

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5010
STUDENTS	<u>Student Assessment & Evaluation</u>	

DATE ADOPTED: June 27, 2000

DATE AMENDED: June 9, 2020

The Board expects that there will be ongoing student assessment and varied evaluation procedures in place to ensure that all students are learning to their maximum potential.

The Board expects that appropriate student assessment procedures will be in place in all schools. The procedures should ensure ongoing monitoring and feedback of student learning.

The Board expects that teacher methodology used in the assessment and eventual evaluation of student progress should align with tenets of the revised curriculum with an appropriate focus on both the core and curricular competencies. In a continuous learning environment, there should be less emphasis on product and more emphasis on process.

R E G U L A T I O N S

1. The majority of student assessment should be formative, involving ongoing and regular descriptive feedback to the student. Feedback should help inform students of their stretches and inform teachers of next steps in lesson planning.
2. Evaluation of student progress should be based on a variety of assessments.
3. Teachers shall use formative and summative assessment tools including, but not limited to:
 - AFL strategies (whiteboards, thumbs up/down, traffic lights)
 - observations
 - tests and quizzes
 - oral questioning
 - interviews
 - peer and self assessments
 - performance standards
 - writing samples
 - portfolios
 - projects
 - criteria based assessments

- presentations
- authentic/real life demonstrations

Definitions

Assessment: A practice that can be formative or summative, linked to learning standards and aimed at improving student learning.

- Formative assessment – ongoing assessments of student learning so teachers can provide timely feedback while learning happens and so they can adjust instruction.
 - Assessment for Learning – ongoing process where the teacher gathers evidence of where students are at in their learning, provides feedback and adjusts instruction.
 - Assessment as Learning – process in which students monitor their learning, supporting the ideal of student metacognition.
- Summative assessment – used to assess student learning at the end of an instructional period.

Evaluation: A process that is based on a collection of information about what students **can do** (curricular competencies) and **what they know** (content) which may be expressed as a letter grade, percent, performance (proficiency) scale, descriptive feedback or portfolio. Reporting or Communication of Student Learning should provide student's progress relative to their learning goals and the learning standards.

Resource:

<https://www.curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting>