



Assessment, Evaluation and Reporting of Student Achievement

Date: 2010 10 27 / 2016 05 24 / 2023 05 30

Policy Statement

The St. Clair Catholic District School Board is committed to improving student learning and growth through consistent, fair, transparent and equitable assessment, evaluation and reporting practices, conducted in a faith-centered environment of Catholic inclusive education and aligned with the philosophy and direction of the Ministry of Education.

The Board is also committed to supporting the spiritual growth of students and the achievement of the distinctive Ontario Catholic Graduate Expectations.

Assessing and evaluating students require Catholic educators to integrate fundamental principles which best reflect our Gospel values and respect the uniqueness of each student. Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services.

Policy Goals

The goal of assessment and evaluation is to improve student learning, promote student engagement and inform instructional decisions. To support valid and reliable assessment, evaluation, and reporting and the improvement of learning for all students, teachers use practices and procedures that:

1. Are fair, transparent, and equitable for all students;
2. Support all students, including those with special needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
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 expectations of all students;
4. Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
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;
6. Provide ongoing descriptive feedback, that is clear, specific, meaningful, and timely to support improved learning and achievement; and
7. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Definitions

Assessment- the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving.

Evaluation- the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

References

- Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010
- Growing Success, The Kindergarten Addendum, Assessment, Evaluation and Reporting in Ontario Schools, 2016
- Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013
- Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Third Edition, 2019
- Ontario Curriculum, Grades 1-12