

AP 304 – Assessment

Background

It is essential that assessment and reporting practices in the district encourage and provide effective feedback that students can use for self-evaluation and growth. Sound assessment practices allow teachers to adjust instruction to best respond to the needs of learners. In turn, the results of such assessments can be used to communicate achievement to students, parents, staff and others. Assessments also provide valuable information to the Ministry of Education and the Board of Education to guide the allocation of resources to schools and programs.

This procedure provides criteria for assessment and evaluation of student achievement and underscores the importance of providing credible evidence in relation to student learning.

Procedures

1. Definitions:
 - 1.1 Formative Assessment (Assessment for Learning): Assessment for the purposes of increasing student learning in relation to the BC Ministry Prescribed Learning Outcomes and Standards of Achievement. It is designed to give teachers information so as to adjust teaching and guide instructional practice. Teachers use this information to provide feedback to students for improved learning.
 - 1.2 Summative Assessment (Assessment of Learning): Assessment for the purposes of providing evidence of student achievement for reporting in relation to the BC Ministry Prescribed Learning Outcomes (PLOs). This is used to confirm what students know and are able to do.
 - 1.3 Reporting: Communication of a student’s achievement status provided to the student(s) and parent(s)/guardian(s) in relation to the BC Ministry Prescribed Learning Outcomes (PLOs) and Standards of Achievement.
2. School and Classroom Assessments
 - 2.1 School and classroom level assessments are integral to the planning and delivery of curriculum and to the implementation of instructional approaches to best meet student needs. These assessments are used for the collection of varied and valid data on student learning in relation to the PLOs and Performance Standards. Teachers shall use a balance of these assessments to properly gauge student learning and develop necessary interventions. Examples of such assessments include:
 - Quizzes (written, oral, practical)
 - Summative test (written, oral, practical)

- Samples of student work
 - Presentations
 - Oral and written reports
 - Journal/learning logs
 - Performance tasks and projects
 - Portfolio assessments
 - Ongoing informal/formal observations
 - Student self-assessments
- 2.2 Information and results from these assessments will facilitate both planning for increased student learning and communication with parent(s)/guardian(s).
3. District Assessments
- 3.1 The Superintendent of Schools shall design and implement district-based assessments for system-wide ongoing measurement of achievement in relation to the PLOs and Standards of Achievement. Regular collection and analysis of performance data will provide support to students, teachers, and parent(s)/guardian(s) to ensure ongoing student improvement at the school and district level.
- 3.2 All schools shall administer performance based assessments as required by the Superintendent for the purposes of providing evidence of system-wide student achievement. All students will participate in all grade appropriate district assessments, unless otherwise exempted by Ministerial guidelines.
4. Provincial, National, and International Assessments
- 4.1 Large scale assessments provide information about system performance and provide a measure of accountability to parents, community and other stakeholders.
- 4.2 Provincial, national and international assessments are prescribed and/or approved by the Ministry of Education. All schools shall participate in provincial, national and international assessments as required by the Ministry of Education and the Superintendent.
5. Assessment Guidelines
- 5.1 In order to ensure an appropriate level of concept attainment, teachers shall provide students with the purpose of assessments, clear learning targets and the criteria for the desired levels of performance. To the greatest extent possible, the Ministry of Education Performance Standards shall be used as reference points for determining student grades.
- 5.2 Multiple and ongoing formative assessment opportunities shall be provided for students to demonstrate their understanding and application of concepts.
- 5.3 Grades shall be determined based on a variety of assessments to meet the diverse learning styles of the students. Teachers need not include all scores in grades, but instead should score student work that is representative of the student's most consistent level of achievement with respect to the prescribed learning outcomes (PLOs).

- 5.4 Teachers shall consider the body of evidence, and use professional judgment when determining student grades. Therefore, teachers are encouraged to avoid using the mean (average), and instead consider using the median or mode when calculating grades.
- 5.5 Assessments should represent the achievement level of students; therefore teachers should avoid the use of 'zeros' as a score for missing or late assignments.

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