

STUDENT ASSESSMENT, EVALUATION AND REPORTING

This operational procedure is currently under review and further development within School District 72 as the Ministry of Education is transforming reporting and assessment expectations.

Background

The district believes that high quality assessment, evaluation and communication of student progress and achievement are integral components of the teaching and learning process and form the basis of an effective educational program.

Assessment that is fair and yields accurate information about individual student achievement will lead to an evaluation and communication process that is clear, accurate and meaningful for students and parents. Fair and accurate assessment will support differentiated instruction and school program improvement, increase student motivation, promote student learning, and will follow the guiding principles for fair assessment and standards of fair assessment.

All schools develop procedures and instructional practices based upon the standards of fair assessment to ensure that each student is provided with an effective assessment program that balances assessment for learning, and of learning. Evaluation of student learning will be reported to parents and students as per Ministry of Education requirements.

The Board of Education recognizes that multiple sources of data are required to better understand student learning. To this end, evidence gathered from classroom, school, district, and provincial assessments will be used to inform instructional decision-making.

Definitions

Assessment The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Diagnostic Assessment The process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels. Diagnostic assessment is often considered as a formative assessment.

Formative Assessment The process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. When teachers use the information they have gathered for the purpose of planning instruction, this is referred to as assessment for learning. When teachers use the information they have gathered to actively involve their students in the assessment of their own learning so that students understand what they might need to improve upon in order to successfully meet learning outcomes, this is referred to as assessment as learning. Formative assessment is not used to determine student achievement levels or for formal reporting purposes.

<u>Summative Assessment</u>	Designed to allow students to demonstrate achievement toward the expectations of a unit or course. It forms the primary basis for establishing levels of achievement. Summative assessment is also referred to as assessment of learning.
<u>Evaluation</u>	The process of synthesizing and interpreting information in order to judge whether or not an established goal has been reached. With respect to student learning, evaluation is an ongoing process where goals are defined within the curriculum.
<u>Grading</u>	The assignment of a value to represent the level of achievement attained.
<u>Reporting</u>	The regular communication, both formal and informal, about students' progress. The communication is with the teacher, students, and parents for the purpose of recognizing and supporting learning.
<u>Fair</u>	Refers to the use of assessment strategies which offer equitable opportunities for each student to best demonstrate their learning. Fair assessment often means assessing an outcome in different ways related to the characteristics and circumstances of each student.

Rationale

The purpose of assessment is to:

- Guide instruction for the purpose of improving student learning and to support student self-assessment of their learning as per Ministry of Education performance standards.
- Guide evaluation and to provide reports to parents, the Board of Education and the Ministry of Education.
- Communication about student learning occurs through assessment practices that are ongoing, clear and relevant to the learning outcomes studied.
- Classroom, school district and provincial level assessment data is used to inform decision-making.
- Effective assessment practices are regularly reviewed and refined by individual teachers, departments or grade-level groups; schools; and the district, as applicable.
- Staff development, professional development and teacher collaboration support assessment.

Guiding Principles for Fair Assessment

- The primary purpose of assessment is to improve student learning. Assessment is an ongoing process for all students.
- Teachers use formative assessment to guide instruction.
- Students and teachers are active participants in the assessment process.
- Varied assessment strategies enable students to best demonstrate their learning.

- Student behaviours such as handing in work late, effort, participation, attendance, and adherence to class rules are reported but are not included in the grading of a student's achievement unless they are part of the prescribed learning outcomes for the course.
- Communication about assessment and evaluation is ongoing, clear, purposeful and respectful.
- The development of assessment practices is both an individual and collective process and responsibility.
- Educators regularly reflect upon and refine their current assessment practices.

Standards of Fair Assessment

- The learning outcomes and criteria for success are communicated with students during instruction and prior to the assigning of grades.
- Teachers provide all students with examples and models to assist them in understanding how to improve their learning and reach their full potential.
- Teachers provide all students with ongoing and descriptive feedback about their learning to assist them to establish goals for improvement.
- Teachers provide all students with opportunities to learn how to assess their own work and to set goals for improvement as they learn.
- Teachers provide all students with appropriate, multiple and varied opportunities to demonstrate the knowledge and skills being assessed.
- In order to make valid and reliable judgements about student achievement levels (i.e. summative assessment), sufficient information through data triangulation (observation, products, conversations) is collected over time with an emphasis on the most recent demonstrations of learning.
- Teachers provide communication about student progress that is clear, accurate and of practical value for those whom the communication is intended.
- School and district staff use assessment results to make decisions about programs and instruction.

Procedures

1. Assessment, evaluation and reporting practices will be consistent with the School Act, related regulations and Ministerial Orders, as well as the district's guiding principles and standards of fair assessment.
2. Support for the development of assessment practices, as outlined in this operational procedure, will be available for educators at both the school and the district level.
3. Classroom, school, district and provincial level assessment data will be used to inform decision-making at the classroom, school and district level.

4. The effectiveness of assessment, evaluation and reporting practices will be monitored and necessary improvements will be made at all levels of the school district.
5. Records will be kept at schools of annual formal and informal reporting, as required by the School Act, regulations made under the Act, and Ministerial Orders.
6. Schools will respond to parents' requests for information about assessment, evaluation and reporting in relation to the prescribed learning outcomes of the curriculum.
7. Assessment and evaluation of student achievement will be criterion-referenced and based only on the prescribed learning outcomes of the curriculum; student performance will be compared to established criteria rather than the performance of other students.
8. Classroom-based assessments or group screenings administered by student services staff require parental notification. Informed written consent from parents is required when an individual assessment is administered by a professional other than school-based personnel for diagnostic and designation purposes.
9. All assessment, evaluation and reporting will conform with the legal provisions of the Freedom of Information and Protection of Privacy Act. Rights of access to and protection of privacy of the results of assessment, evaluation and reporting are as set out in the Act.

Reference: Sections 7, 8, 17, 20, 22, 65, 79, 85, 168 School Act
Freedom of Information and Protection of Privacy Act
Ministerial Order 60/94 Student Learning Assessment Order
Ministerial Order 191/94 Student Progress Report Order