

<i>Rainy River District School Board</i>	SECTION 5 <i>Curriculum & Instruction</i>
ASSESSMENT, EVALUATION, AND REPORTING	5.51

POLICY

The Rainy River District School Board will ensure that effective assessment, evaluation, and reporting practices are followed to support learning for all students.

RATIONALE

The primary purpose of assessment and evaluation is to support and improve student learning.

IMPLEMENTATION – as per Procedure 5.51, Assessment, Evaluation and Reporting

GUIDELINES

1.0 Assessment and Evaluation

1.1 To ensure that assessment and evaluation are effective, teachers must use assessment and evaluation strategies outlined in the Ontario curriculum policy documents. Assessment tasks must be designed to:

- ensure consistency of standards;
- recognize and address any discriminatory biases in the way students' learning is assessed and evaluated.

1.2 Students are expected to participate in Provincial assessments.

1.3 The Rainy River District School Board shall monitor student achievement through the use of provincial assessment data, Board and school improvement planning, and program reviews.

2.0 Reporting

2.1 Teacher communication of student progress and achievement shall:

- be initiated early, with ongoing communication throughout the school year, which will include parent/teacher interviews and involve both parents/guardians and students;
- be in relation to curriculum expectations and the Achievement Chart;
- be used to help teachers establish plans for future instruction;
- encourage students to set goals for future learning;
- assist parents/guardians in supporting student learning in the home.

2.2 The Rainy River District School Board shall publish public reports of school and system results for all Provincial assessments.

3.0 Responsibilities

3.1 The Board will utilize strategies that have been shown by research and/or evidence to support student success and reduce achievement gaps, including:

- the review of instructional strategies, assessment and evaluation practices, and resources to identify and eliminate stereotypes, discriminatory biases, and systemic barriers;
 - the use of differentiated instruction, which considers the backgrounds and experiences of all students, in order to respond to their individual interests, aptitudes, and learning needs.
- 3.2 The responsibilities of principals include:
- ensuring provincial report cards align with Ministry guidelines and are issued to students and/or parents/guardians;
 - placing or promoting students;
 - awarding secondary school certificates and diplomas.
- 3.3 Teachers are responsible for assessment and evaluation practices that:
- are fair, transparent, and equitable;
 - develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
 - support all students by reflecting their interests, learning styles and preferences, needs, and experiences;
 - relate to curriculum expectations and learning goals;
 - are clearly communicated to, and understood by, students;
 - provide multiple and varied opportunities for students to demonstrate the full range of their learning;
 - provide ongoing feedback in terms of strengths and next steps that is clear, specific, meaningful, and timely;
 - demonstrate professional judgement.
- 3.4 Students are responsible for:
- collaborating with teachers in setting goals and reflecting on progress at a level appropriate to their age and development;
 - actively participating in learning and assessment activities;
 - developing self-assessment and evaluation skills.
- 3.5 Parents/guardians are responsible for:
- supporting their child's learning activities and experiences;
 - ensuring regular school attendance and ongoing communication with the teacher(s);
 - monitoring their child's progress and achievement in partnership with the teacher(s), and including their child in this process.

Definitions:

Achievement Chart is a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

Assessment is the continuous process of gathering, from a variety of sources, information that accurately reflects how well a student is learning in a subject or a course.

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/subject/course, often at the end of a period of learning.

Professional Judgement is 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. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>Procedure 5.51 Assessment, Evaluation and Reporting</p> <p>Policy 2.67, Equity and Inclusive Education</p> <p>Policy 2.80, Freedom of Information and Protection of Privacy</p>	<p>June 1, 2021</p> <p><u>Board Motion</u> 182</p> <p><u>Review Prior to</u> 2026</p>	<p><i>Municipal Freedom of Information and Protection of Privacy Act</i></p> <p><i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Grades 1 to 12 (2010).</i></p> <p><i>Growing Success: The Kindergarten Addendum (2016)</i></p> <p><i>Learning for All (2013)</i></p> <p>Ontario Curriculum documents</p> <p>PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</p>