

**1. Rationale**

The Simcoe County District School Board's (SCDSB) Strategic Priorities – Excellence in Teaching and Learning, Diversity, Equity, and Inclusion, Well-being, and Community – support the vision of a community of learners achieving full potential. [Growing success: assessment, evaluation, and reporting in Ontario's schools, kindergarten to Grade 12](#), including addendums (*Growing Success*) provide the policy direction for the implementation of assessment, evaluation, and reporting of student achievement in our schools. The SCDSB values the diversity of students and is committed to supporting the achievement and well-being of all students while fostering a safe, inclusive, and accepting learning environment.

The SCDSB has enacted this policy pursuant to the following statement included in *Growing Success*:

*Recognizing that the needs and circumstances of individual boards vary widely, the policy outlined in this document provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set by the ministry. Education stakeholders throughout the province have voiced the need for greater consistency in assessment, evaluation, and reporting practices among the schools within a board, and initiatives to achieve improvement in that regard are strongly encouraged.*

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*

**2. Policy**

It is the policy of the SCDSB to ensure that effective assessment, evaluation, and reporting practices are utilized to improve student achievement, guide instructional practice, determine the quality of student work, and provide regular communication to students and parents/guardians with respect to the achievement of the Ontario curriculum and, where appropriate, alternative curriculum expectations.

Assessment, evaluation, and reporting practices in the SCDSB will be fair, transparent, and equitable for all students to support both ongoing improvements in achievement and well-being. Feedback will be provided on all assessments submitted for evaluation.

**3. Definitions**

- 3.1 Purpose of assessment and evaluation - to improve student learning.
- 3.2 Assessment - the process of gathering, from multiple and varied sources, information that accurately reflects how well a student is demonstrating achievement of the curriculum expectations in a subject or course.
- 3.3 Assessment *for* learning - the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their

learning, where they need to go, and how best to get there. The information gathered is used by educators to provide timely and specific feedback and determine the next steps in instruction. Assessment *for* learning is an evidence-based instructional strategy that takes place while the student is still learning and serves to promote continual and ongoing student progress.

- 3.4 Assessment *as* learning - the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from educators, self, and peers to determine next steps; and set individual learning goals. Assessment *as* learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning.
- 3.5 Assessment *of* learning - the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. Assessment *of* learning occurs at or near the end of a cycle of learning.
- 3.6 Evaluation - the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on an analysis of all assessment data that provide evidence of achievement of the overall expectations of the subject/course. Evaluation occurs at strategic times throughout the subject/course, often at the end of a period of learning.
- 3.7 Alternative curriculum - a set of curriculum expectations that may differ from those outlined in the Ontario Curriculum, detailed within a student's Individual Education Plan (IEP), and reported on via a board-approved alternative report card.
- 3.8 Reporting - the process through which educators communicate student achievement using both the progress reports and the provincial report card in elementary and the provincial report card in secondary. An alternative report card may be used to report student achievement where the expectations of the Ontario Curriculum do not form the basis of the student's program. Educators may also use informal reporting methods including interim reports, interviews, and conferences.
- Using the provincial report card, all students must receive reporting that includes providing a letter grade or percentage mark, as well as a comment that provides context for the mark or grade.
- 3.9 Equity and inclusion – equity in assessment, evaluation, and reporting is grounded in the belief that all students are able to demonstrate their learning regardless of their socio-economic status, individualized learning needs, ethnicity, gender, religion/creed, racialized and Indigenous identities, and other aspects of identity.
- 3.10 Professional judgment – is informed by knowledge of the student and the professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in

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student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

- 3.11 Learning skills and work habits – the skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation.
- 3.12 Student achievement – a performance measurement to which the student(s) has/have reached their short and/or long-term educational goals.

#### **4. Administrative procedures**

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

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