

**Policy Statement:** The Western School District shall ensure a planned approach to student assessment, intervention, and evaluation; appropriate and timely communication and reporting; and a focus on the achievement of learning outcomes.

### 1. Application

This policy applies to all staff responsible for student assessment and evaluation and shall be applied consistently throughout Kindergarten – Level III.

### 2. Rationale

This policy supports provincial guidelines for assessment and evaluation based on the provincial curriculum expectations and achievement levels outlined in the elementary and secondary curricula. Student assessment and evaluation are important in providing appropriate supports to students, and also influence teaching strategies and interventions. Understanding and implementation of good assessment and evaluation practices enable teachers to more effectively impact achievement levels for all students. Students can demonstrate the full extent of their understanding and achievement of curriculum expectations when they are provided with numerous and varied opportunities to demonstrate learning.

### 3. Operational Policy Statements

#### 3.1 Student Centered Assessment and Evaluation

Evaluation and assessment practices shall foster and reflect the holistic development of the student. These practices shall respect the uniqueness of each student and assist each in achieving his/her full potential.

#### 3.2 Learning Outcomes

The learning outcomes prescribed by the Newfoundland and Labrador Department of Education shall form the framework for teaching, learning and assessment, and evaluation.

#### 3.3 Types of Assessments and Evaluations

Comprehensive evaluation shall consist of pre-instructional, formative and summative assessments.

3.4 Planned Approach to Assessment and Evaluations

There shall be a planned approach to assessment and evaluation which includes using a variety of data and following a set of practices to determine the student's level of achievement.

3.5 Communication and Reporting

Schools shall provide accurate and timely communication to parents/guardians and students about student achievement using both formal and informal reporting methods.

3.6 Programming Decisions

Programming and placement decisions, and necessary interventions, shall be made in the best interests of the student, taking into consideration the student's cognitive, academic, social and emotional strengths and needs.

3.7 Roles and Responsibilities

The assessment and evaluation policy shall be a shared responsibility with distinct, but complementary roles for each stakeholder.

**4. References**

*The Evaluation of Students in the Classroom: A Handbook and Policy Guide*, Second Edition, Department of Education, September 2000

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