



Assessment, Evaluation and Reporting

Date Approved: 2015

Projected Review Date: 2019

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to ensure that all assessment, evaluation and reporting practices and procedures in schools guide instruction, promote student engagement, improve student learning and are transparent for staff and to parents.

GUIDING PRINCIPLES:

To ensure that the process of assessment, evaluation, and reporting is valid and reliable, and to ensure that this process leads to the improvement of learning for all students, HWDSB teachers and school teams will use practices and procedures that are:

- fair, transparent, and equitable for all students;
- supporting 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;
- 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;
- 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;
- 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;
- providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

INTENDED OUTCOMES:

Communication:

- Teachers share learning goals and success criteria with all students and parents/guardians/caregivers, teach students the skills of peer and self-assessment and provide continuous descriptive feedback to all students.
- Teachers collaboratively plan for evaluation, instruction and assessment
- Schools and teachers share a common understanding of the purposes of assessment *for* learning and *as* learning, and evaluation.



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Professional Development:

- Schools and teachers use assessment and evaluation practices that are responsive to student needs and improve their learning
- Schools and teachers explicitly teach and use assessment *for* learning, prior to evaluation of the learning skills and work habits.
- Teachers use professional judgment in determining report card grades.
- There are consistent procedures in all schools for evaluation and reporting student achievement.
- Collaborative planning and inquiry provide the vehicle for ongoing professional learning regarding how assessment may be used to inform instruction.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Parent: The term “parent” throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver

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

Descriptive Feedback: Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students’ achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

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.

Evaluation: The process of judging the quality of student work based on 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.



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Peer Assessment: Assessment of a student's work or learning processes by classmates.

Professional Judgment: Judgment that is informed by knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria for success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that includes ongoing reflection and self-correction.

Reporting: The process of providing students and parents with clear, detailed and 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 based on curriculum documents. Success criteria are discussed and agreed upon with students, and 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:

Policy Procedures are developed to fully describe how teachers and school administrators can implement assessment and instructional practices as outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* in order to:

- support students' development of learning skills and work habits
- promote student engagement
- encourage students' academic honesty
- guide instruction to support all students, including students with special needs and English language learners
- use assessment to respond to student learning
- promote ongoing dialogue with students and parents



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PROGRESS INDICATORS:

Intended Outcome	Assessment
Communication	<p>Various methods such as on the board website, in student agendas, course outlines, and to parents and guardians in sources such as school newsletters, school website, etc.</p> <p>In addition, schools will promote ongoing dialogue with parents, students and teachers about student progress in their learning and achievement.</p>
Professional Development	<p>Professional development for school administrators and teachers on assessment, evaluation and reporting practices and procedures will be embedded into Principal and Teacher Learning Teams.</p> <p>Additional supports and training will be co-created by school teams and system leaders as required to address school-identified needs.</p>

REFERENCES:

Government Documents

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
 Ontario Curriculum Policy Documents
 Learning for All 2013
 Ontario's Equity and Inclusion Strategy
 English Language Learners: ESL and ELD Programs and Services
 First Nations, Métis and Inuit Education Policy Framework
 E-Learning Ontario: Policy Document, 2013
 Credit Recovery Memorandum from Deputy Minister, 2006
 PPM No.155 – Diagnostic Assessment in Support of Student Learning

HWDSB Policies

21st Century Learning and Technology
 Code of Conduct
 Educational Excursions
 Equity
 Progressive Discipline