

| SUBJECT | N.E.P.N. CODE |
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| ACADEMIC ACHIEVEMENT: ASSESSMENT AND EVALUATION OF STUDENT LEARNING | IK |

I. POLICY

The Louis Riel School Division believes that assessment and evaluation of student learning are integral parts of the educational process for all students.

The Division seeks to promote assessment and evaluation of student learning that is consistent with:

- [Manitoba Education Assessment and Evaluation](#)
- [Manitoba Education Curricular Outcomes](#)
- [Public Schools Act Sections 58.6, 58.9\(2\), 58.10](#)

II. GUIDELINES

- I. Assessment and Evaluation procedures shall assist educators to:
 - Make informed decisions regarding the educational progress and development of individual students
 - Provide communication between teachers, students, and parents/guardians to inform instruction and improve learning
 - Share with each student and parents/guardians the extent to which goals and outcomes have been achieved

2. Assessment and Evaluation of student learning will:
 - Focus on individual student development in relation to curricular outcomes
 - Be informed by evidence based, best practices
 - Be a continuous process, which occurs as an integral part of the teaching and learning process; therefore, it will guide student supports and instruction
 - Inform students and parents/guardians about the goals and outcomes of each curriculum, the expectations for the student, and the means of assessment
 - Be based on varied techniques to give due consideration to each student's needs, abilities and interests

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| Adopted: | April 12, 2005 | Legal References: Manitoba Education Assessment and Evaluation , Manitoba Education Curricular Outcomes , Public Schools Act Sections 58.6, 58.9(2), 58.10 |
| Revised: | February 5, 2019 | |

- Provide constructive feedback, which focuses on each student’s growth and achievement as a learner
- Engage students in the assessment of their learning

III. PROCEDURES

I. Responsibilities:

Every teacher shall:

- Design, adapt, develop, and choose on-going assessment methods and tools for all students which are fair and appropriate for the age, ability, background, prior experience, and grade level of the students.
- Administer varied assessments to inform teaching
- Collect and use assessment results when planning instruction, developing programming, and making decisions about individual students
- Use grading procedures which are consistent with Manitoba Education
- Use various assessment strategies and tools as described below:
 - a) Classroom-based strategies, including but not limited to:
 - daily work samples, learning logs and journals, progress portfolios, observations,
 - conferences with the teacher, self-assessments, peer assessments
 - b) Progress and achievement assessments, as measured against established standards for curricular outcomes, including but not limited to:
 - individual projects, including essays, research papers, oral presentations, lab reports, tests;
 - group projects, for example: conferencing, science/art displays, plays;
 - c) Inquiry activities, including debates, experiments, investigations, survey projects
 - d) Provincial Assessments, where applicable;
- Communicate expectations, assessment/evaluation criteria, results, and recommendations for student growth to students, parents and administrators.
- Provide for the school administration (if requested), parents/guardians and students, a description of student assessment and evaluation at the beginning of each course or program.
- The Division will support the implementation of divisional assessment, evaluation and reporting expectation through professional development

2. Student Specific Plans

Where it is deemed necessary for the curricular outcomes to be significantly altered for a student, a Student Specific Plan will describe the programming and assessment plan. Refer to the [Student Specific Planning Protocol](#) to support this.

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