

## 6000: ASSESSMENT, EVALUATION AND REPORTING OF STUDENT LEARNING (AP)

Approved: 04 06 22

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### **POLICY**

**Assessment is defined as the systematic process of gathering evidence of what students can do in relation to the broad goals of education or the specific goals of an educational program. Assessment includes methods developed and administered at the school, district, or provincial level.**

**Quality assessments serve as a source of information for decision-making and serve the purpose of promoting higher levels of student achievement.**

**Evaluation is defined as 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. In program evaluation, goals are established which are specific to the program in question.**

**Reporting is defined as regular communication, both formal and informal, about students' progress. The communication is with the teacher, students, and parent/guardian for the purpose of recognizing and supporting learning. The board recognizes its responsibility to communicate district results of assessment and evaluation to the community.**

**The Board acknowledges that assessment, evaluation and reporting can serve as powerful teaching tools. By involving students in the assessment, evaluation and reporting of their own achievement, under direct supervision, teachers can help students understand the meaning of academic success and meet the highest achievement expectations.**

**Since effective instruction depends on high-quality assessment, the Board expects all assessments to provide accurate information about student achievement. Each assessment shall:**

- a) arise from clearly articulated expectations relative to provincial and Board Authorized curriculum outcomes;**
- b) rely on a proper method;**
- c) sample student achievement in an appropriate manner; and**
- d) control for relevant sources of bias and distortion.**

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## **ADMINISTRATIVE PROCEDURES**

### **1.0 DISTRICT STAFF WILL ENSURE THAT:**

- 1.1 Assessment, evaluation and reporting practices are consistent with the School Act, related Regulations and Ministerial Orders. As well, student progress reports adhere to
- 1.2 the reporting practices outlined in the K-12 Education Plan and Guidelines for Student Reporting (September 1994).
- 1.3 There is consistency throughout the District in assessment, evaluation and reporting of student learning.
- 1.4 Teachers and administrators are offered assistance in following assessment, evaluation and reporting policy and procedures.
- 1.5 Classroom, school, district and provincial level assessment data is used to inform decision-making.
- 1.6 The effectiveness of assessment, evaluation and reporting practices are monitored and deficiencies addressed.

### **2.0 THE SCHOOL PRINCIPAL WILL ENSURE THAT:**

- 2.1 There is consistency throughout the school in the area of student assessment, evaluation and reporting.
- 2.2 Norm-referenced tests are used only as diagnostic measures or within the context of program evaluation.
- 2.3 Norm-referenced tests are not used for the assessment, evaluation and reporting of individual student progress.
- 2.4 Classroom and school level data is used to inform decision-making regarding the School Plan.
- 2.5 Teachers are offered assistance in following assessment, evaluation and reporting policy and procedures.
- 2.6 A record is kept of annual formal and informal reporting as required by the School Act, Regulations made under it and Ministerial Orders.
- 2.7 A school policy is in place regarding the development and communication of curriculum overviews and/or course outlines.
- 2.8 Schools respond to parents' requests for information about assessment, evaluation and reporting in relation to the prescribed learning outcomes of the provincial curriculum.

### **3.0 TEACHERS WILL ENSURE THAT:**

- 3.1 Provincial legislation and policy are followed for assessing, evaluating and reporting on student progress as outlined in the K-12 Education Plan and Guidelines for Student Reporting.
- 3.2 Assessment and evaluation are criterion-referenced and based only on the prescribed learning outcomes in the curriculum; student performance is compared to established criteria rather than the performance of other students.
- 3.3 Multiple forms of evidence using a variety of methods are used when assessing and evaluating student learning. These may include assignments, projects, tests, observations, student self-assessments portfolios, conferences and rating scales.
- 3.4 Assessment and evaluation are an ongoing process for all students.
- 3.5 There is an opportunity for the participation of students in the assessment, evaluation and reporting process.
- 3.6 Formative and summative assessment data inform decision-making regarding teaching practice.
- 3.7 Curriculum overviews and/or course outlines are developed and communicated.
- 3.8 They are available to confer with parents/guardians regarding the progress of their child.
- 3.9 A record of all required informal reports is maintained.