

STRAIT REGIONAL SCHOOL BOARD <i>Excellence in Lifelong Learning</i> POLICIES AND GUIDELINES	STUDENTS IV-D-5
	Recognition and Evaluation ASSESSMENT, EVALUATION AND REPORTING (EDUCATION CENTRES - GRADES P-8) DEFINITIONS, PRINCIPLES & PURPOSES
	Adopted: 11/08/2000 Reviewed: Page 1 of 3

ASSESSMENT, EVALUATION AND REPORTING

DEFINITIONS, PRINCIPLES & PURPOSES EDUCATION CENTRES - GRADES P - 8

POLICY STATEMENT

The Strait Regional School Board recognizes that, while all students can learn, they learn differently. Therefore, the assessment program must be an integral part of good instruction, provide for a broad range of learners, and effectively inform students, parents, teachers and others about the students' achievement.

This policy is a conceptual framework for the development of high quality assessment, evaluation and reporting practices for Grades Primary to Eight students in the Strait Regional School Board.

1. DEFINITIONS

Assessment - The systematic process of gathering information on student learning.

Evaluation - The process of analyzing, reflecting upon and summarizing assessment information and making judgments or decisions based upon the information gathered.

Reporting - A process of providing information regarding a student's performance, development and growth.

2. PRINCIPLES

2.1 Resources: The Strait Regional School Board's policy and practices on student assessment and evaluation are shaped by National, Atlantic and Provincial guidelines, including

2.1.1 The Principles for Fair Student Assessment Practices for Education in Canada (1993), published by the *Centre for Research in Applied Measurement and Evaluation, University of Alberta*;

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2.1.2 The Learning Outcomes Framework outlined in *Atlantic Provinces Education Foundation Curriculum Documents*; and

2.1.3 The Principles of Learning and the Essential Graduation Learnings established by the Nova Scotia Department of Education.

2.2 The following is taken from the Principles for Fair Student Assessment Practices for Education in Canada:

2.1 Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

2.2 Students must be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes and/or behaviours being assessed.

2.3 Procedures for judging or scoring student performance must be appropriate for the assessment method used and be consistently applied and monitored.

2.4 Procedures for summarizing and interpreting assessment results must yield accurate and informative representations of a student's performance in relation to the goals and objectives of instruction for the reporting period.

2.5 Assessment reports must be clear, accurate, and of practical value to the audience for whom they are intended. Stringent provisions must be in place to maintain the confidentiality of information being transferred from one school to another.

3. PURPOSES

The primary purpose of the assessment/evaluation/reporting process is to improve student learning. In addition to monitoring and analyzing student performance, this process continuously guides instruction.

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Teachers in the Strait Regional School Board therefore must plan instruction, assessment, evaluation and reporting in an integrated manner by:

- identifying the learning outcomes;
- articulating observable indicators of student performance in relation to the learning outcomes;
- choosing appropriate and varied instructional strategies;
- selecting multiple methods of assessment;
- monitoring individual student learning over time;
- evaluating individual progress and student performance relative to (a) exemplary work and (b) individual growth over time;
- communicating the instructional and assessment plan to the students;
- sharing appropriate information with the partners in the education process in a clear, concise manner.