

**Education Assessment
Secretariat**

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MEMORANDUM TO: Directors of Education

FROM: Erica van Roosmalen
Director
Education Assessment Secretariat

DATE: November 9, 2017

SUBJECT: **Independent Review of Assessment and Reporting in
Ontario**

As the ministry begins the work to refresh curriculum and continues to focus on excellence, equity, well-being and confidence in Ontario's publicly funded education system, it is necessary to review assessment practices at the classroom, school, school board, provincial (i.e. EQAO), national and international levels.

Led by Dr. Carol Campbell, the Education Advisors to the Premier and Minister of Education have been asked to conduct an independent review of education assessment in Ontario. The Education Assessment Secretariat has been established to provide policy, research and administrative support to Dr. Campbell for this review.

Through the consultation process the Advisors' intention is to stimulate conversations to inform potential recommendations concerning future assessment and reporting practices in Ontario. Some of the questions the Advisors are asking include:

- What information about student learning do students, parents/caregivers, educators and the public need?
- What have we learned since Ontario started large scale student assessment more than 20 years ago?
- What changes should we make to ensure that any assessment we do helps to improve student learning?

A discussion paper, written by Dr. Carol Campbell and the Advisors, will help guide the conversations with parents/caregivers, trustees, school board and school leaders, teachers, students and community groups over the next couple of months.

Regional engagement sessions are planned across the province to engage a range of people with diverse perspectives. In each location, there will be an afternoon session targeted for area school boards and an evening session primarily for parents/caregivers and the public/broader community. There will be an opportunity for attendees to participate in English or French in all locations, however in Sudbury and Toronto, we will have French sessions separately.

City	Date
Ottawa	Wednesday, November 22
Barrie	Monday, November 27
Sudbury (English and French)	Thursday, November 30
Windsor	Monday, December 4
Hamilton	Tuesday, December 5
Toronto (English and French)	Friday, December 8
Thunder Bay	Tuesday, December 12

Each school board in a region will be asked to identify up to 12 representatives for the afternoon session nearest them. Because the Advisors want the discussion to include a diversity of perspectives and cultural backgrounds, please consider inviting a teacher/educator, trustee, student, parent/caregiver, principal, superintendent and board leads for equity, special education and/or Indigenous learning, and any other school board partners you think appropriate. The evening session will provide an additional opportunity for any interested individuals to participate.

More details about both afternoon and evening sessions, including registration information, will be shared with you by November 15th.

In addition to the regional consultations, there will be an opportunity to participate via online submissions. We will email you again as soon as our website and discussion paper are available.

The input gathered directly from parents, students, educators, officials and the broader community will be used along with a review of the current model of assessment and reporting and research on provincial, national and international best practices to develop actionable recommendations for improvement.

The Advisors and the Education Assessment Secretariat are committed to keeping you updated throughout the process. If you have any questions, please email educationassessment@ontario.ca.

Sincerely,

Original signed by

Erica van Roosmalen, PhD

C. Administrative Assistants to Directors of Education
Council of Ontario Directors of Education (CODE)
Deputy Minister of Education and Early Years and Child Care, Bruce Rodrigues
Education Advisor to the Premier and Minister of Education, Dr. Carol Campbell