

AP 360 – STUDENT ASSESSMENT, EVALUATION AND REPORTING

Background

Assessment, evaluation and reporting are essential components of the instructional process. Strong assessment procedures support the achievement of student learning outcomes by providing opportunity for analysis, adjustments and validation.

All schools are required to develop specific procedures for the evaluation and reporting of student progress in accordance with provincial requirements and Division procedures.

Common Understandings of Assessment

1. Assessment information is used for the purposes of formative assessment (assessment *for* learning and assessment *as* learning) and summative assessment (assessment *of* learning).
2. Students are actively involved in assessment as users of assessment information to support learning.
Teachers
 - a. assist students to understand learning targets as defined by the outcomes outlined by Saskatchewan Ministry of Education Curriculum;
 - b. inform students on an ongoing basis how their achievement will be determined; and,
 - c. assess student achievement across the range of learning outcomes.
3. Students and their parents are informed of how achievement will be assessed, communicated and reported (as per the Key Communicators Document AP 360 A.)
Communication among administration, teachers, students and parents:
 - a. ongoing and timely, and
 - b. employs a variety of methods to identify progress, success and gaps in student's achievement of the learning outcomes.
4. Student Achievement is a student's determined standing (% or letter grade) relative to curriculum standards.
5. Learner attributes such as effort, participation, behavior, attitude, work habits and attendance are communicated separately from achievement.
6. Punitive grading or distorted grading (i.e. late marks, bonus marks, group grades) is not part of sound assessment practices; however, when a student fails to submit a sufficient number of summative assessments for grading purposes, and every effort has been exhausted, teachers in consultation with the principal use professional judgment to determine students' marks (failing grade, zero mark, or incomplete status) for missing, unfinished, plagiarized or late assessments.
7. Principals ensure procedures are established within the school to support sound assessment practices.

Procedures:

A. Assessment of Learning

1. Principals ensure that the guidelines and procedures are in place within the school to support assessment of learning. Principals ensure that teachers' instructional plans include assessment of learning.
 - 1.1 The assessment of learning plan reflects the relative importance of learning outcomes.
 - 1.2 Teachers assess students' performance and determine their achievement (attainment of the learning outcomes in the Saskatchewan Ministry of Education curriculum) across the range of learning outcomes. Most assessments will assess a number of integrated outcomes. Not every outcome will be assessed for a grade/achievement level.
 - 1.3 Assessment tasks and instruments:
 - 1.3.1 assess enduring understandings and transferable skills where reasonable;
 - 1.3.2 are clearly linked and compatible with learning outcomes being assessed; and
 - 1.3.3 are reviewed on an ongoing basis for validity and reliability.
 - 1.4 Teachers assess students' performance and determine their achievement of learning outcomes at the grade level assigned for their instruction or their Individual Program Plan (IPP.)
 - 1.5 Teachers select assessment methods that are varied and compatible with the learning outcomes being assessed.
2. Principals ensure teachers inform and actively involve students in their own assessment of learning.
 - 2.1 Teachers establish with students clear performance and achievement standards, based on learning outcomes. Teachers assist students in articulating what they need to know and be able to do and to what degree.
 - 2.2 Teachers inform students on an ongoing basis of how their achievement will be determined.
 - 2.3 Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.
3. Principals ensure teachers provide students with opportunities to demonstrate their best achievement.
 - 3.1 Teachers use a variety of assessment methods.
 - 3.2 Teachers ensure students with special education needs receive appropriate accommodations to complete assessments.
 - 3.3 Teachers ensure students have sufficient assessment for learning opportunities before assessment of learning occurs.

- 3.4 Teachers allow opportunity for students, in a timely manner, to re-submit evidence of learning. (For example, using descriptive feedback or showing evidence to rewrite a test or resubmit a project.)
- 3.5 Teachers' assessment of students' learning in enrichment programming is based on their achievement of the learning outcomes in the Saskatchewan Ministry of Education Curriculum. Students who complete assessment requirements for an external examining body, such as Advanced Placement, attain that credential in addition to and independent of their achievement in the corresponding Saskatchewan curriculum course.
- 3.6 Teachers determine students' achievement independently of the achievement of others. That is, if students meet the standard they receive the grade regardless of how many other students meet the same learning outcomes.
4. Principals ensure that procedures and supports are in place within the school to enable the collection of a reliable body of evidence to determine students' summary grades.
 - 4.1 Teachers retain assessment records in indirect forms such as, anecdotal notes, recordings, rubrics, and percentage scores.
 - 4.2 Teachers use the evidence that accurately indicates their students' achievement of the learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade or determine the final grade on the most recent assessment evidence.
 - 4.3 A final assessment is comprehensive and may be administered to students in several forms. For example, a final assessment may be a performance task to measure skills, an exit portfolio and interview or an examination subject to D1.6.

