

HALIFAX REGIONAL SCHOOL BOARD
C.007 ASSESSMENT, EVALUATION, AND COMMUNICATION OF STUDENT
LEARNING POLICY

PURPOSE: To provide the Board with the revised C.007 *Assessment, Evaluation, and Communication of Student Learning Policy Procedures*.

BUSINESS PLAN GOAL: To continue to improve student achievement and learning for all students.

BACKGROUND: The Assessment, Evaluation, and Communication of Student Learning Policy and Procedures was revised and approved by the Board in September 2008. Since this date the Policy has not changed. However, the Procedures have been updated to reflect current research and effective practice in relation to assessment, evaluation and communication of student learning.

Consultations with administrators, teachers, department heads, coaches and board staff provided input for the revisions to the Procedures.

This Policy has received provincial recognition from other school boards and has also been referenced by lead researchers in this field, such as Ken O'Connor.

CONTENT: The Halifax Regional School Board currently has a comprehensive assessment and evaluation policy and related procedures. The majority of the content of the original procedures are incorporated in this revised version. The key changes made throughout the document are:

- 1) Repositioned procedures section to emphasize the importance of Classroom Assessment, Classroom Assignments and Grading and Reporting;
- 2) Removed procedures (such as students entering Primary from private school and High School Exemptions);
- 3) Updated terminology changes (such as ESL, English as a Second Language to EAL, English as an Additional Language)
- 4) Added procedures to expand on the importance of student involved classroom assessment;
- 5) Added procedures regarding year end assessments in grade nine;
- 6) Incorporated the use of PowerTeacher Gradebook into the responsibilities for administrators and teachers.

COST: n/a

FUNDING: n/a

TIMELINE: Upon Board approval.

APPENDICES: Assessment, Evaluation, and Communication of Student Learning and Procedures.

RECOMMENDATIONS: It is recommended that the Board accept the revised C.007 *Assessment, Evaluation, and Communication of Student Learning Policy Procedures* for information.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
HRSB community	Selena Henderson, Corporate Secretary	Upon Board approval

From: For further information, please contact Selena Henderson at shenderson@hrsbc.ca or 464-2000; ext. 2324.

To: Senior Staff – September 2012
Governing Board- September 26, 2012

Filename: *where the document is stored*

Date last revised: *the last date the document was updated*

ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT LEARNING

PROCEDURES

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APPENDIX

A. Definitions

1.0 CLASSROOM ASSESSMENT

- 1.1 School Administrators are responsible for:
 - 1.1.1 Ensuring that appropriate classroom assessment and evaluation practices are being utilized by the teachers in their school;
 - 1.1.2 Ensuring that teachers in grades 7-12 appropriately use *PowerTeacherGradebook* to track student achievement and set up gradebook categories based on curriculum content (i.e., modules, units, strands, etc.);
 - 1.1.3 Establishing school-wide early intervention systems for students requiring additional time and support.
- 1.2 Teachers are responsible for:
 - 1.2.1 Ensuring the assessment, evaluation, and communication of student learning is aligned with the Department of Education's programs and learning outcomes;
 - 1.2.2 Designing assessment tools and strategies to ensure that all students are given equitable opportunities to demonstrate their achievement of the

learning outcomes as per the *Race Relations, Cross Cultural Understanding and Human Rights in Learning Policy C.010*;

- 1.2.2.1 When designing assessment tools and strategies teachers will consider students' personal and social context (e.g., age, ability, gender, language, opportunity to learn, self-esteem, socio-economic background, special interests, special needs, "test-taking" skills), to ensure fair and equitable assessment practices for all students.
- 1.2.3 Using *PowerTeacherGradebook*, in grades 7-12, to track student achievement;
 - 1.2.3.1 Ensuring that gradebook categories are based on curriculum content (e.g., modules, units, strands).
- 1.2.4 Interpreting assessment results with a student's personal and social circumstances in mind (e.g., illness, family situation/emergency);
 - 1.2.4.1 If a student performs poorly on an assessment, teachers will consider the possibility that circumstantial factors may have interfered with this performance. If appropriate, the student will be given other opportunities to learn the skills or information involved and to demonstrate this learning.
- 1.2.5 Providing students and parents/guardians with a written outline of learning outcomes, assessment and evaluation strategies and grading criteria early in the school year or in the first week of a course. This will be communicated in language that is easily understood by parents/guardians and students and will indicate how summative assessment will be used to determine course grades. The teacher will inform students if he/she changes the plan;
- 1.2.6 Collaborating with colleagues responsible for the same grade or course within a school to establish common expectations for student achievement of learning outcomes. Student learning will be evaluated based on these common expectations for achievement of the learning outcomes;
- 1.2.7 Employing early intervention for students requiring additional time and support;
- 1.2.8 Assessing and evaluating student learning by:
 - 1.2.8.1 Developing clear criteria and expectations for achievement of the learning outcomes. The criteria and expectations can be teacher-generated, student-generated, or developed collaboratively and,

