

# Exam Assessments

Exams serve to show and confirm what the students know and they serve as a record and portfolio; a time to share the knowledge they've taken in. Exams in Miss Mason's schools were not a fact drill (with a few exceptions), but were largely narrative/essay questions that invited personal reflections. Math and Foreign Languages were the obvious exceptions and students were expected to demonstrate accurate working of problems/translations that were given to them and were graded accordingly.

Examinations are a time to assess individual growth, not to trick the student. They are intended to encourage focused work and to give students a sense of progress, to see how much they have learned and taken in, while giving an honest review of where they have grown and where they should continue to focus their efforts.

We ask parents to actively participate in the examination process and volunteer to help proctor our exam sessions by transcribing for our Form 1 (grades 1-3) students. We contact parents several weeks before we start exams to allow you time to choose a session.

Students in grades 1-3: Math is a written exam in class, but all other exams are oral, completed with a proctor who will ask them the questions and will type their oral responses.

Students in grade 4: This class has just begun written narrations, so they will have the chance to do both oral exams (with a proctor) and written exams in class.

Students in grades 5+: These classes will complete all exams in a written format in class unless a student needs accommodations or oral exams are requested.

## ASSESSMENT

Charlotte Mason developed a rubric that she used in her schools, which we have adopted for use at HCA. Because the majority of our subjects are narrative, we look at various aspects of each student's GROWTH in thought process and the development of their language skills, attentiveness, etc. We encourage parents not to look at ONE set of exams but to look at student progress over the course of the *entire* school year; using term 1 exams as the base line and looking for growth each successive term, based on the rubric below.

**R - (Relevance)** - Does the answer address the question, was the choice of words and information pertinent to the topic?

**A - (Accuracy)** - Were both the principles and the facts presented by the student accurate?

**I - (Integrated)** (*Form 2A/grade 5 and above*) - Is the student able to grasp the big picture by linking the relationship between subjects? Can the student draw in outside information, the place in the bigger picture, context and other information that broadens the narration? Did the student develop not just the "how" or "who", but the "where", "when", and "why".

**S - (Significance)** (*Form 2A/grade 5 and above*) - Did the information leave an impression on the student? Was there a firm grasp of the main idea, strong language, descriptive words, mental pictures formed or only vague notions and hazy details?

**E - (Economy)** (*Form 3/grade 7 and above*) - Was there a judicious (economical) use of words to most thoroughly and vividly explain their position without tangents? Was there forethought to the writing, structure and a thorough response or rabbit trailing and difficulty in forming their opinion or position?

# Assessment Markings

All marks are given based on the individual student as their exams compare to their work thus far in the term. Students are not graded based on another's performance, but rather on what *they* are capable of doing.

☆ = Excellent. Student excelled and demonstrated excellent skill in this area, above what was expected of them.

⊕ = Good. Student did well and demonstrated a solid understanding and interest in the topic.

✓ = Fair. Student demonstrated effort but missed some details or could use additional care and development in this area

- = Poor. Student demonstrated weak skill or lack of development and understanding in this area

0 = Not applicable