

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

Assessment is the process of gathering evidence of student learning.

Formative Assessment is assessment that occurs during instruction to inform both students and teachers to help promote and improve learning; it can inform instructional strategies.

Summative Assessment is assessment designed to provide information to be used by teachers in evaluating a student's achievement, such as letter, number, or achievement level.

Grading is the process of scoring student work in relation to the set criteria. A grade is a summary of assessment data.

Reporting A reporting of achievement is a summary statement of student performance in a particular discipline based on a variety of assessments. Social and personal factors are reported separately than achievement of curricular outcomes.

Criterion-referenced Standards relate student achievement to the learning outcomes in the curriculum rather than comparing student achievement to other students to determine the student's relative standing in a course.

Principal is responsible for school administration including consultation with and delegation of responsibility to assistant principals.

GUIDELINES & PROCEDURES

Assessment and Grading

1. The principal will ensure that school procedures support effective assessment, grading, and reporting and reflect current research and/or knowledge on best practices in these areas. Effective assessment practices will include but are not limited to the following:
 - a) ensuring that assessment and grading procedures are directly related to provincial curricula or the outcomes identified in individual 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 of learning outcomes at the grade level of their instruction or the outcomes identified in individual student program plans, for each subject;
 - d) ensuring that assessment takes into consideration student development and cultural background;
 - e) using a variety of assessment methods to identify progress and determine grades;
 - f) ensuring that students are aware of, and where appropriate, consulted about the assessment process;
 - g) providing formative assessment tasks that allow academic risk taking and exploration in learning while preparing students for summative assessments;
 - h) ensuring 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;
 - i) 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 applicable, teams of teachers.
 - 3. The principal may direct the development, reporting and use of common formative and/or summative assessments.
 - 4. Marks/scores from summative assessments, in addition to professional judgement based on evidence shall be used to determine grades.
 - 5. Final summative grades will be determined using evidence that shows the most accurate representation of student learning of the learner outcomes. Where repetitive measures are made of the same outcome, teachers may choose to 1) use the more recent mark or marks and/or 2) exclude assessments that are inconsistent with other evidence.
 - 6. Teachers, under the direction of the school principal, shall use their professional judgment to determine the impact of missing assignments on a student's grade. Absent students should be given makeup opportunities for missed summative assignments without penalty.
 - 7. A process for student appeal of grades will be developed at the school level by the principal.
- 8. Junior High**
- a) Within the first fifteen days of instruction in a non-semestered course or within ten days of instruction for a semestered course, the student shall be given a course outline that includes an explanation of how the final summative grade shall be determined.
 - b) If end of course summative assessments are given at the junior high level, they shall have a maximum value of 30%.

- c) Schools may choose to develop policies or procedures that allow students to be exempted from some school-based summative assessments.

9. Senior High Non-Diploma Courses

- a) Within the first ten days of instruction in a course, the student shall be given a course outline that includes an explanation of how the final summative grade shall be determined.
- b) If end of course summative assessments are given at the high school level, they shall have a maximum value of 30%.
- c) Schools may choose to develop policies or procedures that allow students to be exempted from some school-based summative assessments.

10) Senior High – Diploma Exam Courses

- a) Within the first ten days of instruction in a course, the student shall be given a course outline that includes an explanation of how the final summative grade shall be determined.
- b) For a course in which a diploma examination will be written
 - i. A teacher-prepared final examination will not be used in calculation of a final summative grade
 - ii. Schools may choose to develop policies or procedures that allow students to be exempted from some school-based summative assessments.

Communication and Reporting

1. Course outlines are required for grades 7-12 and will include the way in which a final summative grade will be determined. Long range plans are required for all grades and will include the way in which final summative grades will be determined, as well as how formative assessment will be utilized throughout the course.
2. Teachers will regularly report on student progress either through digital formats, written or oral communication. Reporting on progress must be made to every parent/guardian at minimum three times per full-year course and at minimum twice per semestered course., Reporting will serve as a basis for discussions between the parent/guardians and teachers regarding the student's current understanding and skills based on learner outcomes in the curriculum or student Individual Program Plan.
3. Teachers shall report on student progress as it relates to the curriculum outcomes at each subject and grade level.
4. All schools shall hold a minimum of two parent-teacher conferences per year.
5. 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.
6. The frequency and style of ECS reporting will be determined by the Assistant Superintendent of Educational Services in consultation with the District Principal, Inclusive Services.

REFERENCES

- Cooper, D., & Catania, J. (2010). *Talk about assessment: High school strategies and Tools*. Nelson Education.
- Gareis, C. R., & Grant, L. W. (2015). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*. Routledge.
- O'Connor Ken, (2009) *How to Grade for Learning, K-12*. Thousand Oaks, California: Corwin

Cross References:

[Guide to Education](#)

[Leadership Quality Standard](#) Teaching [Quality Standard](#)

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

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