where possible, will be accompanied by exemplars for each level of proficiency;

- 1.2.8.2 Communicating criteria for assessment and evaluation of the learning outcomes with students before the process of learning, assessing, evaluating and reporting occurs;
- 1.2.8.3 Providing students with a variety of opportunities and ways to demonstrate their knowledge, skills and attitudes pertaining to the learning outcomes by using multiple assessment types and tools;
 - 1.2.8.3.1 Using multiple assessment types and tools which include, but are not limited to: presentations, portfolios, work samples, models, oral and/or written reports, journals, logs, performances, graphic/visual representations, experiments, concept maps, quizzes, tests, debates, projects, checklists, anecdotal records, conferences, surveys, or observations.
- 1.2.8.4 Analyzing evidence of learning from multiple sources/types (e.g., conversations, observations and products), and a variety of assessment tools (e.g., presentations, labs, debates, test/quizzes);
- 1.2.8.5 Focusing on students' growth and achievements in relation to the learning outcomes, rather than on students' characteristics and/or non-academic achievement. For example, behavior, class participation, and meeting deadlines are not curriculum outcomes and will not impact the evaluation of student achievement;
- 1.2.8.6 Using professional judgment to consider learning trends over time and more recent work when making evaluations of student learning.
- 1.2.9 Involving students in the assessment and evaluation process by:
 - 1.2.9.1 Discussing learning goals and classroom assessment practices with students, in an age appropriate manner, at the beginning of instruction and continuing this conversation throughout the learning process;
 - 1.2.9.2 Articulating expectations to students before the learning or before any form of assessment or evaluation, except when using diagnostic assessments prior to instruction to determine what students already know and what they need to know to achieve the learning outcomes;

- 1.2.9.3 Helping students understand and communicate the learning outcomes for which they are responsible, as well as the criteria that will be used to assess and evaluate their work. Whenever possible students should be involved in creating the criteria;
 - 1.2.9.4 Giving students a variety of exemplars (samples of student work) to help them understand what quality means (e.g., looks like, sounds like, feels like) and what is required to achieve the learning outcomes;
 - 1.2.9.5 Providing timely, descriptive feedback of what each student knows and is able to do in relation to the learning outcomes, and how the student can improve in relation to those learning outcomes;
 - 1.2.9.6 Providing opportunities for students to give descriptive feedback to each other;
 - 1.2.9.7 Providing opportunities for students to reflect and self-assess their progress toward achievement of the learning outcomes.
- 1.3 Board staff is responsible for:
- 1.3.1 Providing teachers with professional development in effective classroom assessment and evaluation practices.
- 1.4 Students are responsible for:
- 1.4.1 Accepting responsibility and ownership for their own learning through active involvement in the assessment and evaluation process in order to discover how they learn best, to understand exactly where they are, and to respond to feedback about how they can improve in relation to the learning outcomes.

2.0 CLASSROOM ASSIGNMENTS

- 2.1 School Administrators are responsible for:
- 2.1.1 Ensuring that information regarding procedures for completion of late or missed assignments are communicated to students and parents/guardians early in the school year;
 - 2.1.2 Consulting with teachers when necessary to determine a final deadline for late or missed assignments.

