

Administrative Procedure 315

STUDENT ASSESSMENT, EVALUATION AND PROMOTION

Background

Maintaining a comprehensive system of student assessment and evaluation is an integral component of the teaching-learning cycle.

The intent of this procedure is to ensure that the concepts of assessment, evaluation, academic integrity and student responsibility are introduced in an age-appropriate way to all students in the school division. The procedure:

- Provides clarity regarding expectations related to assessment, evaluation, academic integrity and responsibilities to students, teachers, administrators, parents/guardians and trustees; and,
- Supports consistency in all grades and subject areas within the school division

The main purpose of assessment and evaluation is to guide and improve learning and instruction. This process comprises three distinct, yet related purposes; assessment for, assessment as, and assessment of learning.

A planned program of ongoing assessment and regular evaluation is required for all students.

Sound assessment results only when there is a clear purpose for assessment, clear and appropriate targets (as defined by curricular outcomes, proper methods, multiple sources of assessment of outcomes, and elimination of bias and distortion in measurement). (Stiggins, 2001)

All stakeholders have a responsibility to ensure growth in students' integrity, responsibility, and academic achievement.

A planned program of student placement and promotion is required for each school in the Division

Definitions:

Academic integrity is providing evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.

Assessment is gathering data, on a continual basis, about student learning and/or skills, either through informal methods, such as observation or through formal methods, such as testing.

Assessment as learning is assessment used as a metacognitive process involving students setting their own learning goals and reflecting on and adjusting their own learning.

Assessment for learning is assessment designed primarily to promote learning. It includes both initial, or diagnostic, assessment and formative assessment. Early drafts, first tries, and practices assessments are all examples of assessment for learning.

Assessment of learning- assessment primarily designed to determine students achievement at a given point in time. Summative assessments are assessments of learning. Report card grades should be based on a summary of data from assessments of learning.

Evaluation is the process of making judgements about student learning needs and demonstrated knowledge and/or skill.

Grading is the act of summarizing and judging assessment data for reporting purposes in the form of a letter or numerical grade

Plagiarism is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental; it is the process of taking another person's work, ideas or words, and using them as if they were one's own.

Student responsibility is assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

Procedures

1. Assessment and evaluation of student progress shall be carried out in order to:
 - 1.1 Determine student progress toward achieving the learning outcomes in each subject area
 - 1.2 Inform students, parents/ guardians, and others of current progress
 - 1.3 Increase the effectiveness of instructional strategies
 - 1.4 Increase the degree to which programming is meeting individual student needs,
 - 1.5 Enhance student progress toward achieving all learning outcomes
2. Effective assessment and evaluation requires that:
 - 2.1 The School Division will:
 - 2.1.1 Ensure that students have the opportunity and support to meet provincial curriculum outcomes;
 - 2.1.2 Ensure that schools have an assessment and evaluation policy in place which includes guidelines with respect to grading, reporting, student responsibility, and academic integrity
 - 2.1.3 Work with stakeholders to ensure effective communication and implementation of the Student Assessment, Evaluation, and Promotion Policy;
 - 2.1.4 Implement processes/structures to support effective assessment practices and use of student achievement data;
 - 2.1.5 Share appropriate Division assessment data with educational stakeholders.
 - 2.2 Schools will:
 - 2.2.1 Develop and communicate an assessment policy which includes:
 - Clear protocols and expectations with respect to the determination of final marks for students according to Division guidelines; and
 - Clear expectations of students with regard to plagiarism, timeliness and student responsibility.
 - 2.3 Principals will:
 - 2.3.1 Ensure that effective and regular assessment and evaluation are carried out for all students and ensure that proper records are kept;
 - 2.3.2 Supervise each teacher's implementation of the school protocol and expectations for determination of marks for students
 - 2.3.3 Work collaboratively with teachers to ensure common and equitable grading practices that follow Division policies;
 - 2.3.4 Communicate with teachers, students and parents/guardians and SCCs to ensure they understand the Student Assessment, Evaluation, and Promotion Policy, including making the policy accessible in writing, and providing opportunities for verbal explanation and discussion among teachers and students.
 - 2.3.5 Share school assessment data with appropriate educational stakeholders;

