

The primary goal of assessment and evaluation is to enhance student learning and reporting to parents. Assessment, evaluation and reporting are done provincially, divisionally and within schools and classrooms. All are linked to and focused on the student learning outcomes mandated by Manitoba Education (ME).

Assessment

Assessment is the systematic process of gathering information about what a student knows, is able to do, and is learning to do. The purposes of assessment are to:

- a. provide teachers with data from multiple learning sources about the achievement level of their students in order to plan appropriate instruction and improve achievement levels,
- b. provide data to the Division for program planning and improvement,
- c. plan appropriate educational programs for each student based on this data,
- d. ensure that ME and Division curricula are implemented,
- e. provide direction for the school's professional learning plan.

Evaluation

Evaluation is the process of interpreting assessment information, determining to what extent students have attained learning outcomes and standards, and describing the quality of student learning. The purposes of evaluation are to:

- a. analyze student results for each student to determine if they require additional support or focused attention,
- b. determine the effectiveness of Division, school or classroom-based planning and programming.

Reporting

Reporting is the process of clearly communicating the data collected through assessment and evaluation to various education stakeholders, including parents. The purposes of reporting are to:

- a. provide accountability to parents and community members,
- b. provide students an opportunity to share and celebrate what they have learned,

- c. report on the results of student learning in selected areas of the curriculum,
- d. assist in policy, program, and curriculum development,
- e. facilitate public and professional discussions on student learning.

The accompanying regulations outline assessment programs, responsibilities and reporting procedures in the Division.

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The Division believes that learning is at the heart of effective schools and that we have the responsibility to support student's continuous personal and academic growth. The Division recognizes the need for a focus on data collection, *for, of, and as* learning.

1. **Assessment Programs**

Multiple sources of data must drive decision making. To that end the following Division-wide assessment practices have been put into place:

- Divisional assessments in English Language Arts (ELA) and Mathematics,
- Provincial assessments,
- Kindergarten to Grade 9 Division reading and writing continua,
- High school examinations in the four core subjects (English, Mathematics, Social Studies and Science) in Grades 9, 10, 11, and 12 (Policy F.3.B),
- Ongoing classroom-based assessments.

Based on school needs additional assessment/evaluation practices will be implemented.

2. **Responsibilities**

Principals and teachers have specific responsibilities related to the assessment program:

a. **Principal**

Principals shall be responsible for ensuring:

- i. the assessment and evaluation program is carried out in all classes,
- ii. the assessment and evaluation process is communicated to students and parents,
- iii. accurate records are kept of the results.

b. Teachers

Teachers shall be responsible for:

- i. maintaining portfolios/collections of student work from a variety of sources including continua, work samples, checklists, rating scales, rubrics, anecdotal observations, assignments, tests, quizzes, learning logs, reflective journals and homework,
- ii. ensuring that students and parents in Kindergarten to Grade 8 are informed about the appropriate grade level outcomes and the assessment practices being utilized,
- iii. ensuring that students and parents in Grades 9 to 12 are provided an outline of each course and an explanation of how the marks are to be determined prior to the commencement of the course,
- iv. establish and communicate expectations regarding assignments,
- v. set up and communicate reasonable timelines for assignments and support students in meeting these timelines,
- vi. establish, communicate, and apply consequences for late and missing work.

The strategies for implementing the above responsibilities are outlined in the document “Provincial Assessment Policy Kindergarten to Grade 12”.

3. Reporting

The reporting of student learning shall take place as follows:

a. Nursery/Kindergarten

Reporting will take place using Division approved report cards.

b. Grades 1 to 12

Formal reporting will take place utilizing the provincial report cards.

It is expected that student progress will be communicated regularly to parents between formal reporting periods utilizing the provincial document “Provincial Assessment Policy Kindergarten to Grade 12”.

Information: [Manitoba Education, Assessment and Evaluation, “Provincial Assessment Policy, Kindergarten to Grade 12”](#)
Policy F.3.B – School-Based Final Examinations

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