- 2.2 Teachers are responsible for:
 - 2.2.1 Communicating the purpose(s) of the assignment and the criteria for evaluating the work to the students when it is assigned;
 - 2.2.2 Providing many opportunities for timely, descriptive feedback throughout the learning process;
 - 2.2.3 Ensuring that the feedback students receive is a pure reflection of the student's achievement of the learning outcomes;
 - 2.2.4 Ensuring that assignments have clearly stated due dates that are communicated to students and parents/guardians where appropriate;
 - 2.2.5 Setting due dates for assignments which:
 - 2.2.5.1 Are reasonable and involve students where appropriate;
 - 2.2.5.2 Allow for support and checkpoints;
 - 2.2.5.3 Encourage self-monitoring and the seeking of assistance;
 - 2.2.5.4 Involve consultation with other teachers within the school to avoid overlap;
 - 2.2.5.5 Can be extended at their discretion;
 - 2.2.6 Determining an extended deadline and plan for successful completion of incomplete assignments with the student, as well as the principal. When deciding how much extra time to provide before the extended deadline, teachers will consider:
 - 2.2.6.1 The nature of the assignment and the amount of time needed for completion;
 - 2.2.6.2 The time needed for additional instruction;
 - 2.2.6.3 The need to return assignments to students for meaningful and timely feedback;
 - 2.2.6.4 The need to maintain the logical progression of the course as prescribed by the Nova Scotia Department of Education;
 - 2.2.7 Ensuring that the evaluation is not impacted when extended deadlines are provided (i.e. penalty for late assignments);

2.2.8 Providing students with multiple opportunities to demonstrate their progress toward achievement of the learning outcomes. If extended deadlines are missed for assignments, and the teacher does not have sufficient evidence of student achievement of the learning outcomes, the student's evaluation may be affected.

2.3 Students are responsible for:

2.3.1 Seeking assistance with assignments when required;

2.3.2 Requesting an extension for assignments in a timely manner when required;

2.3.3 Completing assignments by specified due dates so that teachers can provide timely feedback;

2.3.4 Responding to feedback provided during the learning process.

3.0 GRADING AND REPORT CARDS

3.1 School Administrators are responsible for:

3.1.1 Ensuring use of provincially-authorized report cards;

3.1.2 Ensuring distribution of report cards by predetermined deadlines as directed by the Halifax Regional School Board:

3.1.2.1 Three times per school year for elementary and junior high schools;

3.1.2.2 Two times over the duration of the semester for senior high schools.

3.1.3 Establishing school-based deadlines for submission of report cards;

3.1.4 Providing direction and feedback to individual teachers on report cards as required;

3.1.5 Facilitating discussions between teachers, parents/guardians and/or students on report cards when concerns arise that cannot be resolved at the classroom level;

3.1.6 Reviewing recommendations and supporting documentation regarding the grade-level placements of students for the following school year. The best interest of the student will guide this decision. In all cases, careful

consideration will be given to possible disadvantages of placement and additional support required by the student;

3.1.6.1 In cases when the grade-level placement for the following year is in question, the principal will make the final decision after consultation with others, including teacher(s), parents/guardians, School Planning Team, and the student when appropriate;

3.1.6.2 If the student is transitioning from one school to another, the principal at the originating school will make the decision regarding grade placement.

3.1.7 Ensuring that no written examinations are given at the junior high level, except for those falling under the provisions of Procedure 3.3;

3.1.8 School administrators may alter the junior high school schedule to accommodate the year end grade 9 cumulative assessment opportunities, as described by the school in its School Plan for Communicating Student Learning.

3.2 Teachers are responsible for:

3.2.1 Explaining to students and parents/guardians how report card grades will be determined for the course(s) they teach;

3.2.2 Using methods other than report cards to regularly inform students and parents/guardians about student progress toward the learning outcomes. Examples of these methods include electronic gradebook, notes, phone calls, meetings, web pages, newsletters, assessments, curriculum nights, student-led conferences, and parent-teacher interviews;

3.2.3 Providing clear and well-supported feedback about student progress toward, and achievement of, the learning outcomes;

3.2.4 Using language that is based on learning outcomes and is easily understood by parents/guardians;

3.2.5 Identifying the student's strengths, areas needing improvement, and what the individual student, parents/guardians and teacher can do to support learning in relation to the learning outcomes;

