

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT RESULTS

Background

The District believes that effective assessment, evaluation and reporting of student achievement are an integral part of attaining educational excellence for its students.

As prescribed by the School Act, the Superintendent will prepare and submit an Annual Report on Student Achievement to the Board by December 15. The report is to focus on student results, and to identify areas of student achievement that are improving, and to provide evidence of this improvement.

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, concept or subject at grade level. The teacher uses the data in order to plan for further instruction so students have the opportunity to master the expected learning outcomes.

Assessment as Learning 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.

Assessment of Learning refers to 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.

Integrated Resource Package (IRP) refers to the B.C. Ministry of Education prescribed learning outcomes which set the learning standards for the provincial K-12 education system and form the prescribed curriculum for British Columbia. They are statements of what students are expected to know and do at the end of an indicated grade or course.

Rationale

1. The purpose of assessment is to:
 - 1.1 Guide instruction for the purpose of improving student learning, and to support student self-assessment of their learning as per Ministry performance standards and IRP learning outcomes;
 - 1.2 Guide evaluation and to provide reports to parents, the Board and the Ministry.

2. Communications about student learning occurs through assessment practices that are ongoing, clear and relevant to the learning outcomes studied.
3. Classroom, school, District and provincial level assessment data is used to inform decision-making.
4. Effective assessment practices are regularly reviewed and refined by individual teachers; departments or grade-level groups; schools; and the District as applicable.
5. Staff development, professional development and teacher collaboration support assessment.

Procedures

1. Guidelines For Assessment Practices

1.1 District Assessment Practices – Roles and Responsibilities of Professional Staff

1.1.1 District Personnel

1.1.1.1 The Superintendent will direct District assessment programs.

1.1.1.2 The Superintendent, in consultation with principals, vice-principals and teachers, will develop or select assessment instruments, establish procedures for their use and make evaluation analysis of data.

1.1.1.3 Reasons for assessment may include:

- Monitoring effectiveness of school assessment and evaluation procedures.
- Monitoring student achievement.
- Monitoring program effectiveness.
- Establishing baseline data for new programs and subsequent assessment of new program effectiveness.

1.1.1.4 To avoid disruption of school programs, the Superintendent will consult with school administrators regarding the frequency and timing of District assessments.

1.1.1.5 A variety of assessment instruments and sampling procedures are to be used to collect assessment data.

1.1.1.6 The Superintendent will ensure that District assessment and evaluation procedures are reviewed periodically.

1.1.2 School Personnel

1.1.2.1 The Principal will be responsible for:

- Implementing District assessment procedures at the school level.
- Leadership and assistance to school professional staff in assessment and evaluation.

- Establishing a process within the school to facilitate a student and the student's parents examining all records kept by the District on that student.

1.1.2.2 School professional staff are responsible for:

- Assessing and evaluating student progress in both core and supplemental skills and concepts.
- Consulting with colleagues to ensure continuity in skill and concept scope and sequence.
- Maintaining student records and related information, such as achievement data and supportive work samples, frequency of testing and types of measurement instruments used.
- Communicating to students and parents the procedures used to evaluate students.
- When requested by a Principal, assisting a student or parents in interpreting the student's school records.

1.2 School-based Assessment Practices – Roles and Responsibilities of Professional Staff

- 1.2.1 The Principal, in consultation with professional staff, is responsible for developing overall procedures on assessing, evaluating, and reporting student achievement. The procedures are to be consistent with provincial and District guidelines, and be filed in the school office with a copy sent to the Superintendent.
- 1.2.2 Professional staff are responsible for testing and evaluating the progress of individual students with respect to the curriculum.
- 1.2.3 Professional staff are responsible for communicating student progress to parents and students at regular intervals throughout the school year.
- 1.2.4 Reporting practices and procedures related to student progress must be in accordance with Ministry policies. The reporting form must be approved by the District.
- 1.2.5 The teacher, in consultation with the parent, student, and Principal, is responsible for specifying what the school, the parent, and the student can do to promote learning gains.
- 1.2.6 Each school is responsible for implementing a screening and diagnostic program that will:
- 1.2.6.1 Use District screening and diagnostic resources.
- 1.2.6.2 Consider the total growth and development of the child.
- 1.2.6.3 Identify children who require learning assistance or enrichment.
- 1.2.6.4 Serve as a basis for individualizing instruction.

- 1.2.6.5 Ensure articulation between elementary and secondary schools regarding strengths and weaknesses of individual students.
 - 1.2.7 In addition to assessing and evaluating individual student progress, professional staff are responsible for assessing and evaluating the effectiveness and quality of school programs.
- 2. Students and parents have the following entitlements and responsibilities:
 - 2.1 Interpretation of any formal school records that exist on that student.
 - 2.2 Return of any performance and portfolio kinds of “authentic” assessments.
 - 2.3 Review of any school department cross-grade examination or classroom test for the purpose of recording the marks and reviewing the questions.
 - 2.4 Return of any school cross-grade examination or classroom test when it does not compromise a test bank or violate contractual arrangements by the District.
 - 2.5 Recourse to the District appeal process if access to student records or assessment results is not consistent with these guidelines.
 - 2.6 Duty to consult with the school about the assessment of the student’s educational program when requested to do so by a teacher or an administrative officer.

Legal Reference: *Sections 7, 8, 17, 20, 22, 65, 79, 85 School Act*