

## APPENDIX E

# STUDENT AND PROGRAM ASSESSMENT POLICY

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Date: October 1, 2024

### POLICY INFORMATION

**Policy:** Student and Program Assessment Policy

**Section:** Schools, Students and Learning

**Last reviewed:** 2019

**Lead department:** Curriculum Leadership and Innovation

### Phase I. INITIATE POLICY REVIEW

This workplan will be discussed at the Governance and Policy Committee (GAP) meeting on: October 1, 2024.

Proposed Content Changes:

- Policy to be reformatted into the updated branded policy template
- Reflect best practices in the sector
- Update required to reflect EQAO grade 9 math being embedded in grade 9 math mark.
- Update required to include early years screener requirement

The proposed content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Operational requirements
- Simplify and/or update language
- Other

### Phase II. ENGAGEMENT

Are external engagements applicable to this Policy?

Yes

No (*Corporate policy not requiring engagement*)

TSU engagement required, and PVP engagement is recommended.

### Phase III. DRAFTING, REVIEW AND APPROVAL

- Pending feedback and direction from GAP, staff will prepare a draft of the revised Student and Program Assessment Policy for GAP review and approval during the 2024-2025 school year.



**POLICY SECTION:** Students  
**SUB-SECTION:** Programs  
**POLICY NAME:** Student and Program Assessment  
**POLICY NO:** S. P. 13

<b>Date Approved:</b> August 27, 2015	<b>Date of Next Review:</b> October 2024	<b>Dates of Amendments:</b> 1996; 2006; 2015, 2019
<p><b>Cross References:</b></p> <ul style="list-style-type: none"> <li>• Ontario Ministry of Education Policy/Program Memorandum No. 155: Diagnostic Assessment in Support of Student Learning, January 2013</li> <li>• Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010;</li> <li>• Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016</li> <li>• TCDSB Assessment for Learning, Assessment &amp; Evaluation of Student Achievement in Catholic Schools, Intermediate and senior Divisions Grades 9 – 12, Policy 2005</li> <li>• H.M. 24 Catholic Equity and Inclusive Education Policy</li> <li>• Learning for All, 2013</li> <li>• Special Education in Ontario K-12 Policy and Resource Guide, 2017</li> <li>• Effective Educational Practices for Students w/ ASDs, A Resource Guide, 2007</li> <li>• <i>Accessibility for Ontarians with Disabilities Act, 2005</i></li> </ul>		
<p><b>Appendix A – S.P. 13 Operational Procedures</b></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 his/her 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

Enhancing Public Confidence

### **Policy:**

The primary purpose of Catholic Education is to assist all students, 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 21<sup>st</sup> 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)* and *Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*.

### **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 *Growing Success:*

*Assessment, Evaluation and Reporting in Ontario, Covering Grades 1 to Grade 12, 2010 and Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*

- 3) In alignment with Ministry requirements and TCDSB protocol, each school will follow this Student and Program Assessment Policy.
- 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. As outlined in *Growing Success as well as in the Special Education in Ontario K-12 Policy and Resource Guide 2017 and Effective Educational Practices for Students with ASDs, A Resource Guide, 2007*, where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP). In addition, where required, assessment materials must comply with the section entitled "Accessible Information in Education" in the *Accessibility for Ontarians with Disabilities Act, 2005*.
- 5) In accordance with *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1 to 12, 2010* and *Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*, the following will be the evaluation and reporting structure for Kindergarten to Grade 12:
  - i. For Kindergarten, at the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: *Key Learning*, *Growth in Learning*, and *Next Steps in Learning*.
  - ii. 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.
  - iii. 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.
  - iv. For Grades 9 to 12, a final grade percent mark is recorded for every course.

- 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 use a variety of modalities to communicate the TCDSB assessment, evaluation and reporting procedures.
- 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:
  - i. The particular student circumstances (e.g., mitigating factors like student age and/or maturity etc.); and
  - ii. 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:**

### **Achievement**

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

### **Accommodations**

The special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

### **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.

### **Continuous Assessment**

Essential to the provision of Special Education programming is the continuous assessment and evaluation of specific educational objectives and special services provided to meet the needs of each exceptional pupil.

### **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.

### **Equity**

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**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.

**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.

**Universal Design for Learning (UDL)**

A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.

**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 Multi-Year Strategic Plan and the Board Learning Improvement Plan, and the School Professional Learning Plan.
3. The TCDSB Data Integration Platform will be used to support the schooland system in monitoring its progress against all stated goals and will be a source for all assessment data.
4. Per Ontario Regulation 612/00, subsection 19(1) 3, the Board will solicit the view of school councils on Board plans for improvement based on EQAO reports on the results of tests of pupils.