

3.0. Programs and Services
3. A. Student Assessment

3.A. ASSESSMENT AND EVALUATION OF STUDENT LEARNING

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ASSESSMENT AND EVALUATION OF STUDENT LEARNING

1.0 Rationale

The guidelines that follow will assist teachers in aligning practices with appropriate principles of assessment and evaluation.

2.0 STUDENT ASSESSMENT

Lakeshore School Division believes that high quality grades must meet the following standards:

- Meaningful – Teachers should organize assessment information by essential learning outcomes enabling them to provide a profile of student strengths and areas for improvement.
- Consistent – Teachers should work from a common understanding of essential learning outcomes and performance standards.
- Accurate – Teachers should determine grades that are as pure a measure of achievement as possible.
- Supportive of Learning – Teachers should ensure that students have a clear understanding of the goals and criteria for success as well as the assessments that are part of the instructional process and those that are summative for grading.
- Accurate and meaningful grades rely on quality assessments. Quality assessments have the following five attributes: Clear Targets, Clear Purpose, Appropriate Target method match, Appropriate Sampling and Freedom from Bias and Distortion.

2.1 TYPES OF ASSESSMENT

The primary purpose of assessment is to improve student learning. Lakeshore School Division is committed to the implementation of Assessment FOR Learning and Assessment OF Learning.

2.1.1 *Assessment FOR Learning*

Assessment FOR Learning provides feedback to students and teachers about their learning and teaching.

- Formative assessment is an integral part of the teaching and learning process.
- It is used to provide the student with feedback to enhance learning.
- It is used to reflect the student's progress.
- It informs decisions about the next steps in teaching and learning.
- It can take a variety of forms, such as comments on a presentation, conferencing or interview, or the analysis of test results (observations and conversations).

- Formative instruments may include: daily work, conferences, quizzes, essays, observations, tests, performance-based assessment, journals, and others.

2.1.2 *Assessment OF Learning*

Assessment OF learning is the process of judging the quality of student learning based on established criteria. This is generally a more structured activity than formative assessment occurring at the end of a unit, activity, course, term or program. Adapted summative strategies will be considered for a student with particular learning styles and needs.

Kindergarten to Grade 6:

- Appropriate summative strategies and the frequency of the summative assessments shall be determined by the classroom teacher. These shall be outlined in the teacher's assessment plan and shared with students.

Grades 7 and 8:

- A variety of summative strategies such as research papers, essays, portfolios and projects shall be utilized. The types of strategies and the frequency of the summative assessments shall be determined by the teacher and defined in the teacher's assessment plan and shared with students.

Grades 9 to 12:

- a variety of summative strategies such as research papers, essays, portfolios, exams and projects shall be utilized. The types of strategies and the frequency of the summative assessments shall be determined by the teacher and defined in the teacher's assessment plan and shared with students.
- Final assessments will account for no more than 30% of a high school student's final grade. They will be kept on file at the school for a minimum of one year.
- All other summative assessments will be returned to students. A teacher may seek permission from a student to retain a particular work sample. Copyright rests with the student.

