

STUDENT ASSESSMENT AND EVALUATION

Background

Assessment and evaluation are continuous actions that are integral to the teaching and learning process. These actions involve students, parents/caregivers and teachers and are used to communicate consistent, accurate and meaningful information to all stakeholders. Overall, the main goal of assessment is to support and enhance student learning while empowering the student to become a responsible lifelong learner.

The purpose of this administrative procedure is to provide a framework to ensure assessment, evaluation, grading and reporting practices in all Northwest School Division schools are consistent with current research-informed practices and Ministry of Education policies.

Responsibilities:

Effective assessment requires a collaborative partnership between students, families, and school staff at all levels that leads to the improvement of learning for all students.

1. Responsibilities of the School Division

- 1.1. The Director or Designate shall be responsible for the identification and development of materials and procedures related to Division-wide evaluation and reporting of student achievement.
- 1.2. The Division values and engages in large-scale division, provincial, national, and international assessments.
- 1.3. The Division shall determine expectations for screening tools and other large-scale assessments.
- 1.4. The Division shall ensure schools have an assessment, evaluation, and reporting plan including guidelines for assessment criteria, grading, reporting, communicating, student responsibility, and academic integrity.
- 1.5. The Division shall provide analysis and/or support schools in analyzing and interpreting large-scale assessment data.

2. Responsibilities of School-based Administrators as Assessment Leaders

- 2.1. Develop, with staff, a school plan identifying procedures for assessment, evaluation and reporting of student progress in accordance with provincial requirements and Division Procedures.
- 2.2. Provide ongoing communication of information regarding student assessment and evaluation with teachers, students, and parents/caregivers.

- 2.3. Monitor and support teachers' professional competencies of implementing NWSD Assessment and Evaluation Procedures.
- 2.4. Analyze student assessment data, in cooperation with school staff, to develop and refine responsive, multi-tiered instruction model.
- 2.5. Schedule student-parent-teacher conferences at least twice per year. Conferences shall be scheduled at a point in the learning program that allows the student to address next steps and areas for growth.
- 2.6. Ensure the accuracy of reporting, including gradebooks and Gr 10-12 students' official transcript marks.
- 2.7. Monitor the distribution, completion, and submission of required large-scale assessments and screening tools.

3. Responsibilities of Teachers as Assessment Facilitators

- 3.1. Develop a systematic assessment, evaluation, and reporting plan for your course(s) consistent with procedures in school plan.
- 3.2. Provide ongoing communication of information regarding student assessment and evaluation with students and parents/caregivers.
- 3.3. Align gradebook, assessment and evaluation practices with NWSD Assessment and Evaluation Procedures.
- 3.4. Maintain and grow professional competencies essential for student assessment and evaluation.
- 3.5. Analyze student assessment data, in cooperation with school staff, to develop and refine responsive, multi-tiered instruction.
- 3.6. Accurately report student achievement in gradebook.
- 3.7. Prepare for student-parent-teacher conferences by collecting work samples and working with the student to identify strengths and areas of growth.
- 3.8. Administer and submit large-scale assessments and screening tools, as required by the Division.
- 3.9. Determine final marks for report cards and official transcripts

4. Responsibilities of Students as Assessment-capable Learners

- 4.1. Attend school in accordance with *The Education Act, 1995*.
- 4.2. Fulfill responsibilities within the school's learning environment.
- 4.3. Be actively involved in the assessment process.
- 4.4. Reflect on and monitor own progress toward curricular outcomes with support of teachers and parents/caregivers.
- 4.5. Accept academic responsibility in achievement of one's personal best while pursuing learning with academic integrity, as per AP 362 Academic Integrity and Student Responsibility.

Procedures:

The following procedures are intended to support the clarity, coherence, and effectiveness of assessment and evaluation practices in the Northwest School Division.

A. Assessment of, for, and as Learning

1. Clearly communicate the learning targets
2. Collaboratively develop success criteria with students when appropriate and ensure an understanding of those criteria
3. Provide written and verbal feedback to students which is based on the learning target and success criteria, non-graded, purposeful, specific, timely, and corrective
4. Gather triangulated formative assessment evidence from conversations, observations and products to inform instruction
5. Provide effective and authentic assessments by designing performance tasks that align with curricular outcomes
6. Involve students as active participants in determining how their learning will be demonstrated
7. Ensure fair and equitable assessments, giving all students opportunities to make connections and demonstrate their knowledge, skills, abilities, values, and attitudes in a variety of ways
8. Gather triangulated summative assessment evidence from conversations, products, and observations for the purpose of evaluating and reporting
9. Establish a record-keeping system that captures accurate, consistent, and ongoing data of student learning
10. Support the use of reasoned professional judgement about the evidence used to determine and report the level of student learning
11. Share formative and summative assessment results to students and families through ongoing communication

B. Grading, Reporting and Communicating

1. Implement the NWSD Grade K-9 Achievement Scale to evaluate and communicate academic achievement on curricular outcomes. (AP 360-1)
2. Implement the NWSD Grade 10-12 Achievement Scale, which includes both achievement levels and percentages, to evaluate and communicate academic achievement. (AP 360-2) Grades Ten to Twelve require percentage marks for final transcript marks for submission to the Ministry of Education.
3. Record student behaviour, habits, and other non-curricular skills separately from achievement on curricular outcomes.
4. Establish and maintain a record-keeping system that:
 - a. Captures an accurate and current snapshot of each student's achievement and growth over the course of their learning
 - b. Reflects both formative and summative assessment data
 - c. Uses tools provided by the school division or school administration
 - d. Is shared transparently with families and students
5. Communicate student progress and growth through:
 - a. Parent Portal (Edsby)
 - b. Student-parent-teacher conferences
 - c. Progress reports prepared for student-parent-teacher conferences
 - d. Informal communication expectations which shall be outlined in school assessment plans

