

OTTAWA ISLAMIC SCHOOL
Assessment & Evaluation Plan - 2026-2027

Course: _____

Grade: _____

Teacher: _____

Classroom Assessment Plan
FOR The First Provincial Report Card

Unit 1: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

Unit 2: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

Unit 3: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

Classroom Assessment Plan

FOR The Second Provincial Report Card

Unit 4: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

Unit 5: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

Unit 6: ??	Tests %	Presentation / Conversation	Assignments / Project	Class discussion / observation	Group work / Observation		Unit Total
1. x							
2. x							
3. x							
4. x							
5. x							
TOTAL out of 100%							100%

More information:

The three categories together

- **Observation:** What the teacher **sees** the student demonstrate (ex. **Observation:** Teacher observes the student conducting an experiment).
Conversation: What the student **explains or communicates** through dialogue (ex. **Conversation:** Student explains why the results occurred).
Product: What the student **creates or produces** to demonstrate learning (ex. **Product:** Student submits a lab report explaining the experiment and results).

Examples of assessments considered “Observation”: Teacher observation during class activities, Observation checklist, Anecdotal records, Observation during group work, Oral questioning/conferencing, Reading observation, Math problem-solving observation, Science experiment observation, Presentation observation, Physical education observation, Art or practical work observation, Class discussion observation, Independent work observation

Examples of assessments considered “Conversation”: Teacher–student conference, One-on-one questioning, Oral questioning during a lesson, Student explanation of thinking, Oral reading conference, Math conference, Student-teacher feedback conversation, Goal-setting conference, Small-group discussion, Socratic discussion, Oral presentation followed by questions, Exit conversation, Peer discussion.

Examples of assessments considered “Product”: Tests and quizzes, Assignments and worksheets, Essays and written responses, Research projects, Presentations or presentation materials, Reports and lab reports, Posters, brochures, or infographics, PowerPoint/Google Slides projects, Videos or podcasts, Portfolios, Projects and models, Artwork or other creative work, Written reflections, Learning journals, Mind maps/concept maps, Completed problem-solving tasks, Book reviews, Debates when the assessed evidence is the student's prepared product/performance, Practical demonstrations or performances, Final projects or culminating tasks.

Assessment & Evaluation Practices

- Assessment evidence will be gathered through products, observations, and conversations, using a variety of strategies appropriate to the curriculum expectations.
- Diagnostic and formative assessments are used to inform instruction and feedback; they are not automatically included as fixed percentage marks.
- Learning goals and success criteria will be shared with students, and descriptive feedback will support improvement before major evaluations.
- Evaluation will be based on achievement of curriculum expectations and the achievement chart; learning skills and work habits remain distinct from curriculum achievement except for the new provincially required attendance-and-participation component.
- Where evidence varies, professional judgment will consider the student's most consistent level of achievement, with particular consideration given to more recent evidence.