



Northeastern Catholic District School Board

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT: Full Day Kindergarten Program to Grade 12

Policy Number: E-10

Authority: 12-179/16-28/19-87

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to providing a high-quality educational experience to all students, enabling them to reach their potential as 21st century learners and leaders. We believe that every student is unique and that each must have opportunities to achieve success according to his or her own interests, goals and God-given abilities. The assessment and evaluation practices of our staff must recognize and affirm the dignity of all learners while improving student achievement and their pathway outcomes.

REFERENCES

Education Statutes and Regulations of Ontario

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

Policy/Program Memorandum 155: *Diagnostic Assessment in Support of Student Learning*

DEFINITIONS

The following definitions are taken from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.

Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectation in a subject or course.

Assessment *as* learning

The process of developing and supporting student metacognition.

Assessment *for* learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

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.

Evaluation

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent the quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

POLICY REGULATIONS

1. As per Regulation 298: Operations of Schools – General, of the *Education Act*, teachers shall “be responsible for effective instruction, training and evaluation of the progress of pupils in the subjects assigned to the teacher and for the management of the class or classes, and report to the principal on the progress of pupils on request.”
2. Assessment, evaluation, and reporting practices in NCDSB schools shall be based on the policies and practices described in *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.
3. The Board and its schools will cooperate and assist in the administration of tests under the *Education Quality and Accountability Office Act, 1996* and report the findings within the provisions of the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.
4. The provincial curriculum expectations and achievement charts as defined in the Ontario Curriculum shall be used as the basis for assessment and evaluation of student achievement and for reporting purposes.
5. The Individual Education Plan (IEP) shall be used to guide teachers in assessing, evaluating and reporting the achievement of students with exceptionalities.
6. In order to inform their instruction, teachers must utilize diagnostic assessment during the school year in accordance with the provisions of *Policy/Program Memorandum 155: Diagnostic Assessment in Support of Student Learning*.
7. The NCDSB Learning in the Early Years Report Card shall be used as the standard document for reporting student achievement to parents/guardians at this respective grade level, until such time as a provincial template is completed by the Ministry of Education. Reporting of student achievement to parents/guardians from Grades 1 – 12 shall be documented using the Provincial templates in accordance with *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.
8. Outside of the standard reporting cycles, information about assessment and evaluation activities will be communicated regularly by teachers to students, parents, and principals.
9. Administrative procedures will be developed in keeping with the requirements of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.