the assessment, and helps students and teachers plan how best to proceed in order to further develop student learning. It drives teacher planning and teaching strategies to get students where they need to be to meet curricular BC Ministry's Curricular Competencies. Assessment provides insight for students, teachers, and parents into student progress in the different subject areas.

Provincial Numeracy and Literacy Assessment Requirements

The new BC graduation requirements include two provincial assessments based on literacy and numeracy skills.

Literacy and numeracy are defined by the provincial government Ministry of Education by the following:

- “Literacy is the ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communication.
- Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.”³

BC Ministry Core Competencies

The BC Ministry Core Competencies are laid out in the following table:

BC - Core Competencies	
Communication	Connect and engage with others Acquire (research), interpret and present Collaborate Explain, recount and reflect
Social Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
Creative Thinking	Novelty and value Generating ideas Developing ideas
Critical Thinking	Analyze and critique Question and investigate Develop and design

Teachers will use the backward design model to plan their assessment when developing their unit plans. The units will include a range of formative and summative assessment tasks developed to enhance student learning and understanding. Examples may include worksheets, peer and self-reflection, oral presentations, tests, quizzes, student-teacher interviews, projects and reports in various multi-media formats.

Students with Special Educational Needs

At Hugh Boyd there are students with special learning needs who may be on an Individualized Education Program (IEP) or Individualized Resource Program (IRP). These students may require adaptations or modifications. Assessment will be adapted or modified for these students based on their individual needs, with consultation among the teacher(s), case manager and parents. Different methods of assessment that suit individual learning styles and methods of demonstrating knowledge will be used to ensure accessibility of curriculum. (For more information, see the Hugh Boyd Secondary Inclusion Policy.)

Differentiation

Teachers will incorporate various ways of differentiating learning in their classrooms in order to meet the needs of all students at all levels including students who are adapted, modified or ELL. These differentiation strategies can be found in the course unit planners. (For more information, see the Hugh Boyd Secondary Inclusion Policy.)

Deadlines, Late Work and Make-up Policy

Teachers will give students deadlines, and it is the expectation that students submit work by the given deadline. Missed deadlines are dealt with at the discretion of each subject teacher. Students who require extra time for assignments due to circumstances beyond their control should speak with their teachers in advance to negotiate alternate deadlines.

We encourage parents to take students on holiday during scheduled holiday time. If students go away on holiday, it is the student's responsibility to make up missed work. Teachers are not expected to reteach material missed or to make up missed time after school.

The BC Ministry of Education policy includes assigning the grade of "Incomplete" or "I" until the final report card so the students have the opportunity to submit learning tasks before that time while informing parents, student, administration, and counselors of their standing. It is the responsibility of each teacher to ensure that students who are at risk of failing a course are assigned an "I" on report cards and/or interim reports.

Scores of below 50% in Grades 10, 11 and 12, by the last report will result in a failing grade for the course.

Final Exams

Many courses have final exams at the end of the course. The purpose of these exams is to provide the opportunity for students to review the work of the course, and reinforce the content. Students write final exams during the scheduled school examination period. These exams contribute to the final course mark as determined by curricular departments.

If students are unable to write a scheduled exam, he/she will receive a "zero" grade for the exam. In order to change this zero grade, the student must make arrangements with his/her subject teacher for a make-up exam. The writing of this exam must take place prior to the marks cut-off for the reporting period and at the discretion of the individual teacher. If students miss the scheduled final exam for an unexcused or invalid reason, the teacher has the right to leave the exam grade as a zero.

Reporting and Grading

Students receive five reports per school year as required by the Ministry of Education, consisting of three official report cards and two interim reports. Marks are cumulative.

Recording and Access of Assessment Information

Grades 8 and 9

Grades 8 and 9 students are assessed on proficiency scales.

Proficiency Scale

	Emerging	Developing	Proficient	Extending
Proficiency Scale	This student demonstrates an initial understanding of the concepts and competencies relevant to expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concept and competencies relevant to expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Grades 10, 11 and 12

Grades 10, 11 and 12 will receive a percentage according to the following scale:

86%- 100%	A
73% - 85%	B
67% - 72%	C+
60% - 66%	C
50% - 59%	C- (Minimum
0% - 49%	I (Incomplete, to be changed to an F if improvement does not occur by
	year-end)

Modified Students

If students are modified and are receiving letter grades on their report card, the mark should be accompanied by a comment indicating that the student was working towards individualized learning outcomes, with an attached Modified Course Evaluation form.⁵

Reporting schedule

Parent-teacher conferences are held twice a year, and offer parents the opportunity to speak with teachers about the progress of their children. Teachers are also available through telephone calls, emails and informal meetings, at the discretion of the teacher.

The timetable for reporting is as follows:

Timeline	
October	Interim Report
November	Semester 1 Mid-term Report Card Followed by Parent-Teacher Interviews
January	Semester 1 Final Report Card
March	Interim Report
April	Semester 2 Mid-term Report Card Followed by Parent-Teacher Interviews
June	Semester 2 Final Report Card

⁵ BC Ministry of Education. (July, 2016) *Student Reporting*.

Alignment of Policy

Hugh Boyd's assessment policy align with the school's policies as described below:

Hugh Boyd Mission Statement

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

The focus of our mission statement is to develop whole learners while working towards academic excellence. Through rigorous BC Ministry assessment, students will develop the work habits, learning skills and knowledge that will help them in an ever-changing world.

Hugh Boyd Academic Honesty Policy

The policy aligns with the Academic Honesty Policy in that authentic assessment and evaluation of student achievement require a proper evaluation of student abilities and achievement based on work students have completed and submitted with the understanding that it is their work and not the work of others.

Hugh Boyd Language Policy

Our Assessment Policy aligns with our Language Policy because teachers will differentiate instruction for students whose Mother Tongue is not the language of instruction in order for all students to reach their potential.

Hugh Boyd Inclusion Policy

Our Assessment Policy aligns with our Inclusion Policy as it reflects all our learners of all abilities. Through differentiation, adaptations or modifications, teachers assess and evaluate according to individual student needs.

Policy Review

The policy is a living, working document. The policy will be reviewed each year in consultation with departments, administration, teachers, students and parents.

How will we communicate the policy

The policy will be communicated through the school website and the student agenda.

Sources

Province of British Columbia. “Student Reporting.” www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting, accessed 2017.

Province of British Columbia. BC’s New Curriculum. “Discussion Paper Graduation Assessments: Design Framework and Assessment.” www.curriculum.gov.bc.ca, accessed 2017