Greater Essex County District School Board

Policy: Assessment, Evaluation and Reporting Grades K-12

Reference No: P-PR-12

The Greater Essex County District School Board believes the primary purpose of assessment and evaluation is to improve student learning. The Board is committed to the Ministry of Education's seven fundamental principles, which provide the foundation for rich and challenge practice in a culturally sensitive manner.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who identify as First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- Develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning (Growing Success, p.6)

The Board is committed to ongoing monitoring and evaluation of assessment and evaluation practices. Consistent use of practices and procedures, that reflect the seven fundamental principles, is supported through collaboration and ongoing professional learning.

Greater Essex County District School Board

Regulation: Assessment, Evaluation and Reporting Grades K-12

Reference No: R-PR-12

1. Assessment and evaluation is in accordance with the current policy set out by the Ministry of Education for the Province of Ontario and is based on the curriculum expectations and the Achievement Chart contained in The Ontario Curriculum.

2. Compliance with the provisions of this policy and its supporting regulations and procedures is the responsibility of teachers, department heads, vice-principals, principals, and senior administration.

3. The confidentiality of student assessment and evaluation results must be protected at all times.

4. Assessment, evaluation and reporting procedures related to both achievement of the overall expectations and the development of learning skills and work habits are clearly and regularly communicated to students and parents/guardians.

5. Instruction of learning skills and work habits occurs over the course of the term/semester. Students receive ongoing descriptive feedback about the development of their learning skills and work habits.

6. Assessment and evaluation of student achievement accurately reflects what students know and are able to do and is not influenced by behavioural characteristics, learning skills and/or work habits, unless curriculum expectations require the demonstration of learning skills and/or work habits.

7. Assessment is ongoing and varied to meet the diverse needs of all learners. A balanced, equitable and unbiased approach to assessment allows individual students to demonstrate their learning in different ways.

8. Assessment for and assessment as learning focus on the provision of descriptive feedback, guiding teacher instruction and assisting students in recognizing their strengths and determining their next step.

9. In the design and implementation of assessment tasks, whether intended as assessment for or assessment of learning, teachers take into account the diverse needs of all students, including students identified by an Individual Education Plan (IEP) and of English Language Learners (ELLs).

10. At the beginning of each secondary course, students are provided with a course information sheet. The course information sheet (CIS) provides an overview of the course content and related assessment and evaluation strategies, including a description of the final assignment for evaluation.

11. Teachers instruct and model academic honesty. Academic honesty is expected of all students. Breaches of academic honesty, including plagiarism, are reported to the school administration and a plan of action is implemented according to board procedures.

12. Assignments for evaluation and tests occur after a period of learning during which students receive ongoing descriptive feedback through assessment for learning opportunities and then are provided with time to act upon the feedback to improve their learning.

13. Clear criteria based on learning goals and performance standards for assignments for evaluation are articulated to students.

14. Assignments for evaluation must be completed, to the extent possible, under the supervision of a teacher. Homework to consolidate student's knowledge and skills or to prepare for the next class is not used for the purpose of assessment for learning. Homework may be used for the purpose of assessment for learning.

15. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. The determination of a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

16. Report card grades represent academic achievement of the overall expectations OR the student's learning expectations as outline in the Individual Education Plan (IEP). Teachers use their professional judgment to determine which specific expectations will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not in evaluation.

17. In all cases, grades are based on the achievement of each individual learner, even when assignments for evaluation involve group work. Collaboration is evaluated separately through learning skills and work habits.

18. Options such as Credit Recovery shall be considered for secondary students who fail one or more credits.

Appendix A

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (Growing Success, 2010, p. 31)

ASSESSMENT *FOR* LEARNING AND *AS* LEARNING

Table 4.1 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
Assessment* for *learning "Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p. 2)	***Diagnostic assessment:*** • occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.	The information gathered: • is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
	Formative assessment: • occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.	The information gathered: • is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
Assessment* as *learning "Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42)	***Formative assessment:*** • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.	The information gathered: • is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
Assessment* of *learning "Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)	***Summative assessment:*** • occurs at or near the end of a period of learning, and may be used to inform further instruction.	The information gathered: • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.