



**MOOSONEE DISTRICT
SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE EDUCATION PROGRAMS: #270	
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STUDENT ASSESSMENT

PURPOSE

Moosonee District School Area Board is committed to enabling all students to succeed and to reach their potential. The development of clear and consistent assessment, evaluation, and reporting practices maintains the Board’s focus on high standards and improving student achievement.

The Ministry of Education document, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12, provides the direction and foundation for all program planning and assessment. This document promotes fairness, transparency, equity, and consistency across the province in the assessment, evaluation, and reporting of student learning.

This administrative procedure sets out expectations for the assessment, evaluation, and reporting of student achievement in Moosonee Public School.

DEFINITIONS

Curriculum Expectations: Curriculum expectations are the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various activities on which their achievement is assessed and evaluated.

Achievement Chart: An achievement chart is a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

Achievement Levels: Achievement levels are brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given subject.

Assessment: Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject. Teachers use a variety of assessment strategies to elicit information about student learning. These strategies include observations, student-teacher conversations, and student products.

Assessment for Learning: Assessment for learning is 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 feedback and adjust instruction, and by students to focus their learning. Assessment for learning takes place while the student is still learning and serves to promote learning.

Assessment as Learning: Assessment as learning is the process of developing and supporting student awareness of their own learning. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from the teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of their learning goals and the success criteria.

Assessment of Learning: Assessment of learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements 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, other teachers, the students themselves, and others. It occurs at or near the end of a cycle of learning.

Evaluation: Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Accommodations: Accommodations are special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Modifications: Modifications are changes made to the curriculum that occur when the expectations identified for a student's grade placement are not appropriate for the student. Modifications result in curriculum expectations that are different from those of the student's current grade placement. For students with an Individual Education Plan (IEP), these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks.

Parents: Every use of "parents" in this procedure includes parent/caregivers or guardians or a single parent/caregiver or guardian.

PROCEDURES

1. Guiding Principles

1.1 The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging instructional practices. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

1.2 In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- a) are fair, transparent, and equitable for all students;
- b) support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- c) are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of the students;
- d) are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year;
- e) 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;
- f) provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- g) develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. - *Growing Success, p. 6*

2. Expectations for Assessment and Evaluation

2.1 Assessment for Learning and As Learning

As essential steps in assessment for learning and as learning, teachers need to:

- a) plan assessment concurrently and integrate it seamlessly with instruction;
- b) share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- c) gather information about student learning before, during, and near the end of a period of instruction, using a variety of assessment strategies and tools;
- d) use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- e) analyse and interpret evidence of learning;
- f) give and receive specific and timely descriptive feedback about student learning; and
- g) help students to develop skills of peer and self-assessment. - *Growing Success*, pp. 28-29

2.2 Assessment of Learning and Evaluation

- a) Assessment of learning involves collecting and interpreting evidence for the purpose of summarizing learning at a given point in time on the basis of established criteria.
- b) Evaluation accurately summarizes and communicates to parents, other teachers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations.
- c) Students will be given multiple opportunities to demonstrate achievement of curriculum expectations.
- d) Appropriate instructional accommodations are to be provided for all students as needed.
- e) Where required, accommodations and modifications are to be provided in accordance with a student's Individual Education Plan (IEP).

3. Learning Skills and Work Habits

3.1 The development of learning skills and work habits is as important to student achievement as the acquisition of curriculum expectations. These skills and habits are assessed and evaluated separately from curriculum expectations.

3.2 The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. Learning skills and work habits are

developed over time and follow a continuum of growth which may look different across grades, subjects, and for individual students.

3.3 Teachers will work with students and their parents to ensure that they understand the learning skills and work habits and their importance. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these abilities. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

3.4 These six learning skills and work habits are to be reported on in progress reports and provincial report cards:

- a) responsibility;
- b) organization;

- c) independent work;
- d) collaboration;
- e) initiative; and
- f) self-regulation.

3.5 Learning skills and work habits are reported in the appropriate section of the report card using: excellent, good, satisfactory, and needs improvement ratings.
[Section 3 is summarized from Growing Success, Chapter 2]

4. Late and Missed Assignments

4.1 Growing Success establishes fundamental principles which enable all students to reach their potential and promotes student responsibility for submitting assignments within agreed upon timelines.

4.2 When responding to late and missed assignments, teachers will:

- a) take into account individual students, their learning styles and needs;
- b) implement accommodations and modifications that assist students to complete assignments; and
- c) consider the impact of their decisions on student learning.

