

School District #71  
Integrity Statement:

## Student Assessment

The purpose of this document is to identify and clearly state School District# 71's position on assessment. This integrity statement is intended to be a declaration of:

- a) What we do in assessment
- b) How we will do it and
- c) How assessment supports student learning.

School District 71 believes that quality assessment and evaluation, as well as clear specific communication of student progress and learning, are essential components of the teaching and learning process.

Fair assessment practices will provide accurate information about an individual student and will lead to an evaluation and communication process which is clear, accurate and meaningful for both the students and parents.

All Schools will develop procedures and instructional practices based upon the Guiding Principles for Fair Student Assessment and Standards of Fair Assessment to ensure that each student is provided with an effective assessment program that balances assessment for learning, as learning and of learning. Evaluation of student learning will be reported to parents as per the School Act.

### Definitions

**Assessment:** the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum outcomes.

**Diagnostic Assessment:** the process of gathering evidence on student learning prior to the commencement of instruction on a specific topic. This information is useful in planning instruction as well as creating individualized programs. It is also considered a form of formative assessment

**Formative Assessment:** is a range of formal and informal assessment procedures employed by teachers during the learning process in order to plan and modify instruction and learning activities to improve student learning (*assessment for learning*). It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance (*assessment as learning*).

**Summative Assessment:** is designed to evaluate student learning at the end of an instructional unit or course (*assessment of learning*). It forms the basis of levels of achievement.

**Evaluation:** the process of collecting and interpreting information in order to judge whether or not a specific goal has been met

**Grading:** the assignment of value to represent the level of achievement attained.

**Reporting:** the regular communication both formal and informal regarding students progress and ways in which student learning can be supported and recognized. This communication is with the teacher, student and parent.

**Fair:** refers to the use of assessment strategies which offer equitable opportunities for each student to best demonstrate their learning. It often requires assessing outcomes in different ways related to the individual needs and circumstances of each student.

### **Guiding Principles for Fair Assessment**

1. Assessment is used to improve, guide and support student learning.
2. Assessment is an ongoing process.
3. Teachers assess student learning, describe what the student knows and is able to do and use this information to adjust instruction for individual students, small groups or whole classes and to assist in planning of further instruction.
4. Students are active participants in the assessment process.
5. Student behaviour including work habits, attitudes, effort, attendance, handing in work late are to be reported and communicated home but they are not part of the grading of a student's achievement unless they are part of the prescribed learning outcomes for the course.
6. Communication about student assessment and evaluation is ongoing, clear, meaningful and respectful.
7. Assessment and evaluation of student progress must be in relation to the learning outcomes.

### **Standards of Fair Assessment**

1. Instruction is to be based on plans that reflect the learning outcomes identified in the IRP's and Board/Authority Authorized Courses (BAA).
2. Assessment and evaluation criteria and procedures are to align with specified learning outcomes in IRP's and BAA's, performance standards and or the student's Individual Educational Plan (IEP).
3. The Intended learning outcomes and criteria for success are communicated with students prior to any assessment and evaluation so students are clear as to the expectations and requirements.
4. All students are to be provided with appropriate, multiple and varied opportunities to demonstrate their learning.
5. Teachers must provide all students with ongoing and descriptive feedback about their learning in an effort to help them improve.
6. Teachers provide opportunities for students to learn how to self assess their own work and to set improvement goals.
7. Evaluation of Student learning will be based upon sufficient assessment of student learning and reported to parents and students as per the School Act.

## **Student Assessment**

1. All Assessment, evaluation and reporting practices will be consistent with the School Act, and related Regulations and Ministerial Orders as well as the District's Guiding Principles of Assessment.
2. Classroom, School, District and Provincial assessment data will be used to inform decision making at the school and District level.
3. Schools will look at ways to improve the effectiveness of assessments, evaluation and reporting practices will be monitored by all levels and necessary improvements and adjustments to practices will be made accordingly.
4. Each school will develop a School Assessment Policy and Practice which will be in line with the District Guidelines. This policy is to be reviewed with the school community at the beginning of each school year.
5. The Schools Assessment policy is to be made available to all students and parents, ensuring that there is a clear understanding of the practices in each class.
6. Assessment and evaluation of student achievement will only be based on the prescribed learning outcomes of the curriculum. Student performance will be compared to the established criteria / or learning outcome rather than the performance of other students.

## **References**

1. Classroom Assessment and Reporting, February 2006. Retrieved from <http://bctf.ca/assessment>, evaluation and reporting
2. Reeves, Douglas B (2004, December), The Case Against Zero, Phi Delta Kappan, Vol. 86 No.4, pp 324-325
3. Liljedahl, Peter (210, Summer), The Four Purposes of Assessment, Vector, Vol.51, No. 2, pp 7-12
4. Student Progress Report Order, British Columbia Ministry of Education, <http://gov.bc.ca/education/legislation/policy/legislation>
5. Provincial Letter Grade Order, British Columbia Ministry of Education, <http://gov.bc.ca/education/legislation/policy/legislation>
6. Student Assessment Policy 209, School District #44 (North Vancouver)
7. District Assessment, Evaluation and Reporting, School District #36 (Surrey)
8. Student Assessment Policy , School District #72 (Campbell River)
9. Assessment and Evaluation of Student Learning, School District #78 (Fraser-Cascade)