

Policy Statement

The Eastern School Board recognizes that the focus of assessment and evaluation is on student growth and achievement. Assessment and evaluation are integral to the teaching and learning process.

Assessment is a collaborative process involving students, teachers and parents/guardians. Assessment supports and promotes student learning when it occurs on a regular, ongoing basis, providing students with clear descriptive feedback from which they can set goals for improvement. Being tightly interconnected with curriculum and instruction, assessment plays a continuous role in informing instruction, checking progress and success while working towards the achievement of outcomes.

Evaluation is the judgment teachers make from the evidence collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria and knowledge of the curriculum, to make judgments about student performance in relation to learning outcomes.

Students benefit most when assessment is provided on a regular, ongoing basis. It is seen as an opportunity to promote learning rather than as a final judgment. It shows learners their strengths and suggests how they can develop further. Students can use this information to establish future learning goals, make plans and redirect efforts.

Rationale

The Eastern School Board recognizes the importance of ensuring that learning and teaching are focused on the provincial curriculum outcomes. Student learning is best supported when:

- Students are involved in the learning process
- Instruction and assessment are based on clear learning goals which are communicated to students
- Students understand the learning goals and the criteria for quality work, receive and use descriptive feedback, and then take steps to adjust their performance

- Instruction and assessment are differentiated according to student learning needs
- Assessment information is used to make decisions that support further learning
- Parents/guardians are well informed about their child’s learning and work with the school to help plan and provide support

Scope

This policy is applicable to all students and schools within the jurisdiction of the Eastern School Board.

Procedures

1. The Eastern School District will establish Administrative Regulations that govern the application of this policy.
2. The Administrative Regulations will be reviewed by the CEO/Director of Education in collaboration with the District Administrative Staff.
3. Eastern School District uses assessment data and evidence for decision-making at the classroom, school, and District level.
4. The Eastern School District recognizes that assessment impacts how students learn, their motivation to learn and how teachers teach to further student learning. There are three facets of assessment:
 - *Assessment for Learning*: Teachers use assessment evidence to determine what students understand in order to plan and guide instruction and provide helpful feedback to students.
 - *Assessment as Learning*: Students use assessment evidence to monitor their own learning. It focuses on the role of the student as the critical link between assessment and learning.
 - *Assessment of learning*: Students, teachers, parents/guardians, as well as, the broader community are informed of achievement at certain points in time. Assessment of learning is summative in nature. It typically comes at the end of a course or program to determine the extent to which the learning outcomes have been achieved.
5. Assessment and Evaluation Practices.
 - 5.1 Grades are the reflection of the attainment of outcomes.

- 5.2 Assessment shall reflect practices articulated in provincial curriculum documents.
 - 5.3 Assessment practices must incorporate a variety of strategies and contexts to determine learner progress.
 - 5.4 Assessment and evaluation should not be confined to recall and comprehension levels but should include the processes of analysis, synthesis, and evaluation.
 - 5.5 Assessment data shall be obtained from internal (school-based) sources and/or external (provincial) sources. This assessment data will be used to inform decisions around the programming for individual students.
 - 5.6 Teachers shall inform students and parents throughout the school year of the learning outcomes (targets) and criteria for determining student achievement.
 - 5.7 Teachers shall inform parents/guardians at the annual Curriculum Orientation session how students will be assessed and evaluated.
 - 5.8 Teachers shall maintain records/samples of each student's progress and achievement.
 - 5.9 School based exemption programs for mid-year and final examinations are not permitted.
 - 5.10 Adaptations, accommodations and/or exemptions related to assessments administered by the Department of Education or the Eastern School District shall follow the end of level guidelines outlined in the appropriate Participation Policy from the [Department of Education](http://www.ed.gov.nl.ca/) (<http://www.ed.gov.nl.ca/>).
 - Primary/Elementary/Intermediate
http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/principal_guide_2011.pdf
 - High School (<http://www.ed.gov.nl.ca/edu/k12/evaluation/accommodations.pdf>)
6. Communication and Reporting.
 - 6.1 The primary focus for reporting shall be the extent to which curriculum outcomes are achieved.
 - 6.2 Each school will maintain a system of formal and informal communication with learners and parents.

- 6.3 Formal methods of communicating and reporting shall occur throughout the year as outlined by the Eastern School District in the Administrative Regulations.
 - 6.4 Schools will develop procedures to maintain the privacy and confidentiality of student achievement data and related reports.
7. Student Placement.
- 7.1 Generally, for Kindergarten to Grade 9, students will be promoted or placed in the next grade. However, in exceptional circumstances, a student may be retained or accelerated.
 - 7.2 All student placement decisions will be made in consideration of achievement of the required program outcomes, as well as the cognitive, intellectual, social, and emotional development.
 - 7.3 All parents and learners must be informed regarding placement criteria prior to the beginning of instruction in a grade or course.
 - 7.4 Each school shall form a School Placement Team if they are considering placement, retention or acceleration. This team shall consist of but not be limited to administration, guidance counselor and teacher/s. The team's deliberations shall be documented.
 - 7.5 If an Individualized Education Plan (IEP) Team exists, they will make the recommendation on promotion, placement, retention or acceleration.
 - 7.6 All decisions related to promotion, placement, acceleration or retention are subject to appeal via the Eastern School District appeals procedure.
8. Appeals
- 8.1 Schools must ensure that parents/guardians and students, when appropriate, are informed at the beginning of each school year of their right to appeal decisions related to assessment, evaluation, and placement.
 - 8.2 All decisions regarding evaluation, assessment, and placement may be appealed by a parent/guardian of a student or by a student who is 19 years of age or older.

8.3 All appeals regarding assessment, evaluation, and student placement decisions shall follow a process defined by the Eastern School District's Appeals Policy. http://www.esdnl.ca/about/policies/esd/B_BEE.pdf

<i>Authority:</i>	<i>Eastern School Board</i>	<i>Date Approved by the Board: October 4, 2006</i>
<i>Legal Reference:</i>		<i>Date of Amendments: October 5, 2011</i>
<i>Cross Reference:</i>	<i>The Schools Act, 1997</i>	