



ASSESSMENT AND REPORTING

North East School Division Mission Statement:

Our mission is to ensure that every student has the opportunity to succeed.

Purpose of this document:

To provide clarity to teachers and administrators about procedures relating to formative assessment, summative assessment and reporting in the North East School Division.

BACKGROUND

Assessment serves as the foundation of all planning and learning and must be continuous and current in order to meet the needs of all learners. It must incorporate a variety of instruments, techniques and processes, and utilize formal measurement as well as observations and conversations. A continued focus on assessment so it becomes embedded in daily school practices will help strengthen learner outcomes and behavioural goals for each and every learner. Formative assessment invites teachers and students to respond to strengths and challenges in order to deepen and advance the learning cycle, while summative assessment serves as validation of the degree of learning after appropriate practice and exploration have been provided.

Assessment is the work of students and teachers and the reporting systems that result from this assessment help nurture the partnership and communication that must exist between home and school. Channels of communication between teachers and parents or guardians concerning the development of the learner must remain open, transparent, and honest. As such, communication between the school and the home must be ongoing. The report card is only one part of a reporting system that transmits information about student progress to parents and guardians and will not, by itself, be adequate communication. During the course of the year, teachers are required to use a variety of other methods to engage parents and keep them informed of student achievement, development, and welfare.

PROCEDURES

1. Formative Assessment to Support Learning

- 1.1 Formative assessment will relate directly to the continuum of learning for yearlong learning goals (outcomes, goals, behavioural expectations), in terms of building readiness (NY), exploring and practicing (MM), reaching proficiency (FM), and developing enriched understanding (EU). All stages of this continuum will be discussed with each learner in positive terms, with a focus on next steps.
- 1.2 Formative assessment will occur daily, through the use of student work, observations and conversations. Both the processes through which learning occurs and the products generated from this learning serve as the basis of reflection and instruction. (Please remember: Engaging in formative assessment and recording formative assessment in a grade book are two different processes.)



- 1.3 Formative assessment will inform responsive instruction, explicit strategy instruction, feedback, self-assessment, and goal-setting and time will be given to these essential processes for every learner.
- 1.4 Formative assessment will align with the “building blocks” (smaller parts of the whole outcome) that lead to the demonstration of the learning goals (academic outcomes, eLLP goals and behavioural goals) as well as the student’s ability to synthesize of these blocks into broader understanding and skill. Collaborative processes by teachers may be engaged in, in order to clarify these building blocks as well as the intent of the learning goals.
- 1.5 Formative assessment will involve students in a variety of ways, including but not limited to, co-construction of criteria, goal-setting, reflection, and decision-making.
- 1.6 Formative assessment will lead to timely and specific feedback that is strength-based and will support revision, targeted practice, conferencing, and continued growth.
- 1.7 Formative assessment will engage and address the learning needs and strengths of individual students and will support purposeful differentiation of instruction. Pre-assessment and frequent formative assessment will form the foundation of differentiation.

2. Summative Assessment to Verify Learning

- 2.1 Summative assessment will include only indicators of achievement based on year-long and semester-long provincial curricular outcomes.
 - 2.1.1 Summative assessment of student behavior will be recorded and reported separately and will align with the criteria for Personal and Social Development (Attitude, Follows Directions and Routines, Coursework Completed on Time, Organization, Effective Group Work).
 - 2.1.2 Summative assessment will not include reduced marks for late assignments. Insufficient Evidence (IE) will be used to communicate missing demonstrations of learning. Zeroes, Fs or other highly punitive number allocations will not be assigned to summative assessment.
 - 2.1.3 Summative assessment will reflect learning; bonus grades or extra credit will not be awarded.
 - 2.1.4 Teachers will respond to academic dishonesty with a learning –focused response, including instruction, intervention, behavioural supports and re-assessment.
 - 2.1.5 Absences will be reported separately; attendance will not be included in grade determination.
 - 2.1.6 Summative assessment will include only individual achievement evidence; group scores will not be included in grades.
- 2.2 Evidence of learning will be organized according to key curricular foundations, utilizing quality assessment processes (valid, reliable, and transparent).



2.2.1 Evidence of student achievement will be organized by outcome (for renewed curricula). Information in gradebooks will not be organized by assessment method nor will a single summary grade be applied across multiple outcomes. Even during performance-based and inquiry-based experiences, proficiency on individual outcomes will be assessed.

2.2.2 In advance of a summative assessment, students will be provided with clear, outcome-aligned criteria for proficiency. Learners must have the opportunity to learn and practice the required criteria.

