

TITLE: ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT ACHIEVEMENT

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1.0 PURPOSE

To provide guidelines for assessment, evaluation, and reporting of student achievement in the Ottawa-Carleton District School Board.

2.0 DEFINITIONS

In this policy,

- 2.1 **Assessment** is a continuous process of gathering information about student learning and performance, using a variety of sources over time.
- 2.2 **Evaluation** is the process of judging the quality of student work in the assessments, on the basis of established criteria, and the assigning of a value to represent that quality.

3.0 POLICY

- 3.1 The Board adheres to the *Principles for Fair Student Assessment Practices for Education in Canada* (Joint Advisory Committee, 1993). The Board also adheres to *The Seven Fundamental Principles* as stated in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*. (See Attachment 1)
- 3.2 The primary purpose of assessment and evaluation is to improve student learning.
- 3.3 Assessment and evaluation practices are integral to the planning and delivery of curriculum and implementing instructional approaches to best meet student needs. Assessment and evaluation practices shall:
- be focused upon clearly identified curriculum expectations and the achievement categories;
 - provide multiple opportunities for students to demonstrate the full range of their learning;
 - be fair and equitable for all students;
 - address the needs of all students, while appropriately recognizing relevant student differences;

- e) enhance learning by building on previous successes;
 - f) identify next steps for students to improve their learning;
 - g) include provision for student self-assessment and goal-setting;
 - h) address both what students learn and how well students learn;
 - i) allow students to demonstrate the full range of their learning;
 - j) be preceded by a clear description of expectations and standards;
 - k) incorporate successful experiences that will enhance the student's self-concept and will enhance further learning;
 - l) describe student performance in terms of strengths and next steps in order to assist in the development of the whole individual.
- 3.4 Communication about student achievement shall:
- a) be in relation to curriculum expectations and the achievement categories;
 - b) be designed and implemented to help teachers establish plans for instruction, to encourage students to set goals for future learning, and to assist parents in supporting learning in the home;
 - c) be initiated early and continued throughout the school year;
 - d) be ongoing, descriptive, clear, timely and meaningful;
 - e) include parent/teacher interviews as an integral part of the communication system. The purpose of these interviews is to share information regarding student progress and achievement.
- 3.5 Recognizing that staff professional development and collaboration are necessary for effective assessment and evaluation practices, resources shall be allocated at all levels to ensure that this policy can be implemented effectively.
- 3.6 Student assessment, evaluation, and reporting practices shall be reviewed by Curriculum Services and Quality Assurance staff on a cyclical basis.
- 3.7 The Ottawa-Carleton District School Board shall:
- a) ensure that accountability structures are in place to monitor student achievement data and program quality, through the use of district-wide assessments, school improvement planning processes, and program reviews;
 - b) make available public reports of school and system results for all district and provincial assessments and report results of national and international projects. Results will be reported in an appropriate context, avoiding misleading comparisons of schools;

- 3.8 The district supports a shared partnership among staff, students, and parents/guardians in assessment, evaluation, and reporting practices. In this partnership, staff, students and parents share responsibilities.
- a) Responsibilities of principals include:
 - (i) ensuring that provincial report cards are issued to students and/or parents/guardians according to Ministry guidelines;
 - (ii) placing or promoting students and in secondary schools, for awarding certificates and diplomas.
 - b) Responsibilities of teachers are outlined in 3.3 and 3.5 (above)
 - c) Responsibilities of students include:
 - (i) sharing responsibility for learning and achievement by developing as a self-directed and reflective learner;
 - (ii) collaborating with teachers in setting goals and reflecting on progress at a level appropriate to their age and level of maturity;
 - (iii) actively participating in learning and assessment activities;
 - (iv) developing self-assessment and evaluation skills.
 - d) It is expected that parents/guardians will:
 - (i) ensure regular school attendance;
 - (ii) support their child's learning activities and experiences;
 - e) Parents/guardians are encouraged to:
 - (i) be informed about what their child is expected to learn and to communicate with the teacher;
 - (ii) monitor their child's progress and achievement in partnership with their teachers and include their child in this process;
 - (iii) act as their child's advocate.
- 3.9 Individual student achievement information shall be kept confidential. All procedures relating to management and use of student achievement data shall be conducted with sensitivity and discretion within the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

4.0 APPENDICES

Attachment 1: The Seven Fundamental Principles of Assessment, Evaluation and Reporting of Student Achievement

5.0 REFERENCE DOCUMENTS

Municipal Freedom of Information and Protection of Privacy Act
Principles for Fair Student Assessment Practices for Education in Canada (1993).
Board Procedure PR.582.CUR: Staff Advisory Committee on Student Evaluation
Board Procedure PR.584.CUR: Assessment, Evaluation and Reporting of Student Achievement
Board Procedure PR.585.CUR: Use of Commercial Standardized Tests
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Grades 1 to 12 (2010).

The Seven Fundamental Principles of Assessment, Evaluation and Reporting of Student Achievement

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:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- 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;
- 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;
- 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;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Grades 1 to 12 (2010)