


Windsor-Essex Catholic District School Board



Section: Students

POLICY ST: 23
Assessment, Evaluation and Reporting - Grades 1 to 12

NUMBER:	ST: 23
EFFECTIVE:	June 23, 2008
AMENDED:	August 31, 2010
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2017 - 2018

1.0 OBJECTIVE:

- 1.1 The Windsor Essex Catholic District School Board is committed to improving student learning through sound assessment evaluation and reporting practices. This policy provides the framework for the *Assessment, Evaluation and Reporting, Grades 1 - 12* document to improve student learning in a Christ-centred learning environment.

2.0 DEFINITIONS:

2.1 Assessment

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

2.2 Evaluation

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

2.3 Reporting

Reporting provides feedback formally or informally on student achievement to students and parents.

2.4 Types of Assessment and Evaluation:

Assessment as Learning (Diagnostic Assessments)

Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41)

Assessment *for* Learning (Formative Assessment and Evaluation)

Assessment *for* learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)

Assessment *of* Learning (Summative Assessment and Evaluation)

Assessment *of* learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

2.5 Accommodations

Accommodations are special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodation.

2.6 Modifications

Modifications are changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.

3.0 GUIDING PRINCIPLES:

- 3.1 The Board is committed to assisting students in achieving the distinctive Ontario Catholic Graduate Expectations by promoting both spiritual and intellectual growth. Assessing and evaluating students require Catholic educators to integrate fundamental principles which best reflect our Gospel values and respect the uniqueness of each individual within the community
- 3.2 The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
2. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
3. are fair, transparent, and equitable for all students;
4. support all students, including those with special needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
5. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
6. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
7. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.

4.0 SPECIFIC DIRECTIVES:

- 4.1 Under the direction of Senior Administration, a leadership committee shall review and develop procedures and guidelines consistent with this Policy and based on current Ministry of Education directives.

5.0 RESPONSIBILITY:

- 5.1 Teachers, Vice-Principals, Principals, and Senior Administration shall ensure compliance with the provisions of this Policy and any supporting procedures and guidelines.

6.0 REVIEW AND EVALUATION:

- 6.1 This policy shall be reviewed during the 2017 – 2018 Policy Review Cycle.

7.0 REFERENCES:

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1999
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Covering Grades 1 to 12, 2010
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