



Administrative Procedure 4010

Assessment and Reporting of Student Learning and Achievement

Board Governance Policy Cross Reference: [1, 12](#)

Administrative Procedures Cross Reference:

[Appropriate Educational Programming and Inclusion](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Manitoba Education – Assessment and Evaluation](#)

[Manitoba Education - Curriculum Outcomes](#)

[Manitoba Education – Provincial Assessment Policy K-12](#)

[Manitoba Education – Report Card Policy and Guide Lines](#)

[The Public Schools Act](#)

Date Adopted: March 2010

Amended: May 2019

The Brandon School Division believes that engaging students actively in their learning is the essence of the Division's mission of educating the whole child. It is the responsibility of professional educators to assess and report on each student's degree of engagement and resulting learning outcomes. Such assessment and reporting is a continuous and fundamental part of the student's learning process.

Quality assessment systems require both formative and summative assessments, and one type of assessment is not lesser than the other. Each serves a critical role in improving and ultimately proving student mastery. Research shows the powerful effect that on-going assessment embedded into the learning process has on student learning, particularly for low ability students (Black & William, 1998). Creating such a system of personalized learning requires new forms of formative and summative student performance assessments that enable individual students to stretch onward from wherever they are in a learning continuum.

Positive impact on student learning and achievement is possible when teachers include the following in the instruction and assessment cycle:

- passion about helping their students learn;
- forging strong relationships with their students;
- clarity about what they want their students to learn;

- evidence-based teaching strategies;
- monitoring their impact on students' learning, and adjust their approaches accordingly; and
- actively seek to improve their own teaching.

(Hattie, J., *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2009))

As a part of the assessment cycle, five important elements are included in a successful and effective assessment system:

- Assessment purpose: how (and why) to clarify the reason for every assessment and the users it will serve.
- Learning targets to be assessed: how to make sure we focus on the right competencies and set consistent definitions of success.
- Assessment quality: how to ensure every assessment, at every level, is an excellent one.
- Communication of assessment results: how to share information in ways that best support diverse purposes.
- Assessment impact: how to link assessment to truly productive, universal student motivation.

(Rick Stiggins -The Perfect Assessment System, 2016.)

Assessment is necessary for student achievement, as is reflected in the roles and responsibilities of the various stakeholders.

Roles and Responsibilities

The assessment and reporting of student learning and achievement involves students, teachers, School Leaders, parents, and Superintendent/CEO or designate. The specific responsibilities of these roles are as follows:

Students

Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement; and

- playing an active role in assessing their own learning. "...getting, giving, and using feedback to improve their learning" (Bailey & Jakicic, *Simplifying Common Assessment* p. 103).

Teachers

Classroom teachers are responsible for:

- preparing yearly instructional growth plans/course outlines;
- adapting, modifying, personalizing and individualizing instruction to meet learners' needs;
- implementing student assessment and reporting requirements in accordance with Provincial regulations and the policies and procedures of the Division;
- applying meaningful, valid and reliable assessment and evaluation practices in their classrooms; practices based on curricular outcomes;
- determining, through assessment techniques or procedures, the appropriate level of instruction and instructional strategies in respective classes and with individual students;
- maintaining records of information obtained through the assessment of student achievement; and
- reporting to the parent/guardian the progress and achievement of the individual student.

School Leaders

School Leaders, as leaders of learning, are responsible for:

- ensuring that student assessment and reporting procedures at the school level are in accordance with Provincial regulations and the Administrative Procedures of the Division;
- ensuring that continuous assessment and evaluation of students is conducted and that records of the same are maintained in the established/required manner;
- providing leadership for effective collaboration among teachers and parents/guardians in the implementation of assessment and reporting practices;
- placement and grade promotion, and the granting of credits at Grades 9 to 12 in accordance with *The Public Schools Act* regulations;

- providing support for professional development opportunities designed to strengthen assessment and reporting competencies of school staff;
- providing appropriate information to parents/guardians and other community members that will assist them in becoming full and active educational partners; and
- reviewing teachers' yearly instructional growth plans/course outlines.

Parents/Guardians

Parents/guardians are responsible for:

- providing a positive and supportive learning environment at home;
- becoming informed about what the students are expected to learn, and actively supporting student experiences;
- working collaboratively with their children, teachers, and the school in monitoring student progress; and
- providing the classroom teacher(s) with pertinent information about their child to enhance the teaching and learning process.

Superintendent/CEO or Designate

The Superintendent/CEO or designate is responsible for:

- ensuring the implementation of Divisional procedures on assessment and reporting of student learning and achievement;
- monitoring Divisional procedures on assessment and reporting at the local school level to ensure compliance;
- ensuring that required changes to Divisional procedures on assessment and reporting are brought forward to Divisional staff;
- establishing Divisional administrative procedures that promote best educational practices in collecting, analyzing, interpreting, and reporting information on student learning and achievement; and
- monitoring student achievement Kindergarten to Grade 12 (K-12).