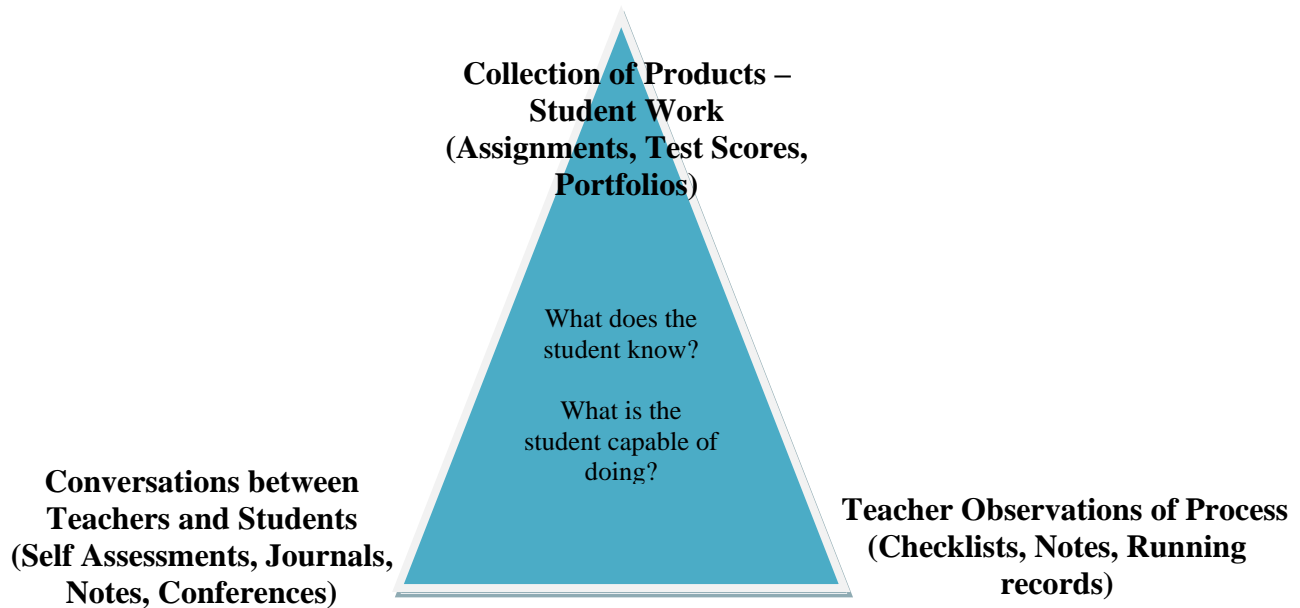
2.1.3 *Provincial Assessments and Standards Tests*

Lakeshore School Division will participate in all provincial assessments as directed by Manitoba Education.

- The primary purpose of the provincial assessments is to provide information to students, parents and educators about students' performance as compared to provincial assessment standards.

2.2 TRIANGULATED EVIDENCE FOR ASSESSMENT

Students should be given multiple opportunities to demonstrate their learning over the duration of a course. In determining a grade, teachers will look for the most consistent level of achievement with special emphasis on more recent achievement. Teachers check for student understanding through a variety of assessments including observations, conversations with their students and the student's work performance (products). Collecting data using the three methods is called triangulation (Anne Davies, *Making Classroom Assessment Work* (2000)).



3.0 ROLES OF EDUCATIONAL PARTNERS

3.1 SUPERINTENDENT

- The Superintendent shall be responsible for the implementation, monitoring and review of the Lakeshore Assessment Regulation and Procedure.
- In collaboration with the professional staff, the Superintendent will support professional development surrounding the assessment and evaluation of student learning.

3.2 PRINCIPAL

- The principal will ensure that the student assessments used in the school are consistent with the divisional regulations.
- The principal will monitor the teacher's use of students' assessments.
- The principal will ensure that records are maintained.
- The principal will ensure that parents/guardians are given accurate and timely information concerning their child's growth, progress and achievement.
- The principal will ensure that student handbooks will provide information to parents in regard to the expectations of academic responsibility, honesty and promotion or retention.
- The principal, in collaboration with the staff, will provide instructional leadership in the area of assessment.

3.3 TEACHER

- The teacher will be responsible for the implementation of student assessment consistent with the goals and outcomes of the curriculum and the divisional regulations.
- An assessment plan, as part of the yearly program plan, shall be developed by the teacher and shared with the student, parent and principal. This will occur prior to course instruction at Grade 9-12 and early in the school year at grades K-8.
- The teacher will ensure that assignment requirements and assessment criteria will be communicated to students. This will include the intended learning outcomes, the nature of products and performances, and the criteria for determining evidence of learning. If necessary, teachers will clarify expectations, provide exemplars to students and provide timely and specific feedback to students.
- The teacher will set and communicate reasonable timelines for assignments and support students in meeting these timelines.
- The teacher will be responsible for communicating through classroom procedures or course outlines about the importance of submitting assignments when they are due and about the

consequences for students who submit assignments late or who fail to submit assignments.

