

The ultimate goal of assessment is to develop independent, lifelong learners who regularly monitor and assess their own progress.

The Assessment Practices in Seine River School Division promote the use of assessment for learning in the classroom in order to increase student learning, raise achievement and drive instruction. Strong Beginnings/ Bon Départ provides teachers the opportunity to assess students individually at the beginning of the school year. This is one of the many formative assessment practices which are used throughout the year.

Seine River School Division believes that assessment, evaluation and the communication of student achievement and growth are essential to the teaching and learning process. Assessment practices need to ensure that students are assessed in an inclusive environment. Students who are active participants in their own learning and assessment will become lifelong learners.

For more information, contact:

Your School Administrator
and/or
Monica Biggar,
Assistant Superintendent
Instruction & Curriculum
Phone: 204-878-4713
Email: mbiggar@srsd.ca

(Adapted from Evergreen School Division, Jan. 2010)

FOR MORE INFORMATION:

Check out the following links:

In Seine River School Division:

SRSD Policy IK—Learning & Assessment
Belief Statements
Regulation IK—Evaluation of
Student Learning
<http://srsd.mb.ca/PolMan/ik.pdf>

Assessment News for Parents
<http://srsd.mb.ca/assessment.html>

From Manitoba Education:

Communicating Student Learning—
Guidelines for Schools, 2008
http://www.edu.gov.mb.ca/k12/assess/doc/s/csl/csl_doc.pdf

Rethinking Classroom Assessment
with Purpose in Mind 2006
http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

Provincial Assessment Policy
Kindergarten to Grade 12
http://www.edu.gov.mb.ca/k12/assess/doc/s/policy_k12/assess_policyk12.pdf



Our MISSION...

Seine River School Division engages students in learning experiences that develop literate, innovative and socially responsible citizens.



Assessment for Learning in Seine River School Division

Our VISION...

Learning Today – Shaping Tomorrow!
Apprendre aujourd'hui -
Innover l'avenir!

We BELIEVE...

Children must feel valued
Children will learn
Children's learning needs must be met

Frequently asked questions about assessment, grading and reporting in SRSD

I hear the words ‘formative’ and ‘summative’ and don’t really understand what they mean.

Formative assessments occur during the ‘process of learning’ and inform the teacher and student on ‘next steps’ for instruction and progress. Examples include pre-tests, quizzes, practice work and homework. This gives the student time to learn and practice before achievement codes (1-4) scale or grades become final.

Summative assessments occur at the end of a unit or sequence of learning to determine student achievement on a specific learning outcome. Examples include tests, projects, assignments, and when applying learning. Achievement codes are determined based on summative information (assessment of learning).

My child brings work home from school without grades on it, just comments. How do students know how well they did if they don’t get grades?

Descriptive or specific feedback tells students about their learning so they know what is working, what is not, and how to improve towards achieving the learning outcome. Grades tell the student how well they did or whether or not they need to improve, but not how to improve. Formative assessments provide descriptive feedback, while summative assessments provide a grade in High School reports or a code in K-8 reports.

How do we deal with work handed in late?

Assignment deadlines still apply and are part of the *Student as a Learner* section of the report card. Grades reflect student learning as it relates to curricular goals and outcomes. Grades deducted for late assignments distort the meaning of the student’s performance. However, if after many attempts by the teacher to help the student with this issue, marks may be deducted as a final option.

What do “zero’s” mean? (late assignments, incomplete assignments, accountability)

Grades should reflect a student’s level of achievement of the learning outcomes rather than attendance, assignment completion, etc. A grade of zero could indicate that a student did not achieve the learning outcome or refused to complete the work, whereas an “incomplete” lets you know that they did not finish the assignments. There are many reasons why a student would struggle with assignments. Teachers will provide many opportunities and adaptations for a student to hand in assignments.

What happens if my child does not make up incomplete assignments?

Students will be provided additional opportunities to complete assignments. If a child does not do the assignments they will not learn the outcomes of a course. As a result, they could receive an achievement code of I -Insufficient evidence, or zero for the incomplete assignment (K-8) or may not earn the credit (High School).

What will happen when my child gets to high school? What about post secondary studies (i.e. University, College)? Will percents mean anything to them?

Students learn very quickly how percentage grades work. Percentage grades no longer appear on report cards until grade 7. While percentage grades are used at the high school and university levels, our teachers incorporate other means of communicating student learning of outcomes into their assessment practices as well.

Why do we need all these outcomes on the K-8 report cards?

The report card’s primary purpose is to communicate student achievement on the learning outcomes of the Manitoba curriculum for that particular grade. In order to understand what a grade or code truly represents, we need to know it is based on common provincial curricular outcomes.

My child does a lot of group work. How is group work assessed?

Working collaboratively and learning with others is an important part of our curriculum and a highly desirable teamwork skill. Grades will be based on individual achievement and not on group achievement. A student will be assessed on his/her individual achievement.