



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT, EVALUATION AND REPORTING

Policy Code: ES-4.1

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The Kawartha Pine Ridge District School Board believes that purposeful and precise planning, assessing, evaluating and reporting of students' strengths and next steps for improvement are the cornerstones for all educational programs. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010, Growing Success: The Kindergarten Addendum, 2016 updates, clarifies, coordinates and consolidates the various parts of assessment, evaluation and reporting policies. This policy is developed with the aim of maintaining high standards and improving student learning for all students of the Board in a manner that is clear, consistent and accessible to parents/guardians.

1. Assessment, Evaluation and Reporting Fundamental Principles

The Kawartha Pine Ridge District School Board (KPR) recognizes that the primary purpose of assessment and evaluation is to improve student learning. The following Fundamental Principles reflect the priorities of KPR as well as those defined in Growing Success. They provide a vision of assessment and evaluation and reporting that is valid and reliable and leads to the improvement of learning for all students. These principles:

- 1.1 are fair, transparent and equitable for all students.
- 1.2 support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis or Inuit.
- 1.3 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 all students.
- 1.4 are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- 1.5 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.
- 1.6 provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement.
- 1.7 develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

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- 1.8 are supported through professional development and collaboration.
- 1.9 use system and provincial assessment data to inform instructional practice.
- 1.10 maintain confidentiality of all assessment and evaluation and reporting information relating to the individual student progress, in accordance with Board Policy No. BA-1.1, Records Management.

2. Definitions

The following definitions explain key terms to help understand the implementation of this policy.

2.1 Plan

To plan requires teachers to work together to develop comprehensive plans consisting of *long range*, *short term* and *daily lessons* that meet the learning goals for all students. Planning must be based on the skills and ideas within the expectations of the curriculum and the accommodated or modified curriculum expectations for students who have an Individual Education Plan. Assessment and evaluation are considered as part of the planning process reflecting diverse student needs, interests and abilities by bringing meaning to the curriculum. A variety of evidence from assessment and evaluation shapes planning over time.

2.2 Assessment

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject, frame or course and the learning skills and work habits.

2.2.1 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 adjust instruction and provide feedback, and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning. In Kindergarten, educators engage in assessment for learning as they observe and document evidence of children's learning through the process of pedagogical documentation and provide descriptive feedback to children

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that is designed to help them move forward in their zone of proximal development.

2.2.2 Assessment *As* Learning

Assessment *as* learning is the process of developing and supporting students' awareness of their own thinking while learning and conditions that lead to success during their learning. The practice of using this information makes the student a part of the assessment process. Students monitor their own learning, use feedback from teachers and peers to determine their next steps, and set their own learning goals. Students are required to have a clear understanding of the learning goals and the success criteria as they are the critical connector between assessment and learning. In Kindergarten, educators engage in assessment as learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners.

2.2.3 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/guardians, other teachers, students themselves and others. It occurs at or near the end of a cycle of learning. In Kindergarten educators communicate information about the child's key learning, growth in learning and next steps in learning.

2.3 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. In Kindergarten, evaluation involves the judging and interpreting of evidence of learning to determine children's growth in learning in relation to the curriculum expectations. Evidence of growth in learning for evaluation is collected over time using pedagogical documentation. Multiple sources of evidence are used to increase the reliability and validity of the evaluation of learning.

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2.4 Communication

Communication is the ongoing dialogue between teachers, students and parents/guardians about student achievement. Communication must be both informal and formal, including strategies that ensure ongoing two way contact (e.g., phone calls, notes, emails, report cards and interviews).

2.5 Learning Goals

Learning Goals are brief statements that describe, in student friendly language, what a student should know or be able to do by the end of a period of instruction. The goals represent clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

2.6 Success Criteria

Success Criteria are standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning. “Noticing and Naming” is a strategy employed in Kindergarten that provides a link to more formal approaches in the use of learning goals and success criteria.

2.7 Professional Judgement

Professional judgement is informed by professional knowledge of curriculum, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

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2.8 Assignments for Evaluation

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation do not include ongoing homework that students do to practice skills, consolidate knowledge and skills, and/or prepare for the next class.

2.9 Homework

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for learning in the next class. Homework completion can be used to support final Learning Skills and Work Habits evaluation on report cards, however, the completion of homework will not be reflected in the determination of students' academic achievement.

2.10 Learning Skills and Work Habits

Learning skills and work habits are the skills and habits that can be demonstrated by a student across all subjects, courses and grades, and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six learning skills and work habits that are consistent from Grades 1 to 12 are: responsibility, organization, independent work, collaboration, initiative and self-regulation.

3. Roles and Responsibilities

3.1 Teachers will:

- 3.1.1 implement assessment and evaluation practices that are fair, timely, transparent and equitable, to all students.
- 3.1.2 work with other staff members to plan, assess, evaluate and communicate procedures consistent with this policy and the administrative regulations.
- 3.1.3 clearly identify what students are expected to know and be able to do. These learning goals will be shared with students in language they can understand.
- 3.1.4 describe, in specific terms, what successfully meeting learning goals will look like. This success criteria will form the basis of descriptive feedback and provide an assessment tool for students.

