



Title: **ASSESSMENT, EVALUATION AND REPORTING STUDENT ACHIEVEMENT**

Policy No.: **5015**
Effective Date: **2011 SEP 01**

Department: Learning Support Services

Reference(s):

- Reporting Student Achievement Procedure 5015a
- Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010
- Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, The Kindergarten Addendum, 2016
- Thames Valley District School Board, Equity and Inclusive Education Policy

It is the policy of the Board to utilize assessment, evaluation and reporting student achievement processes to improve student learning. In order to achieve this outcome, the Seven Fundamental Principles, as outlined in Growing Success, will be adhered to:

The Seven Fundamental Principles

To ensure the 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;

Administered By: **Learning Support Services**

Amendment Date(s): 2017 June 27

- 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, 2010, p.6)

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement. *(Growing Success, Assessment, Evaluation, and Reporting In Ontario Schools, 2010, p.43)*

Professional judgement is defined as "judgement that is 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, Assessment, Evaluation, and Reporting In Ontario Schools, 2010, p.152)*

In addition to the Seven Fundamental Principles, the following Guiding Principles will be at the core of work that Thames Valley educators follow when assessing, evaluating and reporting student achievement:

Teachers will use a variety of strategies to allow students to demonstrate evidence of their learning.

Teachers will communicate timelines for both the submission of, and the return of assignments to students, and where appropriate to parents, in a timely manner.

Teachers will make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time.

Teachers will communicate evaluation criteria to the student at the point of distribution of the assignment.

Teachers will use assessment information to drive instruction as well as to support student learning.

Teachers will provide appropriate class time to work on assignments.

Teachers will use a variety of strategies to ensure students submit their assignments for evaluation and meet timelines.

Teachers will design learning experiences which will allow students to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills as identified in the achievement charts.

Thames Valley District School Board's Procedures for Reporting Student Achievement can be found in Procedure #5015a.

In keeping with the *Equity and Inclusive Education Policy #2022*, the Board is committed to:

- fairness, equity, and inclusive education as essential principles of the system;
- implementing an inclusive curriculum through the development and review of resources, instruction, and assessment and evaluation practices, in order to identify and address discriminatory biases so that students may maximize their learning. Through the development and implementation of inclusive curriculum and assessment practices, staff will recognize and support students with diverse backgrounds and differing abilities. (*Equity and Inclusive Education Policy #2022*, pp.1-4.)