

Course Evaluation

Step 1 - Gathering Evidence of Achievement

The teacher will gather evidence of student achievement of the overall curriculum in three general ways:

Class Assignments

For most assignments, there will be informal student/teacher conferences where the teacher will provide feedback and the student will provide insight into the process and thinking that went into their work. The assignment will be rated in two areas, using the rating scale shown to the right:

1. **Core Skills** – The extent with which the student has applied the skills required by the assignment.
2. **Depth of Understanding** – The extent with which the student has demonstrated higher order thinking skills through enhancement or extension.

Meeting minimum assignment requirements will earn levels of **Meets Expectations** in each category.

Class Assignments Rating Scale

Vastly Exceeds Expectations
Exceeds Expectations
Meets Expectations
Approaching Level of Expectation
Evidence of Skill Development
No Evidence Yet of Skill Development

Formal Assessments

These include assessments such as tests and quizzes that take place in a controlled environment. These will be evaluated numerically.

Informal Observation

Consideration of teacher observations throughout the course that fall outside of the above areas.

Step 2 – Determination of Grade Range

This chart provides a framework for grade determination based on gathered evidence. It is important to acknowledge that not every student will fall neatly into one of the categories in the chart, and in some case further teacher discretion will need to be applied to determine the most appropriate mark range. The specific number will be a judgement call based on where the teacher has observed the student falls within the range.

Mark Range	Core Skills	Depth of Understanding	Formal Assessment Results
94+	Regularly exceeds expectations	Frequently exceeds expectations	Most consistently 85%+
88-93	Frequently exceeds expectations in at least one of these two areas. Generally meets expectations with respect to core skills.		Most consistently 80%+
80-87	Sometimes exceeds expectations in at least one of these two areas. Generally meets expectations with respect to core skills.		Most consistently 80%+
74-79	At least 80% assignment completion at the approaching expectations level or higher.		Most consistently 70%+
68-73	At least 70% assignment completion at the approaching expectations level or higher.		Most consistently 65%+
60-67	At least 60% assignment completion at the approaching expectations level or higher.		Most consistently 55%+
50-59	At least 50% assignment completion at the development level or higher.		Most consistently 50%+
49-	Insufficient Evidence Demonstrated		Most consistently less than 50%