

Assessment and Evaluation	
Adopted: June 21, 2011	Last Reviewed/Revised: November 20, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism VI-56 Assessment and Evaluation: Late and Missed Assignments II-05 Reporting Student Achievement To Parents Guardians II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students VI-29 Supervised Alternative Learning VI-43 Home Instruction	

Purpose

The primary purpose of Assessment and Evaluation is to improve student learning. The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

The HCDSB is committed to enabling every student to reach his/her potential and to succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

As outlined in the Ministry of Education's *Growing Success* policy, the HCDSB recognizes that 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 dishonesty, plagiarizing, not completing work and submitting work late.

Application and Scope

This policy applies to all staff and students of the HCDSB.

References

[Growing Success – Assessment, Evaluation and Reporting in Ontario Schools](#)

Definitions

As per the *Growing Success* policy:

Assessment: is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Principles

The HCDSB expects that the fundamental principles from the *Growing Success* policy will guide assessment and evaluation in all schools. To ensure that assessment, evaluation, and reporting are valid and reliable, and that the process provides for the improvement of learning for all students, teachers use practices and procedures that:

- respect the dignity of all learners;
- provide multiple opportunities for students to demonstrate their learning;
- reflect the holistic nature of assessment which integrates the nature of learning and faith development;
- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French) those with medical conditions, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, while respecting the dignity of all learners, providing multiple opportunities for students to demonstrate their learning, and reflecting the holistic nature of assessment which integrates the nature of learning and faith development.

The professional judgment of our teachers and administrators is crucial to the effective assessment, evaluation and reporting of student achievement.

Schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's Growing Success policy;
- ensure that reported grades accurately reflect student achievement of the curriculum overall expectations of the subject or course;
- promote academic honesty;
- ensure that students are responsible for providing evidence of their learning within established timelines;
- ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of every student;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- ensure the students with special education needs are provided with accommodated, modified and/or alternate programs as outlined in the Individual Education Plan;
- ensure that mark deduction will not result in a report card percentage mark that misrepresents the student actual achievement of the curriculum overall expectations; and,
- ensure there are appropriate preventative strategies, communication and consequences for cheating, plagiarizing, not completing work, and submitting work late.



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APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board