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- 3.1.5 use a variety of assessment methods that fit the context of learning and student needs.
- 3.1.6 collect evidence of student achievement through a variety of *products*, *conversations* with individual students and *observations*, providing students with multiple opportunities to demonstrate their overall understanding of knowledge and skills.
- 3.1.7 assess, evaluate and report on the achievement of curriculum expectations and the demonstration of learning skills/works habits separately. This will provide information to parents/guardians and students that is specific to each of the two areas of achievement.
- 3.1.8 ensure students are actively engaged in relevant classroom assessment practices.
- 3.1.9 communicate regularly with parents/guardians, where students are under the age of 18, to ensure they are informed of the progress of their child.
- 3.1.10 determine a report card grade based on professional judgement and interpretation of evidence (observations, conversations and student products) through the use of the curriculum achievement charts. In Kindergarten, educators use their professional judgement, and information provided in The Kindergarten Program, to summarize evidence of student learning in relation to the program expectations at a given point in time, in order to specify a child's key learning, growth in learning and next steps.
- 3.1.11 determine report card grades that reflect the student's most consistent level of achievement, with special consideration for more recent achievement and will not average marks as the *sole* determinant of a final grade.
- 3.1.12 encourage students to be responsible for providing evidence of their learning within established timelines, and outline for students there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

3.2 Principals will:

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3.2.1 ensure through collaboration with staff, any division or departmental assessment, evaluation and reporting guidelines and practices align with Growing Success and this policy.

3.2.2 actively support, collect and submit system assessment data, adhering to the accountability timelines.

3.2.3 ensure that all administrative regulations that support this policy are fully implemented through ongoing professional learning.

3.3 Students will:

3.3.1 provide evidence of their learning within established timelines and recognize that there are consequences for cheating, plagiarizing, not completing work and submitting work late.

4. Late and Missed Assignments

This portion of policy examines how schools will inform students and parents/guardians about the importance of submitting *assignments for evaluation* when they are due and the consequences for students who submit assignments late or fail to submit assignments for evaluation.

4.1 Schools will use a variety of communication methods to inform students and their parents/guardians about the importance of respecting deadlines for submitting assignments for evaluation and the consequences for failing to uphold them.

4.2 Teachers will communicate clearly to all students, and where appropriate to their parents/guardians, deadlines for the submission of assignments for evaluation and appropriate consequences.

4.3 Teachers will collaborate with colleagues and students, where age appropriate, to determine deadlines for submission or completion of assignments for evaluation.

4.4 Teachers will use a variety of strategies to encourage and facilitate completion and submission of assignments for evaluation on time.

4.5 A missed *assignment for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment and the date beyond which the assignment will be determined to have been missed.

Before an assignment can be considered missed:

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- 4.5.1 the student must be given an opportunity to explain the incompleteness.
- 4.5.2 students and parents/guardians must have been informed of the impending missed assignment and the consequences for missing the assignment. Where applicable, the student success teacher/special education resource teacher/student support services have been informed.
- 4.6 Teachers will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.
- 4.7 The final grade on a student's report card will involve teachers' professional judgement and interpretation of evidence through the use of the achievement charts. The averaging of marks shall not be the *sole* determinant of a final grade. The evidence of student learning from observations, conversations and student products to be considered will reflect the student's most consistent level of achievement, with special consideration being given to more recent evidence.
- 4.8 When students submit assignments late and/or miss submitting an assignment, this information will be part of their evaluation of learning skills/work habits.

5. Cheating and Plagiarism

- 5.1 Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.
- 5.2 Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing. Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly.
- 5.3 Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Some common examples are, but are not limited to: copying answers or ideas from one or more people during tests, examinations or assignments, allowing one or more students to copy from one's own test or examination or assignment, communicating with one or more people during a test or examination, or tampering with record entries, report cards or transcripts.
- 5.4 All student evidence of learning must be his/her own, original work.

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- 5.5 All schools will communicate this policy's definition of cheating and plagiarism to students using a variety of methods which may include newsletters, school websites, student handbooks, course outlines or others.
- 5.6 It is important that teachers aim to prevent plagiarism and cheating by using a number of strategies.
- 5.7 A teacher who has evidence of cheating or plagiarism must report it to the principal.
- 5.8 When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.
- 5.9 The principal will keep records of all incidents of plagiarism and cheating.

6. Homework

- 6.1 Homework may be used as evidence of assessment for learning but not for evaluation purposes.
- 6.2 Elements of *assignments for evaluation* (which may include rich performance tasks, demonstrations, projects and/or essays) may be partially completed outside of class time, however, to ensure equity, *assignments for evaluation* must be completed, whenever possible and as age and grade appropriate, under the supervision of the teacher.
- 6.3 Homework can be part of evidence gathered and included in final Learning Skills and Work Habits determination.

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- 6.4 Homework will be equitable, differentiated and based on student needs.
7. Administrative regulations for this policy will be developed to administer the goals of this policy.

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