

POLICY: <u>ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT</u> # <u>509</u>			
SECTION: <u>500</u> :	<u>Curriculum</u>	Page <u>1</u> of <u>2</u>	
APPROVAL/REVISION	EFFECTIVE	REVIEW	
DATE: <u>May 13, 2019</u>	DATE: <u>May 14, 2019</u>	DATE: <u>May 14, 2024</u>	
CROSS REFERENCE: <u>Assessment and Evaluation Procedures</u>			

A: **POLICY**

1. 1.1 The Thunder Bay Catholic District School Board is committed to improving student achievement through sound assessment and evaluation practices.
- 1.2 Assessment results will be reported to students, parents, and other stakeholders so as to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.
- 1.3 It is the policy of the Thunder Bay Catholic District School Board that we assess, evaluate and report in a faith-centered environment. Accordingly, administrators and teachers shall:
  - honour the dignity and uniqueness of all students; and
  - encourage a standard of excellence for each student's learning.

B: **GUIDELINES**

2. **Fundamental Principles**

- 2.1 To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers will use practices and procedures that:
  - are fair, transparent, and equitable for all students;
  - support all students, including those with special education needs, and those who are learning the language of instruction in English, French, or Ojibwe
  - 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, differentiated 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.

C: **REPORTING SCHEDULES**

3. **3.1 Elementary Schools**

- 3.1.2 Specific dates for reporting at the elementary level will be set by the school Superintendent each year. Any changes to reporting will align with the Ministry's Assessment, Evaluation, and Reporting Ontario Schools document.

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3.1.3 Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.

3.1.4 Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.

3.1.5 Communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of students' work, student-lead conferences, phone calls, and informal reports.

### 3.2 Secondary Schools

3.2.1 Secondary schools will use the Provincial Report Card, Grades 9-12, for formal reports to parents twice in a semester, as follows;

Semester 1: in October and February  
Semester II: in April and June.

#### D: **REQUIREMENTS**

4. 4.1 The Director of Education will issue Administrative Procedures in support of this policy.

4.2 The Administrative Procedures will be consistent with the Ministry of Education document Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.