

**SECTION 3000 - STUDENTS
ASSESSMENT**

Lord Selkirk School Division is committed to following the guidelines and policies indicated in the Manitoba Education and Training documents.

The primary purpose of assessment is to improve student learning.

The primary purpose of the Manitoba report card is to formally communicate to parent(s)/guardian(s), at certain points in time, information on their children’s growth and achievement as learners.

Guiding References

- *Manitoba Provincial Report Card and Guidelines – Partners for Learning Grade 1 to 12 – Manitoba Education and Advanced Learning (2015)*
- *Provincial Assessment Policy Kindergarten to Grade 12 – Academic Responsibility, Honesty and Promotion/Retention – Manitoba Education and Advanced Learning (2015)*
- *Communication of Student Learning – Manitoba Association of School Superintendents (2009)*
- *Communicating Student Learning – Manitoba Education, Citizenship and Youth (2008)*
- *Rethinking Classroom Assessment with Purpose in Mind – Manitoba Education, Citizenship and Youth (2006)*
- *Canada Statement of Fair Assessment Practices*

Foundations

Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach.

Lord Selkirk School Division is committed to the guiding principles of assessment through the implementation of Assessment *for* Learning, Assessment *as* Learning and Assessment *of* Learning practices.

- *Assessment for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provide helpful feedback to students.
- *Assessment as* learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.
- *Assessment of* learning: where assessment informs students, teachers, and parent(s)/guardian(s), as well as the broader educational community of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment must be planned with its purpose in mind. Assessment *for*, *as* and *of* learning all have a role in supporting and improving student learning and must be appropriately balanced. The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

As a part of the learning process, assessment is connected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student’s next steps, and checking progress and achievement. Teachers use many different processes and strategies for classroom assessment, and adapt them to suit the assessment purpose and needs of individual students.

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Assessment, Evaluation and Reporting

Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do.

Evaluation is the process of making judgments and decisions, as a result of the interpretation of information collected from a variety of sources.

Reporting is the process of summarizing and communicating to students, parent(s)/guardian(s), and administrators, data collected through assessment and evaluation. Reporting may take various forms and may be done informally or formally.

Informal Reporting occurs between the formal reporting periods.

There are three formal reporting periods in a school year for Kindergarten to Grade 9 students, and two formal reporting periods per semester for Grade 10 -12 students. Communication should be ongoing with formal reporting periods confirming what has already been communicated to the student and/or parent(s)/guardian(s). Provincial report card templates must be used. The principal's or principal or designates signature is required on each report card for all reporting periods.

Grading Guidelines

Accurate evidence about student learning, gathered through varied methods and multiple sources of evidence, increases the reliability and validity of the assessment of student achievement. There are three general sources of assessment evidence: observations of learning, products students create and conversations with students.

As evidence is collected over time from these three sources, trends and patterns become evident.

Teachers are responsible for assessing student learning. Teachers will consider all evidence collected through assessment tasks that the student has completed or submitted in order to determine the level of achievement in a grade or course.

1. Teachers will weigh all evidence of a student's academic achievement and will use their professional judgment to determine the student's report card grade. This should reflect the student's most consistent level of achievement, with consideration given to more recent evidence. Not all assessment tasks need to be included in a student's grade. The report card grade represents a student's overall academic achievement, as demonstrated to that point. The grade should be a fair reflection of the student's achievement for that term/semester. The final grade should be an accurate reflection of achievement relative to curricular outcomes.

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2. Grades must be derived from curriculum outcomes and a student’s learning in relation to these. Student learning should be communicated based on the achievement of these outcomes.
3. Grades will be based on individual achievement and not on group achievement. It is, however, important for students to be involved in collaborative learning with their peers and cooperative learning experiences are encourage and should be promoted.
4. Grades will be calculated on summative assessments and not on formative assessments. Descriptive feedback on formative assessments should be provided in order that students learn from the feedback provided as well as through further revisions of their work.
5. Teachers should use a variety of methods such as observations, conversations and products.

Academic Responsibility

Assessment practice and policy at the provincial and local levels must support students’ responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values.

Students are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and/or submitting work late.

Teachers are responsible for supporting the learning of all students. Their responsibilities include the following:

1. **Establish and clearly communicate expectations regarding assignments.**
Teachers communicate to students the learning outcomes, assignment requirements, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.
2. **Set and communicate reasonable timelines for assignments and support students in meeting these timelines.** The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.

Teachers should use their professional judgement to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work using a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents/guardians will support timely completion of assignments.

