

ASSESSMENT, EVALUATION AND REPORTING

Background

Assessment, evaluation and reporting are essential to making informed decisions regarding student progress and the effectiveness of educational programs. Assessment practices in the District shall be designed to support student learning, guide instruction, and provide clear information about student progress. The District believes that on-going communication between teacher, student, and parent/guardian are critical components of the learning cycle.

Procedures

1. Assessment Practice guidelines

Assessment, evaluation, and reporting practices are designed to enhance student learning and must be fair, transparent, and equitable.

- 1.1. Criterion-referenced evaluation is expected for classroom evaluation. From the information collected through assessment activities, teachers evaluate student performance. They use their insight, knowledge about learning and experience with students, along with the specific criteria, to make judgments about student performance in relation to specific learning standards.
- 1.2. A variety of assessment sources and instruments should be used to collect assessment data.
- 1.3. For those students experiencing difficulties, consultation between parents and school personnel should involve plans for differentiating instructional and assessment practices to meet individual student learning needs.

2. Roles and Responsibilities

2.1. The Superintendent will ensure that:

- 2.1.1. Assessment, evaluation and reporting practices are consistent with the School Act, related regulations and Ministerial Orders.
- 2.1.2. District assessment, evaluation and reporting practices are reviewed periodically.

2.2. The Principal will ensure that:

- 2.2.1. A school procedure on the assessment, evaluation and reporting of student progress is established and in keeping with provincial legislation and policy, District Administrative Procedures and District Guidelines.
- 2.2.2. Parent's requests for information about assessment, evaluation and reporting practices are addressed.
- 2.2.3. Teachers are provided leadership and direction with assessment, evaluation and reporting practices that support student learning.

2.3. Teachers will ensure that:

- 2.3.1. They are assessing, evaluating and reporting student performance in keeping with provincial legislation and policy, District Administrative Procedures and District Guidelines.
- 2.3.2. Assessment and evaluation are criterion-referenced, based on the learning standards, curricular and core competencies set out in the curriculum;
- 2.3.3. Assessment are broadly based and utilize a variety of informal and formal performance methods and strategies (e.g., observations, collections, testing, projects).
- 2.3.4. Formative and summative assessments are used to guide instruction and evaluate student progress;
- 2.3.5. Students are provided with multiple opportunities to demonstrate their understanding throughout the year;
- 2.3.6. Student records and related information including work samples and achievement measures are maintained;
- 2.3.7. Parents are informed of the procedures used to evaluate students.

3. Communicating Student Learning K-9

- 3.1. In 2016/17, as a step towards transformation in student reporting, the ministry revised the Student Reporting Policy and Student Progress Report Order providing districts with two options for reporting student progress in Grades K-9:
 - Policy Option A (Schedule 2 of the Ministerial Order) allows districts to develop local reporting policies following the Interim Student Reporting Guidelines for Grades K-9
 - Policy Option B (Schedule 1 of the Ministerial Order) allows districts to follow a slightly revised traditional policy.
- 3.2. For the 2018/19 school year, school districts will continue to have a choice between these two options.

Reporting Order Options K-7

Option A Schedule 2 – Interim Reporting Order Form B	Option B Schedule 1 - Reporting order Form A
<p>Timely Communication of student learning</p> <ul style="list-style-type: none"> • Can be in the form of personalized portfolios (paper or digital), e-mail, 3-way conferences, etc. <p>Two Written Reports</p> <ul style="list-style-type: none"> • Progress report sometime between January and February <ul style="list-style-type: none"> ○ No longer requires letter grades • Summative Report in June <ul style="list-style-type: none"> ○ Includes student self-reflection of core competencies, ADST and Careers ○ No longer requires letter grades 	<p>Two informal communications</p> <ul style="list-style-type: none"> • Can be in the form of phone call, interim report, face to face, email or note etc. <p>Three Formal Report Cards</p> <ul style="list-style-type: none"> • 3 terms - December, March and Junes • Requires grades for all subjects, grades 4 and up • Final report in June <ul style="list-style-type: none"> ○ Includes student self-reflection of core competencies, ADST and Careers

Reporting Order Options 8-9

<p>As above and/or</p> <ul style="list-style-type: none"> • Specifics to be determined by each school context in consultation with Associate Superintendent or designate. 	<p>Two informal communications</p> <ul style="list-style-type: none"> • Can be in the form of phone call, interim report, face to face, email or note etc. <p>3 - 4 Formal Report Cards</p> <ul style="list-style-type: none"> • Twice per semester - Requires grades for all subject. • Final report in June <ul style="list-style-type: none"> ○ Includes student self-reflection of core competencies
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4. Grades 10-12 Progress Reports

- 4.1. Parents will receive four formal progress reports each school year;
- 4.2. Reports to parents will provide letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course, subject and grade;
- 4.3. Interim reports may also be sent home at any time during the semester. Teachers are required to contact and inform parents if their child's achievement is such that his/her success in the course is at risk;

- 4.4. Letter grades will be assigned as per the Provincial Letter Grades Order;
- 4.5. Summative reports will include student self-assessment of core competencies, with teacher support as required;
- 4.6. Attachments from support teachers will be attached to the student progress report as necessary.

Reference: Sections 17, 20, 22, 65, 85, School Act
School Regulation 265/89
Permanent Student Record Order MO82/09
Required Areas of Study Order MO 295/95
Student Learning Assessment Order M60/94
Student Progress Report Order MO191/94
K-12 Education Plan and Guidelines for Student Reporting

Adopted: November 10, 1999
Amended: May 21, 2003; July 27, 2017; September 1, 2018