- Teachers will communicate and reinforce expectations of academic honesty with students.
- The teacher will be responsible for maintaining records obtained from his/her assessments and to provide timely and specific feedback to students.
- The teacher will report to the parents/guardians concerning the progress of their child in an accurate and timely manner.

3.4 STUDENTS

- Students are responsible for providing evidence of their learning within established timelines.
- Students must understand that there are consequences for not completing work or for submitting work late.
- Provide input to teachers to collaborate on timing of major assignments.
- Communicate with teachers in a timely manner if they are unable to meet a required deadline.
- Students are required to submit evidence of their learning that is their own work. They must understand that cheating and plagiarism will not be tolerated. Please refer to other Divisional regulations and procedures for utilizing generative artificial intelligence.

3.5 PARENTS/GUARDIANS

- Be informed about the assessment regulations of Lakeshore School Division.
- Support their children in completing required work within a timely manner.
- Communicate with their child's teacher, any information pertinent to their child's ability to complete required work in a timely manner.
- Collaborate with the classroom teacher in all aspects of assessment for learning, and assessment of learning.
- Parents/Caregivers are responsible for supporting their children in submitting evidence of their learning that is their own work. They must understand that cheating and plagiarism will not be tolerated.

4.0 ASSESSMENT OF LEARNING

A student's academic achievement is based on curricular outcomes and reported using provincially identified criteria.

The following guidelines are to be followed to determine a student's grade:

- 4.1 Grading and reporting will always involve some degree of subjectivity.
 - Based on the best evidence available, a teacher will use his/her professional judgment to determine the grade.
 - Above all, the grade should be an accurate reflection of what the student has learned.
- 4.2 The use of zero (or deduction of marks) should only be used to indicate that a student has not learned aspects of curricular outcomes.
 - Students must be held accountable for incomplete assignments, poor learning behaviour and non-attendance. (See Academic Responsibility section)
 - Marks should only be used to indicate student achievement.
 - Marks should not be used as a form of reward or punishment.
- 4.3 Grades will be calculated on summative information and not on practice work, homework, pre-tests and the like (formative).
 - Students should be given ample opportunities and time to practice the specific learning outcomes before summative assessment takes place.
- 4.4 Students will be given multiple opportunities to demonstrate their learning over the duration of a course.
 - In determining a grade, teachers will look for the most consistent level of achievement with special emphasis on more recent achievement.
 - Students may need several opportunities to demonstrate their learning which may mean assessing a given outcome more than once or reassessing an outcome if it allows a student to demonstrate their understanding. The purpose of summative assessment is to determine students' achievement against a specific learning outcome.
 - If a student has opportunity to engage in further learning between one assessment opportunity and the next, the new learning must be acknowledged and noted. More practice time and opportunities should generate better results.
- 4.5 The act of collaborating and learning with others is highly desirable.
 - However, grades will be based on individual achievement and not on group achievement.
 - Students must be assessed on their individual achievement.
 - Students should not be penalized for the inadequate contributions of some nor rewarded for the exemplary efforts of others.
- 4.6 It is critical that all students participate in self and peer assessment as a reflective practice. However, a student's grade will be determined by the teacher, and not on the basis of a student's self or peer assessment.

- The teacher is responsible for making final judgments (assessment OF learning) around a student's learning in relation to the curricular goals/outcomes.
- 4.7 The final grade calculation will be a fair reflection of the student's achievement. The most consistent score or the central tendency calculation used, must tell the real story of a student's learning.
- 4.8 Professional discretion should be used to determine when it is appropriate to use the code 'IN'. The code 'IN' may be used in the following scenarios:
- when a student's level of achievement cannot be assessed due to extended absence (professional judgement is applied when a substantial portion of subject content is missed during the term) or being new to the school with no available information from the previous school
 - when the nature of the course is such that an interim grade cannot be determined (e.g., Grades 11 and 12 Health/Physical Education/Health Education, work placement).
 - as an alternative to a failing grade related to missing evidence of achievement, the code 'IN' may be used when there is a plan in place to address the issue, as follows:
 - at Grades 1 to 6, in any term, including 'Final'
 - at Grades 7 and 8, in any term, including 'Final' and the 'Overall Grade'
 - at Grades 9 to 12, for any term, but not as a 'Final Grade' which is left blank until a final grade is determined, including cases where a course is extended beyond the time (according to a plan, as indicated above) when a final grade would normally have been determined

The teacher comment should provide an explanation.
 - Please see *Manitoba Provincial Report Card Policy and Guidelines*, 2021, p. 24 for more information.
- 4.9 Assessment procedures for students with special needs will follow the guidelines in the Appropriate Educational Programming in Manitoba: Standards for Student Services document, 2022, Manitoba Education.

