

SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

POLICY

No. E-11

Approved: June 17, 2008

Amended: May 22, 2019

Reviewed: April 24, 2024

ASSESSMENT AND EVALUATION

Through the use of ongoing assessment practices supported by research, and BC's curriculum, Kindergarten to Grade 12 educators enhance and promote intellectual growth and continuous learning, as well as social and emotional development for all students in an inclusive learning environment.

The Board of Education believes that high quality authentic assessment, evaluation, and communication of student progress are integral components of the teaching and learning process. To ensure that assessment, evaluation, and reporting are valid and reliable, leading to the improvement of learning for all students, educators use practices and procedures that:

- are fair, transparent, supportive, and equitable for all students
- are carefully planned to relate to the curriculum expectations and learning goals
- are communicated clearly to students and parents throughout the school year or course
- are ongoing, varied in nature, and occur periodically to provide multiple opportunities for students to demonstrate their full range of learning
- provide ongoing feedback that is clear, specific and timely to support improved learning and achievement
- develop students' reflective and self-assessment skills to enable them to assess their own learning and set goals for next steps

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REGULATIONS

No. E-11

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ASSESSMENT AND EVALUATION

The following Guiding Principles provide a vision for authentic student assessment:

- Assessment practices reflect current research
- Assessment is fair and equitable
- Assessment is closely linked to instruction
- Assessment is flexible, authentic and responsive
- Assessment promotes reflection and further learning
- Assessment is a collaborative process

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.