



ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT: Junior Kindergarten to Grade 12

POLICY #: F-51

AUTHORITY: 12-179

POLICY STATEMENT

The Northeastern Catholic District School Board is committed to assisting students to achieve the distinctive expectations of an Ontario Catholic School Graduate and the *Ontario Curriculum* expectations are addressed in light of our Catholic faith tradition. The development of values and attitudes is integrated with the teaching of the knowledge and skills of all program areas.

REFERENCES

Education Statutes and Regulations of Ontario
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

POLICY REGULATIONS

1. As per Regulation 298, teachers shall "be responsible for effective instruction, training and evaluation of the progress of pupils in the subjects assigned to the teacher and for the management of the class or classes, and report to the principal on the progress of pupils on request."
2. Assessment, evaluation, and reporting practices in NCDSB schools shall be based on the policies and practices described in *Growing Success Assessment, Evaluation, and Reporting In Ontario Schools, 2010*.
3. The Board and its schools will cooperate and assist in the administration of tests under the Education Quality and Accountability Office Act, 1996 and report the findings within the provisions of the *Municipal Freedom of Information and Protection of Privacy Act (M-FIPPA)*.
4. The provincial curriculum expectations and achievement charts as defined in The Ontario Curriculum shall be used as the basis for assessment and evaluation of programs and student achievement, and for reporting the results of the evaluations.
5. The Individual Education Plan (IEP) shall be used to guide teachers in assessing, evaluating and reporting the achievement of students with exceptionalities.

6. The NCDSB Junior Kindergarten/Kindergarten Report Card shall be used as the foundation document for reporting student achievement to parents/guardians at this respective grade level. Reporting of student achievement to parents/guardians from Grades 1 – 12 shall be documented using the Provincial templates as per *Growing Success*.

Glossary of Key Policy Terms:

1. **Assessment** is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.
2. **Evaluation** refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations.