

## PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

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| <b>POLICY ITEM:</b> Evaluation of Learning       | <b>CODE:</b> HK                              |
| <b>LEGAL STATUS:</b> Board Motion #52.06, #27.21 | <b>DATE APPROVED:</b> 27 Feb 06,<br>8 Feb 21 |

**Background:** Assessment and evaluation are integral components of the teaching-learning cycle. The main purposes are to guide and improve learning and instruction. Effectively planned assessment and evaluation can promote learning, build confidence, and develop students' understanding of themselves as learners. Assessment and evaluation data assist the teacher in planning and adapting for further instruction.

**POLICY:** **The Board of Education believes that each child is capable of learning and directs its teachers to adopt assessment and evaluation procedures which correspond with curriculum objectives and instructional practices, and which are sensitive to the developmental level of the students in order to enhance growth and optimal learning for every student based on his or her ability.**

**Guidelines:**

1. Assessment and evaluation are essential components of the teaching-learning process. They should be planned, continuous activities which are derived from curriculum outcomes and consistent with the instructional and learning strategies.
2. A variety of assessment and evaluation techniques should be used. Techniques should be selected for their appropriateness to students' learning styles and to the intended purposes. Students should be given opportunities to demonstrate the extent of their knowledge, abilities, and attitudes in a variety of ways.
3. Teachers should communicate assessment and evaluation strategies and plans in advance, informing students of the outcomes and the assessment procedures relative to the outcomes. Students should have age/developmental appropriate opportunities for input into the evaluation process.
4. Assessment and evaluation should be fair and equitable. They should be sensitive to family, classroom, school and community situations. They should aim to be free of bias, including culture and gender bias.
5. Assessment and evaluation should help students. They should provide positive feedback and encourage students to participate actively in their own assessment in order to foster lifelong learning and enable them to transfer knowledge and abilities to their life experiences.
6. Assessment and evaluation techniques should be considerate of students with special needs, helping plan for growth and development.
7. Assessment and evaluation data and results should be communicated to students and parents/guardians regularly, in meaningful ways.
8. Assessment and evaluation results are used to make recommendations

for promotion, retention and placement of students as per Policy HKE.

**Procedures:**

1. The primary responsibility for assessment and evaluation of student learning lies with the classroom teacher who develops a relationship of trust with the student and parents/guardians. The school administration is responsible for supporting and monitoring the assessment and evaluation processes.
2. The teacher will know the outcomes for the subject or course, will consider what the students know and can do and what they need to learn, and will focus on the teaching-learning outcomes for each lesson and unit of study.
3. The teacher will know how students will demonstrate their understanding of a concept or mastery of a skill and will consider what assessment techniques best evaluate the particular concept or skill. The teacher will determine the criteria that will be used to collect assessment data as well as the best time to assess and evaluate.
4. The teacher will share outcome expectations with students in advance and will invite students to demonstrate their learning in a variety of ways. Assessment and evaluation techniques include but are not limited to observations, checklists, anecdotal records, interviews, journals, performance tasks, projects, unit tests, final exams, rating scales, rubrics, portfolios, etc.
5. Students may be given age appropriate opportunities to be involved in developing assessment criteria and have input into the evaluation process.
6. The teacher will continually use assessment data to make diagnostic and formative judgments about the students' abilities and instructional needs.
7. The teacher will summarize assessments and translate them into a grade, justifying the weight and emphasis for each result.
8. For students on Inclusion and Intervention Plans (IIP's) with significant variations in curriculum objectives, evaluation may be reported in an alternate format.
9. Results will be communicated and interpreted for both students and their parents/guardians. Student learning will be celebrated and new learning outcomes will be identified.
10. In the event of disagreement over a final mark, the student, or parent/guardian acting on the student's behalf, may appeal the mark to the teacher, and if still in disagreement, may appeal to the principal. The process will be outlined in the school handbook.
11. The teacher will use cumulative assessment and evaluation information

to plan future instruction.

**Glossary:**

1. **Assessment** is the act of gathering information on a daily basis in order to understand the individual student's learning and needs.
2. **Evaluation** is the culminating act of interpreting the information gathered for the purpose of making decisions or judgments about students' learning and needs, often at reporting time.

**Reference:**

Guidelines and definitions adapted from Saskatchewan Learning *English Language Arts (Grades 6-9)* 2008.