B. Assessment for Learning

1. Principals ensure that procedures are in place within the school to support assessment for learning.
 - 1.1 Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment.
 - 1.2 Teachers use ongoing assessment to inform instructional design and respond to students' learning needs.
 - 1.3 Teachers provide time and opportunities for students to internalize their learning through the use of feedback and guided practice to independence. Teachers provide assessment for learning tasks that allow risk taking and exploration in learning.
 - 1.4 Teachers prepare students for assessment of learning by providing assessment for learning tasks that are similar in form and content.
 - 1.5 In some cases, when mastery of learning outcomes is noted during assessment for learning, a teacher may use this assessment of learning as evidence.

C. Assessment as Learning

1. Principals ensure teachers use assessment as learning strategies as an integral part of instruction and learning.
 - 1.1 Teachers ensure that assessment as learning is an integral part of students' learning experiences and teach students to use a variety of assessment as learning strategies to move from support to independence.
 - 1.2 Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to learning outcomes.
 - 1.3 Teachers teach students to become aware of their own learning strength and needs and to identify their own progress toward learning outcomes.
 - 1.4 Teachers support students in establishing achievable personal learning targets.

D. Communication and Reporting

1. Principals ensure communication with parents/guardians about students' learning.
 - 1.1. Principals ensure that the schedule for final assessments and Report Cards is communicated to students and parents/guardians.
 - 1.2 Teachers employ a variety of strategies to communicate student progress and achievement to parents/guardians (Key Communicators Document AP 360 A.)
 - 1.3 Teachers communicate in a positive and constructive manner about student achievement.
 - 1.4 Teachers communicate information about students' academic achievement separately from information about social growth or work habits (participation, effort, or learner attributes).
 - 1.5 Teachers inform parents/guardians and students about the achievement standards.
 - 1.6 Students unable to write a final assessment because of serious illness, injury, bereavement, or for other compelling reasons for which sufficient cause is demonstrated, should apply to the principal who determines if an alternative final assessment is appropriate. Accommodation may take the form of:
 - 1.6.1 An exemption from the final assessment if sufficient assessment evidence is available to determine students' achievement of the learning outcomes; or
 - 1.6.2 Students writing an equivalent final examination or the same final assessment administered under secure conditions.
 - 1.7 Report cards are issued a minimum of twice during a semester and a minimum of three times for full year programs in Kindergarten to Grade 12.
 - 1.8 The report card and Individualized Program Plan (IPP) are complementary documents for students identified with special education needs. An IPP is based on diagnostic information and provides the basis for intervention strategies. The report card indicates achievement in life skills, foundational skills, academic readiness and/or achievement of learning outcomes.
 - 1.9 Students, who have not completed a sufficient number of assessments for the reporting of their achievement, may have their achievement reported as Incomplete (I) until these assessments have been completed.

- 1.10 Parents/Teacher conferences (see Key Communicators AP 360 A for options) are held a minimum of two times per year.

E. Appeals

1. Principals will ensure that appeals are dealt with in a timely manner according to appeal procedures.
 - 1.1. Every student and/or parent/guardian has the right to appeal final assessment results to the principal or designate. Information regarding the appeal procedures is to be made available to students and parents/guardians (unless students are independent.)
 - 1.2. The student and/or parent/guardian may appeal a school awarded final course grade, final examination mark or a course or program placement. This appeal must be submitted in writing to the principal/designate within 60 days of the assessment results being made available. Once received, a decision on the appeal must be made in writing within ten school days.
 - 1.3. In reviewing an appeal, the principal/designate:
 - a) meets with the student and parent/guardian (unless independent student);
 - b) consults with appropriate teachers to review assessment information, and
 - c) submits, in writing to the student, parent/guardian (where applicable) and teacher(s), a decision regarding the appeal.
 - 1.4. If the student and parent/guardian are not satisfied with the decision made at the school level, they may appeal to the Board of Education pursuant to Policy 13 Appeals and Hearings Regarding Student Matters.

F. Placement

1. Decisions concerning course, grade and program placement are made in consultations with the student (where appropriate), parents/guardians (unless a student is independent), teachers, and principal/designate. These decisions are the result of ongoing communication between the school, student and parents/guardians. Retention of a student is outlined in AP 361- Student Retention.

Definitions:

Assessment of Learning (also known as summative assessment): the collection and use of assessment information by teachers to make judgments about students' achievement at key points during and at the end of a cycle of instruction, for the purpose of grading and reporting.

Assessment for Learning (a component of formative assessment): the collection and use of assessment information by teachers to adjust teaching for the purpose of improving students' learning. This process involves the ongoing exchange of information among the teacher and students.

Assessment as Learning (a component of formative assessment): the collection and use of assessment information by students to learn about their learning processes in order to plan, regulate and reflect on their own learning.

Learning Outcomes: curricular statements that describe significant and essential learning that students reliably demonstrate at various times throughout the school year or by the end of a course or program.

Indicators: evidence shown that supports a learning outcome.

Learning Targets: statements in student-friendly language that describe learning outcomes.

Descriptive Feedback: part of an ongoing conversation about learning that relates directly to the student's growth toward expected learning outcomes.

Rubric or Scoring Guide: a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's learning.

Criteria: what students are able to do to demonstrate the achieved Learning Outcomes.