ASSESSMENT AND EVALUATION PRACTICES

The English Department utilizes two forms of assessment:

1. Formative Assessment: The purpose of this type of assessment is used *for* learning to help students understand how they could improve. In order to improve, it is expected that students will use the feedback they receive to address three questions about their learning:

Where am I now? →   Where am I going/where do I want to be? → How am I going to get there?

2. Summative Assessment: The purpose of this type of assessment is to *sum* up learning and determine students' level of achievement demonstrating the curricular competencies on the proficiency scale. These assessments will be used to determine report card marks.

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

Proficiency Scale	Letter Grade	Percentage	6 Point Scale
Extending +	A	100	6
Ex +	A	96	5.75
Ex	A	92	5.5
Ex	A	88	5.25
Proficient +	B	82	5
P	B	79	4.75
P-	B	75	4.5
Developing +	C+	70	4.25
D	C+	67	4
D-	C	63	3.75
Emerging +	C	60	3.5
E	C-	55	3.25
E-	C-	50	3
Insufficient Evidence / Not Yet Meeting + *	I/F	40	2.5
IS / NYM *	I/F	30	2
IS / NYM- *	I/F	15	1

*Note that as per the Ministry of Education, "emerging" will still appear on a student's report card even though they may not be successful in the course.