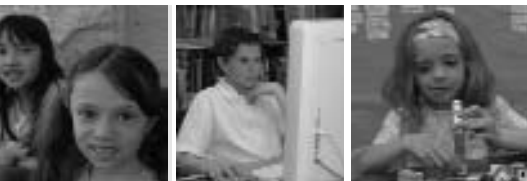


# SECTION 1.b



**COMMUNICATION ABOUT STUDENT LEARNING:  
GRADES K - 8**

**N.E.P.N.  
CODE:**

**IKAB-1**

## **Appendix C:**

- **Guidelines for Assessment, Evaluation and Reporting to Support Learning and to Encourage Student Achievement – Grades K to 8**
- **Glossary of Terms Related to Assessment, Evaluation and Reporting**

## **Guidelines and Procedures:**

### **1. Grading Procedures**

- Teachers shall use learning goals (general and specific learning outcomes) as the basis for grade determination.
- Teachers shall use criterion-referenced assessment to determine marks and grades rather than interpreting a student's performance in relation to other students.
- Whether an independent or cooperative learning strategy is used, a student's mark shall be based on individual achievement.
- Grades shall not reflect effort, participation, attitude, attendance, punctuality, and other behaviours, unless the specific behaviours are stated parts of a Manitoba Education, Citizenship and Youth curriculum document.

### **2. Reassessment to Reflect Student Achievement Accurately**

- Teachers shall provide reasonable opportunities for students to provide evidence of improved achievement related to curricular outcomes.
- Teachers shall adjust a student's grade if new evidence of learning provides a more accurate representation of student achievement.
- When several measures occur for the same or similar knowledge or skill, the more recent evidence shall replace the previous evidence (without penalty), with the teacher employing appropriate professional judgment to consider the consistency of the evidence, for grade determination.

### **3. Developing Assessment Literate Students**

- At appropriate times teachers shall involve students in discussions related to assessment to ensure they understand the purpose(s) of the assessments used in the class and how marks and grades are determined. The discussions should also focus on how assessment(s) can assist both teachers and students.
- Teachers shall involve students in self-assessment and in communicating their achievement and progress.

<b>Adopted:</b> June 26 '07	<b>Legal References:</b>
<b>Revised:</b>	



# SECTION 1.b



	<b>COMMUNICATION ABOUT STUDENT LEARNING: GRADES K - 8</b>	<b>N.E.P.N. CODE:</b>	<b>IKAB-I</b>
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#### 4. Record Keeping

- Teachers shall accurately record evidence of student achievement on an ongoing basis.
- Information pertaining to formative assessments shall not be used to determine a student's final grade.
- Evidence of progress and achievement shall be linked to learning goals (general and specific learning outcomes).

#### 5. Formative Assessment

- Formative assessment shall occur on a regular basis in classrooms.
- Feedback provided to students on formative assignments should be provided through the use of comments, rubrics, checklists, and other strategies, as opposed to marks.

#### 6. Summative Assessment

- Prior to an assessment being used, all students should be informed as to the purpose of the assessment and how their performance will be judged.
- A variety of assessment methods (e.g. having students write, demonstrate, speak) should be employed when gathering evidence of student learning related to curricular outcomes.

#### 7. Reporting Percentage Grades

##### Grades 6 through Grade 8

- The November reports shall not include percentage grades.
  - The November student progress reports shall be followed by student progress conferences.
- The February and June reports shall include percentage grades.
  - Only information from summative assessments shall determine percentage grades.
  - The February student progress reports shall be followed by student progress conferences in March.
- To calculate the percentage grades reported in February and June, and to encourage a student's continued improvement and learning, the teacher shall employ professional judgement to consider the relative importance between the most recent evidence of achievement and the most consistent level of achievement.
  - In February, a percentage grade below 50% shall be reported as insufficient evidence of achievement (IN) for a passing grade.
  - In June, a final percentage grade below 50% may be reported as insufficient evidence of achievement (IN), in exceptional circumstances.

