

Opaskwayak Educational Authority Inc. Student Assessment Policy

2014 - 2015

Amended and approved: June 24, 2014



OPASKWAYAK EDUCATIONAL AUTHORITY INC.
STUDENT ASSESSMENT/PROMOTION AND RETENTION

1. GENERAL – The purposes for assessing and evaluating students’ performance shall be:




- 1.1 **PLACEMENT OF STUDENTS** – information from assessment of students shall be used to assist in determining the appropriate placement for students.
- 1.2 **INFORMATION TO STUDENTS AND PARENTS/GUARDIANS** – information from the assessment of students shall be used to inform the students and his/her parents/guardians of the rate of progress in the school system.
- 1.3 **IMPROVEMENT OF INSTRUCTION** – information from the assessment of students shall be used to assist teachers and administrators in the planning and modification of educational programs and curricula for individuals or groups of students.
- 1.4 **PROGRAM EVALUATION** – information from the assessment of students may be used to assist in determining the effectiveness of educational programs.
- 1.5 **INFORMATION TO THE DIRECTOR OF EDUCATION AND THE BOARD OF DIRECTORS** – information from the assessment of students will be provided to the Board of Directors and the Director of Education as a generalized indication of academic performance throughout the organization.
- 1.6 **INFORMATION TO THE GENERAL PUBLIC** – A broad range of information provided through the assessment of students in the OEA schools may be available to the general public during the annual general meeting.
- 1.7 **ALLOCATION OF RESOURCES** – information from the assessment of students will be considered by the Director of Education and Principals as one factor in allocating resources.

2. PRINCIPLES OF ASSESSMENT – The following principles of assessment shall form the basis for the development and implementation of Student Assessment policies and procedures:

- 2.1 The primary goal of assessment and evaluation is to enhance student learning.
- 2.2 Assessment is a continuous process taking place as an integral part of the teaching-learning process.
- 2.3 Assessment takes into account the cognitive, affective and psychomotor domains and the development level and learning style of the students.
- 2.4 Assessment and evaluation measure student progress toward the expectations/outcomes at the classroom, school, and Manitoba Department of Education curriculum outcomes.
- 2.5 Assessment and evaluation procedures are based on clearly stated expectations/outcomes, indicators/criteria and standards (where they exist) to ensure that the assessment and evaluation data are valid; that is they measure what they are intended to measure.

- 2.6 Assessment procedures focus on the assessment of process skills, as well as content knowledge.
- 2.7 Assessment and evaluation foster students' abilities to transfer knowledge, skills and values into life experiences.
- 2.8 Assessment and evaluation consider the abilities, needs, learning styles and multiple intelligences of students of both genders.
- 2.9 Assessment and evaluation involve the use of a variety of strategies, address both the process and product of learning, and are matched to the particular learning activity.

3. TYPES OF ASSESSMENT

- 3.1 **STUDENT ASSESSMENT** – student assessment is a systematic process for gathering information from a variety of sources to meet a variety of educational needs of students. Assessment may include classroom observations, performance testing, informal reading inventories, writing folders/samples, portfolios, teacher developed tests, checklists/rating scales, oral/written examinations and assignments.
- 3.2 **EVALUATION** – evaluation is the process of interpreting assessment information, determining to what extent students have attained the prescribed outcomes and standards, and identifying what knowledge and skills still need to be learned. The quality and merit of student response, product, or performance is judged using predetermined criteria.
- 3.3 **FORMATIVE ASSESSMENT** – formative assessment is an assessment procedure that a teacher uses during instruction to find out how well individual students or the whole class is learning the concepts presented and then making necessary adjustments to the program/instruction. Formative assessment is designed to:
 -  Monitor student progress;
 -  Provide meaningful feedback on student achievement relative to learning outcomes; and
 -  Improve instruction rather than assign marks to students
- 3.4 **SUMMATIVE EVALUATION** – summative evaluation is assessment/evaluation that is designed to provide information to be used in making judgements about a student's achievement toward the attainment of the prescribed learning outcomes at the end of a block of instruction. It is primarily used for assigning marks.
- 3.5 **STANDARDS TESTS** - standards tests are achievement assessment instruments in which the test items are based on the specific learning outcomes that the student has been taught and compares a student's performance in relation to expected levels of performance (standards). Such assessment instruments are Criterion-referenced Tests.
- 3.6 **STANDARDIZED TESTS** – Standardized tests are achievement assessment instruments given to a large number of students under similar circumstances that compares the scores of each student to the scores of those in the 'norm group' – a nationwide sampling of students who have already been given the test by the publisher of the test. The test items may or may not reflect the specific learning outcomes that the student has been taught. Such assessment instruments are Norm-referenced Tests.

- 3.7 **DIAGNOSTIC ASSESSMENT** – Diagnostic assessment is assessment designed to determine a student’s attitude, skills or knowledge in order to identify specific student needs prior to instruction.
4. **STUDENT PROGRESS** – OEA endorses the concept of continuous progress to ensure that each student receives instruction in terms of his/her educational needs. The organizational arrangement for such instruction will be based on a graded system as set out by the Manitoba Department of Education.
- 4.1 The following terms shall be used in reporting to parents/guardians to indicate the progress of a student at the **EARLY/MIDDLE YEARS** (k – 8) level:
- 4.1.1 **PROMOTED** – the individual student has acquired the expectations/outcomes needed to proceed to the next grade level.
 - 4.1.2 **RETAINED**– in those cases in which a student has not acquired the expectations/outcomes to proceed to the next grade level, the student will continue with the program at that grade level for part or all of the next school year. The program for students who are continuing in the early/middle years grades shall be adapted to provide for remedial service in the development of basic skills and for new experiences and opportunities to assist in the development of concepts.
 - 4.1.3 **ACCELERATED** – in those cases in which a student has achieved the expectations/outcomes to proceed to the next grade level in less than a full school year and has met all other criteria for promotion, the program for the student shall provide for enrichment activities at the grade level assigned as well as opportunities for instruction in the skills and concept at the next grade level.
 - 4.1.4 **PLACEMENT** – the term placement shall be used when a student has been assessed by the resource department to determine the appropriate grade level.
 - 4.1.5 **ADAPTED** – the program for the student in the specified subject area has been modified to meet the particular learning needs of the student.
 - 4.1.6 **INDIVIDUAL EDUCATION PLANS** – Follows a designed plan to address identified needs and specific outcomes to reach the age of 21 if need be.
- 4.2 **SENIOR HIGH** (Grades 9 through 12)
- 4.2.1 A student shall earn one credit by undertaking and successfully acquiring the expectations/outcomes of a course of study for which a minimum of 110 hours of instruction has been scheduled. Half credits may be earned (provided they exist) in like manner (55 – 60 hours)
 - 4.2.2 A student may challenge for a special approved credit.
 - 4.2.3 A student may challenge for a high school credit offered at a school by filing a notice of intent with the school principal as outlined in the Challenge for Credit Option.
 - 4.2.4 A student may apply for Credit Recovery depending on an interview with the Credit Recovery Team and their Assessment of Prior Learning Outcomes. The purpose of

Credit Recovery is to attain a satisfactory achievement in any given course without repeating. An example would be if a student was passing the course having completed 75% of the course and had to withdraw, they would be a good candidate for Credit Recovery.