6. Share school expectations and procedures for submitting assignments, as listed in school assessment plan. Explain possible exceptions and alternative arrangements for submission of work.
 - a. If a student is missing assessment evidence, a teacher may assign a zero as temporary place holder to indicate that the evidence is missing. A zero grade may only be included in final grade calculations after multiple intervention attempts and parent communications have occurred. Specific actions will be outlined in school assessment plan.
7. Allow opportunities for students to re-submit evidence of learning within reasonable negotiated timelines. Specific timelines will be outlined in school assessment plan.
8. Use Professional judgment and triangulation to determine a final grade. Final grades represent a teacher's best understanding of a student's academic functioning at the end of a course.
 - a. In general, formative assessment data is excluded from marks calculation. However, where formative assessment better captures a students' achievement and it would benefit the student to do so, formative assessment data may be selectively included in marks calculations.
 - b. Teachers may replace or remove evidence that is no longer valid when determining a final grade.
9. Carry out procedures for final exams in accordance with the Registrar's Handbook.
10. Make credit recovery options available to students (refer to AP-222 – Credit Recovery)
11. Prepare a formal division report card for all students and their families and add to the cumulative record:
 - a. End of the school year (Grade K-9)
 - b. End of the course (Grade 10-12)
 - c. When students transition to a school outside of the NWSD mid-year

C. Definitions:

Assessment - the act of gathering information on an ongoing basis to understand individual students' learning and needs and inform future actions to support further learning.

Formative Assessment - The process of assessment that involves students in checking to decide what has been learned and what needs to be learned next. It includes setting criteria, having students self-assess, providing feedback by identifying what has been learned and what needs to be learned, collecting and organizing evidence, and presenting evidence of learning to others. It is designed to assist teachers to focus their teaching and to assist students to learn more. (Davies, 2004)

Summative Assessment - The process of checking to see what students have learned to date. It compares student learning with the achievement level expected. It summarizes information into marks or grades. It is designed for those not directly involved in teaching and learning. (Davies, 2004)

Evaluation - the culminating act of interpreting the information gathered through relevant and appropriate assessments to make decisions or judgements, often at reporting times.

Triangulation – When evidence is collected from three different sources over time, trends and patterns become apparent and the reliability and validity of our classroom assessment is increased

Grade - The numeric percentage (Gr 10-12) or letter code (Gr K-9), determined through professional judgment, and reported at the end of a course (or other times, as prescribed) as a summary interpretation of student performance and/or achievement.

Reporting - the process of formally communicating students' achievement of the curriculum expectations and the demonstration of learning skills and work habits at the end of the course. The report card summarizes each student's achievement and provides comments identifying areas of strength and guidance to help them improve their learning.

Outcome - Is a statement, defined by the Saskatchewan Curriculum, of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Success Criteria - the expression of what is to be measured and why (i.e. how success is defined).

Learning Target - concrete goal written in student-friendly language that clearly describes what students will learn and/or be able to do

Evidence of learning – refers to concrete and quantifiable examples that show how a student has learned knowledge, skills, and understanding within a certain area. Evidence can be of different types, such as test results, project products, presentations, portfolios, e-portfolios, and other items that demonstrate how learned content is used. Evidence helps to evaluate and confirm how well an educational process works, giving information about an individual's growth, ability, and accomplishments in their learning journey.

Responsive Multi-tiered Instruction – a structure for addressing specific students' learning needs that involves intentional, temporary regrouping of students according to objective assessment criteria and that targets specific skills

Assessment, Evaluation, and Reporting Plan – a (detailed, yet reasonably flexible) syllabus describing how the course will be assessed and evaluated, including:

- specific formative and summative assessment tools
- planned timings for formative and summative assessments
- relative value of individual outcomes and/or assessments in final mark calculation, and
- policies for second-chance learning and non-submission of student work

Gradebook – a data tool for collecting, aggregating, and sharing narratives of student achievement. Gradebook, here, is understood to encompass both quantitative (marks-based) and qualitative (anecdotal observations and portfolio-based) data collection

Authentic Assessment – assessments that involve the application of curriculum skills to solve real-world, personally-meaningfully, or community-relevant problems

Equitable Assessment – the process of assessing student learning and performance in a way that fairly accommodates diverse backgrounds, abilities, and needs by minimizing biases and barriers that could disadvantage individual students or subgroups in the student population. Equitable assessment is vital for ensuring that assessments accurately reflect each student's true knowledge and skills, rather than their circumstances or the method of evaluation.

Regular and Continuous – communication is regular and continuous when it gives students and their parents/caregivers enough information to know their current progress and to see how that progress fits within a learning story

Shared Transparently – achievement information is shared proactively and comprehensively, with the goal of fully engaging students and their parents/guardians in the ownership of their achievement data

Reference: Sections 85, 87, 175, 231 Education Act
Saskatchewan Ministry of Education. (2023). [Supporting Students Assessment in Saskatchewan](#).

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