<b>Adopted:</b>	June 26 '07	<b>Legal References:</b>
<b>Revised:</b>		

## Notes

# SECTION 1.b



**COMMUNICATION ABOUT STUDENT LEARNING:  
GRADES K - 8**

**N.E.P.N.  
CODE:**

**IKAB-1**

## Glossary

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

**Assessment as Learning:** Assessment as learning occurs when students reflect on their own learning and make adjustments so that they achieve deeper understanding.

**Collaborative Learning:** An approach to learning that stresses, in general, the importance of such factors as teamwork, interdependence, and interaction among students. Examples of collaborative learning could include small-group learning projects, cooperative learning, and peer tutoring.

**Criterion-Referenced:** Criterion-referenced assessment occurs when a teacher assesses or evaluates a student's achievement in relation to stated learning outcome.

**Evaluation:** The process of making judgements and decisions based on the interpretation of evidence gathered through assessment for communicating student achievement.

**Formative Assessment (Assessment for Learning):** Assessment for learning occurs when assessment is designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class e.g., observation, quizzes, homework, instructional questions, initial drafts/attempts. Assessment for learning should offer students descriptive and frequent feedback.

**Grade (Grading):** A grade is the number reported at the end of a period as a summary statement of student performance.

**Mark (Marking):** A mark is the number, letter, or score given to a test or performance.

**Norm-Referenced:** Norm-referenced assessment occurs when a teacher assesses or evaluates a student's achievement in relation to other students within a class, across classes, or with other schools.

**Outcomes:** Outcomes are descriptions of the knowledge and skills that students are expected to know and are able to do at the completion of a course or a unit of study.

**Provincial Standard:** Provincial standards describe the expected level of student performance in relation to grade-specific and subject-specific outcomes.

**Reliability:** The degree to which an assessment or instrument is able to measure consistently a characteristic or attribute.

<b>Adopted:</b> June 26 '07	<b>Legal References:</b>
<b>Revised:</b>	



# SECTION 1.b



	<b>COMMUNICATION ABOUT STUDENT LEARNING:</b>	<b>N.E.P.N. CODE:</b>	<b>IKAB-1</b>
	<b>GRADES K - 8</b>		

**Reporting:** Reporting is the process of summarizing and clearly communicating the data collected through assessment and evaluation to students, parents, and administrators. Reporting may take various forms and may be done formally or informally. Through the process of reporting, teachers, parents, students, administrators, and other professionals are encouraged to discuss a student's achievement and plan for future success.

**Rubric:** A rubric is a fixed scale and specific set of criteria that describes what performance should look like at each point on the scale. Usually a rubric has between three and five levels.

**Self-assessment:** Self-assessment involves students reflecting on their work and performance to gain insight into their progress. To be effective teachers need to train students to be good self-assessors and allow them many opportunities to hone their skills in this area.

**Summative Assessment (Assessment of Learning):** Assessment of learning occurs when assessment and evaluation is designed to provide information (evidence) for making judgements about a student's achievements at the end of a sequence of instruction, e.g., final drafts/attempts, tests, exams, assignments, projects, performances.

**Validity:** The degree to which test instruments and tasks measure the attribute(s) that they were intended to measure.

## References

- Manitoba Education and Training (1997). *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents*. Winnipeg.
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- O'Connor, K., (2002). *How to Grade for Learning: Linking Grades to Standards*. Skylight/Pearson, Glenview, IL.
- Information retrieved from the State of Victoria (Department of Education & Training) website on March 5, 2006.  
<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment/glossary.htm> © State of Victoria (Department of Education & Training), 2002
- Principles for Fair Student Assessment Practices for Education in Canada* (1993). (Joint Advisory committee) Edmonton, Alberta.

<b>Adopted:</b> June 26 '07	<b>Legal References:</b>
<b>Revised:</b>	

## Notes