



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Student and Program Assessment

POLICY NO: S. P. 13

Date Approved:	Policy Review Cycle: May 2019	Dates of Amendment: 1996; 2006
<p>Cross Reference: Ontario Ministry of Education Policy/Program Memorandum No. 155: Diagnostic Assessment in Support of Student Learning, January 2013</p> <p>Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010</p> <p>TCDSB Assessment for Learning, Assessment & Evaluation of Student Achievement in Catholic Schools, Intermediate and senior Divisions Grades 9 – 12, Policy 2005</p> <p>Consolidated: TCDSB Policy P. 01 Reporting to Parents</p>		

Purpose:

Each student is a child of God and the purpose of assessment, evaluation and reporting is to support each child in fulfilling his/her God-given potential, according to their interests, abilities and goals. This primary purpose of Catholic Education is found in the common vision and focus of the Ontario Catholic School Graduate Expectations which assist students in the acquisition of the expectations contained in the Ontario Curriculum. This policy outlines how the results of assessment and evaluations will be reported to students, parents, and other stakeholders to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.

Scope and Responsibility:

The policy extends to students while in attendance at TCDSB day schools, while in Continuing Education, while involved in e-learning and/or while engaged in other TCDSB learning environments. The Director of Education, supported by Supervisory Officers, Principals and Teachers, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Fostering Student Achievement and Well-being

Strengthening Public Confidence

Financial Impact:

Generally there is no financial impact associated with this policy.

Legal Impact:

The Ontario Ministry of Education requires school boards to implement its student assessment and evaluation policy, allowing for flexibility of boards to develop some locally focused guidelines and implementation strategies. 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.

Policy:

The primary purpose of Catholic Education is to assist all students, regardless of age, to develop the fullness of humanity of which our Lord Jesus Christ is the model. The TCDSB is committed to student assessment, evaluation and reporting that is comprehensive, valid, informative, equitable, ethical, collaborative, and redemptive in nature and focused on the pursuit of enabling students to reach their potential as 21st century learners. Effective student assessment and evaluation in TCDSB will provide educators with the information needed to improve student learning and the effectiveness of programs. TCDSB Operational Procedures on assessment, evaluation and reporting practices provide direction to schools of the

board in the development of their local plans, consistent with TCDSB policies and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2010)*.

Regulations:

- 1) Assessment, Evaluation and Reporting practices at TCDSB will be consistent with our Catholic beliefs and values, and will support the delivery of a distinctly Catholic curriculum, respect the worth and dignity of students and challenge them to reach their potential.
- 2) The foundation for the implementation of this policy is the Assessment, Evaluation and Reporting Operational Procedures.
- 3) In alignment with Ministry requirements and TCDSB protocol, each school will develop an Assessment, Evaluation and Reporting Action Plan connected to their School Learning Improvement Plan (SLIP) that will guide the implementation and regular review of these Policies and Procedures.
- 4) Assessment and evaluation of student achievement must include a variety of strategies so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement, and allow for the information gathered by teachers to be used for assessment as, of and for learning. Where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP).
- 5) The following will be the evaluation and reporting structure for grades 1-12:
 - a) For Grades 1 – 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, with the exception of Religion which is reported solely through teacher comments.

- b) For Grades 7 to 12, 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 percentage marks.
 - c) For Grades 9 to 12, a final grade (percentage mark is recorded for every course based in accordance with the policy in Growing Success – Evaluation.
- 6) Outside of the standard reporting cycles at TCDSB, information about assessment and evaluation activities will be communicated regularly to students and parents.
- 7) The principal will publish, using a variety of modalities, an overview of the assessment, evaluation and reporting procedures used at the school.
- 8) In the assessment or evaluation of a student's work, should the teacher discover elements of cheating or plagiarism, the teacher will determine the most appropriate response, taking the following into consideration:
- a) The particular student circumstances (eg., mitigating factors like student age and/or maturity etc.); and*
 - b) The nature and severity of the cheating and plagiarism. (See Section D of Operational Procedures)*
- 9) Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. *(See Section E of Operational Procedures)*
- 10) Assessment and evaluation tools shall be free of bias. Leadership and professional development opportunities to build capacity and ensure the use of

effective, bias-free assessment and evaluation strategies and tools will be provided.

- 11) Assessment and evaluation practices will continually be refined and include professional learning opportunities for staff members in schools.
- 12) Determining a report card grade will involve teachers' 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.
- 13) Superintendents of Education will be responsible for the provision of instruction for teachers in student evaluation techniques and for the development of skills to conduct teacher-parent conferences.
- 14) All schools will schedule times for parent-teacher conferences to discuss their children's academic achievement.

Definitions:

Accommodation

Accommodation is used to refer to the “unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.”

Achievement

Achievement refers to the learning and skills that students are able to demonstrate.

Assessment

The process of gathering and recording information, from a variety of sources, over time, that accurately reflects how well a student is achieving the curriculum expectations in a subject or course, as well as providing students with descriptive feedback to guide their improvement.

Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.

Evaluation

The process of collecting and interpreting evidence for the purpose of summarizing and judging the quality of student learning on the basis of established criteria and assigning a value to represent the quality.

Diagnostic Assessment

Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations.

Judgement

Judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

Evaluation and Metrics:

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.