

## **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 British Columbia Ministry of Education's standards of quality assessment.

### **REGULATIONS**

The following guiding principles of quality assessment outline how assessment-literate educators develop and implement successful assessment practices.

1. Quality assessment
  - 1.1. Is fair, transparent, meaningful and responsive to all learners.
  - 1.2. Focuses on all three components of the curriculum model – knowing, doing and understanding.
  - 1.3. Provides ongoing descriptive feedback to students.
  - 1.4. Is ongoing, timely, specific and embedded in day to day instruction.
  - 1.5. Provides varied and multiple opportunities for learners to demonstrate their learning.

- 1.6 Involves students in their learning and promotes the development of student self-assessment and goal setting.
- 1.7 Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning.
- 1.8 Communicates clearly to the learner and home school where the student is, what they are working towards and the ways in which learning can be supported.

## 2. Guiding Principles for Assessment

- 2.1. Offers a consistent approach across all grades and areas of learning.
- 2.2. Inform students in advance of the basis and criteria for assessment.
- 2.3. Highlights key aspects of student development across grade-level bands.
- 2.4. Reflects learning standards within grade levels and areas of learning.
- 2.5. Enables students to demonstrate the same learning in different ways.
- 2.6. Supports communication among students, teachers and home schools.
- 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 informed decisions about program and instruction.
- 2.9. Align assessment in accordance with British Columbia curricular standards.