



AP 360 – ASSESSMENT AND EVALUATION OF STUDENTS

BACKGROUND

Saskatoon Public Schools believes that student assessment and evaluation are integral and indispensable parts of teaching and learning. They provide information to the student, parent(s)/caregiver(s), teacher(s) and school regarding the student's personal and social development as well as learning based on the outcomes of provincial curriculum.

PROCEDURES

1. The Coordinator of Student Assessment and Evaluation shall be responsible for the identification and development of materials related to the division-wide evaluation of students.
2. Saskatoon Public Schools values the participation of all students in large-scale division, provincial, national and international assessments.
3. The Principal shall be responsible for:
 - 3.1. the development, in cooperation with staff, of a systematic and articulate assessment and evaluation program consistent with Administrative Procedures and *Saskatoon Public Schools Assessment Principles* included in this document;
 - 3.2. the communication of information regarding student assessment and evaluation to students and parents/caregivers or adult students;
 - 3.3. the monitoring of teachers' professional competencies essential for appropriate student assessment and evaluation;
 - 3.4. the implementation of required large-scale and standardized testing s to evaluate students.
4. Teachers shall be responsible for:.
 - 4.1. the maintenance of professional competencies essential for student assessment and evaluation;
 - 4.2. the assessment and evaluation of students in accordance with the following:
 - 4.2.1 All assessment and evaluation of student learning is based on the outcomes of provincial curriculum.
 - 4.2.2 Non-academics such as attendance and attitude are assessed, evaluated and reported on separate from academic performance.
 - 4.2.3 Comments provided on elementary and secondary progress reports are outcome based and describe the learner as well as the learning.
 - 4.2.4 Assessment and evaluation practices align with *Saskatoon Public Schools Assessment Principles*.
 - 4.3. Clearly articulating to students, in an age-appropriate way, (division expectations regarding academic integrity), and utilizing subject-specific content and practices to teach students how to avoid plagiarism.



- 4.4. Clearly stating his/her expectations and procedures for due dates for assignments and explain possible exceptions and alternative arrangements for submission of work. These may include:
 - 4.4.1. meeting with the student and parent/guardian/caregiver to discuss the reasons for non-completion and developing a plan to complete the work;
 - 4.4.2. developing an agreement with the student to complete the assignment;
 - 4.4.3. having the student complete the work outside of school hours such as lunchtime or after school;
 - 4.4.4. providing peer support for the student'
 - 4.4.5. providing an alternative assignment to accommodate a diverse learning need;
 - 4.4.6. determining a mark that reflects the level of achievement demonstrated by the student on that particular assignment; and/or.
 - 4.4.7. including last assignments as part of extended reporting as a complement to the reported achievement related to the curriculum outcomes.

Reference: Section 175(i)(k), 231(g)(p), Education Act
Date Last Revised: April, 2016



Saskatoon Public Schools Assessment Principles:

Renewed curriculum documents from the Ministry of Education provide learning outcomes in all subjects and at all grades. All renewed curriculum documents provide the same definition of assessment and evaluation:

“Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.”

Assessment involves the systematic collection of information about student learning with respect to:

- *Achievement of provincial curricular outcomes*
- *Effectiveness of teaching strategies employed*
- *Student self-reflection on learning*

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.”

**Quotation found in the “Assessment and Evaluation of Student Learning”
section of all renewed provincial curricula.**

All renewed curriculum documents also define how assessment should be used:

- **Assessment for learning** involves the use of information about student progress to support and improve student learning, improve instruction and is teacher-driven for student, teacher and parent use.
- **Assessment as learning** actively involves students thinking about their learning and monitoring their progress.
- **Assessment of learning** involves teacher’s use of evidence of student learning to make judgments about student achievement.

**Adapted from the “Assessment and Evaluation of Student Learning”
section of all renewed provincial curricula.**

In our division, we believe that “students will be **engaged** in their learning so they will graduate as active participants in lifelong learning and as responsible and caring citizens in the community, nation, and world.” We are also coming to understand how assessment and evaluation can contribute to student engagement and academic success.

The following assessment principles will guide classroom, school and division practices so that teachers, students and parents experience an honest, fair and, as much as possible, consistent method of assessment and evaluation throughout an academic term.



Commitment to Good Practice

- **Research-based:** Assessment and evaluation procedures are based on current, generally recognized and effective practices which help promote student learning and engagement. Examples of this research are provided in the reference section of all renewed curriculum.
- **Consistency:** Students learn in settings where these principles are publicly, conscientiously, and consistently adhered to.
- **Response to Diversity:** Equitable assessments give all students a fair opportunity to be successful regardless of their gender, socioeconomic, cultural, academic or linguistic background.

Students

- **Engagement:** Engaged learners are able to self-assess and define their own learning goals and evaluate their own achievement; they know how to learn and are able to transfer knowledge to solve problems creatively.
- **Responsibility:** Students clearly describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- **Academic and Personal Excellence:** Students strive for excellence in their learning and in their ability to communicate that learning. Assessments and evaluations are designed to measure and describe that excellence.

Parents

- **Home-School Partnership:** Parents/Caregivers are invited to be actively involved in the home-school partnership and are aware of intended learning, their students' progress and the priorities for continued learning.

Teachers

- **Clear Communication:** Students receive consistent, clear and appropriate descriptive feedback that will assist them on their learning journey. Communication with parents and students is not limited to progress reports but occurs whenever it is appropriate.
- **Separation of Academic and Non-academic Evidence:** As indicated in all renewed curriculum documents, assessments collect information about student achievement of curriculum outcomes. Personal and social behaviours are important and are reported separately from academic behaviour.
- **Balance:** Students experience a number of opportunities to demonstrate successful learning. There are opportunities to practice and opportunities to demonstrate achievement. Classroom assessments and, where available, standardized (CAT/4) and large-scale assessments are used as a part of this balanced assessment.
- **Quality Evidence:** Evidence of student success is gathered over time and includes products, observations and conversations.