3.2.6 Developing accurate report cards by:

3.2.6.1 Always relating grading and reporting to the learning outcomes;

- 3.2.6.2 Excluding characteristics that are not linked to learning outcomes (such as effort, behavior and attendance);
- 3.2.6.3 Ensuring that the grade each student receives is a fair reflection of what he/she knows and can do, emphasizing the most recent summative assessment information. This information will be documented in a way that ensures its accuracy over time.
- 3.2.7 Basing report card grades and comments upon evidence gathered through classroom assessments;
 - 3.2.7.1 Results from large-scale external assessments will not be used for report card grades;
 - 3.2.7.2 Notwithstanding the above, at the senior high level results from Nova Scotia Examinations will form a component of report card grades as specified by the Department of Education.
- 3.2.8 Using an appropriate variety of assessment types and tools to assess and evaluate student learning. Assessments must reflect the multiple ways in which students learn and demonstrate their understanding.
- 3.3 Teachers of **grade 9** students are responsible for:
 - 3.3.1 Assessing student learning in part by having students participate in a year end cumulative assessment opportunity (i.e. presentation, portfolio, project, examination) in all Public School Program core subjects, during their final term in Grade 9;
 - 3.3.1.1 Providing students a cumulative assessment opportunity in the form of a written examination for Language Arts and Mathematics during their final term in Grade 9;
 - 3.3.1.2 When cumulative assessment opportunities take the form of a written examination (i.e., Language Arts and Mathematics), they must take place during the same timeframe as senior high school examinations. Any exceptions to this must have prior approval from the Director of Program.
 - 3.3.2 Ensuring cumulative assessment opportunities allow students to demonstrate an appropriate range of the learning outcomes and process skills involved in the course(s) of study and, as such, form an integral component of the teacher's assessment and evaluation plan;

- 3.3.3 Ensuring no student will be exempt from the year end cumulative assessment opportunities except for exceptional circumstances or as determined by an Individual Program Plan;
- 3.3.4 Ensuring the year end cumulative assessment will determine no more than 10% of the students' year end final course grade.
- 3.4 Teachers of **grades 10-12** are responsible for determining a student's final grade by:
 - 3.4.1 Ensuring no single assessment tool (i.e. presentations, labs, demonstrations, portfolios, debates, written tests/quizzes) can account for more than half of the value of each gradebook category;
 - 3.4.2 Considering learning trends over time, more recent student work and using professional judgment;
 - 3.4.3 Having students participate in a final cumulative assessment opportunity that allows them to demonstrate an appropriate range of the learning outcomes and process skills involved in the course. This final assessment, whether a written examination or an alternative assessment opportunity, will be worth no more than 30%.
- 3.5 Board staff is responsible for:
 - 3.5.1 Providing teachers with professional development on fair and equitable outcomes-based grading practices.

4.0 EXTERNAL LARGE-SCALE ASSESSMENTS

- 4.1 School Administrators are responsible for:
 - 4.1.1 Working with the school assessment coordinator and teachers to oversee the administration of all external large-scale assessments;
 - 4.1.2 Developing, in conjunction with program staff, a communication plan to report assessment results to parents/guardians and the broader school community;
 - 4.1.3 Communicating assessment results to the school community in a timely manner;
 - 4.1.4 Using external large-scale assessment data, along with other relevant data (e.g., classroom assessment information, school surveys, etc.), to plan for improvement. For example, the data may help in:

- 4.1.4.1 Identifying strengths and areas of concern;
 - 4.1.4.2 Identifying what additional information is needed and how to collect the information;
 - 4.1.4.3 Determining next steps for improving student achievement;
 - 4.1.4.4 Setting school and classroom targets;
 - 4.1.4.5 Aligning resources with identified needs.
- 4.2 Teachers are responsible for:
- 4.2.1 Participating in developing, training for, administering, scoring and communicating the results of external large-scale assessments, as required by the Department of Education and the Halifax Regional School Board.
- 4.3 Students are responsible for:
- 4.3.1 Participating in external large-scale assessments as required by the Department of Education and the Halifax Regional School Board
- 4.4 Board staff is responsible for:
- 4.4.1 Using external large-scale assessment information to analyze system-wide, as well as school and classroom-based strengths and areas of need in order to determine where additional resources are required;
 - 4.4.2 Developing a report to the Board in order to communicate assessment results to parents/guardians and the broader school community in a timely manner. The plan will include, but not be limited to:
 - 4.4.2.1 A general statement to put the data in context;
 - 4.4.2.2 An explanation of the purpose of the assessments;
 - 4.4.2.3 A summary of results;
 - 4.4.2.4 A summary of strengths;
 - 4.4.2.5 Areas of concern revealed by the data;
 - 4.4.2.6 Next steps for improvement.

- 4.4.3 Facilitating discussions on how to respond to areas requiring improvement;
- 4.4.4 Designing and delivering professional development that addresses identified needs;
- 4.4.5 Assisting schools in analyzing and using external large-scale assessment data, along with other relevant data (e.g., classroom assessment information, school surveys, etc.), to inform their plan for improvement.