5.0 ACADEMIC RESPONSIBILITY

Assessment practice must support students' responsibility for their learning. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late.

5.1 TEACHERS SUPPORTING STUDENT LEARNING

5.1.1 Establish and clearly communicate expectations regarding assignments.

- Teachers will prepare a written overview of their assessment plan for a given unit of study and provide a copy to students.
 - The teacher shall ensure that assignment requirements and assessment criteria will be communicated to students.
 - This will include the intended learning outcomes, the nature of products and performances, and the criteria for determining evidence of learning.
 - If necessary, teachers will clarify expectations, provide exemplars to students and provide timely and specific feedback to students.

5.1.2 Set and communicate reasonable timelines for assignments and support students in meeting these timelines.

- Teachers will use their professional judgment to establish reasonable, but firm, expectations regarding timelines being mindful of other demands and students' strengths and challenges.
- Teachers will support and motivate students who do not take responsibility for their work through the use of a variety of strategies.
 - Regular communication about student progress among teachers, students and parents.

5.1.3 Establish, Communicate and Apply Consequences for Late and Missing Work.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late.

5.1.3.1 Procedures for determining a mark for a student who has failed to submit assignments on time or has submitted late assignments:

Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.



Develop an agreement with the student to complete the work.



Offer support to students to address issues and barriers that may be preventing the student from completing the assigned work.



Deduct marks for late or missing assignments, considering the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequences on subsequent learning and motivation.

5.2 ASSIGNING AN 'IN' (Insufficient Evidence)

An IN cannot be used for a final grade in grades 9-12, the final grade remains blank. This allows students from Grade 9-12 to continue working toward the expected learning outcomes without failing a course (Credit Recovery). An 'IN' is assigned when a student is making progress but requires additional time and assistance. Teachers must establish a timeline for 'IN' completion taking into consideration their school's timetable, the course requirements, and Manitoba Education Guidelines and Policy (See Manitoba Provincial Report Card Policy and Guidelines). There must be a comment on the report card indicating that the student is continuing to work on completing course outcomes into the next semester.

Upon assigning an 'IN' or providing a recommendation to credit recovery the teacher will:

- Determine which outcomes need to be met and what work will need to be completed to demonstrate the learning.
- Decide on a date for when the work needs to be completed.
- Indicate who the work will be submitted to.
- Determine what other supports are available for the student (eg. EA, Resource Teacher, Technology, etc.).
- Indicate what materials are required and ensure that the student has all materials.
- Ensure that the student is aware that there must be a clear indication that the evidence submitted has provided sufficient evidence of meeting pre-determined outcomes (Providing criteria for assessment eg. Rubrics).
- Communicate the expectations for completing the incomplete course with students and parents/guardians.
- Provide a copy of the timeline to the school administration.

6.0 COMMUNICATING LEARNING

6.1 REPORTING

The primary purpose of grades is communication about achievement measured against learning outcomes. Reports must accurately reflect the student's level of achievement in relation to outcomes.

- 6.1.1 A student's specific learning behaviours will be reported separately. For instance, effort, participation, assignment completion and attendance require teacher feedback but not as part of a student's overall grade.
- 6.1.2 Grades will be communicated to students and parents in clear and concise ways. Multiple opportunities to share student achievement beyond the report card shall be provided to parents. Grades will be shared with parents/guardians unless a student 18 years of age or older requests otherwise.
- 6.1.3 As official documents, report cards must become part of the student's cumulative file. The report card shall be made available to non-custodial parents, upon request, unless a court order dictates otherwise.
- 6.1.4 Schools will follow the direction of the Manitoba Education and Early Childhood Learning Provincial report cards in regard to type of programs, number of reporting periods and format of written reports.

