



Assessment, Evaluation and Reporting Policy

Date Approved: June 2011

Projected Review Date: June 2012

Purpose:

The purpose of this policy is to ensure that all assessment, evaluation and reporting practices and procedures in HWDSB schools guide instruction, promote student engagement and improve student learning, and are consistent with HWDSB Strategic Directions and provincial assessment evaluation and reporting policy described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*.

Intended Outcomes:

The implementation of this policy will result in:

- Fair, equitable, and transparent assessment practices in all classrooms and schools;
- Assessment and evaluation activities in all classrooms and schools that are purposely planned from the curriculum expectations and are differentiated to provide for the interests, learning preferences, needs and experiences of all students;
- Consistent use of formative assessment *for* learning including clear learning goals and success criteria and continuous descriptive feedback in all classrooms and schools;
- Consistent use of tiered interventions and appropriate adjustments to the learning environment, instruction, assessment and evaluation in all classrooms and schools;
- Increased consistency in evaluation and reporting practices within and between schools;
- Consistent use of collaborative planning and collaborative inquiry to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;
- Increased student achievement;
- Increased student engagement ; and
- Increased equity of learning outcomes for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status.

Responsibility:

- Superintendents of Student Achievement
- School Administrators

Definitions:

Accommodations: Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning.

Achievement Chart: A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards

Assessment for Learning: The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

Assessment as Learning: The process of developing and supporting student metacognition. Students monitor their own learning, use assessment feedback from the teacher, self and peers to determine next steps and set individual learning goals.

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

Cheating: to violate rules dishonestly.

Content Standards: Standards that describe what students should know and be able to do.

Curriculum: The sum of all formal and informal activities, experiences and learning opportunities in which students engage as part of the educative process.

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Equity of Outcomes: Student outcomes are different with respect to achievement and pathways. All outcomes are valued as they are a result of students achieving their full potential. Equity of outcomes requires differentiated, individualized instruction, support and intervention.

Evaluation: The process of judging the quality of student work on the basis of established criteria to identify how well students have achieved the curriculum expectations.

Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Metacognition: The process of thinking about one's own thought process. Metacognitive skills include the ability to monitor one's own learning.

Modifications: Changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.

Performance Standards: Standards that describe student achievement of the curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement.

Plagiarism: The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Professional judgement:

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.

Reporting: The process of providing students and parents with clear, detailed, straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Success Criteria: Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, which are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning.

Action Required:

All teachers in HWDSB schools and programs use assessment, evaluation and reporting practices that are consistent with the provincial policies (1 – 10 listed below) as described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. School principals and system leaders coordinate, support and guide the work of teachers ensuring that assessment, evaluation and reporting practices and procedures guide instruction, promote student engagement and improve student learning.

- 1 Assessment, evaluation and reporting practices and procedures are based on the Fundamental Principles of assessment described in *Growing Success* and the Guiding Principles of HWDSB Student Achievement Pillar Policy.
- 2 To support students’ development of the learning skills and work habits teachers provide explicit instruction, use assessment *for* learning and *of* learning strategies and evaluate and report on students’ progress.
- 3 Teachers use the curriculum expectations as the content standards for students’ learning and achievement charts as the performance standards in the four categories of knowledge and skill.
- 4 Teachers use formative assessment *for* learning to guide instruction and improve student learning, and assessment *as* learning to help all students develop their capacity to be independent, autonomous learners.
- 5 Teachers and schools are consistent in the following aspects of evaluation:
 - i. Planning for and gathering evidence of student achievement of the overall expectations for evaluation, using a variety of strategies to promote academic honesty and teach students research skills and to motivate and facilitate the completion of work and demonstration of learning.
 - ii. Determining report card grades, including a report card mark for a student who has failed to submit one or more assignment for evaluation on time, or at all and using specific percentage grades to report student achievement below 50 percent in Grades 9 – 12.
 - iii. Using “I” to indicate insufficient evidence for evaluation, using strategies for dealing with missing evidence of achievement, and using a continuum of consequences to deal with incidents of cheating or plagiarism.
- 6 Teachers and schools communicate assessment and evaluation information to students and parents through classroom, department, and school communications as well as Progress and Provincial Report Cards.
- 7 Teachers and schools provide appropriate supports and tiered interventions to meet each student’s existing and emerging needs. Teachers provide accommodations and/or modifications to adjust the learning environment, instruction, assessment, and evaluation as per information on students’ Individual Education Plans.
- 8 Teachers and schools provide accommodations and/or modifications and appropriate supports to adjust the learning environment, instruction, assessment, and evaluation to meet each student’s language acquisition needs.
- 9 Teachers who teach using on-line courses and tools including blended learning abide by HWDSB Assessment, Evaluation and Reporting Policy Directives and provincial assessment, evaluation and reporting policy.

- 10 All credit recovery programs must be consistent with the HWDSB Assessment, Evaluation and Reporting Policy Directives, and must be based on current ministry-approved courses.

Details, explanations and supports for implementation will be in HWDSB Assessment, Evaluation and Reporting Policy Directives.

Progress Indicators:

- Schools and teachers use assessment and evaluation practices that support the Guiding Principles and Fundamental Principles from *Growing Success*.
- Schools and teachers explicitly teach and use assessment *for* learning, prior to evaluation of the learning skills and work habits.
- Teachers collaboratively plan for instruction, assessment and evaluations by:
 - starting with the big ideas and overall curriculum expectations;
 - using the achievement chart and success criteria to determine what successful achievement of the expectations “looks like”;
 - planning final assessment tasks;
 - planning instruction and assessment.
- Schools and teachers share a common understanding of the purposes of assessment *for* learning and *as* learning, and evaluation;
- Teachers use formative assessment *for* learning and *as* learning to improve student achievement as per the Policy Directives; Operating Plan;
- There are consistent procedures in all schools for evaluation and reporting as per the Policy Directives.
- Collaborative planning and collective inquiry provide the vehicle for ongoing professional learning about, and continuous development of best practices in instruction, assessment, evaluation and reporting.

References:

Government Documents:

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
Ontario Curriculum Policy Documents
Learning for All Draft – 2009
Ontario’s Equity and Inclusion Strategy
English Language Learners: ESL and ELD Programs and Services

Pillar Policies:

Student Achievement Pillar Policy

HWDSB Strategic Directions

Achievement Matters
Engagement Matters
Equity Matters

HWDSB Policies

Equity Policy
Character Builds

Policy Directives:

Guiding Principles

Learning Skills and Work Habits
Content and Performance Standards
Assessment *for* Learning and *as* Learning
Evaluation 1 – Evidence of Learning
Evaluation 2 – Report Card Grades
Evaluation 3 – Missing Evidence of Learning
Communicating and Reporting Student Achievement
Students with Special Needs
English Language Learners