

**MOOSE FACTORY ISLAND
DISTRICT SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE NO. 250	
Effective	
Revision Date	

STUDENT ASSESSMENT AND EVALUATION

PURPOSE

The Moose Factory Island District School Area Board is committed to student assessment that is fair and yields accurate information about student achievement. This information guides teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of classroom practices and programs.

The Board, Ministik School, and the staff will base all assessment, evaluation, and reporting on the principles outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Following these principles results in evaluation and reporting processes that are clear, accurate, and meaningful for students and parents.

DEFINITIONS

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

a) **Assessment for Learning:**

"Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." [*Growing Success*, p. 31]

b) **Assessment as Learning:**

"Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves." [*Growing Success*, p. 31]

c) **Assessment of Learning:**

"Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." [*Growing Success*, p. 31]

Evaluation: Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the grade or subject, often at the end of a period of learning. [*Growing Success*, p. 147]

PROCEDURES

1. Report Cards

The progress report cards and the provincial report cards ensure that all students attending publicly funded schools in Ontario, and their parents, receive standard, clear, detailed, and straightforward information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Grades 1 to 12. [*Growing Success*, p. 66]

Progress Report Cards:

- 1.1. The Elementary Progress Report Cards support teachers in using assessment *for* learning and as learning beginning in the first weeks of the school year.
- 1.2. The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of interviews or conferences that will help to establish a positive tone for the remainder of the school year. In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success.
- 1.3. Boards are encouraged to ensure that parents feel they are welcome and indeed encouraged, to participate in their children's learning. Boards are expected to develop a process to allow the progress report cards to be completed collaboratively, in order to strengthen home-school relationships. [*Growing Success*, p. 66]

Provincial Report Cards:

- 1.4. All versions of the Elementary Provincial Report Card are designed to show a student's achievement at *two points* in the school year. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of the learning skills and work habits during that period.
- 1.5. The second provincial report card will reflect the student's achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student's development of the learning skills and work habits during that period.
- 1.6. On the second report card, the achievement recorded on the first report card is also shown, to provide parents with an overview of the student's achievement.
- 1.7. The provincial report card for Grades 1 to 6 provides information for parents about letter grades and levels of achievement, and the provincial report card for Grades 7 and 8 provides information about percentage marks and levels of achievement.

- 1.8. Both reports provide information about English as a Second Language, the Individual Education Plan, and the codes “R” and “I”. [See section 3 below.]
- 1.9. Both reports include tear-off sections for the student’s comments, the parent’s comments, and the parent’s acknowledgement of receipt of the report card and/or a request to discuss the child’s report with the teacher. These sections are to be returned to the student’s teacher.

2. Students with Special Learning Needs

- 2.1. The assessment and evaluation of Moose Factory Island District School Area Board students with special needs that require modified or alternative expectations will be based on expectations outlined in their Individual Education Plan (IEP).
- 2.2. Teachers who work with students with special needs will use assessment and evaluation strategies that will:
 - a) specify and verify the student’s needs;
 - b) support accurate decisions about the student’s program;
 - c) support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps;
 - d) help determine particular interventions that may be necessary to enable the student to demonstrate achievement. [*Growing Success, p. 71*]
- 2.3. Teachers will use a variety of educational assessment strategies and tools to determine the curriculum expectations that are appropriate for the student’s instructional level. These strategies/tools may include, but are not limited to: portfolios, observation, rubrics, tests, self and peer assessment, journals and projects.
- 2.4. It may be necessary to obtain assessment information from various other sources to develop an appropriate educational program for students with special needs.
- 2.5. A student’s Individual Education Plan may need to be adjusted on an ongoing basis to ensure that it is meeting the student’s learning requirements.

3. Report Card Codes

3.1. Use of Code “R” for Grades 1-8

Use of Code “R”:

- a) represents achievement that falls below level 1;
- b) is recorded on the provincial report card as a “R”;
- c) signals that additional learning is required before the student begins to achieve success in meeting the program, subject or grade expectations;
- d) determines that communication and consultation will occur with parents and with students (where appropriate); and
- e) indicates the need for the development of additional strategies by the teacher to address the student’s specific learning needs in order to support his or her success in learning.