5.0 COMMUNICATION OF STUDENT LEARNING

- 5.1 Administrators are responsible for:
 - 5.1.1 Involving parents/guardians in developing and implementing procedures that promote effective communication between the home and school;
 - 5.1.2 Using a variety of methods to communicate student achievement throughout the school year including, but not limited to:
 - 5.1.2.1 Scheduling at least two curriculum-related events each year to inform the school community about curriculum outcomes and assessment and evaluation practices and procedures;
 - 5.1.2.2 Scheduling at least two interviews each year for parents/guardians to meet with teachers in order to review the progress and achievement of their children, as defined by the Halifax Regional School Board calendar. Invitations will be extended to all parents/guardians. These meetings may take the form of parent-teacher conferences, parent-student-teacher conferences, or student-led conferences.
 - 5.1.3 Developing a school plan for communicating student learning each year. This plan must be in a language that the school community can understand and will include the following components:
 - 5.1.3.1 Definitions (e.g., formative assessment, summative assessment, external large-scale assessments);
 - 5.1.3.2 A clear statement about the alignment between assessment and evaluation of student learning and provincial curriculum outcomes;
 - 5.1.3.3 A general description of the strategies and tools used to assess student achievement, highlighting the importance of using

multiple assessment and evaluation strategies to meet the learning styles of all students;

- 5.1.3.4 Expectations for informing parents/guardians about a student's progress and achievement, including when concerns may arise;
- 5.1.3.5 Provisions to help parents/guardians when concerns arise, making reference to the Parent Concern Protocol;
- 5.1.3.6 A school year calendar that includes dates for curriculum nights, parent-teacher interviews, release of report cards, as well as when external large-scale assessments will take place;
- 5.1.3.7 A brief, clear user's guide to the school report card;
- 5.1.3.8 A brief, clear communication guide outlining effective use of the PowerSchool Parent Portal;
- 5.1.3.9 A statement outlining provisions for students who miss deadlines for classroom assignments, indicating that students will be provided with multiple opportunities to demonstrate their learning;
- 5.1.3.10 Information about identification, assessment, referral and program planning for students with special needs;
- 5.1.4.11 Clear guidelines to inform and support the purpose, the role and the value of homework in student learning. This will also include school supports offered and recommended time allotments for homework at each grade.

5.2 Teachers are responsible for:

- 5.2.1 Adhering to the School Plan for Communicating Student Learning, recognizing the instrumental role they play in ensuring the successful implementation of the Plan;
- 5.2.2 Developing a communication plan that is aligned with the School Plan for Communicating Student Learning. This plan will contain:
 - 5.2.2.1 An overview of the program/course assessment and evaluation strategies, practices and procedures;
 - 5.2.2.2 An explanation of the purpose of assessment and evaluation;

- 5.2.2.3 Multiple assessment and evaluation strategies that meet the learning styles of students and are aligned with the written learning outcomes;
 - 5.2.2.4 A range of formal and informal communication methods used by the teacher;
 - 5.2.2.5 Ways in which parents/guardians can initiate communication with the teacher.
- 5.3 Board staff is responsible for:
- 5.3.1 Supporting schools in communicating with their communities about the learning outcomes and students' progress toward these learning outcomes.

6.0 ADDITIONAL PROCEDURES

6.1 Students with Special Needs

6.1.1 School Administrators are responsible for:

- 6.1.1.1 Ensuring that parents/guardians are aware of the board's policies and procedures for identification, referral and assessment of students with special needs at the time of registration or early in the school year;
- 6.1.1.2 Ensuring that informed written consent is obtained from parents/guardians, using the Consent for Service Form, before any formal individual assessment and/or consultation is carried out by school board personnel;
- 6.1.1.3 Ensuring that the results of formal individual assessments are clearly communicated to parents/guardians in a timely manner;
- 6.1.1.4 Ensuring that parents/guardians are provided with a copy of the written results of the formal individual assessments when the school receives them;
- 6.1.1.5 Receiving, disseminating, documenting and storing reports based on formal individual assessments from school board personnel and/or outside agencies. Formal individual assessment reports must be:
 - 6.1.1.5.1 Made known to members of the student's program planning team;

