

Assessment, Evaluation, and Reporting Policy

Purpose

This policy outlines the principles and procedures for assessment, evaluation, and reporting at Royal Ontario Academy, aligning with the Ontario Ministry of Education’s “Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools” document. The goal is to ensure fair, consistent, and transparent assessment practices that support student learning and achievement.

1. Guiding Principles

Royal Ontario Academy is committed to:

- Providing assessments that are equitable, transparent, and aligned with curriculum expectations.
- Ensuring assessments support all students in reaching their highest potential.
- Using assessments that reflect a variety of learning styles and needs.
- Promoting continuous and meaningful feedback to students and parents/guardians.

2. Types of Assessment

- *Assessment for Learning (Formative Assessment)*: Used to provide feedback and guide instructional adjustments. Examples include quizzes, class discussions, and observation.
- *Assessment as Learning (Self-Assessment)*: Helps students develop skills to monitor and reflect on their own progress, promoting self-regulation and independence.
- *Assessment of Learning (Summative Assessment)*: Evaluates student performance against curriculum expectations, such as final exams, projects, and major assignments.

3. Triangulation of Data

Teachers will collect evidence of student learning from:

- *Observations*: Documented insights into student participation, engagement, and learning processes.
- *Conversations*: Discussions with students to understand their thought processes and grasp of content.
- *Products*: Completed assignments, tests, projects, and other tangible outputs.

4. Evaluation Practices

- Evaluations will be based on clear and transparent success criteria aligned with curriculum expectations.
- The four categories of achievement (Knowledge/Understanding, Thinking, Communication, and Application) will be used to assess student work.
- Teachers will use professional judgment to determine final grades based on multiple and varied pieces of evidence.

5. Reporting

- *Report Cards*: Progress and achievement will be communicated through mid-term and final report cards.
- *Learning Skills and Work Habits*: Assessed separately from academic achievement and reported as Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N).
- *Communication with Parents/Guardians*: Regular updates will be provided through parent-teacher meetings, emails, and reports to ensure clarity on student progress.

6. Academic Integrity

- Students are expected to demonstrate honesty and integrity in their work. Instances of plagiarism or cheating will be addressed according to school policies, with consequences that may include resubmission of work, parental notification, and academic penalties.

7. Attendance and Assessment

- Regular participation is crucial for academic success in asynchronous classes. Students are expected to engage consistently with course materials and complete assessments by the designated deadlines. Missed assessments will follow school procedures, including make-up opportunities or alternative assessments as needed.

8. Accommodations and Modifications

- Students with Individual Education Plans (IEPs) or identified learning needs will receive appropriate accommodations to support equitable assessment.
- Modifications will be made to assessment and evaluation practices as necessary to align with individual learning goals.

The school administration will review this policy/procedure annually to ensure its effectiveness and alignment with educational standards and goals, making revisions as

needed. For further information regarding this policy, students and parents/guardians are encouraged to contact us at Royal Ontario Academy at info@royalontarioacademy.com.