

ASSESSMENT, EVALUATION AND REPORTING ON STUDENT PROGRESS AND ACHIEVEMENT

Background

This Administrative Procedure includes objectives and principles for assessing, evaluating, and reporting student progress and achievement in District schools. It provides an overview of the general values and commitments to guide assessment, evaluation, and reporting practice.

Procedures

1. The primary goal of student assessment and evaluation is to provide authentic information to be used in making decisions about students' educational needs and to improve instruction.
2. The Principal, in consultation with the staff, is responsible for the development of overall school procedures on the assessment, evaluation, and reporting of student achievement.
3. The District is responsible for ensuring that school assessment procedures are appropriate for gathering information about students' achievement and students' learning needs.
4. The District is responsible for ensuring that schools report on student progress to parents five times per year as required by the *School Act* and *Ministerial Orders*.

5. Objectives

Student assessment, evaluation, and reporting serve a series of objectives, all of which are intended to make learning and instruction more effective. Among these objectives are the following:

- 5.1. To gather evidence on students' achievement, and to determine strengths and learning needs,
- 5.2. To help teachers plan instruction and set learning goals according to learners' educational development,
- 5.3. To provide learners with information on their achievement,
- 5.4. To provide parents with authentic information on student progress,
- 5.5. To foster students' ability to assess their own learning,
- 5.6. To determine whether professional assessment services are required to increase the accountability of educators and the District by providing appropriate school and District achievement information,
- 5.7. To ensure that assessment practices comply with the principles of fair student assessment practices.

6. Assessment and Evaluation Principles

- 6.1. Multiple methods are to be used to gather assessment information including: observations, performances, test-like activities, and portfolios.
- 6.2. Assessment methods chosen are to be appropriate for the stated learning objective.
- 6.3. Assessment methods chosen are to be appropriate for students' developmental backgrounds, including their cultural and linguistic heritage.
- 6.4. The consequences of assessments are to be stated so that learners and parents are aware of the decisions that will be made using this information.
- 6.5. The limitations of the chosen assessment method is to be stated.
- 6.6. Learners are to be informed about the format of assessments: the learning objectives examined, the timing, and the format. Learners are to be informed if a reference set will be used to assess their performance.
- 6.7. Learners are not to be penalized for guessing.
- 6.8. Scoring procedures are to be made clear to students.
- 6.9. Judging is to be based on relevant evidence.
- 6.10. Any changes to scoring procedures are to be guided by fairness.
- 6.11. Learners are to have the option to appeal scoring judgments.
- 6.12. Assessments are to be based on student achievement of learning objectives. Effort and attitude are to be reported separately.
- 6.13. Evaluation procedures are to be consistent.

7. Reporting Principles

- 7.1. Reporting procedures are to be written.
- 7.2. Overviews are to include the goals of instruction.
- 7.3. Both strengths and weaknesses are to be noted.
- 7.4. Conferences are to be arranged for parents and students.
- 7.5. Appeals are to be guided by written procedures.
- 7.6. Access to information is to conform to law.
- 7.7. Transferred information is to be kept confidential.
- 7.8. Comments made are to be clear.
- 7.9. Procedures used to generate grades are to be explained.

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act

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