

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 mandated by the Ministry of Education, the Board of Education will develop a district plan to enhance student learning that will reflect local efforts to support each student and specific groups of students, including Aboriginal students, children in care, and students with special needs. The plans will be public reports to and for the local community. The District Plans will be designed for a three-year cycle.

The Provincial Curriculum

The provincial curriculum, with its focus on Big Ideas, Core Competencies, Curricular Competencies, and essential Content, is intended to be an enabling framework, giving teachers space and flexibility to innovate. The curriculum design respects the unique nature of disciplines while supporting cross-curricular learning. The provincial curriculum supports student-driven, inquiry-based approaches to teaching and learning by placing a focus on concepts and content that address “real-world” issues and problems.

Communicating Student Learning

The Ministry of Education identifies the requirements for provincial assessments. The purpose of reporting is to communicate student progress and achievement to students and their parents/guardians.

This process includes carefully planned instructional practices with ongoing assessment throughout the term. Teachers will provide students with multiple opportunities to demonstrate their understanding throughout the year. The goal of assessment is to provide feedback that will support improved learning and achievement.

Evaluation is based on student achievement on specific learning standards in the core curriculum as outlined by the Ministry. Assessment, evaluation and reporting practices are designed to enhance student learning. These practices must be fair, transparent and equitable.

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 the B.C. Curriculum
 - 1.2 Guide evaluation and to provide reports to parents, the Board, the Community and the Ministry.

2. Communications about student learning occur 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; department 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 is responsible for testing and evaluating the progress of individual students with respect to the curriculum.
- 1.2.3 Professional staff is 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 support 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. Guidelines for Communicating Student Learning

- 2.1 During the school year, the District will provide parents of students with a minimum of five reports describing students' school progress. This will include three formal and two informal reports. These reports will be timely and responsive throughout the year as determined by each school administrative team.
- 2.2 Reporting must include a written summative report at the end of the school year.
- 2.3 Grade K – 3 Reporting
 - 2.3.1 Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.
 - 2.3.2 Summative reports will use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning
 - 2.3.3 Summative reporting will include student self-assessment of core competencies, with teacher support.
- 2.4 Grades 4 – 7 Reporting
 - 2.4.1 Written summative reports will address the student's progress in relation to the learning standards of the curriculum in all areas of learning.
 - 2.4.3 Summary reports will include a performance scale with achievement descriptors to address student progress in both the core competencies and the curricular competencies.
 - 2.4.5 Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.
 - 2.4.4 Schools will provide letter grades to parents upon request.
- 2.5 Grades 8 – 12 Reporting
 - 2.5.1 Formal reports will include letter grades, percentages (Grades 10 – 12) and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.
 - 2.5.2 Programs requiring specific criteria for assessment of student performance may use a criterion-references approach to assessment for formal reports. End of year letter grades will be available upon request.

2.5.3 All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility

3. Students and parents have the following entitlements and responsibilities:
 - 3.1 Interpretation of any formal school records that exist on that student.
 - 3.2 Return of any performance and portfolio kinds of “authentic” assessments.
 - 3.3 Review of any school department cross-grade examination or classroom test for the purpose of recording the marks and reviewing the questions.
 - 3.4 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.
 - 3.5 Recourse to the District appeal process if access to student records or assessment results is not consistent with these guidelines.
 - 3.6 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.

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.

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and lifelong learning. Three core competencies are identified by the B.C. Ministry of Education: Communication, Thinking, Personal and Social.

The Know-Do-Understand Model is a model that supports a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Content (Know) The Content learning standards — the “Know” of the Know-Do-Understand model of learning — detail the essential topics and knowledge at each grade level.

Curricular Competencies (Do) The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand

model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies.

Big Ideas (Understand) The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.