

Assessment, Evaluation and Reporting Frequently Asked Questions Information for School Communities

What is the *Assessment, Evaluation, and Reporting* policy?

The policy addresses how teachers make judgements about student learning and provide feedback to both students and parents/guardians to help the student be academically successfully.

This process includes gathering information about what a student has learned, areas requiring improvement and the next steps to helping students meet with success. Various assessment instruments are used to gather this information, such as teacher observations, assignments, quizzes, tests, etc. Teachers report on student learning using various informal methods as well as during formal reporting periods determined by the district.

What is the difference between assessment and evaluation?

Assessment is broadly defined as the process of collecting and analyzing information that can be used:

- (i) to inform students, and their parents/guardians where applicable, about the progress they are making toward attaining the knowledge, skills, attitudes, and behaviours to be learned or acquired, and
- (ii) to inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students.

Evaluation is the continuous cycle of collecting data to analyze, reflect upon, and summarize information about student learning. Through evaluation, teachers exercise their professional judgement about the evidence collected through assessment activities.

What is the objective of this policy?

Like everything we do in education, the primary objective of this policy is to ensure the success of students. This policy guides our practices for assessment, evaluation and reporting. It is intended to provide teachers, students and parents/guardians clarity on expectations.

What should I do if I have questions about the policy and its application?

Questions about the policy should be directed to your child's teacher. Should you require further information you can contact the school administration for assistance.

Why are some schools implementing different guidelines than others?

Schools will have the authority to develop their own implementation schedule based upon what is best for their school community. While this may result in some differences in approach between schools, we do not expect these differences to be significant and schools must adhere to the policy.

Differences from school-to-school in approach and practice are common in our system, though there is a general consistency.

Can a student in grades 7-12 get a zero for not completing an assignment?

There is an expectation in the policy that work be completed on time as assigned and a mark of zero may be given if this expectation is not met, according to school-based guidelines. A mark of zero should not be the final mark without interventions taking place by the school, including consultation with the student and parents/guardians.

Is cheating tolerated?

Academic dishonesty (plagiarism or cheating) in grades 7 to 12 can result in mark of zero. As well, disciplinary action can occur according to the school's code of conduct.

Does this policy give students an opportunity to redo their work?

We believe in our students and in giving them every opportunity to succeed. Schools will develop guidelines for second chance opportunities. Teachers in turn will exercise their professional judgement to determine if second chance opportunities are required, the parameters around students availing of second chances, and the types of assessment used when second chance opportunities are provided.

Do teachers have the authority to make decisions on matters such as late/missed assignments?

Schools will develop guidelines to address these types of issues. The goal of the policy is to have administrators set standards and establish rigour while teachers retain autonomy in dealing with specific assessment matters. Students are expected to be committed to their work and complete it on time, so that it can be assessed.

Why did it take so long to write a policy for the school district?

The *Assessment, Evaluation and Reporting* policy is one of our most important policies and we have taken time to ensure we develop a policy that meets the needs of our students, staff, and school communities.

As part of the development of the policy extensive consultation has taken place and included over 2,000 submissions through our feedback process. The development process also included reviewing the four policies of the previous school districts, reviewing policies in other jurisdictions, and considering research on this important topic.

Will there be opportunities to provide feedback or input on the policy/administrative regulations?

While there has been extensive consultations with school communities, including parents/guardians, school councils, and educators, further formal feedback regarding the draft administrative regulations is being planned for the spring of 2018.

Feedback can be provided to your school administration or to nlesdfedback@nlesd.ca.