

Light of Christ RCSSD #16

Board Learning Policy No. 210

ASSESSMENT

The primary purpose of assessment, evaluation, and reporting is to improve student learning. The following principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers and in-school administrators they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning. The fundamental purpose of this policy is to ensure that assessment, evaluation, grading, and reporting practices in all Light of Christ RCSSD schools are consistent with the Ministry of Education policies and to enable all LOCCSD students to develop her/his capabilities in a Christ-centered and student-driven learning environment.

Procedures

Common Principles of Effective Assessment

The following principles create a powerful picture of what, where, and how we are called to be in light of who we are as followers of Christ. It is the role of all educators to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, therefore teachers must use practices and procedures that:

1. Align with Gospel values in honouring the gifts and needs of each learner;
2. Are fair, transparent, and equitable for all students;
3. Support all students, including those with intensive education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
4. Are carefully planned to relate to the curriculum outcomes and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
5. Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
6. Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
7. Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

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8. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
9. Ensure student achievement is the student's determined standing (% or rubric level grade) relative to curriculum standards;
10. Communicate learner attributes such as effort, participation, behavior, attitude, work habits and attendance are communicated separately from achievement.
11. Does not include punitive grading or distorted grading (i.e. late marks, bonus marks, group grades) which are not part of sound assessment practices; however, when a student fails to submit a sufficient number of summative assessments for grading purposes, and every effort has been exhausted, teachers, in consultation with the principal, use professional judgment to determine students' marks (failing grade, zero mark, or incomplete status) for missing, unfinished, or late assessments.
12. Principals ensure procedures are established within the school to support sound assessment practices.