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| <br>**Rivière Seine River** | **POLICY:**<br><br>REGULATION: **IK – EVALUATION OF STUDENT LEARNING**<br><br>EXHIBIT: |

## 1.    RESPONSIBILITY

### 1.1    Superintendent
The Superintendent shall be responsible for the implementation, monitoring and review of the learning and assessment policy.

The Superintendent will be responsible for working collaboratively with school principals to maintain the integrity of the standardized divisional report cards.

### 1.2    Principal
The principal shall ensure that the student evaluation procedures used in the school are consistent with the divisional policy and continuum of services.

The principal shall ensure that there is a common understanding among all staff about the process to determine the final grade.

The principal is responsible for the final decision to promote a student or to grant credits in consultation with parents and other specialists and in accordance to the divisional policy and regulations.

The Principal will work with teachers to develop a process for ensuring that:

➢ parents/guardians are informed of program expectations, assessment procedures, and their child's progress
➢ parents/guardians have opportunities to be active participants in their child's learning
➢ records are maintained
➢ assessment practices reflect the diverse learning needs of students
➢ teaching staff have opportunities for professional development in current assessment practices
➢ data is gathered to monitor student learning and to make program decisions
➢ report cards are accurate and reflect high standards of written language
➢ expectations of student's academic responsibility and honesty  are communicated and reinforced

### 1.3    Teacher

➢ The teacher shall be responsible for the implementation of student evaluation procedures consistent with the goals and outcomes of the curriculum and the divisional policy and Continuum of Services
➢ An evaluation plan as part of the yearly program plan shall be developed by the teacher and shared with the student, parent/guardian and principal.  This will occur prior to course instruction at Grades 9-12 and early in the school year at Grades K-8
➢ The teachers shall be responsible for maintaining records obtained from his/her assessment procedures
➢ The teacher shall report to the students and parents/guardians concerning student progress
➢ The teacher shall be responsible for assessment that reflects the diverse learning needs of students

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- ➢ The teacher shall ensure that report cards are accurate and reflect high standards of written language
- ➢ The teacher shall ensure that there are clear expectations for assignment completion and academic honesty.

### 1.4 Student
- ➢ The student shall be responsible to be an active participant in their own learning
- ➢ The student, in collaboration with their teacher(s), shall report to their parents/guardians concerning their own progress

### 1.5 Parent/Guardian
- ➢ The parents/guardians shall be responsible to be an active participant in their child's learning.
- ➢ The parent/guardian shall be responsible to communicate with their child and teacher concerning student's progress.

## 2. ACADEMIC RESPONSIBILITY AND HONESTY

### 2.1 Academic Responsibility

Assessment practice and policy must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late.

Principals and teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

1. **Establish and clearly communicate expectations regarding assignments**. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.

2. **Set and communicate reasonable timelines for assignments and support students in meeting these timelines**. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.

3. **Establish, communicate, and apply consequences for late and missing work**. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly

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communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers and principals may apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.

- Develop an agreement with the student to complete the work.

- Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.

- Provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.

- Provide additional supports for students who are learning English or French as an additional language.

- Provide alternative assessment tasks that accommodate diverse learning needs.

- Deduct marks for late or missing assignments after all other options have been exhausted.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

## 2.2 Academic Honesty

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.

Teachers and principals have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students**. Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).

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- **Respond appropriately to academic dishonesty**

Strategies will be applied to deal with academic dishonesty, such as the following:

- Contact parents.

- Document the incident in the student's file.

- Report this behaviour on the report card if it becomes chronic.

- Enforce other disciplinary measures.

### 3.    ASSESSMENT PROGRAM

### 3.1    School Assessment Programs

### 3.1.1    Assessment *for* learning

*Assessment for learning should be part of effective planning of teaching and learning.*

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals.

Assessment must be responsive to initial and emerging ideas and skills. This should include adaptations to assessment material to be conscious of student learning needs.

Learners should understand the goals they are pursuing and the criteria that will be applied in assessing their work.  Teachers will ensure that learners are involved in the development of assessment criteria.

Teachers are responsible for maintaining all records of student assessment for learning.  These records will be used in reporting about student progress to parents.

### 3.1.2    Assessment *as* Learning

*Assessment as learning is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding.*

Assessment *as* learning focuses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students.

