

DISTRICT ASSESSMENT, EVALUATION AND REPORTING

Background

Assessment, evaluation and reporting (communicating student learning) are essential to making informed decisions regarding student progress and the effectiveness of educational programs. Assessment practices in the District shall be designed to support student learning, guide instruction, and provide clear information about student progress. The District believes that on-going communication between teacher, student, and parent/guardian are critical components of the learning cycle.

Procedures

Assessment Practice guidelines

1. Assessment, evaluation, and reporting practices are designed to enhance student learning and must be fair, transparent, and equitable.
2. Criterion-referenced evaluation is expected for classroom evaluation. From the information collected through assessment activities, teachers evaluate student performance. They use their insight, knowledge about learning and experience with students, along with the specific criteria, to make judgments about student performance in relation to specific learning standards.
3. A variety of assessment sources and instruments should be used to collect assessment data.
4. For those students experiencing difficulties, consultation between parents and school personnel should involve plans for differentiating instructional and assessment practices to meet individual student learning needs.

Roles and Responsibilities

5. The Superintendent will ensure that:
 - 5.1 Assessment, evaluation and reporting practices are consistent with the *School Act*, related regulations and Ministerial Orders.
 - 5.2 District assessment, evaluation and reporting practices are reviewed periodically.
6. The Principal will ensure that:
 - 6.1 A school procedure on the assessment, evaluation and reporting of student progress is established and in keeping with provincial legislation and policy and District Administrative Procedures.

- 6.2 Parents' requests for information about assessment, evaluation and reporting practices are addressed
- 6.3 Teachers are provided leadership and direction with assessment, evaluation and reporting practices that support student learning.
- 7. Teachers will ensure that:
 - 7.1 Assessment and evaluation are criterion-referenced, based on the learning standards, which include the curricular and core competencies set out in the curriculum;
 - 7.2 Formative and summative assessments are used to guide instruction and evaluate student progress;
 - 7.3 Students are provided with multiple opportunities to demonstrate their understanding throughout the year;
 - 7.4 Student records and related information including work samples and achievement measures are maintained;
 - 7.5 Parents are informed of the procedures used to evaluate students.
- 8. Communicating Student Learning Guidelines
 - 8.1 Parents will receive a minimum of three formal written reports (four in semestered schools) and two informal reports;
 - 8.2 Reporting to parents should be timely, clear, and responsive throughout the year;
 - 8.3 Parents will receive a summative report at end of each school year or semester;
 - 8.4 Parent-teacher conferences can constitute informal reporting. Parents will have at least one opportunity each school year to confer with their child's teacher;
 - 8.5 Documentation of date, nature and content of informal reports is required;
- 9. Kindergarten – Grade 3 Progress Reports
 - 9.1 Reports to parents will provide descriptive written comments and performance scales about student progress in relation to the learning standards of the curriculum in all areas of learning as identified in the [Student Progress Report Order](#). Written comments will include what the student is able to do, areas requiring further attention or development and next steps in learning;
 - 9.2 Summative reports will include student self-assessment of core competencies, with teacher support as required;
 - 9.3 Additional reports from support teachers will be attached to the student progress report.
- 10. Grades 4-9 Progress Reports
 - 10.1 Reports to parents will provide descriptive written comments and letter grades to indicate student progress in relation to the learning standards of the curriculum in all areas of learning as identified in the [Student Progress Report Order](#). Written comments will include what the student is able to do, areas requiring further attention or development, and next steps in learning;

- 10.2 Summative reports will include student self-assessment of core competencies, with teacher support as required;
- 10.3 Letter grades are assigned as per the [Provincial Letter Grades Order](#);
- 10.4 Additional reports from support teachers will be attached to the student progress report.
- 10.5 With the permission of the Superintendent, letter grades can be omitted from student progress reports. However, schools will provide letter grades to parents upon request.

11. Grades 10-12 Progress Reports

- 11.1 Parents will receive four formal progress reports each school year;
- 11.2 Parent-teacher interviews are held midway through each quarter;
- 11.3 Reports to parents will provide letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course, subject and grade;
- 11.4 Interim reports may also be sent home at any time during the semester. Teachers are required to contact and inform parents if their child's achievement is such that his/her success in the course is at risk;
- 11.5 Letter grades/percentages will be assigned as per the [Provincial Letter Grades Order](#);
- 11.6 Attachments from support teachers will be attached to the student progress report as necessary.

*Reference: Sections 17, 20, 22, 65, 85, School Act School Regulation 265/89
Permanent Student Record Order M082/09 Student Learning Assessment order M60/94
Student Progress Report Order M14/191/94
K-12 Education Plan and Guidelines for Student Reporting*

SD No. 40 (New Westminster)

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Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)