4.3 For late and missed assignments, teachers will implement effective assessment and evaluation strategies and interventions that are purposeful and systematic in nature that may include:

- a) planning for larger assignments to be completed in stages;
- b) holding teacher-student conferences;
- c) maintaining communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- d) helping the student develop better time management skills;
- e) setting up a student contract;
- f) involving aboriginal counselors when engaging with students who are First Nation, Métis, and Inuit;
- g) taking into account the history and context of students and parents;
- h) assessing whether the student requires special education services;
- i) providing alternative assignments or tests/exams, where in the teacher's professional judgment, it is reasonable to do so; and
- j) deducting marks for late assignments, up to and including the full value of the assignment after giving the student every opportunity to succeed. - *selected from Growing Success, p. 43*

5. Ministry of Education Achievement Charts

5.1 Each Ministry of Education curriculum document provides an achievement chart. The achievement charts:

- a) provide a common framework that encompasses all curriculum expectations for all subjects across grades;
- b) guide the development of high-quality assessment tasks and tools (including rubrics);
- c) help teachers to plan instruction for learning;
- d) provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards; and
- e) establish categories and criteria with which to assess and evaluate students' learning.
- *Growing Success, p. 16*

6. Report Card Grades

6.1 Students are evaluated on four levels of achievement as follows:

- a) **Level 1:** achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.
- b) **Level 2:** achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.
- c) **Level 3:** achievement at the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness.
- d) **Level 4:** achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade.

6.2 For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades.

6.3 The following conversion chart shows how the four levels of achievement are aligned to letter grades.

<i>Achievement Level</i>	<i>Letter Grade</i>	<i>Achievement Level</i>	<i>Letter Grade</i>
4+	A+	2+	C+
4	A	2	C
4-	A-	2-	C-
3+	B+	1+	D+
3	B	1	D
3-	B-	1-	D-

6.4 Teachers may also use the codes “R” and “I” when evaluating and reporting student achievement in Grades 1 to 6.

- a) The “R” indicates that the student has not demonstrated the required knowledge and skills and that extensive remediation is needed. Parents will be informed prior to reporting an “R”. Teachers will continuously monitor student success and plan for interventions to improve learning, and inform parents of the instructional strategies being used.
- b) Teachers will use their professional judgement to determine when the use of an “I” is appropriate and add the statement, “There is insufficient evidence to assign a letter grade.” The report card comments will indicate why an “I” has been assigned (e.g., significant absences, recent move, modified day). In cases where the teacher does not have sufficient evidence to determine a letter grade, but has been able to collect some evidence of what a student has learned, strengths and the next steps for improvement will be indicated in the report card comments.

6.5 For grades 7 and 8, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage grades.

6.6 The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

<i>Achievement Level</i>	<i>Percentage Mark Range</i>	<i>Achievement Level</i>	<i>Percentage Mark Range</i>
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59

6.7 For Grades 7 and 8, teachers will use the code “R” to indicate achievement below 50 per cent. The code “R” indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. Parents will be consulted in this process.

6.8 The “R” is not assigned to students with an Individual Education Plan (IEP) who require modified or alternative expectations, or to beginning English language learners with modified expectations. - *Section 6 summarizes Chapter 6 in Growing Success.*

7. Consistent Practice across Ontario

7.1 The Elementary Progress Report Cards and the Elementary Provincial Report Cards (Grades 1–6 and Grades 7 and 8) are used in all publicly-funded schools in Ontario.

7.2 The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student’s development of the learning skills and work habits during that period. The second provincial report card will reflect the student’s achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student’s development of the learning skills and work habits during that period.

7.3 Completed Elementary Progress Report Cards (all pages) and Elementary Provincial Report Cards (all pages), and/or exact copies of them, will be placed in each student’s Ontario Student Record (OSR) folder following each reporting period.

7.4 The teacher will consider all evidence collected through observations, conversations, and student products (e.g., daily work, assignments for evaluation, tests/exams), and align that evidence with overall curriculum expectations for a subject in a particular grade.

7.5 Determining a report card grade will involve the teacher’s professional judgement and interpretation of evidence, and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

REFERENCE DOCUMENTS*Legal:*

Education Act, Section 264 Duties of Teacher

Education Act, Section 265 Duties of Principal

Ontario Regulation 298 Operation of Schools, Section 11 Duties of Principals

Ontario Regulation 298 Operation of Schools, Section 20 Duties of Teachers

Ontario Regulation 298 Operation of Schools, Section 23 Requirements for Pupils Ontario Student Record Guideline

Education Quality and Accountability Office Act 1996

Ontario Ministry of Education. (2010). Growing Success—Assessment, Evaluation, and Reporting in Ontario Schools, First Edition. Covering Grades 1 to 12

Ontario Ministry of Education (2013). Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12

Board:

Board Policy GOV-01 Board Philosophy, Goals, and Values

Board Policy GOV-03 Role of the Corporate Board

Board Policy GOV-04 Role of the Supervisory Officer

Administrative Procedure 260 Special Education Program

Administrative Procedure 310 Ontario Student Record (OSR)

Ministry Resources:

Ontario Ministry of Education. Reach Every Student: Energizing Ontario Education. (2008).

Ontario Ministry of Education. The K–12 School Effectiveness Framework: A support for school improvement and student success. (2013).

Ontario Ministry of Education. The Ontario Curriculum. Grades 1-8 and Kindergarten Program.

First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations (2014)

The Institute for Educational Leadership. Ontario Leadership Framework.

The Institute for Educational Leadership. Ideas into Action for School and System Leaders.