Assessment *as* learning is the active cognitive process of interacting with new ideas. In this process, students make critical connections between assessment and learning.

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Students become adept at personally monitoring what they are learning, and use what they discover from the monitoring to make adjustments, adaptations, and even major changes in their thinking.

Teachers will provide opportunities for students to:
➢ Reflect on the learning process
➢ Determine what they need to reach their learning goals through descriptive feedback
➢ Self-assess their learning processes and products that demonstrate their learning

### 3.1.3 Assessment *of* learning

*Assessment of learning refers to strategies that demonstrate whether or not students have met curriculum outcomes or the goals of their individualized programs*.

Assessment of learning is used to demonstrate proficiency and to assist in making informed decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions).

Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures. It is important, then, that the underlying logic and measurement of assessment *of* learning be reliable and valid.

All Assessment of learning tools completed by the student shall be returned upon request. Any tool not returned to the student shall be kept for at least one year.

### 3.2 Provincial Assessments

### 3.2.1 Policies and Procedures for External Exams and Provincial Standards Assessments

Seine River School Division will participate in the Provincial Examination Program according to the schedule determined by Manitoba Education which includes provincial, national and international assessments.

Prior to the administration of any external exams, standard tests or assessments, parents will be informed of the purpose and the format of the assessments.

Assessments shall be delivered in the language of instruction, wherever possible.

### 3.2.2 Provincial Assessment Program

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All students at grades 3, 7, 8 and 12 in both English and French Immersion programs, and in grade 4 French Immersion, are required to participate in the provincial assessment program. Adaptations or exemptions will be given to those students who meet the provincial requirements as outlined by Manitoba Education.

Assessment results for the grade 3 and 4 as well as the grade 7 and 8 assessment information will be shared with parents through the reporting to parents process as outlined by the Manitoba Education provincial assessment guidelines. These assessment results will not be included in the divisional report card.

Provincial exams at Grade 12 shall account for 30% of the overall final grade.
The exam mark shall be reported both individually and as part of the students' final mark.
Neither the school division nor a school shall publish the results of any assessment program.

### 3.2.3 Provincial, National and International Assessments

From time to time, students may be selected for participation in provincial, national and international assessments which allow Manitoba the opportunity to make observations about and evaluate its educational programming, including the context in which education takes place, on a national or international scale.

These assessment results will not be included in the reporting process and will presented as non-comparative, aggregate information as part of the provincial and/or national perspective.

Neither the school division nor a school shall publish the results of any assessment program.

### 3.3 Divisional Assessment Programs

### 3.3.1 Strong Beginnings/Bon Départ
Prior to the administration of any divisional assessment program, parents will be informed of the purpose and the format of the assessments.

Assessments shall be delivered in the language of instruction, wherever possible.

The Divisional Strong Beginnings/Bon Départ classroom based assessment program shall provide an opportunity for teachers to assess student learning at the beginning of the year by providing students an individual assessment appointment time with their teacher during the month of September. The most appropriate time for this kind of assessment process is about three weeks into the school year, once classroom routines are established and skills are refreshed.

Students and teachers will meet to build stronger relationships and gain a deeper understanding of students' interests and abilities. The teacher collects information to plan appropriate instruction which promotes learning and academic growth.

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### 3.3.2    Kindergarten Welcome Day

The Welcome Day occurs in each school in May or June of the year before the student enters Kindergarten.  The purpose of the Welcome Day is to build relationships and provide the student with an introduction to the school and classroom environment.

Students attend in small groups with their parents. Structured activities provide the Kindergarten teacher with an opportunity to meet with and observe the incoming students. This allows the teacher to gain an overview of the classroom needs and, where required, to initiate the process of identifying and referring students with specific needs to specialists (e.g. speech/language, occupational therapy).

### 4.    COMMUNICATING STUDENT LEARNING

### 4.1    Communications with Parents/Guardians and students about student learning:

Information about students' learning goals shall be communicated to parents to enable parents to be more effective in supporting their child's learning.

Report cards are just one element of communication system, and must be used together with other components.

