| | | | |
|---|---|---|---|
| POLICY: | ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT ACHIEVEMENT | # | 509 |
| SECTION: | 500 : Curriculum | Page | 1 of 2 |
| APPROVAL/REVISION DATE: | May 5, 2025 | EFFECTIVE DATE: | May 6, 2025 |
| REVIEW DATE: | May 6, 2030 | | |

CROSS REFERENCE: Assessment and Evaluation Procedures
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools: Kindergarten Addendum, 2016.

## 1. POLICY

1.1 The primary purpose of assessment and evaluation is to improve student learning. The Thunder Bay Catholic District School Board is committed to improving student achievement through sound assessment and evaluation practices.

1.2 The Thunder Bay Catholic District School Board is committed to improving student achievement through sound assessment and evaluation practices.

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.

## 2. GUIDELINES

### 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, those who are learning the language of instruction (English, French), and those who are First Nation, Metis 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, differentiated in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.

## 3. REPORTING SCHEDULES - ELEMENTARY SCHOOLS

3.1 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 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools and Growing Success, Assessment, Evaluation and Reporting in Ontario Schools: Kindergarten Addendum.

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

3.3 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.

3.4 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-led conferences, phone calls, and informal reports.

## 4. REPORTING SCHEDULES - SECONDARY SCHOOLS

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

| | | |
|---|---|---|
| Semester 1: | First report | October / November |
| | Final report | January / February |
| Semester 2: | First report | March / April |
| | Final report | June |

## 5. REQUIREMENTS

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

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