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GRADING SYSTEMS

Evaluation Philosophy

1. Evaluation, the process by which a value judgment is made concerning a performance, is an important element in the educational system.

It is based on data which results from both measurement and non-measurement procedures. Measurement refers to the process by which a teacher designs data collection instruments and quantifies the results obtained with these instruments. Non-measurement refers to the teacher's personal judgment on the child's ability and chances for success.

2. It is a policy of this Division that the objectives on the evaluation be considered in determining the appropriateness of the measurement instrument. Essentially the evaluation process is seen as a formative one, made during the course of instruction to assist in the diagnosing of learning problems and their remediation. To this end, the use of norm-referenced, criterion-referenced, and self-referenced models must be distinguished in making a judgment. The testing process itself must be a continuous one and must involve both formal measurement instruments and informal teacher assessments and observations.
3. Summative evaluation will necessarily occur in reporting to parents at conferences, at the end of each term, in determining student placement, and in evaluating programs.
4. This Division will offer an evaluation program that is comprehensive and flexible, with alternatives that include group testing and individual testing. Division-wide testing programs are under the jurisdiction of the Superintendent. Testing that is school-based is under the jurisdiction of the principal, testing that is class-based is under the jurisdiction of the teacher(s) involved, and individual testing for psychological reasons is under the jurisdiction of the in-school assessment team.