

POLICY

SCHOOL DISTRICT NO. 53
(Okanagan Similkameen)

ASSESSMENT AND EVALUATION

Reference: E-11

Approved: June 25, 2008

ASSESSMENT AND EVALUATION

Quality assessment and evaluation followed by clear and specific communication of student progress and achievement are essential components of effective instruction expected by the Board of Education.

Assessment that is fair and provides accurate information about student achievement will lead to an evaluation and communication process which is clear and meaningful to students and parents. Fair and accurate assessment supports instruction and promotes student achievement.

REGULATION

SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

ASSESSMENT AND EVALUATION

Reference: E-11

Approved: June 17, 2008

ASSESSMENT AND EVALUATION

The “Guiding Principles” and “Standards of Fair Student Assessment” (below) indicate how student achievement and performance can be supported by implementation of good assessment practices in the classroom, school and district.

Guiding Principles

1. The primary purpose of assessment is to guide instruction to improve student learning.
2. Assessment practices are fair and equitable as they are customized to match student needs.
3. Communication about assessment criteria is ongoing, clear and meaningful.
4. Staff development, professional development and teacher collaboration support assessment.
5. Assessment practices are regularly reviewed and refined by individuals, groups, schools and the district.

Standards of Fair Student Assessment

Student achievement and performance is supported by implementation of good assessment practices, including:

1. Instructional plans that reflect the Integrated Resource Programs (IRPs) including local courses, and are available to students in writing, in advance of instruction and, upon request, to parents/guardians. Instructional plans would include major learning outcomes, proposed teaching strategies, timelines, likely resources and materials, and assessment and evaluation procedures.
2. Assessment and evaluation procedures align with the specified outcomes in IRPs (including local courses), Performance Standards, or the student’s Individual Education Plan (IEP).
3. Providing all students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviors being assessed; and inform grade 4 – 12 students, in advance, of the basis and criteria for assigning letter grades. Academic assessment marks/grades are separated from effort marks.
4. Using assessment methods that match the purpose and content of the instruction.
5. Demonstrating the procedures for judging or scoring performance are consistently applied and monitored.
6. Providing communication that is clear and accurate to the parties for whom the information is intended.
7. Using assessment results to make decisions about program planning and instruction.

The *Guiding Principles* and *Standards of Fair Student Assessment* defined in this policy support those articulated in Ministry and District directives such as the:

- *Ministry of British Columbia Integrated Resource Programs (IRPs)*
- *Ministry of British Columbia Performance Standards*
- *Ministry of Education Spec. Ed. Services: A Manual of Policies, Procedures & Guidelines*
- *School District No. 53 (Okanagan Similkameen) Teacher Handbook*