3.2. Use of Code “I” for Grades 1-8:

- a) Code “I” is to be given only after consultation with the school administration;
- b) Code “I” may be used on rare occasions on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade (grades 1-6) or percentage mark (grades 7-10).
- c) Limited use of “I” would apply in the following circumstances:
 - the student has enrolled in the school very recently;
 - there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

4. Report Card Marks: Late and Missed Assignments

- 4.1. Students are responsible not only for their behaviour in the classroom and the school, but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher.
- 4.2. There will be consequences for not completing assignments or for submitting those assignments late, because the development of learning skills and work habits is an integral part of a student’s learning. To the extent possible, the evaluation of learning skills and work habits should not be considered in the determination of a student’s grades. The grades should reflect the actual level of achievement.
- 4.3. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement. [*Growing Success, p. 10*]
- 4.4. Late and missed assignments for evaluation in Grades 1-6 will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.
- 4.5. Late and missed assignments for evaluation in Grades 7-8 may be reflected in the student’s grade calculation and will also be noted on the report card as part of the evaluation of a student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.

5. Guiding Principles

- 5.1. The following guiding principles are intended to support professional judgment:

- a) Teachers will inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;
- b) Teachers will communicate timelines for both the submission of, and the return of marked assignments to students, and where appropriate to parents;
- c) Meaningful class time to work on graded assignments will be provided;
- d) Consequences for late or missed assignments will be reflected in the student's learning skills;
- e) After attempts to support the student [See section 7 below], deduction of marks, up to and including the full value of the assignment, may be assigned when there is no evidence of learning;
- f) Mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

6. Mitigating Factors

To support their professional judgement, teachers will give careful consideration to the following mitigating factors:

- a) the grade level of the student;
- b) the maturity level of the student;
- c) the number and frequency of incidents of poor work habits; and
- d) the individual circumstances of the situation.

7. Support Strategies

7.1. Where, in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late or missed assignments. These strategies include:

- a) asking the student to clarify the reason for not completing the assignment;
- b) helping students develop better time-management skills;
- c) planning for assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- d) maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- e) taking into consideration legitimate reasons for missed deadlines;
- f) setting up a student contract;
- g) using counselling or peer tutoring to try to deal positively with problems;
- h) holding teacher-student conferences;
- i) reviewing whether students require special education services;
- j) involving aboriginal counsellors and members of the extended family for First Nation, Métis and Inuit students;
- k) understanding and taking into account the cultures, histories, and contexts of First Nation, Métis and Inuit students and parents and their previous experiences with the school system; and/or
- l) providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so. [*Growing Success*, p. 43]

8. Essential Understandings

- 8.1. The purpose of assessment and evaluation is to improve student learning. If assessment and evaluation are used in negative ways, without the consideration of mitigating factors and without every attempt to support the student, they do not perform their intended function.
- 8.2. A teacher's professional judgement is at the heart of effective assessment, evaluation, and reporting of student achievement. Professional judgement is defined as being "informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning" [*Growing Success*, p. 152].

REFERENCE DOCUMENTS

Legal References:

Education Act, section 169.1 Board duty to provide effective education programs
Ontario Regulation 298 Operation of Schools, section 11: Duties of Principals
Ontario Regulation 298 Operation of Schools, section 20: Duties of Teachers
Ontario Regulation 306 Special Education Programs and Services

Ministry of Education References:

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools—First Edition. Covering Grades 1 to 12.*

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Note: *Growing Success* includes templates for the Progress Report Cards and Provincial Report Cards in Appendix 2.

Ontario Ministry of Education. (2013). *School Effectiveness Framework: A support for school improvement and student success. K-12*

<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

Ontario Ministry of Education. (2011). *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. Draft.*

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2011.pdf>

Board References:

Board Policy GOV-01 Vision, Mission, and Values

Board Policy GOV-07 Learning and Working Environment: Equity and Inclusion

Board Policy GOV-11 Parent and Community Relations

Administrative Procedure 115 School Planning and Reporting