- 6.1.1.5.2 Documented and stored in the student's Cumulative Record or, in the case of confidential records, in the Special Documents Envelope located in the Cumulative Record.
- 6.1.1.6 Ensuring a standard board-authorized Individual Program Plan Report is used for students following Individual Program Plans. These reports will be distributed at the same time as regular program report cards.
- 6.1.2 Program Planning Teams are responsible for:
 - 6.1.2.1 Considering a wide range of assessment and evaluation information when developing, reviewing and revising Individual Program Plan outcomes, methods, materials and strategies. When appropriate, students will be involved in this process;
 - 6.1.2.2 Considering a wide range of assessment and evaluation information when developing, reviewing and revising adaptations. When appropriate, students will be involved in this process.
- 6.1.3 Teachers are responsible for:
 - 6.1.3.1 Determining appropriate adaptations for students with moderate needs and making them available to students as part of any assessment and evaluation process;
 - 6.1.3.2 Engaging parents/guardians and, if appropriate, the student, in development of programming adaptations recommended to assess and evaluate the students' progress toward the curriculum outcomes;
 - 6.1.3.3 Ensuring assessment and evaluation adaptations are not recorded on the student's report card (adaptations to instructional or assessment/evaluation strategies are designed to enable students to meet grade-level Public School Program curriculum outcomes);
 - 6.1.3.4 Recording adaptations on the Programming Adaptations Form;
 - 6.1.3.5 Providing a copy of the Programming Adaptations Form to parents/guardians;

- 6.1.3.6 Storing a copy of the Programming Adaptations Form in the student's Cumulative Record Folder;
- 6.1.3.7 Aligning assessment and evaluation with learning outcomes identified on the student's Individual Program Plan, and focusing primarily on the student's progress toward those learning outcomes;
- 6.1.3.8 Reviewing results from individual formal assessments and using this information, along with classroom assessments, to inform program planning for the student.

6.1.4 Professional support staff is responsible for:

- 6.1.4.1 Collaborating with classroom teachers in the writing of report cards for students when appropriate.

6.1.5 Speech Language Pathologists, School Psychologists, and Severe Learning Disabilities Teachers are responsible for:

- 6.1.5.1 Submitting written reports on students with identified special needs for whom they have provided sustained support services.

6.1.6 Resource Teachers are responsible for:

- 6.1.6.1 Submitting written reports on students for whom they have provided sustained support services. This report will include frequency/duration of support, a description of remediation, compensation and learning strategies used, and student progress.

6.1.7 Board staff is responsible for:

- 6.1.7.1 Ensuring that qualified professionals conduct formal individual assessments (e.g., psycho-educational assessments, KeyMath, Woodcock Reading Mastery), interpret the results, and provide recommendations to parents/guardians, teachers and others involved with the student's program;

- 6.1.7.2 Ensuring that informed written consent is obtained from parents/guardians before any formal individual assessments are initiated.

6.2 English as an Additional Language (EAL) Students

6.2.1 School Administrators are responsible for:

- 6.2.1.1 Ensuring that individual students who require EAL programming services are provided with the appropriate assessment and evaluation methods and strategies to support their needs.
- 6.2.2 English as an Additional Language teachers are responsible for:
 - 6.2.2.1 Collaborating with program staff, classroom, resource and learning centre teachers to assist EAL students in achieving the curriculum outcomes;
 - 6.2.2.2 Assessing and evaluating students using the following process:
 - 6.2.2.2.1 Assessments for the purpose of qualification for EAL placement;
 - 6.2.2.2.2 Formative assessments to guide teaching and learning;
 - 6.2.2.3 Assessments for the purpose of discontinuing direct EAL programming and services;
 - 6.2.2.4 Ensuring that annual assessments of English proficiency are conducted;
 - 6.2.2.5 Ensuring that linguistic and cultural diversity is factored into the interpretation of assessment results;
 - 6.2.2.6 Providing individual written reports on the progress of each student for whom they have provided direct support services; including information regarding the student's English proficiency;
 - 6.2.2.7 Making appropriate adaptations available to EAL students as part of any assessment and evaluation process. EAL teachers will collaborate with classroom teachers to help provide appropriate adaptations.
- 6.2.3 Classroom teachers are responsible for:
 - 6.2.3.1 Collaborating with program staff, EAL, resource and learning centre teachers to assist English language learners in achieving the curriculum outcomes;
 - 6.2.3.2 Using effective assessment and evaluation strategies to assist EAL students achieving curriculum outcomes;

6.2.3.3 Requesting additional support as required when EAL students are unable to meet the language-dependent outcomes specific to various subject areas.

