



POLICY 7018  
**CLASSROOM ASSESSMENT AND REPORTING**

Adopted: 2001-12-11	Reviewed:	Amended: 2011-11-01 2019-09-17
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SUBJECT: **CLASSROOM ASSESSMENT AND REPORTING**

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The Board of Education supports the importance of classroom assessment and reporting as outlined by the Ministry of Education.

Classroom assessment is an integral part of the instructional process and can serve as meaningful sources of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and guide the learner to understand their misconceptions and use the information to set new learning goals.

The goal of reporting and communicating student learning is to ensure that parents are well informed about their student's progress. Effective communication between the home and the school is central to student success. Improving and ensuring effective practices for reporting and communicating student learning assures that students and parents will receive information about the student's progress in a timely and responsive manner. ([curriculum.gov.bc.ca/assessment](http://curriculum.gov.bc.ca/assessment))

Important links:

[Core Competencies](#)

[Curriculum Updates](#)

[B.C.'s K-12 Assessment System](#)

[Graduation Updates](#)



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## **REGULATIONS**

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### **Introduction**

Assessment is defined as the ongoing gathering and communicating of information about students' performance and progress in relation to district goals and provincial curriculum. Through the use of ongoing assessment practices supported by research, educators (K-12) enhance and promote intellectual learning and growth, as well as social and emotional development, for all students in an inclusive, educational environment.

1. Quality assessment is authentic and promotes learning that is reflected in all aspects of our learning community.
  - 1.1 **Assessment FOR Learning (Formative Assessment):** Assessment FOR learning occurs **during** the learning process and is essential for student success. Ongoing descriptive, written, and/or verbal feedback guides this process to support deep, meaningful learning.
  - 1.2 **Assessment OF Learning (Summative Assessment):** Assessment OF learning summarizes evidence of student learning collected through observations, conversations, and artifacts at the end of a learning cycle.
  - 1.3 **Communicating Student Learning:** Communicating student learning, in various forms, is designed to communicate snapshots of learning to students, parents/guardians, and educators.
2. The Board of Education believes that quality assessment is to be undertaken in accordance with the following principles:
  - 2.1 **Assessment practices reflect current research**
    - Assessment is a key competency in which educators focus and reflect on how students learn best as well as on how to improve teaching and learning.
  - 2.2 **Assessment is fair, transparent, and equitable**
    - Assessment supports the development of the whole student: intellectual, aesthetic, physical, social, and emotional.
    - Assessment is a valid reflection of the student's current understanding.

**2.3 Assessment is based on and guided by essential learning goals**

- Assessment powerfully supports the relationship between students, teachers, and curricula by focusing on the core competencies, big ideas, and learning standards (curricular competencies and content) that are most relevant to our learners and context.
- Assessment is an essential part of effective planning that is guided by clear performance targets and criteria in all three components of the curriculum – knowing, doing, and understanding.

**2.4 Assessment is inseparable from instruction**

- Assessment informs and guides the instructional process by providing teachers with information about student progress towards learning goals.
- Assessment is embedded in meaningful learning experiences, empowering teachers and students to co-develop core competencies through engaging, criteria-framed, quality tasks.

**2.5 Assessment is flexible, authentic, and responsive to the learning needs of students**

- Assessment is responsive to each student's needs and interests, fostering voice and choice and building on individual strengths.
- Assessment is differentiated, empowering students to demonstrate their learning in a variety of ways.
- Assessment is ongoing, systematic, and provides multiple and varying opportunities for students to demonstrate their learning over time.
- Assessment allows teachers to triangulate evidence from observations, conversations, and artifacts to accurately determine what students know, are able to do, and are learning.

**2.6 Assessment promotes thinking and personal reflection, empowering students to become independent learners**

- Assessment enables students to articulate their learning goals and to make informed decisions about how to progress towards these goals.
- Assessment stimulates metacognition and promotes self-reflective learning.

**2.7 Assessment is a collaborative process**

- Assessment engages students and parents in conversations about learning.
- Assessment is transparent and clearly communicated with students and parents.

**2.8 Assessment is a key professional competency**

- Assessment practices reflect current research in learning and assessment, and therefore require support through ongoing professional learning.
- Assessment is a critical part of teachers' reflection and ongoing refinement of their practice.

### 3. Definitions

**Artifacts:** an object that represents a student's learning.

**Authentic:** genuine and meaningful.

**Big Ideas:** statements that are central to one's understanding in an area of learning. A big idea is broad and abstract. It contains two or more key concepts. It is generally timeless and is transferable to other situations. Big ideas are the key concepts, principles, and theories that are used to organize knowledge within and across disciplines. A big idea is a statement of an idea that is central to an area of learning or across disciplines that links numerous understandings into a coherent whole.

**Criteria:** the standards by which we judge the quality of a given task.

**Core Competencies:** sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

**Concepts and Content:** what students should know and understand in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of big ideas for that area of learning in that grade. Concept and content learning standards in some areas of learning are displayed as a continuous view.

**Curricular Competencies:** the processes and skills that students need in order to meet the outcomes.

**Diagnostic:** pre-assessment to inform instruction.

**Evaluation:** the process of making judgments about what a student knows, understands, and is able to do in relation to curricular outcomes and core competencies.

**Learning Standards:** an explicit statement of what students are expected to know, understand and be able to do in a given grade and area of learning. In BC, learning standards are of two types: curricular competency standards, and concept and content standards. In previous curricula, these expectations were presented as learning outcomes.

**Metacognition:** reflecting on thinking processes (including planning, monitoring one's own thoughts, solving problems, making decisions, and evaluating one's thought processes).

**Peer-Assessment:** students providing each other with descriptive and constructive feedback based upon evidence and explicit criteria, for the purpose of producing better work in the future.

**Self-Assessment:** students judging the quality of their own work based upon evidence and explicit criteria, for the purpose of producing better work in the future.

**Triangulation of Evidence:** the process of analyzing evidence of student learning from multiple sources (conversations, observations, and artifacts) in order to gain a more accurate and reliable indication of student progress.