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Other strategies may include the following:

- consider student input and collaborate with other staff to coordinate the timing of major assignments;
- share assignment timelines and reminders through many means, including electronic communication;
- assist students to manage time effectively. Monitoring student progress at each stage of a complex assignment can ensure they stay on track;
- anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely;
- choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date; and
- contact parents/guardians to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

3. Establish, communicate, and apply consequences for late and/or missing work.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- confer with the student and, where appropriate, with the student’s parents/ guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy;
- provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the students from completing assigned work;
- provide alternative assessment tasks that accommodate diverse learning needs; and/or
- deduct marks for late or missing assignments.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters. Learning behaviours are not considered in the determination of achievement grades, although it is understood that they have an effect on student achievement.

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Academic Honesty

Students are expected to demonstrate integrity, ethical conduct, and academic honesty in all assessments, research, class work and homework assignments. Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Aspects of academic honesty include copying others' work, using cheat notes, misrepresenting circumstances to obtain extensions, and submitting or representing someone else's work as one's own.

Communication of Expectations

The principal and teachers are responsible for ensuring that expectations for academic honesty are communicated and reinforced frequently and consistently with all students.

Response to Academic Dishonesty/ Range of Consequences

Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher should apply one or more of the following strategies:

- contact the student's parent/guardian promptly;
- document the incident in the student's file;
- disciplinary measures as determined by the teacher and principal;
- have the student redo the work honestly;
- deduct marks for academic dishonesty;
- loss of privileges for the student; and/or
- report this behaviour on the report card.

Teachers/Principals need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student and the potential impact of the consequence on subsequent learning and motivation. In all cases, both the principal and the teacher will ensure that support is provided to teach students how to demonstrate academic honesty.

Promotion/Retention of Students

Decisions around promotion or retention of students may have far-reaching implications for student success in school. Whether the decision is to promote or retain a student, the school/division personnel will address the student's learning needs by providing the appropriate supports.

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Definitions:

Promotion: The student has met the outcomes for their current grade and is promoted to the next grade.

Placement: The student has not completed the outcomes for their current grade. The student will be placed into the next grade where they are best adjusted socially, physically and emotionally. An educational program will be prepared to provide for the continuous progress of the student academically in the following year.

Retention: The student has not met the outcomes and is achieving significantly below ability and grade level expectations. The student will continue in the same grade, with adaptations to support their continued growth.

Kindergarten to Grade 8

In Kindergarten to Grade 8, the decision for a student’s grade level placement that best supports and extends their learning is based on evidence of their progress and growth in curricular, cognitive, social and emotional learning. This decision rests with the principal in consultation with teachers, parents/guardians, and other specialists, as appropriate.

If any student is unable to achieve grade or course learning outcomes with additional supports, the parent/guardian must be informed of the possibility of retention by March, with continued regular contact for the remainder of the school year. An Individualized Education Plan must be established for the student’s year of retention.

Grade retention should not be only grade repetition – there should be clear focus on mastery of required skills.

Grades 9-12

In Grades 9-12, the final decision on whether to grant credits rests with the principal, in consultation with teachers, parent(s)/guardian(s), and other specialists, as appropriate.

Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or, in extenuating circumstances, may be assigned a grade of “Incomplete”. If an “Incomplete” is assigned, then a plan will be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed upon time frame prior to the end of a semester. Alternatives for achieving credits at Grades 9 -12 include:

- repeater course option (Individualized Self-Paced Learning);
- independent study courses; and
- challenge for credit

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Appeals

Promotion /Retention

In the event that parents/guardians do not agree with the decision regarding the promotion or retention of a student the following procedures will be in place:

- The parent(s)/guardian(s) will request that the principal conduct an inquiry of the decision to promote or retain the student. The results of the inquiry will be communicated in writing and a copy retained in the student's file;
- If the principal's findings continue to be unsatisfactory to the parent(s)/ guardian(s), a letter may be written to the Superintendent, or designate outlining the concern. The Superintendent, or designate, shall review the circumstances with the principal and will convene a meeting of the parent(s)/guardian(s), principal, and any other individuals pertinent to the review; and/or
- The Superintendent or designate, will inform the applicable staff, parent(s)/guardian(s) of the outcome of the review within a reasonable and mutually agreed upon time frame.

Progress/Achievement

Students or parent(s)/guardian(s) who disagree with marks on assignments or final grades are to communicate with the teacher and request a re-evaluation, or re-calculation. The teacher will re-evaluate and communicate the results. An independent evaluation from another teacher may occur if required. It is understood that the mark may be raised, lowered, or remain the same.

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