6.2.4 Board staff is responsible for:

6.2.4.1 Providing teachers with professional development in the area of assessment and evaluation of EAL students;

6.2.4.2 Establishing appropriate assessment and evaluation supports for EAL students including, but not limited to, allocation of personnel, time and materials;

6.2.4.3 Collaborating with EAL, classroom, resource and learning centre teachers to develop effective assessment and evaluation methods and strategies for EAL students;

6.2.4.4 Ensuring that qualified school board personnel (e.g., EAL teacher or someone with equivalent training) will conduct initial formal individualized assessment;

6.2.4.5 Ensuring that written informed consent is obtained from parents/guardians before any formal individual assessments are initiated;

6.2.4.6 Ensuring that individual assessments of academic achievement are used only as initial assessments to identify what the student has already learned academically, to target the best point in the curriculum to begin instruction, and to assist in the selection of instructional materials;

6.2.4.7 Ensuring that tests of cognitive ability written in English are not used with students from non-English speaking backgrounds until they have had time to develop capacity within the English language and a broader understanding of the local culture.

APPENDIX A Definitions

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course. The action that is taken in response to an assessment determines its formative or summative nature.

- **Assessment for Learning/Formative Assessment** involves 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 descriptive feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high impact instructional strategy that takes place while the student is still learning and serves to promote learning.
- **Assessment of Learning/Summative Assessment** is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments 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/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Assessment Types are the ways in which information about student achievement is collected. Assessment information may be gathered in three ways: through observations of student performance, conversations had with students, and products that students create.

Assessment Tools are the instruments that teachers use to gather information about student achievement. Examples of assessment tools include but are not limited to work samples, presentations, tests/quizzes, debates, portfolios, labs, demonstrations, and anecdotal notes.

Descriptive Feedback is specific information (e.g., oral, written, exemplars, rubrics) that helps students understand what they are doing well, understand what they need to do next in order to improve, and to think and talk about their own learning (metacognition).

Learning Outcomes are the outcome statements prescribed by the Department of Education, or a student's Individual Program Plan, that indicate what teachers are required to teach and students are expected to know, be able to do, and value for each grade level, course and/or program. These outcome statements are the general and specific outcomes that make up the written curriculum and reflect the "big ideas" and process skills in each subject area or individualized plan.

Curriculum Alignment is aligning the written learning outcomes with all instructional and assessment practices.

Gradebook Category refers to the organization of assessments within *PowerTeacher Gradebook*. Teachers organize gradebook categories by curriculum content (e.g., modules, strands, units) rather than assessment tools/type (e.g., test/quizzes, projects).

Process Skills are the habits of mind/attitudes that define a subject area or discipline (e.g., thinking like a mathematician, an author, a scientist).

Cumulative Assessment is an assessment designed to assess students' understanding and ability to make connections among the "big ideas", concepts and procedures learned to date.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments and/or decisions based upon the information gathered (e.g. to determine student achievement of the learning outcomes for the purposes of grading and reporting).

Professional Judgment is judgment that is informed by professional knowledge of learning outcomes, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection, collegial collaboration and practice. When teachers gather information in various contexts from all three assessment types (conversations, observations and products), it is referred to as triangulated data. When evaluation is based on triangulated data, teacher professional judgment is more reliable.

Grading is the process of using summative assessment evidence of student achievement of the learning outcomes to determine the report card grade.

Reporting is the process of communicating student progress and/or achievement of the learning outcomes.

External Large-Scale Assessments are summative assessments designed by a group outside the school in order to provide data for use at the national, provincial, regional, school and classroom levels.

School Community consists of students, parents/guardians, teaching and non-teaching staff serving the school, school advisory councils, school groups, community members, partners, board members, board staff, and others with a connection to the school.

Formal Individual Assessments are assessments, such as standardized tests, intended to produce diagnostic information about the student's ability or achievement. Formal assessment instruments have standardized procedures for administration, scoring and interpretation.

Promotion indicates that the student has satisfied the program requirements and met the curriculum outcomes for that grade or course. The student will advance to the next higher grade or course.

Placement indicates that the student has not satisfied the program requirements or met the curriculum outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.