

POLICY HK – Student Assessment, Grading and Reporting

The Board believes that assessment of student achievement is an essential component of any educational system. The Board expects teachers to maintain a continuous record of individual student achievement and to report progress to the parents or guardians.

PURPOSE

To facilitate the academic, social and physical education assessment of PWPSD students and promote effective communication between parents and teachers regarding the students' progress.

DEFINITIONS

Formative Assessment is assessment that occurs during instruction to inform students about their progress and difficulties. This type of assessment refers to information not normally used for grading purposes. Specific and descriptive feedback provided by teachers is used by students to improve the quality of their work.

Summative Assessment is assessment designed to provide information to be used by teachers in making judgments about a student's achievement, whether letter, number, or achievement level, for reporting at the end of a term or period of instruction. It is a summary statement of student performance based on a variety of types of assessments collected over time.

GUIDELINES & PROCEDURES

Assessment and Grading

1. The school administrator will strive to ensure that school procedures support aspects of effective assessment, grading, and reporting and reflect current research and/or knowledge on best practices in these areas. Effective assessment practices may include but are not limited to the following:
 - a) ensuring that assessment and grading procedures are directly related to provincial learning outcomes or the outcomes identified in student program plans, for each subject;
 - b) using clearly defined criterion-referenced standards to determine grades and communicating these standards, in advance of assessment, to students and/or parents;
 - c) assessing student achievement across the range of learning outcomes and at the grade level of their instruction;
 - d) using a variety of assessment methods and tools to identify progress and determine grades;
 - e) ensuring that students are aware of, and where appropriate, consulted about the assessment process;
 - f) providing formative assessment tasks that allow academic risk taking and exploration in learning while preparing students for summative assessments;

- g) ensuring that the summative assessment is accurate by excluding bonus marks and reporting effort, participation, attitude, and/or other behaviours separate from the grade unless they are a stated part of a learning outcome;
 - h) assessing achievement in group work or cooperative learning situations on an individual student basis.
2. Assessment of student progress shall be the professional responsibility of the individual teacher and, where possible, teams of teachers.
 3. The Principal may direct the development and use of common formative and/or summative assessments.
 4. Teacher's instructional outlines shall identify summative assessment plans.
 5. Marks/scores from summative assessments shall be used to determine grades.
 6. Teachers shall use evidence that supports their most accurate professional judgment about students' achievement and where repetitive measures are made of the same outcome may choose to 1) use the more recent mark or marks and/or 2) exclude assessments that are inconsistent with other evidence.
 7. Students are expected to submit items to be assessed in a timely manner. Teachers, in consultation with the school administrator, shall use their judgment to determine the impact of missing assignments on a student's mark.
 - a) Excusably absent students should be given makeup opportunities for missed summative assignments without penalty.
- 8. Junior High**
- a) During the first month of instruction in a subject, the student shall be given a statement of course objectives for the subject as well as an explanation of how the final standing shall be determined.
 - b) Any end of year summative assessments, such as final exams, projects etc. given at the junior high level shall have a maximum value of 30%.
 - c) Schools may choose to develop policies or procedures that allow students to be exempted from some summative assessments.
- 9. Senior High Non-Diploma Courses**
- a) During the first fifteen days of instruction in a subject, the student shall be given a statement of course objectives for the subject as well as an explanation of how the final standing shall be determined.
 - b) Any end of semester or end of year summative assessments, such as final exams, projects, etc. given at the high school level shall have a maximum value of 30%.
 - c) Schools may choose to develop policies or procedures that allow students to be exempted from some summative assessments.

10. Senior High – Diploma Exam Courses

- a) During the first fifteen days of instruction in a subject, the student shall be given a statement of course objectives for the subject as well as an explanation of how the final standing shall be determined.
- b) For a course in which a diploma examination will be written:
 - i) a teacher-prepared final examination is not compulsory.
 - ii) any teacher-administered final examination shall not carry a weighting greater than 20% of the teacher-assessed school mark.

Reporting

1. Teachers shall report on student progress at least three times per year, either through written reports, oral reports or an ongoing digital format.
2. The report will serve as a basis for discussions between the family and teachers regarding how to best support the student's progress.
3. Teachers shall report on student progress as it relates to the curriculum outcomes at each subject and grade level.
4. Semestered high schools are expected to make the necessary adjustments in their schedule of reporting to parents.
5. All schools shall hold a minimum of two parent-teacher conferences per year.
6. If parent/guardians are unable to attend the scheduled parent-teacher conference, the teacher will attempt to accommodate them at a mutually agreed upon time.
7. The frequency and style of ECS reporting will be determined in consultation with ECS staff.

REFERENCES

O'Connor Ken, (2009) *How to Grade for Learning, K-12*. Thousand Oaks, California: Corwin

Cross References:

[Guide to Education](#)

[Principal Quality Practice Guidelines](#)

[Teacher Quality Standard](#)

Legal Reference: *Education Act* – Section 196 (1) and Section 197 (a-d & h)

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