

## ASSESSMENT POLICY

**In Seven Oaks School Division we share a sense of what it takes for children and youth to become moral people and contributing members of society.**

The primary purpose of assessment is to support and enhance student learning. The assessment of student learning begins with educational values. These values consider what is appropriate for the learner and inform what we choose to assess as well as how we do so. Assessment is most effective when it reflects an understanding of learning as multi-dimensional, integrated and ongoing.

### **Assessment of Learning**

The focus of this policy is the assessment of learning, which refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Assessment of learning reflects evidence of student achievement at set times throughout the grade/course, often at the end of a period of learning.

Evidence of student achievement is collected over time from many different sources—i.e. observations, conversations, student products. Not all assessment task scores need to be included. Determining the assessment of learning and a grade will involve teachers' professional judgment. This judgment needs to be sensitive to and relevant for the context and setting. This includes the interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

### **Academic Responsibility**

#### Principles

Learning is a complex process. It encompasses not only what students know but what they can do with what they know. Learning involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and life beyond the classroom.

Assessment practice must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values.

#### Policy

Teachers have important responsibilities in supporting and enhancing the learning of all students. Their responsibilities include the following:

1. **Establish and clearly communicate expectations regarding demonstrations of learning.** Demonstrations of learning may include a range of forms such as (but not limited to) discussions, exhibitions, projects, assignments, and tests. Assessment criteria and requirements should be discussed with students and are most effective when developed with them. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning.
2. **Set and communicate reasonable timelines for work and support students in meeting these timelines.** The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.

Teachers should use their professional judgment to establish reasonable expectations regarding timelines. They should also use their professional judgment to support and encourage all students to take responsibility for their work through the use of a variety of strategies to ensure students make progress. Teachers will use a range of strategies to ensure that expectations and timelines are clear and the necessary supports to meet these expectations are in place such as:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
  - Share assignment timelines and reminders through many means, including classroom newsletters, agendas, web pages, email, and course outlines.
  - Assist students to manage time effectively by monitoring student progress at each stage of an assignment.
  - Anticipate which students may require additional supports to complete assigned tasks, and monitor those students closely.
  - Choose, when appropriate, to extend time for completing assignments.
  - Contact parents to discuss strategies for supporting students in meeting responsibilities.
3. **If, after establishing and clearly communicating expectations, setting and communicating timelines and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply strategies based on their professional judgment such as:**
    - Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the work, and consider the circumstances.
    - Develop and facilitate an agreement with the student to complete the work.
    - Provide appropriate support to students to address issues and barriers that may be preventing the student from completing the work.
    - Provide alternative assessment tasks that accommodate diverse learning needs.

Students are responsible for the timely completion of their work recognizing that there are consequences. In applying consequences to late or missing work, teachers will

consider the nature of the task, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation.

## **Academic Honesty**

### Principles

Schools should foster in students a respect for all forms of honest work done well. Students should understand that the work they complete and the assignments they submit as evidence of learning must be their own.

Teachers need to consider the nature of the task, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

### Policy

When academic honesty integrity has been compromised, teachers should apply a range of strategies that may include:

- Have the student do the work honestly.
- Schedule a suitable time to do the work.
- Consult with school support team.
- Consult with the principal.
- Contact and discuss with parents.
- Comment on behaviour on report card.
- Deduct marks for academic dishonesty.

## **Academic Promotion/Retention**

### Principles

Students should be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs, with consideration given to their age. Decisions around promotion or retention of students may have far-reaching implications for student success in school.

### Policy

1. **In Kindergarten to Grade 8, promotion / retention decisions rest with the principal, who consults with teachers, parents\*, and other specialists as appropriate.** The decision is based on the evidence of the student's progress and growth, and considers the grade level placement that would support and extend the student's learning.

2. **In Grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate.** Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

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\*In this document, the term parents refers to both parents and guardians and is used with the recognition that, in some cases, only one parent may be involved in a child's education.

## REFERENCES

Manitoba Education and Training. *Provincial Assessment policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention*. Winnipeg, MB: Manitoba Education and Training, 2010. Available online at <[www.edu.gov.mb.ca/k12/assess/docs/policy\\_k12/index.html](http://www.edu.gov.mb.ca/k12/assess/docs/policy_k12/index.html)>.