

ASSESSMENT: PRINCIPLES AND STANDARDS

School District 73 Business Company believes that high quality assessment, evaluation and communication of student progress and achievement are integral components of the teaching/learning process and form the basis of an effective educational program.

Assessment is the continuous process of gathering, recording and analyzing information about student learning through a variety of strategies against specific criteria related to the curriculum expectations and desired learning outcomes. Assessment is used to inform teacher practice and provide students with descriptive feedback that guides their efforts toward improvement. The primary purpose of assessment is to support student learning.

Student learning is best supported when a balanced assessment program is in place for all students. A balanced assessment program makes appropriate use of assessment of learning, assessment for learning and assessment as learning. Assessment of learning is assessment designed primarily to make judgments about student achievement of knowledge and/or skills at a given point in time. Assessment for learning is assessment designed primarily to promote student learning and guide instruction. Assessment as learning is assessment primarily designed to provide students with the opportunity to reflect on their learning. Each of these assessment types is an integral part of teaching and learning.

Assessment that is fair and yields accurate information about student achievement will lead to an evaluation and communication process that is clear, accurate and meaningful for students. Fair and accurate assessment will support instruction and program improvement, increase student motivation, promote student achievement, and follow the Guiding Principles and Standards of Fair Student Assessment.

REGULATIONS

The following Guiding Principles and Standards of Fair Student Assessment provide a vision of how assessment literate educators develop and implement successful assessment practices at the classroom, school and Board level.

1. Guiding Principles
 - 1.1. The primary purpose of assessment is to improve student learning.
 - 1.2. Assessment practices are fair and equitable for all students.
 - 1.3. Communication about assessment is ongoing, clear and meaningful.
 - 1.4. Professional development and collaboration support assessment.
 - 1.5. The student's home school is communicated about the assessment process.
 - 1.6. Assessment practices are regularly reviewed.

2. Standards of Fair Student Assessment

- 2.1. Provide all students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviors being assessed.
- 2.2. Inform students in advance of the basis and criteria for assigning letter grades.
- 2.3. Use methods that should be appropriate for and compatible with the purpose and context of the assessment.
- 2.4. Minimize/control all relevant sources of bias and distortion that can lead to inaccurate assessment.
- 2.5. Demonstrate that the procedures for judging or scoring performance are consistently applied and monitored.
- 2.6. Collect sufficient information to make informed decisions.
- 2.7. Provide communication that is clear, accurate, and of practical value to the parties for whom they are intended.
- 2.8. Use assessment results to make decisions about program and instruction.
- 2.9. Align assessment with the BC Curriculum.

The Guiding Principles and Standards of Fair Student Assessment defined in this policy support those articulated in Ministry of Education.