

Introduction

The Board of Trustees, through the adoption of new policies, guidelines and procedures in 2006, signalled to the Louis Riel School Division community that assessment, evaluation and reporting of student progress was to be a major focus of professional discussion in the Division. This discussion has been framed by a three year implementation plan. In 2006-2007 and 2007-2008 the implementation and consolidation phases of the "AER" policy initiatives have been supported by significant budgets that allowed numerous school-based and Divisional professional development activities to unfold. Looking forward, the Division will continue to support educators as the enhancement phase of the initiative commences in the 2008-2009 year. Assessment, Evaluation and Reporting: A Guide for Professional Practice in Louis Riel School Division is intended to support and structure ongoing discussions in the Division.

The main intent of the AER policies and procedures adopted by the Board is to promote student learning in the Louis Riel School Division. Supporting and promoting professional learning, and discussions related to classroom practices on the part of educators within the Division, is another key goal of the AER initiative.

The discussions sparked by the AER initiative have resulted in valuable conversations related to professional practice in the Louis Riel School Division community. These conversations have contributed to the development of common understandings and will continue to do so into the future.

In schools, vibrant and meaningful professional dialogues examining the underpinnings of the initiative, and the practical implications related to changes in professional practice, have taken place. Over the last two years many of these discussions have centered on the importance of:

- exercising professional judgement with regards to selecting curricular outcomes that become the focus of instruction,
- making learning outcomes visible to students,
- using a variety of instructional strategies in classrooms to meet student needs,
- the role formative assessment can play in promoting student learning,
- involving students in goal setting and self-assessment,
- using professional judgement when sifting through the evidence of student learning during the evaluation process, and
- separating academic progress from personal and social development when writing comments on reports and determining grades.

The Division recognizes the important contributions that all staff have made to the successful commencement of our shared learning experience. Thinking about our practices, considering change, and implementing change is a complex and challenging task that educators willingly undertake.



Notes