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| Policy Title | Assessment, Evaluation and Reporting | | |
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| Review Date | September 1, 2021 | Originator | Board of Trustees |
| References | | | |
| Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12, 2010; BP & AP 6303-D “Equity and Inclusive Education”; Learning for All K – 12, Ontario Ministry of Education, 2013; K-12 School Effectiveness Framework, Ontario Ministry of Education, 2013; Thames Valley District School Board Draft Policy “Assessment and Evaluation” | | | |
| Policy: | | | |

1.0 RATIONALE

- 1.1 Bluewater District School Board policies will support and provide direction necessary to achieve the Board’s Vision, Mission and Strategic Plan priorities.
- 1.2 Bluewater District School Board is committed to using assessment and evaluation to improve student learning.
- 1.3 Bluewater District School Board is committed to using assessment that is fair and yields accurate information about student achievement. This information serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of classroom practices and programs. In turn, this leads to evaluation and reporting processes that are clear, accurate and meaningful for students and parents.

2.0 POLICY

- 2.1 In keeping with current research that effective assessment improves student learning, it is the policy of Bluewater District School Board to use assessment and evaluation practices to improve student learning by:
 - i. providing indicators of effective assessment and evaluation practices that will promote high quality assessment, evaluation and reporting practices in all classrooms and programs throughout the board; (See Appendix A – School Effectiveness Framework – Assessment For, As and Of Learning)
 - ii. supporting educators in using assessment and evaluation data effectively for decision-making at the classroom, program, school and board level;
 - iii. informing parents and guardians on an ongoing basis, both formally and informally about the assessment and evaluation process; and
 - iv. providing on-going opportunities for teachers and administrators to collaborate and learn together.
- 2.2 It is the policy of Bluewater District School Board to commit to the Ministry of Education’s Seven Fundamental Principles of Assessment and Evaluation. Teachers have a leading role to play in implementing practices and procedures that:
 - 1. are fair, transparent and equitable for all students;
 - 2. 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;

3. 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;
 4. 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;
 5. 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;
 6. provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement; and
 7. 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*, p.6)

3.0 SYSTEM EXPECTATIONS

- 3.1 It is expected that teachers will use their professional judgement in assessment, evaluation and reporting to improve student learning and will work with students to help them develop the learning skills and work habits necessary for academic success.

Two essential components of this policy are teachers' professional judgement and student responsibility:

Professional judgement is defined as "judgement that is being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction." (*Growing Success*, p.152).

Student responsibility is addressed on an ongoing basis by making it clear to "students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their learning." (*Growing Success*, p.43). The development of learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, and self-regulation) is an integral part of a student's learning (*Growing Success*, p.10).

- 3.2 It is expected that the essential principles of fairness, equity and inclusive education established in BP 6303-D "Equity and Inclusive Education" will be integral to all assessment, evaluation and reporting practices in schools.

Through the development and implementation of inclusive curriculum and assessment practices, staff will recognize and support students with diverse backgrounds and differing abilities.

- 3.3 In addition to the Ministry of Education's seven fundamental principles, it is expected that the shared beliefs, as outlined below from ***Learning for All K – 12***, will guide the assessment, evaluation and reporting practices in classrooms:
- i. All students can succeed;
 - ii. Each student has his or her own unique patterns of learning;
 - iii. Successful instructional practices are founded on evidence-based research, tempered by experience;
 - iv. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students;
 - v. Classroom teachers are the key educators for a student's literacy and numeracy development;
 - vi. Classroom teachers need the support of the larger community to create a learning environment that supports all students; and
 - vii. Fairness is not sameness.

APPENDIX A**Indicators of Effective Assessment and Evaluation Practice**

Bluewater District School Board believes that assessment, evaluation and reporting practices are effective when they are based on research and include:

Assessment for, as and of Learning

1. Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
2. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.
3. Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.
4. During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.
5. Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
6. Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
7. Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

Source: K-12 School Effectiveness Framework, Ontario Ministry of Education