

AP 300.11: Student Assessment and Promotion

To establish and implement an assessment policy in accordance with the School Act and the needs of students attending the schools in the District.

1. Definitions

1.1 Assessment

The practices associated with determining the level of student performance in the schools throughout the District. These practices may include the use of tests, questionnaires, inventories and other data-collecting instruments.

1.2 Evaluation

The practice associated with the interpreting or placing value on information obtained and making judgments on the basis of this information.

2. Levels of Assessment

Educational assessment will take place at four (4) levels within the context of the provincial education system.

2.1 The Ministry of Education

The Ministry is responsible for the assessment of individual students and groups of students within the province with respect to the objectives of the provincial curriculum.

2.2 The School District

The District is responsible for District assessment to:

2.2.1 Provide data for judgments relating to student progress;

2.2.2 Provide data for decisions directed toward improving and developing programs;

2.2.3 Provide data to assist in the placement of students within the overall educational program;

2.2.4 Provide educators and the public with regular reports;

2.2.5 Collect District wide data based on consistent, commonly used, and approved assessment instruments that will be used in the preparation and monitoring of the Annual District Growth Plan; and,

2.2.6 Assess the effectiveness of the Annual District Growth Plan.

2.3 The School

The Principal and teaching staff are responsible for school assessment policies, including programs for evaluating student progress and achievement, as specified in District and Provincial guidelines.

2.4 The Classroom

The teacher is responsible for ongoing assessment of students, consistent with Provincial and locally developed curriculum objectives and evaluation and reporting procedures. Such assessment should provide both formative and summative data, which will provide valuable information for:

- 2.4.1 evaluating student achievement;
- 2.4.2 reporting student progress and achievement to students and parents;
- 2.4.3 modifying and adapting instruction to enhance student success;
- 2.4.4 the school administration; and,
- 2.4.5 aiding in the appropriate placement of students within the overall instructional program.

3. Purposes of the Assessment

Assessment is designed for the following purposes:

3.1 Student Purposes

- 3.1.1 To provide a basis for evaluating the student's progress and achievement;
- 3.1.2 To provide a focus for improvement.
- 3.1.3 To assist with career counselling.
- 3.1.4 To encourage comparable treatment from one class to another in the same course.
- 3.1.5 To assist in the selection of students for special programs (e.g., remediation or gifted)
- 3.1.6 For placement of students

3.2 Principals and District Personnel Purposes

- 3.2.1 To determine the extent to which the goals and objectives of the curriculum are being attained.
- 3.2.2 To identify areas in which the curriculum needs a change in focus.

3.3 Teacher Purposes

- 3.3.1 To provide a basis for determining student achievement and placement;
- 3.3.2 To receive feedback regarding the effectiveness of instruction and direction for further instruction; and,
- 3.3.3 To provide teachers with information for referrals to Student Services.

3.4 School Planning Councils

- 3.4.1 To provide information that will guide the Council in developing and monitoring the School Growth Plan.

4. Interpretation

- 4.1 Results from Provincial assessment (FSA and Grade 12 exams) shall be interpreted and reported at the District and school levels.
- 4.2 Assessment data shall be reviewed and interpreted, annually. Information will be reported to the Board of School Trustees and schools and will provide data for program planning, improvement, resource allocation and in-servicing.
- 4.3 The Board recognizes that assessment involves professional, individual and public concerns and sensitivities. Public reports by the Board about assessment will refer to District trends, strengths, needs and intended follow up.
- 4.4 The Principal, in consultation with the teaching staff, is responsible for the interpretation of testing results at the school level.
- 4.5 The Principal, in consultation with the teaching staff, is responsible for the development of a school policy on the assessment and reporting of student achievement. This policy is to be consistent with Provincial guidelines and District regulations.

5. Assessment

- 5.1 The Board endorses the use of Ministry and District developed assessments and expects Principals and teachers to administer and supervise these assessments.

6. Acceleration or Retention of Elementary Students

- 6.1 Retaining a student in a grade is not recommended and extreme caution must be used when contemplating retention. Repeating an entire grade is not acceptable.
- 6.2 However, students may be retained or accelerated in an elementary grades (Kindergarten to Grade 7) if there is a unanimous agreement between parents, teachers and school administration and it is seen to be in the best interests of the student. The opinions and wishes of the student must be considered.

- 6.3 Under no circumstances may elementary students be retained for more than one (1) year in grades Kindergarten to Grade 7.
- 6.4 Prior to any decision about retention or acceleration, consultation must take place with the Director of Student Services and the school psychologist.
- 6.5 There must be clear evidence that the student will not simply repeat a grade but will build on the skills already mastered and the students' opinions are taken into account.
- 6.6 Each case must be dealt with individually and social, emotional and physical factors affecting the child must be taken into account.
- 6.7 If a student is retained in a grade, the school must ensure that appropriate support is in place for the student.