

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7540

DATE: 2005-11-22

REVISED: 2011-11-01

SUBJECT: **ASSESSMENT AND EVALUATION OF STUDENT LEARNING**

The Board of Education believes that quality assessment and evaluation followed by clear and specific communication of student progress and achievement are essential components of effective teaching and learning.

The Board of Education expects that all schools will develop procedures and instructional practices based upon the *Principles for Fair Student Assessment Practices for Education in Canada* to ensure that each student is provided with an effective assessment program that balances assessment for learning, as learning, and of learning, and that comprises the cornerstone of the evaluation of student learning that is reported to parents and students as per Ministry requirements.

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REGULATIONS

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Definitions:

Assessment for Learning:

Refers to a teacher's ongoing collection of data regarding his/her students' abilities to demonstrate the expected learning outcomes of an activity, unit or subject at grade level. This data is used to chart a developmental path for students so that they have the best opportunity possible to master the expected learning outcomes.

Assessment as Learning:

This refers to the use of assessment rubrics and scoring-guides to assist students in their use such that students are capable of assessing their own performance relative to the expected learning outcomes of the activity, concept, or unit under study. Students perform individual self-assessments, peer assessments or collaborative group assessments as they learn to use the scoring guides and assessment tools.

This type of assessment also refers to a student's need to have his/her performance on *assessment for learning* tools such as tests and assignments explained to him/her and reviewed relative to the expected learning outcomes. Students will be provided with opportunities to develop self-assessment capabilities of their performance and the gap between their performance and performance at *fails to meet, minimally meets, fully meets, and exceeds expectations* or as per letter grades relative to the assessed learning outcomes.

Assessment of Learning:

Is an after-the-fact evaluation of student demonstrations of their mastery of expected learning outcomes. *Assessment of Learning* is used to communicate and report students' levels of mastery relative to the expected learning outcomes.

Evaluation of Learning:

Is a professional judgment of student progress that is based on a balanced assessment program. The criteria for evaluating student learning as per learning outcomes specified in the *Integrated Resource Package (IRP)* will be communicated to parents and students through course outlines and unit plans as per the following regulations.

Guiding Principles

1. The primary purpose of assessment is to guide instruction and to support student self-assessment of their learning as per Ministry performance standards and IRP learning outcomes;
2. The secondary purpose of assessment is to guide evaluation and to report out to parents, the Board, and the Ministry;

3. Communications about student learning occurs through assessment practices that are frequent, clear, and relevant to the learning outcomes studied; and,
4. Effective assessment practices are regularly reviewed and refined by individual teachers; departments or grade-level groups; schools; and the district as applicable.

Guidelines for Standards of Fair Assessment Practices

1. Instruction is to be based upon yearly, unit, and daily plans that reflect the learning outcomes identified in the IRPs and Board/Authority Authorized Courses (BAA) under study. Yearly plans that include major learning outcomes, proposed teaching strategies, timelines, resources, and assessment and evaluation criteria are to be made available to students and parents in writing.
2. Assessment and evaluation criteria and procedures are to align with the specified outcomes in IRPS and BAAs, performance standards, and/or the student's Individual Education Plan (IEP).
3. All students are to be provided with appropriate, multiple, and varied opportunities to demonstrate the knowledge, skills, and attitudes being assessed. Grades 4-12 students are to be provided in advance with the criteria for assigning letter grades to assignments in order to promote student self-assessment of their performance and to provide clarity.
4. Assessment results are to be shared with students and used by them to further their learning.
5. Evaluation of student learning will be based upon sufficient assessment of student learning and reported to parents and students as per Ministry and Board Guidelines, and as per school and Board reporting templates.