“The primary purpose of assessment and evaluation is to improve student learning.”

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories.

…all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses.

Teachers will obtain assessment information through a variety of means - including conversations, observations and products.

As part of assessment “for” and “as” learning, teachers provide students with descriptive feedback and coaching for improvement. “Assessment of learning” or evaluation (determining a mark) focuses on students’ achievement of the overall expectations and occurs at or near the end of a period of learning.

Teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

Seventy per cent of the grade will be based on evaluation conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course - based on evidence from one or a combination of comprehensive task(s).

Excerpts from GROWING SUCCESS | assessment, evaluation, and reporting in Ontario schools, 2010