- 2.3.6 Communicate and reinforce expectations of academic honesty with students; and
- 2.3.7 Respond appropriately to academic dishonesty.
- 2.4 Teachers will:
- 2.4.1 Incorporate a balance of assessment for learning, as learning, and of learning strategies to assess and evaluate student achievement and growth;
- 2.4.2 Ensure students have meaningful involvement in monitoring/tracking, reporting, and communicating their learning status;
- 2.4.3 Align assessment with curricular outcomes, instructional practices, and learning experiences;
- 2.4.4 Use quality assessments and properly record evidence of achievement;
- 2.4.5 Base all assessment and evaluation of student achievement on the outcomes of the provincial curriculum and report student achievement based solely on achievement of curriculum outcomes;
- 2.4.6 Determine student grades using evidence and professional judgement. The grades will reflect the student's most recent achievement level with consideration given to the most consistent evidence;
- 2.4.7 Collect information which is not related to outcomes (e.g., attendance, behaviour, general attitude, completion of homework, effort) and report to complement the reported achievement related to the outcomes,
- 2.4.8 Administer standardized or other tests as determined by the Division and record data in Division database to be used for instructional planning and reporting;
- 2.4.9 Communicate expectations of students regarding timelines of assignments and plagiarism verbally and in writing (e.g., within "Classroom Expectations" or the "Course Syllabus");
- 2.4.10 Use their professional judgement to provide students who have missed deadlines due to exceptional circumstances with alternative arrangements to complete assignments. Actions related to late assignments may include the following:
- Meet with the student and parent/guardian to discuss the reasons for noncompletion and to develop a plan to complete the work;
 - Develop an agreement with the student to complete the assignment;
 - Complete the work outside of school hours such as lunchtime or after school;
 - Provide peer support for the student;
 - Provide an alternative assignment to accommodate a diverse learning need;
 - Determine a mark that reflects the level of achievement demonstrated by the student on that particular assignment; and/or,
 - Include late assignments as part of extended reporting as a complement to the reported achievement related to the curriculum outcomes.
- 2.4.11 Use his/her professional judgment to determine an appropriate course of action when a student plagiarizes, taking into account factors such as age and maturity of the student, medical status, other personal circumstances, grade level and past behaviour. Actions related to plagiarism may include the following:
- Create an open environment for discussion in the classroom, and responding to students' questions about plagiarism; and,
 - Teach students how to conduct research, properly cite information sources, use quotations in their work and develop paraphrasing skills.
- 2.5 Students will be expected to:
- 2.5.1 Reflect on and monitor their own progress toward curriculum outcomes, with the support of their teachers and parents;
- 2.5.2 Fulfill their responsibilities within the school's learning environments;
- 2.5.3 Take responsibility for their own work and avoid plagiarism; and
- 2.5.4 Submit assignments on time.

3. Student placement and promotion shall be determined on the basis that:
 - 3.1 Each school will develop an intervention protocol for students who are not experiencing academic or social success. The intervention protocol will describe:
 - 3.1.1 Classroom based adaptations, differentiation and interventions;
 - 3.1.2 Support from the school-based processes and personnel (principal, student support teacher, counselor, or others);
 - 3.1.3 Communication with and engagement of the parent; and
 - 3.1.4 Consultation with Division-based support services (coach, consultant Superintendent, or others).
 - 3.2 In the fall of each school year, the principal shall communicate the intervention protocol to the staff, students and parents in the school community.
 - 3.3 Decisions regarding student placement and promotion are informed by the protocol and are the responsibility of the principal in consultation with teachers, parents, students and others as appropriate.
 - 3.4 Elementary and Middle Years students (Kindergarten to Grade 9) shall not be retained nor accelerated without consulting their superintendent.
 - 3.5 Secondary students promotion and placement is by course and subject to the schools promotion and placement policy

Reference: Section 85, 87, 109, 175, 227, 231, *The Education Act, 1995*

Approved: May 12, 2014