

Student Assessment and Evaluation

Policy No. 304.1R

REGULATIONS

Foundation

Assessment and evaluation practices are intended to:

- Provide ongoing reporting of progress to students and parents/guardians,
- Be timely, specific and embedded in day-to-day instruction,
- Be varied and provide multiple opportunities for learners to demonstrate their learning,
- Allow students to be partners in learning,
- Provide relevant information for the next steps in learning and teaching,
- Provide a full profile of the student and their learning over time,
- Provide a variety of formal and informal evaluation approaches which identify strengths and areas of improvement in student learning; and,
- Be consistent, ethical and equitable across the district.

Administrative Procedures

1. Students should participate in school, district, provincial and other assessments as required by the BC Ministry of Education and the school district.
2. Under the direction of the Superintendent, district level staff will identify and support the implementation of district assessments to help inform and enhance student learning at the local level.
3. To support continuous development and improvement, the district will encourage and promote collaborative assessment marking sessions for teachers.
4. The Superintendent, or designate, will ensure that staff responsible for assessment and evaluation procedures in the district will be knowledgeable of current research-based methods that inform and support student learning within the BC education framework.
5. The Superintendent, or designate, will ensure that assessment and evaluation processes adhere to all Ministry of Education and Board of Education policies, guidelines and procedures.
6. Specific student exceptions or alternative assessments may be granted for district or provincial assessments with approval from the Superintendent or designate. Unless approval is granted in

writing, students will be expected to complete the appropriate assessment based on their age and grade level.

7. The Superintendent, or designate, will establish processes and timelines for the collection, analysis and interpretation of student learning evidence from all schools. Further, the Superintendent, or designate, will provide reports to the Board of Education regarding how student learning evidence has been used in support of evaluating and improving student learning, including curriculum, programs and strategic planning.