

Frontier School Division believes that assessment and the communication of student achievement are essential to the teaching and learning process. These practices must be conducted in a positive way that supports continuous learning and growth. The primary purpose of assessment and evaluation is to improve student learning.

### **Assessment**

The Board expects and supports assessment and communication of student achievement that is consistent with:

- Provincial legislation, policies and guidelines,
- Provincial curricular outcomes,
- Divisional procedures and guidelines,
- Current evidence-based research.

### **Foundations:**

Frontier School Division is committed to the guiding principles of assessment through the implement of Assessment FOR Learning, Assessment AS Learning, and Assessment OF Learning principles as outlined by Manitoba Education.

**Assessment FOR Learning** is designed to make students' understanding visible, so that teachers can plan for learning in such a way that all students' needs are met. Teachers use assessment results to align instruction with targeted outcomes, identify particular learning needs of individual or groups of students, select and adapt materials and resources, create differentiated learning opportunities to help all students move forward in their learning, and provide feedback and direction to students.

**Assessment AS Learning** is a process of developing and supporting students' understanding of their own learning, or metacognition. When students are active, engaged and aware of their learning processes, they make sense of the information, relate it to their prior knowledge and use it to adjust their current understandings or use it to acquire new learning.

**Assessment OF Learning** is summative in nature and is used to confirm what students know and can do, and, occasionally, to show how they place in relation to others. Teachers concentrate on ensuring they use assessment evidence to provide an accurate account of students' proficiency so that the recipients of the information can use it to make reasonable and defensible decisions.

1. **Responsibilities**

**A. Teachers shall:**

- Design, differentiate, develop and choose on-going assessment methods for all students that are fair and appropriate for age, ability, background, prior experience, and grade level. Assessment practices will reflect provincial policy, Divisional procedures and current, evidence-based practice;
- Administer a variety of assessments;
- Collect and use assessment data to develop programming, plan for student learning, and make decisions for individual students;
- Use grading practices consistent with provincial policy and guidelines, curricular outcomes, and current evidence-based research;
- Provide students, parent(s)/guardian(s), school administration and Area Superintendent with a course outline at the beginning of each course or program that outlines:
  - The prescribed units of study and expected learning outcomes based on provincial and locally developed curriculum;
  - Course expectations;
  - Expectations regarding academic honesty;
  - A description of student assessment and evaluation criteria and expectations.
- Communicate student learning results and recommendations for growth to students, parent(s)/guardian(s), and school administration on a regular basis;
- Formally report progress, using the mandated Provincial Report Card, as per *The Public Schools Act*.

**B. School Administrators shall:**

- Ensure the implementation of the provincial curriculum and the assessment policies;
- Ensure that the assessment practices reflect Division policy and procedures;
- Review on an annual basis each teacher's program plan and assessment practices and procedures.

**C. Area Superintendents shall:**

- Support the implementation of the provincial and Divisional policies and procedures through professional development.

2. **Appropriate Education Programming:**

Teachers are expected to help students meet the expected learning outcomes as per the provincial regulation (*Appropriate Education Act*) through:

**Differentiated Instruction** – instruction or assessment that alters the presentation of the curriculum for the purpose of responding to learning diversity, interests and strengths of the students.

**Adaptations** – changes made in the teaching process, materials, assignments, or student products to help a student achieve the expected learning outcomes.

**Modifications** – a change in the number or in the content of the learning outcomes a student with a significant cognitive disability is expected to meet as determined by the Student Support Team. These changes are documented in the Individualized Education Plan (IEP).

**Individualized Programming** – learning outcomes that are different than the Manitoba curricular outcomes and based on a student’s need for highly individualized and functional student-specific outcomes within age-appropriate and community environments. Individualized programming is not course specific and students do not receive grades; rather, their progress is documented through the IEP process.

### 3. Final Summative Assessments:

Final summative assessments are an important element of student assessment when they are conducted in such a way that they effectively assess the achievement of the learning outcomes upon which the course is based.

The following regulations apply:

- All core subjects will have a final summative assessment in Grades 7 and 8. These assessments may be Divisional or school-based. The final assessment will not comprise more than 20% of the final grade.
- When determining the final grade in Grade 9 to 12 subjects, the final assessment will comprise the following ratio:
  - Grades 9 and 10      20%
  - Grades 11 and 12    30 % (except Grade 11 Essential Mathematics, where the final assessment will comprise 20% of the final grade)
- The weight of the final mark of Grade 12 Provincial Assessments on students’ final grades is determined by Manitoba Education as follows:
 

▪ English Language Arts	30%
▪ Applied Mathematics and Pre-Calculus	30%
▪ Essential Mathematics	20%
- There will be no exemptions from the final summative assessments, unless stated in a student’s IEP.

**4. Academic Honesty:**

Students must understand that the assignments they submit as evidence of their learning and the tests/assessments they complete must be their own work and that academic dishonesty will not be tolerated.

Teachers have the responsibility to communicate and reinforce expectations of academic honesty with students. Where academic dishonesty has occurred, the teacher is expected to respond appropriately. Academic dishonesty includes copying others' work, using cheat notes, and submitting or representing someone else's work as one's own (plagiarism).

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student and the potential impact of the consequence on subsequent learning and motivation when dealing with academic dishonesty. Whatever the consequence, students are expected to complete the work in an honest way.

**5. Appeal of Marks and Grades:**

A student or parent(s)/guardian(s) who disagrees with the assessment of their work or with the final course grade may, within five (5) school days of the mark or grade being issued, request a re-assessment or re-calculation of the grade.

The teacher will re-assess the work or recalculate the grade and submit to the Principal for their final approval. The Principal will have final authority and will communicate the final decision and/or results to the student and parent(s)/guardian(s).

**6. Reporting:**

In accordance with *The Public Schools Act*, Frontier School Division has an obligation to conduct regular assessments of student learning, record the data, and report formally to parent(s)/guardian(s) at regular reporting periods using the Manitoba Provincial Report Card.

N/K to Grade 8 schools will report a minimum of three (3) times throughout the school year: November/December, March, and June.

High Schools (Grades 9 to 12) will report a minimum of two (2) times per semester: November and February; April and June.

Student achievement must be reported and communicated appropriately, meaningfully and accurately to students, parent(s)/guardian(s), and to other teachers. The results must indicate the achievement of learning outcomes. Written comments on the report card must describe learning achievement in relation to the curriculum:

- What the student knows and is able to do;
- Areas of learning that require further attention and development;
- Ways in which the teacher is supporting the students' learning needs, and ways the student can support their own learning.

Teachers will keep the school administrator informed of the progress of all students, including students performing above or below grade or course expectations. Whenever a student is judged to be achieving below grade or course expectations, parent(s)/guardian(s) must be fully informed through regular communications.

Teachers must also consider the following when reporting student progress:

- Teachers are expected to make informal contact with parent(s)/guardian(s) regarding student progress. Informal reporting can be accomplished in a variety of manners including, but not limited to, student agendas, telephone or electronic communications, notes, letters, or meetings.
- The involvement of students reporting to parent(s)/guardian(s) is considered to be a vital part of the assessment process. Student self-assessment, reflections, portfolios, and student-led conferences are strategies that can assist with this process.