Peterborough Victoria Northumberland and Clarington Catholic District School Board

Title of Administrative Procedure:
Assessment, Evaluation and Reporting

Date Approved:
April 18, 2023

Projected Review Date:
2028

Directional Policy Alignment:

Student Achievement and Well-Being

Alignment with Multi-Year Strategic Plan:
This Administrative Procedure informs priorities under the 2021-2025 Strategic Plan, Vision and Mission: *Building a Community That Accompanies*, particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being and Valuing Relationships.

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:

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](#).

The primary purpose of assessment and evaluation is to improve student learning. Fair, transparent, and equitable assessment and evaluation must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective assessment and evaluation is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve.

<ins>Inclusive Assessment and Evaluation Practices:</ins>

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, educators will implement evidence-based assessment and evaluation approaches including, but not limited to, the following

practices identified in [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)**:**
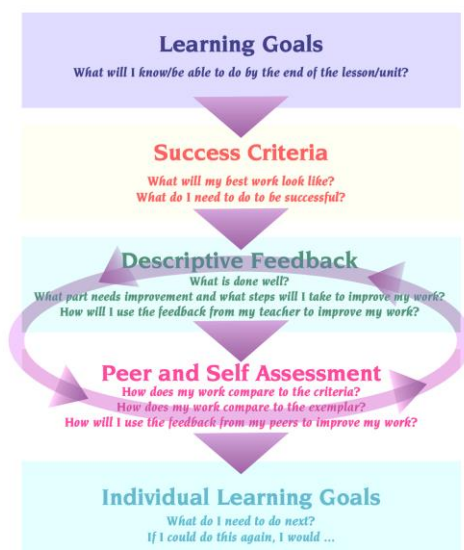
- gather timely and ongoing assessment data to identify a student's progress in acquiring skills being taught;

- tailor classroom instruction based on triangulated assessment information to meet students' learning needs;

- analyze assessment evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;

- establish learning environments designed to ensure there is equitable access to a variety of tools, learning resources, technology and manipulatives;

- provide multiple and varied opportunities for students to demonstrate their learning;

- triangulate assessment and evaluation evidence through observations, conversations and products;

- co- create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;

- co- create success criteria with students in student-friendly language, in order to help achieve expectations;

- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;

- provide descriptive feedback that is frequent, timely and specific to help students achieve success;

- seek feedback from learners and adapt teaching and assessment as a result of this feedback;

- explicitly teach self and peer assessment skills to establish a culture of students as resources for their own and others' learning;

- foster independent demonstration and application of intended learning through a gradual release of responsibility model (whole group, small group, and independent practice);

- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;

- use effective questioning to cultivate an environment of problem solving and to elicit evidence of student learning;

- engage students in the creation of individual goals as a result of the patterns of feedback they have received;

- provide numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills within the Achievement Chart;

- collect evidence of student achievement for evaluation over time from three different sources - observations, conversations and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning;

- ensure equity for all students, by ensuring that assignments for evaluation and tests or exams are completed, whenever possible, under the supervision of a teacher and offer varied opportunities to demonstrate evidence of learning tailored to students' strengths;

- ensure teachers' professional judgement and interpretation of evidence for evaluation reflects the student's most consistent level of achievement, with special consideration given to more recent evidence.

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

Learning Goals
What will I know/be able to do by the end of the lesson/unit?

Success Criteria
What will my best work look like?
What do I need to do to be successful?

Descriptive Feedback
What is done well?
What part needs improvement and what steps will I take to improve my work?
How will I use the feedback from my teacher to improve my work?

Peer and Self Assessment
How does my work compare to the criteria?
How does my work compare to the exemplar?
How will I use the feedback from my peers to improve my work?

Individual Learning Goals
What do I need to do next?
If I could do this again, I would ...

<u>Learning Skills and Work Habits:</u>

Learning Skills and Work Habits contribute substantially to student success. In Ontario, all students Gr. 1-12 are assessed and evaluated on the following six competencies: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Co-construction of success criteria for each learning skill and work habit explicitly describes what each looks like, sounds like and feels like within the classroom or school setting. Individualized student goals and success criteria should be developed and co-constructed based on student strengths and needs. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. 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.

Responsibilities:

The Board of Trustees is responsible for:
- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

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 of Schools and System Portfolios are responsible for:
- modelling and promoting a growth mindset at the system and school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations;

- 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 of assessment for and as learning practices;

- monitoring assessment and evaluation data (school and system) to support Catholic school and Catholic board improvement planning; and

- ensuring assessment and evaluation practices and procedures reflect the Ontario Catholic School Graduate Expectations.

Principals and Vice-Principals are responsible for:

- modelling and promoting a growth mindset at the school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations;

- 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 of assessment for and as 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;

- supporting school staff 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 PVNC Catholic District School Board 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 a 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 Improvement Plan for Student Achievement and Well-being (CBIPSAW) and Catholic School Improvement Plan for Student Achievement and Well-being (CSIPSAW) improvement 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.

Educators are responsible for:

- modelling and promoting a growth mindset within the school and classrooms, in order to enable each student to learn and grow to their full potential within a culture of high expectations;
- 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;
- modelling, naming and sharing practices and procedures that reflect the Assessment for and as Learning frameworks; specifically:
  o plan assessment concurrently and integrate it seamlessly with instruction;
  o 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;
  o 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;

- o use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
  - o analyse and interpret evidence of learning;
  - o give and receive specific and timely descriptive feedback about student learning;
  - o help students to develop skills of peer and self- assessment;
  - o assess students' development of learning skills and work habits;
- assessing and evaluating student work using informed professional judgement, with reference to established criteria noted in 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:
  - o "Observations" may include data collected through pedagogical documentation
  - o "Conversations" may include data collected during classroom discussions with respect to achievement of learning goals
  - o "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 judgement, are:
      - PRIME (elementary and secondary)
      - Leaps and Bounds
      - Fountas and Pinnell Benchmark Assessment System (Gr. 3-8)
      - Phonological awareness
- collaborating with colleagues to assess student work;
- co-planning with colleagues 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;
- supporting students with special needs:
  - o collecting and/or gathering data from assessments to help provide a detailed picture of the student's learning needs 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.
  - o considering student learning needs, curriculum expectations, and in consultation with the School Resource Team, discussing the appropriateness of:
    - ▪ 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, with educator assistance as needed;
- 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, and accessing necessary community agency supports, to ensure students' well-being and achievement.

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;

- improved student achievement and well-being;

- 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;

- structures at a school and system level to provide time for collaborative planning and professional learning to continuously increase teachers' capacity to improve instructional and assessment practices in all schools;

- increased consistency in assessment, evaluation and reporting practices within and between schools.

Definitions:

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

Assessment: 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 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 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 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: 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: 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 is 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 Judgement: 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: 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:

- [Assessment for Learning Infographic](#)

- [Assessment Handbook](#)

- [Effective Early Reading Instruction: A Guide for Teachers](#)

- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)

- [Learning for All K-12](#)

- [Ontario Catholic School Graduate Expectations](#)

- [Ontario Curriculum and Resource Documents - Assessment and Evaluation](#)

- [Ontario Early Years Policy Framework](#)

- [Ontario Kindergarten Program](#)

- [Ontario's Equity and Inclusive Education Strategy](#)

- [Ontario Individual Education Plan (IEP)](#)

- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)

- [Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

- [PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)

- [School Effectiveness Framework](#)

- [School Mental Health Ontario Educator's Resource Guide](#)

- [Steps to English Proficiency(STEP)](#)

- [Structured Literacy Instruction](#)