2.2.3 Summative assessment will reflect student learning in relation to outcomes or eIIP goals. Students will not be compared to each other and summative assessment will not measure the smaller “building blocks” of the outcomes (formative assessment will do this).

2.2.4 Assessment tools will be aligned with the learning goals (outcomes, eIIP goals, behavioural goals) and students will demonstrate understanding to the degree intended by the curriculum. The complexity of the outcomes must be assessed in their entirety.

2.2.5 The degree of proficiency determined by a summative assessment should be reliable. Teachers will ensure they observe, hear, or see proficiency on more than one occasion. If unsure, teachers will assess again and use a variety of tools/methods.

2.2.6 All available assessment data will be used when making instructional and reporting decisions, including most recent and most consistent evidence. Professional judgement is the cornerstone of summative decision-making and should be made on an outcome-by-outcome and student-by-student basis after appropriate information has been gathered.

2.2.7 Teachers will approach the provincial learning outcomes as year-long or semester-long outcomes and assess degrees of proficiency with this in mind. This means students must be allowed time to revisit learning, deepen understanding and skill and re-demonstrate when appropriate.

2.2.8 Teachers will approach re-demonstration of learning as an opportunity for students to continue to grow and develop over time. In the case where learners are not experiencing growth, the Response to Intervention process must be used to support both teachers and students. Some guidelines for revisiting learning:

2.2.8.1 If teachers are utilizing the alpha codes (EU, FM, MM, NY), learners will continue to practice and learn in order to become proficient (FM) and/or engage in enriched understanding (EU). Learners who are MM or NY must be invited to continue to grow and learn and the steps being taken to ensure learning should be communicated with families regularly.

2.2.8.2 If teachers are utilizing percentages or number values, the steps needed to deepen learning must be communicated clearly. Re-demonstration



is not equivalent to fixing errors or making corrections. It implies more rigorous or in depth learning (skill and knowledge acquisition, deepened understanding, confidence, competence). In the event that students re-demonstrate additional learning, new evidence replaces old (and averaging of scores does not occur). Re-demonstration should only occur when the teacher recognizes one of the following three conditions:

2.2.8a There is conflicting evidence of degrees of proficiency. This may occur when summative results are widely varied for a single outcome or if formative assessment evidence showed a different picture of understanding and skill from a summative assessment. In other words, there is some legitimate question as to the actual degree of understanding and skill a student possesses.

2.2.8b The assessment process is invalid, either due to a poorly designed assessment tool or to a contextual challenge that prohibited a student from showing their skill or understanding to their full ability (emotional challenges, lack of needed materials or supports in the assessment environment, for example).

2.2.8c The student has clearly developed their understanding or skill through additional practice, exploration, and investment of time. This means additional work has led to additional learning, which is assessed during a new opportunity.

3. Reporting Processes

- 3.1 Two formal conferences will be scheduled during the course of the school year. The conference dates will be determined by the calendar process.
- 3.2 At the beginning of each school year, parents and students will receive information about how to access student achievement and behaviour information and how to contact teachers when questions arise.
- 3.3 Teachers will ensure assessment information is current and accurately reflects degree of proficiency, as documented through formative and summative assessment, within the gradebook.
- 3.4 In addition to report cards and conferences, teachers will engage families further in ongoing communication of progress that conveys strengths and challenges in relation to the progress, development, and welfare of all students.
- 3.5 Administrators and teachers are expected to be on site and available during scheduled conference times.
- 3.6 Conferencing plans for each school should be communicated to the Executive Council member in charge of curriculum, instruction, and assessment.



3.7 Parents or legal guardians will be provided a minimum of two formal report cards in pre-kindergarten and kindergarten and four formal report cards in grades 1-12 during the course of the school year.

3.8 Teachers will honour reasonable parental requests for reports on student progress that fall outside the regular, published reporting cycle.

3.9 All reporting decisions will be grounded in the professional judgement of teachers, their clear understanding of outcomes, goals, and the continuum of learning, and their relationship with the learners in their classrooms. Any reported result must reflect this understanding and must coincide with the reporting of interim goals, actions that will be taken and celebrations that will be shared in relation to individual students.

3.10 Any and all concerns with the degree and pace of learning for individual students must be communicated with parents and/or guardians in a timely fashion. Further, supports and steps needed will be co-constructed with all stakeholders (students, parents, teachers, administration) through the Response to Intervention process.

*for more information on reporting procedures for students with eIIPs, see the NESD Supporting Diversity Handbook.

*for more information regarding assessment in the NESD, please refer to the NESD Assessment and Evaluation Handbook.

Education in a Culture of Excellence

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