



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

APPENDIX C S.P 13 STUDENT AND PROGRAM ASSESSMENT POLICY REPORT.DOCX

*An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.
Proverbs 18:15*

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Loretta Notten, Superintendent of Governance, Policy and Strategic Planning
Dan Koenig, Superintendent of Curriculum and Accountability

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



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Associate Director of Academic Affairs

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A. EXECUTIVE SUMMARY

The primary purpose of Catholic Education is to assist all students to fulfil their God-given potential and to succeed in attaining the Catholic Graduate Expectations. The Ontario Ministry of Education requires school boards to implement a student assessment and evaluation policy. TCDSB is committed to providing policy and procedure that is consistent with the fundamental principles found in the Ministry Policy document *Growing Success, Assessment, Evaluation, and in Ontario Schools, K-12 (2010)*. In keeping with the Multi-Year Strategic Plan and the TCDSB goal to consolidate the register and bring all policies in line with the Meta-Policy template, this report recommends the merging two outdated policies into one new consolidated policy and a new Operational Procedure, with detailed processes and guidelines, outlining TCDSB's assessment, evaluation and reporting practices and obligations.

B. PURPOSE

The Multi-Year Strategic Plan identified the work of policy revision and the streamlining of the policy register as a priority. The Student and Program Assessment policy was last revised in 2006. Since that time, the Ministry of Education has significantly revised in Assessment, Evaluation and Reporting policies creating a new standard of obligation for all teachers and school boards.

C. BACKGROUND AND ANALYSIS

1. The TCDSB currently has two policies which govern assessment, evaluation and reporting: S.P. 13 Student and Program Assessment and P. 01 Reporting to Parents.
2. In 2010 the Ministry of Education released *Growing Success* which provided an updated understanding of all Assessment, Evaluation and Reporting policies and procedures, superceding all previous provincial curriculum documents. A second edition was published in 2011. *Growing Success* clarified and consolidated various aspects of assessment policy, with a goal of maintaining high standards, improving student learning, and benefitting students, teachers and parents.

3. The Ontario Ministry of Education has asserted that sound assessment practice is founded on seven fundamental principles (as outlined in the Operational Procedures – Appendix B) and that successful implementation is founded on sound professional judgment at all levels of the system.
4. Failure of a school board to implement the policy on assessment, evaluation and reporting of student achievement would be a contravention of the Education Act.
5. All staff of the TCDSB have been introduced to the assessment, evaluation and reporting policies and practices outlined in *Growing Success*. Professional Development and board action plans are tied to the principles contained within *Growing Success*. This policy and operational procedure codifies required practice and brings TCDSB policy in line with Ministry policy.

D. VISION

| VISION | PRINCIPLES | GOALS |
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| Provide one new consolidated policy to govern all K-12 Assessment, Evaluation and Reporting obligations and practices. | Aligns with the MYSP goals of Improved Student Achievement and Well Being, as well as Living Our Values and Strengthening Public Confidence. | <ol style="list-style-type: none"> 1. New consolidated policy consistent with the MYSP Policy Template. 2. Clearly communicated and understood assessment, evaluation and reporting processes for both panels, elementary and secondary. 3. Clear delineation between items of policy and those which are procedural. 4. Clear and aligned |

| VISION | PRINCIPLES | GOALS |
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| | | system guidelines for dealing with plagiarism, as well as late and missed assignments. |

E. ACTION PLAN

1. Consolidating related policies will ease understanding for TCDSB stakeholders and to assist in navigating the TCDSB Policy register. Two policies which are tightly linked and would benefit from merging. They are: Student and Program Assessment S.P. 13 and Reporting to Parents P. 01.
2. Given the importance of assessment, evaluation and reporting and the value that stakeholders ascribe to the related classroom practices, it is important to ensure that are related TCDSB policies, procedures and guidelines are transparent and aligned. This goal will be achieved by updating and revising policy to reflect current realities within Ministry policy and within the TCDSB.
3. Given the updates in practices that have occurred in other relevant TCDSB curriculum documents, as outlined above in the evidence and analysis, it is necessary to ensure related policies, such as those related to Student Assessment, are also thoughtfully aligned to ensure consistency, fairness and transparency, and a maximum benefit for all TCDSB students.
4. Assessment and evaluation of student achievement must be respectful of our Catholic Graduate Expectations and also adhere to the seven principles of effective assessment (per *Growing Success*, 2011).
5. All assessment and evaluation of student achievement will reflect a variety of strategies, and include accommodation and modification where appropriate, so that the learning needs of all students, including those students who are identified, are respected and addressed.

F. METRICS AND ACCOUNTABILITY

1. All academic superintendents will support the implementation and oversee the compliance of the policy and its related operational procedures.
2. Assessment and evaluation information (both school and system) will be used to inform the Multi-Year Strategic Plan and the Board Learning Improvement Plan.
3. The TCDSB Data Integration Platform will be used to support the school and system in monitoring its progress against all stated goals and will be a source for all assessment data.
4. Per Regulation 612.19. (1) 3, local schools share Board and School action plans for improvement based on EQAO reports on the results of pupils.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once the new Student and Program Assessment Policy is passed, there will be broad based communication to all TCDSB stakeholders and the following individuals in particular:
 - a. All elementary and secondary school principals
 - b. All parents of TCDSB students (on an annual basis) at the beginning of the school year and as appropriate throughout the school year.
2. Communication will be supported through the use of the TCDSB website, twitter, e-News, It Starts in the Schools, and email, as well as information shared with parents/guardians, as appropriate.

H. STAFF RECOMMENDATION

That the Board approve the new consolidated Student and Program Assessment Policy S.P. 13 per appendix A and the new corresponding Operational Procedures for S.P. 13 per appendix B.