

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:

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 must **should** ensure that student progress is monitored regularly and accurately reported to parents **ongoing monitoring and feedback of student learning**.

The Board expects that teacher methodology used in the **assessment and eventual** evaluation of student learning and assessment of progress will have the principles of mastery learning and authentic assessment as its basis **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. ~~Assessment of performance shall encourage the development of the unique and individual potential of each student~~ **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. ~~Notwithstanding the concepts of self-directed learning and the varying individual rates of learning, the provincial curriculum shall be the basis against which an individual student's progress is observed and tracked.~~
3. ~~Classroom assessment shall be seen as a means to support teaching and learning of knowledge, skills, attitudes and behaviours and to nurture positive student attitudes/self esteem~~ **Evaluation of student progress should be based on a variety of assessments.**
4. Teachers shall use a variety of **formative and summative** assessment tools such as including, but not limited to:
 - **AFL strategies (whiteboards, thumbs up/down, traffic lights)**

- observations
 - ~~— text and curriculum embedded questions and texts~~
 - paper and pencil tests **and quizzes**
 - oral questioning
 - ~~— benchmarks or reference sets~~
 - interviews
 - peer and self assessments
 - ~~— standardized criterion-referenced and norm-referenced tests~~
 - performance assessments **standards**
 - writing samples
 - ~~— exhibitions~~
 - portfolios **assessments**
 - projects **and product assessments**
 - **criteria based assessments**
 - **presentations**
 - **authentic/real life demonstrations**
5. ~~Any decisions on students shall be based on multiple sources of information.~~
 6. ~~The teacher's direction shall be used with regard to the degree of participation of special needs students in testing situations. Adaptations or alternatives may be considered after consultation with the school based team and/or resource staff.~~
 7. ~~Methods of reporting to parents shall reflect the current state of student assessment and evaluation procedures. Student self-assessment and evaluation shall be an integral part of the reporting procedure.~~

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>