While the delineation of these responsibilities are provided as specific to given roles it is important that teachers, School Leaders, parents, Superintendent/CEO or designate work together from a collective mission and towards a collective vision: the active, enthusiastic engagement of each student in their own learning with the broad outcomes resulting in positive, productive, contributing, well educated individuals and members of our democratic society.

Assessment

Teachers use assessment *for*, *as*, and *of* learning to improve teaching and learning in an ongoing basis in their classrooms to provide feedback to students.

- 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 parents, 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.
- The three purposes of assessment are represented in the Teaching-Assessing Cycle which is a crucial component of the Response to Intervention (RTI) Framework.

(Source: Buffum et al., 2012)

Formative and Summative Assessment each serve important purposes in the Teaching-Assessing Cycle.

Formative Assessment

An assessment *for* learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments.

In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those students with additional time and support in a way that does not remove them from new direct instruction, (3) give them additional opportunities to demonstrate their learning, and (4) inform and improve the individual and collective instructional practices of the team.

Common Formative Assessment

An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course.

Common formative assessments are used frequently throughout the year to identify:

- individual students who need additional time and support for learning;
- highly proficient students who would benefit from extension;
- the teaching strategies most effective in helping students acquire the intended knowledge and skills;
- curriculum and professional development concerns - areas in which all team members are having difficulty achieving the intended standard; and
- improvement goals for individual teachers and the team.

Summative Assessment

An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met within the designated time frame (Ainsworth & Viegut, 2006). Additional timely support is typically not forthcoming. Summative assessments help prove our formative results.

Common Summative Assessment

An assessment of learning (sometimes referred to as end-of-unit assessments) that collaborative teacher teams create together designed to provide students with an opportunity to put all of the smaller learning targets together to demonstrate proficiency on a foundational outcome.

Common summative assessments are important for a number of reasons.

- It focuses teams on what needs to be accomplished in their instruction, and assessment.
- It is when teachers give students an opportunity to answer the question, "What do I know at this moment in time?"
- It is when learners can walk into a summative setting with confidence (following the formative assessments and feedback), and engage in meaningful, and comprehensive, summative assessments and generate results that truly exhibit how much they have learned along the way, and be even more confident moving forward.

(Source: Dimich Vagle September 2018 presentation handout p. 3)

A summative assessment gives the student opportunity to prove what he or she has learned. A formative assessment gives the student the opportunity to improve on his or her learning. (Learning by Doing, p. 135)

Reporting

Reporting is the communication of each student's achievement to the students, parent(s)/guardian(s), and others concerned. It occurs both informally as assessment of student learning progresses and formally as evaluation is made of the degree to which such learning meets/reflects curricular requirements. Formal evaluation is provided by written documents, authorized by the Superintendent/CEO or designate.

The provincial report card uses a 4, 3, 2, 1 grading scale. The diagram below contains descriptors of each level of the provincial grade scale.

Reporting on each student's progress and achievement as a learner is integral to the assessment and evaluation process. While being a separate activity it provides essential communication to the student, parent and teacher. Two key guiding principles of reporting are to be noted and implemented:

- Academic progress and achievement in accordance with curricular learning outcomes in each subject area or course.
- Attitude towards learning, behaviour, punctuality, attendance, work habits, social responsibilities are to be commented upon in an accurate, objective manner.

Information and data gathered from formative and summative assessments will be communicated through a variety of methods including student conferences, parent/teacher discussions (with students, as determined), written reports, or school-based meetings.

Reporting Procedures

Senior high schools (9-12): mid-term reports are standard issue format with teachers providing additional information/comments as necessary. At semester end the same standard format is issued. It provides a summative percentage per subject as Manitoba Education requires such for student records. Comments are given to accompany the marks.

Elementary schools (K-8): there are three formal Divisional reporting periods (November, March, June). A written report is issued by the classroom teacher and signed by the School Leader. The report is a Division-wide format.

The learning behaviours included in the provincial report card help communicate each student's development in personal management skills, active participation in learning, and social responsibility. Learning behaviours are not considered in the determination of achievement grades, though it is understood that they have an effect on student achievement.

Guidelines for Exemptions from Kindergarten to Grade 12 School-based, Divisional, Provincial and National/International Standards Tests

The following students may be exempted from standards tests:

- Those requiring significant modifications to grade level materials due to learning difficulties and having an Individual Education Plan (IEP). This includes Grades 9-12 Modified ("M" designated) courses.
- Those who are three or more years delayed in meeting the curricular outcomes for their age appropriate grade level. The students must have documented assessment data and an IEP to address the learning needs.
- Those whose emotional or psychological state would likely be detrimentally affected by writing a formal test. Such cases should be supported by medical and/or clinical evidence and should be determined on an individual student basis and on a test-by-test basis as a collaborative decision involving the teacher, School Leader, student and parent(s)/guardian(s).
- Those EAL students who do not have sufficient language skills to achieve 50% or more of the curricular outcomes at the level being tested.