



## BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE  
**ASSESSMENT,  
EVALUATION AND  
REPORTING**

ADMINISTRATIVE PROCEDURE  
NUMBER  
**AP- 302 New  
AP- 825-007 (old)**

*Directional Policy*  
**Student Achievement and Well-Being - 300**

### **TITLE OF ADMINISTRATIVE PROCEDURE:**

Assessment, Evaluation and Reporting

### **DATE APPROVED:**

January 25, 2016 *(Revised May 23, 2017)*

### **PROJECTED REVIEW DATE:**

January 2021

### **DIRECTIONAL POLICY ALIGNMENT:**

Student Achievement and Well-Being

### **ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:**

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to enabling all students to reach their potential, and to succeed. The Board's Assessment, Evaluation, and Reporting Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy as well as the Ontario Ministry of Education's document: Growing Success. This Administrative Procedure is intended to ensure that every student in the system benefits from the same, consistent high-quality process for assessing, evaluating, and reporting achievement, from Kindergarten to Grade 12. The procedures outlined apply to assessment, evaluation, and reporting practices in all programs, including Specialist High Skills Major programs, cooperative education, and dual credit programs.



## Strategic Priorities 2017-2020

### Vision

Achieving Excellence in Catholic Education  
LEARN • LEAD • SERVE

### Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

### LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

### LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

### SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

**ACTION REQUIRED/GUIDELINES:**

**GUIDELINES:**

The Peterborough Victoria Northumberland Clarington Catholic District School Board is committed to supporting those assessment, evaluation and reporting practices and procedures which promote student well-being and improve student learning. All assessment and instructional practices are based on the fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*.

## 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.*

ASSESSMENT REFORM GROUP, 2002



**RESPONSIBILITIES:****The Board of Trustees is responsible for:**

- supporting an integrated, multi-disciplinary learning support structure, which fosters collaboration among services to support the Student Achievement and Well-Being Policy for inclusive curriculum, instruction and assessment;
- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy.

**The Director of Education is responsible for:**

- ensuring that all practices and procedures support the Ontario Catholic School Graduate Expectations; and;
- supporting the implementation of the Assessment, Evaluation and Reporting Administrative Procedure.

**Superintendents are responsible for:**

- promoting a culture of high expectations for all principals, staff and students;
- building school administrator capacity in implementing Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- collaborating with schools to implement Growing Success: Assessment, Evaluation and Reporting in Ontario,
- modelling the assessment framework: assessment for, as and of learning practices;
- monitoring assessment and evaluation data (school and system) to support Catholic School and Catholic Board improvement planning;
- ensuring assessment and evaluation practices and procedures reflect the Ontario Catholic School Graduate Expectations.

**Principals and Vice-Principals are responsible for:**

- promoting a culture of high expectations for all staff and students;
- building school capacity by collaboratively working with staff to implement Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- modelling the assessment framework: assessment as, for and of learning practices;

- modelling, naming and sharing assessment, evaluation and reporting practices and procedures, as outlined in Growing Success, that reflect the Ontario Catholic School Graduate Expectations;
- using assessment and evaluation information to inform decisions to support the Catholic School improvement planning process;
- through professional development, coaching, professional learning communities, and other appropriate means, supporting school staff in understanding, using and communicating fair, transparent and equitable assessment and evaluation practices at the classroom and student level;
- monitoring teachers' Annual Learning Plans, ensuring that teachers articulate opportunities to take an "assessment for learning and as learning" approach to their own professional learning;
- championing the importance of assessment for learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system data to monitor progress;
- working with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines;
- working with teachers to implement the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting teachers in the regular communication of progress and achievement to students and their parents/guardians in a timely, proactive manner, using range of practices and strategies.

**Learning Support Services, Student Success Services, and Special Education Services are responsible for:**

- building system and school staff capacity in implementing the Ministry's Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document;
- using assessment and evaluation information to inform decisions to support Catholic board (CBIPSAW) and Catholic school (CSIPSAW) improvement planning processes;
- modelling, naming and sharing practices and procedures that support the Ontario Catholic School Graduate Expectations;

- providing professional development opportunities to support the system and collaborate with staff in understanding, using and communicating fair, transparent, inclusive and equitable assessment and evaluation practices;
- reviewing and revising the PVNCCDSB Assessment, Evaluation and Reporting Handbook;
- supporting staff with the implementation of policies and administrative procedures related to assessment, evaluation and reporting.

**Teachers are responsible for:**

- promoting a culture of high expectations for all students;
- using Growing Success: Assessment, Evaluation and Reporting in Ontario, 2010 policy document to inform themselves and to align assessment and instructional decisions to improve student learning;
- modelling, naming and sharing practices and procedures that reflect the Ontario Catholic School Graduate Expectations;
- as the lead learner, modelling, naming and sharing practices and procedures that reflect the Assessment for, as and of Learning frameworks; specifically:
  - plan assessment concurrently and integrate it seamlessly with instruction;
  - co-construct learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
  - gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
  - use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
  - analyse and interpret evidence of learning;
  - give and receive specific and timely descriptive feedback about student learning;
  - help students to develop skills of peer and self-assessment;
  - assess students' development of learning skills and work habits;