6.2 PARENT-TEACHER INTERVIEWS

- Parent-teacher interviews shall be an integral part of the home and school communication.
- Teachers are encouraged to include students in the interview process.
- Parent-teacher interviews will occur a minimum of twice a year (once each semester).
- Teachers may meet with parents informally, use triad conferences or student-led conferences.

7.0 ACADEMIC PROMOTION OR RETENTION

Factors to be taken into account when making the decision to promote, promote with supports, retain or accelerate a student should include:

- considerations to both the short term and long term effects of the decision for the student;
- consideration to the student's previous history of retention;
- the student's effort, attitude and work habits;
- personal and home factors such as chronological age, social and emotional maturity, and physical development;
- parental input;
- relevant support personnel input;

- any other issues related to the decision.

7.1 Kindergarten to Grade 8

In Kindergarten to Grade 8, promotion, promotion with supports, retention or acceleration decisions rest with the principal who consults with teachers, parents, Superintendent's Department and other support personnel as appropriate.

If a decision involves retaining a student, promoting the student with supports or accelerating a student, schools must address that student's learning needs. Schools must put supports in place for struggling or gifted students which includes the development of a Student Specific Plan (SSP).

The school shall notify the parents/guardians that the student is at risk of retention or placement with adequate time for remedial work prior to the final decision.

7.2 GRADES 9-12

In Grades 9 – 12, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents and other specialists as appropriate. There must be clear evidence of the learning outcomes achieved. Schools must put supports in place for struggling students who are repeating courses which includes the development of a SSP for that student.

As soon as a student is at risk of not obtaining his/her credit, the parent/guardian must be notified.

7.2.1 CHALLENGE FOR CREDIT

Principals will be responsible for implementing the procedures for students wishing to challenge a high school credit based on the Manitoba Education, *Guidelines for Implementing Challenge for Credit*, 2003.

8.0 ACADEMIC HONESTY

It is expected that the assessments that students submit as evidence of their learning are their own work. Academic honesty includes not cheating, (copying others' work etc.), lying (not being truthful about group work, circumstances given to ask for extensions etc.) and plagiarism (submitting someone else's work as their own). Please refer to Divisional regulations and procedures on utilizing generative artificial intelligence in assignments.

8.1 Academic Honesty Range of Consequences

In addition to the school's code of conduct, the following is a range of consequences that could be applied in the case of academic dishonesty:

- Contact Parents
- Have the student redo the work honestly
- Loss of privileges
- Detentions
- Deductions of Marks

Regardless of the consequences, students will be expected to complete the work in an honest way.

9.0 RIGHT TO APPEAL ASSESSMENT PROCEDURE DECISIONS

9.1 Right to Appeal

Any student or parent shall have the right to appeal a decision regarding his/her progress, achievement and retention/promotion:

The appeal process is as follows:

- The teacher will review the appeal with the student and/or parent(s).
- The principal will review the appeal with the teacher and student and/or parent(s).
- The Superintendent/CEO will review the appeal with the teacher, the principal, the student and/or parent(s).
- The Board will review the appeal with the Superintendent/CEO (or designate), the principal, the teacher, the student and /or parent(s).

The appeal may result in:

- A change in the decision arising from the appeal procedure.
- A recommendation for a re-evaluation by the teacher utilizing mutually agreed upon assessments.
- The decision being upheld.
- The student and/or parent choosing to withdraw the appeal.

9.2 Provincial Standards Test Reread

If a student disagrees with a mark from a Provincial Standards Test, a reread may be requested according to the following procedure:

- a) The request for reread must be made in writing to the school Principal within five school days of the date the final standards test mark was reported to the

student. A fee must be included with this request (the fee is refundable to the student *only* if the mark increases on the reread).

- b) A trained marker from outside the student's school will be selected by Division Administration to reread the exam.
- c) The mark given on the reread of the standards test will be the final mark issued, whether the mark is raised, lowered, or remains the same. This standards test mark will then be recalculated into the student's final course mark by the classroom teacher.

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