

## **ASSESSMENT & EVALUATION POLICY**

### **Policy Statement**

Assessment for learning shall be based on a philosophy of education which respects the uniqueness of each student and shall be conducted according to currently modern educational theory and practice consistent with the following guiding principles:

1. Assessment will inform instruction to improve learning for each student.
2. Assessment will be based on learning outcomes that are clearly communicated to students and/or parents.
3. When individual students have unique needs (i.e. pathway 2, pathway 3, pathway 4) that require accommodations or modifications for assessment, teachers will provide necessary accommodations and/or modifications as outlined in a student's ISSP and as per provincial policy.
4. Summative assessment will be based on achievement over time, rather than on cumulative averages of discrete assessments.
5. Teachers will employ a variety of formative and summative assessment strategies.
6. The assessment process involves student, teacher and parent / caregiver and offers timely and effective feedback.
7. The assessment process involves the right to be informed and to appeal as per the District Policy.
8. The transfer and the sharing of assessment information data is guided by principles of confidentiality, justice, equity, due process and human rights.

### **Rationale**

The Eastern School Board recognizes the importance of ensuring that learning and teaching are focused on the provincial curriculum outcomes. Student assessment and evaluation activities must be directly tied to this teaching learning process such that:

- A) assessment and evaluation is used to inform teachers about the teaching and learning process, and
- B) it must accurately reflect ongoing student achievement in relation to the curriculum outcomes.

## Scope

This policy is applicable to all administrators, teachers and students under the jurisdiction of the Eastern School Board.

## Procedures

1. Administrative Regulations will govern the application of this policy.
2. The Administrative Regulations for this policy will be reviewed annually by the CEO/Director of Education or designate in consultation with district staff.
3. Eastern School District supports educators in using assessment data effectively for decision-making at the classroom, school, and district level by fostering a culture of assessment for learning.
4. Assessment and Evaluation Practices.
  - 4.1 Assessment practices in every classroom must reflect specific practices articulated in provincial curriculum documents.
  - 4.2 Grades are the reflection of the attainment of outcomes in courses.
  - 4.3 Assessment practices must incorporate a variety of strategies and contexts to determine learner progress.
  - 4.4 Assessment and evaluation should not be confined to the recall and comprehension levels but should include the processes of analysis, synthesis and evaluation.
  - 4.5 Assessment data shall be obtained from internal (school-based) sources and/or external (provincial, national, international) sources. This assessment data will be used to inform decisions around the programming and instructional needs of the individual learners.
  - 4.6 Learning outcomes are clearly stated and communicated to students in advance of instruction.
  - 4.7 Teachers will inform learners and parents early in the school year of the criteria and means for determining learner performance and program progress.
  - 4.8 Teachers will be responsible for maintaining accurate records of each learner's performance and progress as it relates to identified criteria.

## 5. Communication and Reporting.

- 5.1 A primary focus for reporting should be upon the extent to which curriculum outcomes are achieved. Additional information should be shared, such as, pathway, attendance, in class and extra curricular participation, work habits and behaviour.
- 5.2 Each school will maintain a system of formal and informal communication with learners and parents.
- 5.3 Formal methods of communicating and reporting should occur at regularly designated intervals throughout the year, as identified by the Board in the Administrative Regulations for this policy.

## 6. Student Placement.

- 6.1 Generally, learners will be promoted or placed; however, in exceptional circumstances, a learner may be retained or accelerated.
- 6.2 All student placement decisions will be made in consideration of student achievement of the required program outcomes, and student cognitive, intellectual, social, and emotional development.
- 6.3 All parents and learners must be informed regarding placement criteria prior to the beginning of instruction in a grade or course.
- 6.4 Each school will form a Placement Team to determine appropriate placement if a learner has not met the criteria for promotion. If an ISSP Team exists, the ISSP Team will make the recommendation on promotion/placement.
- 6.5 All decisions related to placement (ie. promotion, placed, acceleration or retention) are subject to appeal via the Eastern School District appeals procedure.

## 7. Appeals

- 7.1 Schools must ensure that learners and parents are informed at the beginning of each school year of their right to appeal decisions related to assessment, evaluation, and placement.
- 7.2 All decisions regarding evaluation, assessment, and placement may be appealed by a parent/guardian of a student, or by a student who is 19 years of age or older.