- assessing and evaluating student work using informed professional judgement, with reference to established criteria to the four levels of achievement that are standard across the province;
- collecting evidence of student achievement for evaluation over time from three different sources –observations, conversations, and student products:
  - “Observations” may include data collected through pedagogical documentation
  - “Conversations” may include data collected during classroom discussions with respect to achievement of learning goals
  - “Products” may include data collected in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays, completed individually or in groups.
    - Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
    - The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.
    - Board-approved commercial diagnostic assessment tools, to be used as part of professional judgment, are:
      - PRIME (elementary and secondary)
      - Leaps and Bounds
      - Developmental Reading Assessment (DRA)
      - PM Benchmarks
      - GB Plus (Immersion elementary)
      - Fountas and Pinnell Benchmark Assessment System (Gr. 3-8)
      - Phonological awareness (KP)
- collaborating with colleagues to assess student work;
- collaborating with colleagues to co-plan for optimal student achievement;

- regularly communicating student achievement to students and their parents/guardians in a timely, proactive manner. If there is a concern about student progress and achievement, it is the responsibility of the teacher to communicate this to students and parents as soon as the concern arises;
- ensuring fairness in assessment and evaluation, which is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services;
  - to ensure equity for all students, assignments for evaluation and tests or exams are to be completed under the supervision of a teacher.
- when supporting students with special needs:
  - data from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student's learning needs. In the light of this information, the teachers consider the curriculum expectations that are appropriate for the student's instructional level/pathway and, in consultation with the School Resource Team, determine whether the student requires:
    - no accommodations or modifications;
    - accommodations and/or modified learning expectations; or
    - an alternative program, not derived from the curriculum expectations for a subject/grade or a course.
- communicating and working collaboratively with parents and students to support the gradual release of responsibility, student achievement and well-being. Teachers are encouraged to develop a range of practices and strategies for effective communication with parents and students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004);
- taking an “assessment for learning and as learning” approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals;
- implementing the PVNCCDSB Assessment, Evaluation and Reporting Handbook.



**Students are responsible for:**

- providing evidence of their learning within established timelines;
- communicating and working collaboratively with parents and teachers to support their learning, their achievement and their well-being;
- using the Assessment for and Assessment as Learning Frameworks to support their own learning, with the support of educators;
- developing an awareness of how the learning reflects the Ontario Catholic School Graduate Expectations.

**Parents are responsible for:**

- communicating and working collaboratively with the school, teacher and child to support achievement and well-being.

**PROGRESS INDICATORS:**

The implementation of the Assessment, Evaluation and Reporting Administrative Procedures will result in:

- fair, equitable and transparent assessment practices in all classrooms and schools;
- increased student achievement;
- clear communication on expectations for students and student achievement to students and parents at the beginning of the school year or course, and at the appropriate times throughout the school year or course;
- collaborative planning and collaborative inquiry to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;
- increased consistency in evaluation and reporting practices within and between schools.

**DEFINITIONS:**

*See Reference Links*

***Achievement Chart*** (from *Growing Success, 2010*)

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

**Assessment** (from *Growing Success, 2010*)

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

- **Assessment as Learning.** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

- **Assessment for Learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)
- **Assessment of Learning.** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**Equity**

A condition of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Evaluation** (from *Growing Success, 2010*)

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.

***Pedagogical Documentation*** (from Think, Act, Feel, 2013)

A process for listening to students, for creating artifacts from that listening, and for studying with others what students reveal about their competent and thoughtful views of the world. It's the documenting of living moments with images, video, artifacts, written or audio recordings of what students have said, or other digital traces. Educators become co-learners together; focusing on students' expanding understanding of the world as they interpret that understanding with others. Pedagogical Documentation is not merely to record activities, but to placehold events so that we might study and interpret their meaning together. Out of that slowed-down process of teacher research, we have the potential to discover thoughtful, caring, innovative responses that expand our horizons.

***Professional Judgment*** (from Growing Success, 2010)

Judgement that 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.

***Reporting*** (from Early Reading Strategy, 2003)

Reporting relates to the communication of accurate, comprehensive, and timely information about student achievement to parents, students, and/or other educators. One tool for this is the provincial report card, which students and their families receive three times per year, starting in Grade 1. However, the report card is only one of many ways that teachers can communicate results to children and parents. Reporting provides an opportunity to involve the parents in helping their child to progress. For reporting to be effective, the teacher must be able to clearly explain the results and next steps. Teachers should discuss specific recommendations for helping the child to reach the provincial standard of level 3. Suggestions might include strategies for individual, classroom, or home-school support.

**REFERENCES:**

Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014 <http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

[EduGains](#)

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All K-12, 2013  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Catholic Leadership Framework, September 2013 [http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF\\_User\\_Guide\\_FINAL.pdf](http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf)

Ontario Catholic School Graduate Expectations  
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Ontario Early Years Policy Framework, 2013  
<https://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

Ontario's Equity and Inclusive Education Strategy, 2009  
<https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Individual Education Plan (IEP): A Resource Guide, 2004,  
<https://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011  
<http://edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, April 22, 2013  
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

PVNCCDSB Catholic Board Improvement Plan for Student Achievement  
<http://www.pvnccdsb.on.ca/en/programsservices/resources/lss-cbipsaw2014-2015-final.pdf>

PVNCCDSB Mental Health and Well-being Strategic Plan <http://tinyurl.com/p9jaq76>

School Effectiveness Framework, 2013  
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being, 2013

<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

**RESOURCE:**

**NOTES:**