



Assessment, Evaluation and Reporting

Date Approved: 2020

Projected Review Date: 2024

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes the importance of assessment, evaluation and reporting on student progress as a critical component of student learning and contributing to improved levels of achievement.

GUIDING PRINCIPLES:

Assessment, evaluation and reporting practices will:

- Be administered in a fair, transparent, and equitable manner;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are Indigenous;
- Relate to the curriculum expectations and learning goals and, as much as possible, to the learning needs, learning profiles, and experiences of all students;
- Communicate criteria to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Be ongoing and varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Focus on educators providing ongoing descriptive feedback to stated learning goals and success criteria that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

INTENDED OUTCOMES:

That assessment, evaluation and reporting of student progress in HWDSB schools reflect the guiding principles outlined in this policy and adhere to Ministry policy.



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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Adapted from Growing Success (2009).

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.

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

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



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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:

Implement procedures that support the guiding principles of this policy and any related Ministry policy.

PROGRESS INDICATORS:

| Intended Outcome | Assessment |
|--|---|
| Assessment, evaluation and reporting of student progress reflect the guiding principles outlined in this policy and adhere to Ministry policy. | Principal/Vice-Principal observations of educator practices. Student and Parent surveys. |

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

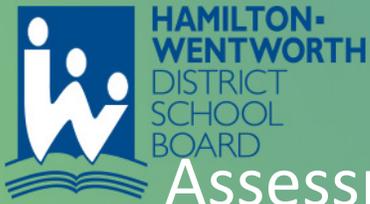
English Language Learners: ESL and ELD Programs and Services

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



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HWDSB Policies

- Student Achievement Pillar
- Code of Conduct
- Educational Excursions
- Equity
- 21st Century Learning and Technology
- Progressive Discipline