Communication shall be ongoing and should include a variety of information *as, of,* and *for* learning in relation to learning outcomes.  This may include:

- ➢ Open House
- ➢ monthly progress reports
- ➢ grading printouts – posted and/or online
- ➢ Grades need to provide a profile of student achievement.  There need to be separate grades for each learning goal, rather than a single grade (math).  document p. 22
- ➢ phone calls to parents
- ➢ email communications
- ➢ informal meetings
- ➢ newsletters to parents
- ➢ personal letters or notes to parents
- ➢ evaluated assignments or projects (with attached rubrics and student self-assessment)
- ➢ descriptive feedback, rubrics, and checklists shared with students about their assignments (formative, not a summative grade)
- ➢ Student-Teacher learning conversations
- ➢ Student-Parent-Teacher conferences
- ➢ Student-led conferences
- ➢ portfolios with student reflections and goal setting

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➢ Homework assignments or homework hotlines
➢ school and/or classroom web pages for assignments, access to student achievement, and school updates
➢ Exhibitions of projects (i.e. science fair, art fair, etc.)
➢ Reporting on provincial assessments for grades 3, 4, 7, 8, and 12.

### 4.2 Guidelines for Oral Conferencing:

**Essentials**:
❖ Evidence of continuous student learning and progress
   o work samples
   o individualized portfolios
   o centers for students to demonstrate learning
❖ Recognition that progress has been made
❖ Reflection supports the development of self-awareness in his/her learning
❖ Goal setting with students & teachers and/or students & parents
❖ Conference time with student, parent and teacher

**There are 3 phases to the Oral Reporting Process include:**
❖ Pre-conference
❖ Conference (students & parents; students, parents & teachers - minimum of 10 to 15 minutes)
❖ Post-conference

| | Roles and Responsibilities of Participants | | |
|---|---|---|---|
| | Student | Teacher | Parent/Guardian |
| Guidelines for the Oral Reporting Process | • Self-reflect on achievement to date<br>• Prepare and select evidence of learning<br>• Set learning goals based on reflection<br>• Share evidence of learning with parents<br>• Identify next steps for learning goals<br>• Review and follow up on goals of conference | • Provide framework for self reflection<br>• Assist the student in selecting evidence of learning and how to share this with their parents/guardians<br>• Facilitate goal setting by student<br>• Support students and parents in identifying next steps to meet their learning goals<br>• Review and follow up on goals of conference | • Participate actively in the sharing of evidence of learning<br>• Review goals and plan for support in achievement<br>• Discuss areas of strength and areas for improvement with teacher and student<br>• Review and follow up on goals of conference |

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The role of the School Administrator is to support all of the partners in the oral reporting process.

**4.3     Guidelines for Written Report Cards:**

➢ Report cards shall be standard throughout Seine River School Division. The division will provide the format for each level.

➢ Report cards provide summary information about student achievement and behaviour as part of a communication system.

➢ The primary purpose of all report cards is to provide clear, useful information about the student as a learner.

➢ Accurate information about achievement of learning goals must be included and be separate from information about behaviour and attitude.

➢ The performance standards used for achievement and behaviour must be clearly described. The description on the report card may be brief, but expanded versions should be readily available on the school/division website. A percentage grade shall be included on the report card for grades 9-12.

➢ Report cards must provide information that clearly distinguishes among student academic achievement, progress, and growth with reference to the goals and outcomes of curricula. Report cards must be understandable by students and parents.

➢ Work habits, effort, attitude, attendance, and other behaviours should be assessed and reported separately from student's academic progress.  They are not included in the academic mark.  The report card must have one section for achievement and one section for behaviours, work habits, citizenship, etc.

➢ Academic responsibility and honesty can be part of the final grade if a student demonstrated no effort or commitment to his or her learning after many attempts on the part of the teacher to help the student with this challenge/difficulty.

➢ There must be information on absences and late arrivals.

➢ The report card must contain a narrative section where teachers can highlight the most significant aspects of each student's strengths and behaviour. Comments should always identify student's strengths and provide descriptions of any areas that need improvement, as well as suggestions about how the

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parent can help the student improve (next steps). There should be sufficient space for at least 3 comments per subject area.

➢ Formal opportunities should be available for parents and students to be involved. For example, sections for student self-assessment/reflection and parental response could be part of the report card.

➢ Well-designed formal report cards will be issued a minimum of two times each school year.

**4.4     Special/Alternate Programming Reports**

Schools shall indicate on the report card when a student has an Individualized Education Plan (IEP), Adapted Learning Plan (ALP), or English as an Additional Language Plan (EALP).  This should be reported in applicable subject areas.

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