

Red River Valley School Division
ADMINISTRATIVE PROCEDURE F10 - ASSESSMENT



The Red River Valley School Division Board of Trustees believes that assessment, evaluation and communication of student achievement are an integral part of the learning process.

The Board of Trustees expects that assessment will be used to improve student learning.

1. The assessment of student learning is the responsibility of the teacher.
2. Teachers will use assessment for different purposes.
3. Teachers will develop quality assessment to ensure accuracy.
4. Teachers will use varied methods to gather accurate evidence about student learning.
5. Teachers will involve students in their assessment.
6. Grading and reporting should be fair and provide sufficient detail and contextual information so that it is clearly understood.

1. The assessment of student learning is the responsibility of the teacher.

As professionals, teachers have a responsibility to think, to learn, to reflect, and to constantly strive to improve their assessment practices.

- 1.1 Teachers will ensure that assessment benefits all students.
- 1.2 Teachers will use assessment to assist them in making their assessment practices more effective, efficient and to drive their teaching.

2. Teachers will use assessment for different purposes.

“It is purpose that dictates how assessment is constructed and used. If the purpose is enhancing learning, the assessment needs to give students an opportunity to make their learning apparent without anxiety or censure. If the purpose is checking learning for reporting, teachers need to be especially concerned about the quality of assessment, and how it might be used by others.” (Rethinking Classroom Assessment with Purpose in Mind – Manitoba Education 2006)

- 2.1 *Assessment AS learning* focuses on students and their process of metacognition (knowledge of one’s own thought processes). Assessment as learning has students become adept at personally monitoring what they are learning and using what they discover from that monitoring to make adjustments, adaptations, and even major

Cross Reference:

Adoption Date: June 22, 2011

Amendment Date:

Page: 1 of 3



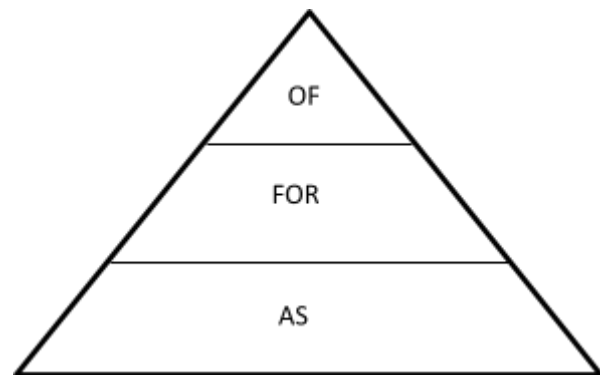
changes in their thinking. Assessment as learning is self-learning, prior knowledge, self-monitoring, and self-reflection.

2.2 *Assessment FOR learning* is designed to provide feedback to students to help them move forward in their learning. It occurs throughout the learning process. In assessment for learning, teachers use assessment as an investigative tool to find out as much as they can about what their students know and can do and what confusions, preconceptions or gaps may exist. Assessment for learning may include collecting data, collecting samples, recording observations, and self-evaluation.

2.3 *Assessment OF learning* refers to the collection and interpretation of information to confirm what a student knows, whether or not the student can demonstrate that they have met curriculum outcomes or the goals of their individualized programs and/or to certify proficiency and make decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes outside groups (i.e. employers, other educational institutions). Assessment of learning may include summarizing, synthesizing, interpreting, and communicating.

2.4 It is important for teachers to understand the three assessment purposes, recognize the need for balance among them, know which one they are using and why, while using them all wisely.

This diagram is representative of the amount of time teachers should spend with each of the three forms of assessment.



Cross Reference:

Adoption Date: June 22, 2011

Amendment Date:

Page: 2 of 3



3. Teachers will develop quality assessment to ensure accuracy.

- 3.1 To create quality assessments, educators will:
- Start with *purpose* for assessment – why are we assessing?
 - Choose the curricular outcomes you want the students to achieve.
 - Design an assessment that accurately *reflects* the outcomes you have chosen.
 - *Communicate* results effectively to student and/or parents.

(Anne Davies 2007)

4. Teachers will use varied methods to gather accurate evidence about student learning.

- 4.1 Teachers will gather evidence from three general sources: observations of learning (i.e. checklists, notes, running records), products student create (i.e. assignments, test scores, portfolios etc.), and conversations about learning with students (i.e. self-assessment, journals, notes, conferences.)
- 4.2 Care should be taken to distinguish between tasks designed to be graded, tasks designed to monitor student learning and tasks designed in preparation for future class work.

5. Teachers will involve students in assessment.

When students are involved in the assessment process, they develop a sense of ownership and commitment to their learning.

- 5.1 Using their professional judgment and taking into consideration a student's age and maturity, teachers will involve students in collecting, evaluating, reflecting on, organizing and presenting the evidence of their learning.

6. Grading and reporting should be fair and provide sufficient detail and contextual information so that it is clearly understood.

When grading, teachers will follow Policy IKAB – Grading & Reporting.

Cross Reference:

Adoption Date: June 22, 2011

Amendment Date:

Page: 3 of 3