

**FORT LA BOSSE
SCHOOL DIVISION # 41
STUDENT ASSESSMENT
and EVALUATION
MANUAL**

PRINCIPLES and STRATEGIES

For

FAIR STUDENT ASSESSMENT

In support of

EFFECTIVE TEACHING and LEARNING

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Introduction

Fort La Bosse School Division # 41 is committed to fair and effective student assessment as a critical component of the learning and teaching process. Such an assessment approach will:

- ❖ Enhance the effectiveness of student's learning and teacher's instruction in the classroom.
- ❖ Ensure teacher and student involvement in the assessment process.
- ❖ Organize data and judgments in a comprehensive manner for the school community – students, teachers, parents, and guardians.

“ Good teachers use a variety of instructional strategies, from direct instruction to coaching. They involve their students in meaningful activities such as discussions, group processes, and hands-on projects, and they enable students to achieve specific learning goals. Good teachers constantly assess how their students are doing, gather evidence of problems and progress, and adjust their instructional plans accordingly.”

A Practical Guide to Alternative Assessment

“Curriculum and assessment are two essential ingredients required to create a stimulating classroom environment. Curriculum provides an outline of knowledge and skills to be learned. Assessment reflects how well knowledge is being retained and skills developed. The competent teacher blends these ingredients so that they interact in a meaningful way for the student. Once this balance is struck, curriculum and assessment appear as one dynamic force serving to reinforce an individual's unique learning abilities.”

Gregg Bereznick, Consultant,
Board of Education, London, Ontario

“The new vision of learning and evaluation of student learning reflected in multidimensional assessment is broad-based, relevant to real life, process oriented, and based on multiple measures which provide a whole portrayal of student learning.”

“Not only will logical and verbal abilities continue to be assessed but assessment will also include visual, auditory, kinesthetic, intrapersonal, and interpersonal abilities.”

Howard Gardner,
Assessment Based on a Vision of Learning

Basic Beliefs

Fort La Bosse School Division # 41 believes that:

- ❖ research and practice confirm the interrelationship of curriculum, instruction, and assessment.
- ❖ a major component of the teacher’s responsibility is to gather information from enough different samples to be able to describe the student’s performance accurately and consistently.
- ❖ teachers must have specific guiding goals and outcomes against which to compare student work.
- ❖ teachers must establish the criteria that student work must meet, and define these in ways that make the public aware of what is being judged and the rules for judging.
- ❖ shared decision-making (teacher-teacher, student-teacher, etc.) is one of the most powerful ways to increase confidence in the assessment process.
- ❖ a critical element in improving assessment practice is giving students ownership and involvement in the process.

Basic Principles

Fort La Bosse School Division # 41 has adopted the Principles of Fair Student Assessment Practices for Education in Canada (Appendix A) as a basis for its **DIVISIONAL STUDENT EVALUATION POLICY**. Based on this document the policy is also in tune with the provincial document, Reporting on Student Progress and Achievement. (Appendix B)
Glossary (Appendix C)

Principles for Fair Student Assessment Practices for Education in Canada

According to this national document, assessment is broadly defined as a process of collecting and interpreting information that is:

- ❖ used to inform students and their parents/guardians about the progress students are making toward attaining the knowledge, skills, attitudes, and behaviours to be learned or acquired and,
- ❖ used to inform various personnel who make educational decisions.

Assessment depends on professional judgment. This document summarizes important factors to consider in exercising this judgment and in striving for the fair, authentic, and equitable assessment of all students.

The Principles for Fair Student Assessment Practices for Education in Canada document is comprised of five interrelated themes, stated as follows:

- *Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.*
- *Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.*
- *Procedures for judging or scoring student performance should be appropriate for the assessment method used and should be consistently applied and monitored.*
- *Procedures for summarizing and interpreting assessment results should yield accurate informative representation of a student's performance in relation to the goals and objectives of instruction for the reporting period.*
- *Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.*

“A collaborative approach to assessment empowers learners.”

“A trusting relationship between the teacher and the student encourages self-assessment.”

“... in an outcome based system, the tested, taught and learned curricula are aligned with the responsibilities for developing curriculum, designing instruction and administering the design and development of assessment of student learning. They are fulfilled within a collaborative effort based on a shared vision of a well educated student.”

J.Fitzpatrick, The School Administrator, September, 1994

“Not everything that counts can be counted; not everything that can be counted counts.”

Ruth Sutton

Student achievement is based on the four foundation pillars:

- ◆ ASSESSMENT
- ◆ EVALUATION
- ◆ GRADING
- ◆ REPORTING

The policy includes the definitions, purposes, and applications of these very fundamental aspects of student evaluation. Please refer to the graphic organizer on the following page.

The graphic organizer depicting the four pillars of student evaluation is presented in chart form for posting in the classroom.

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ASSESSMENT

Definition

Assessment is the process of:

- ◆ gathering information on a daily, on going basis.
- ◆ using a variety of assessment tools and strategies.
- ◆ documenting what the student knows, is able to do, and is learning to do.
- ◆ determining the needs of the student, which will guide instruction.

Purposes of Assessment

Gathering data
Improving student learning
Guiding and informing instruction
Reflecting the achievement of learning outcomes
Providing program evaluation and accountability

Applications of Assessment:

- ◆ assessment methods should be appropriate for and compatible with the purpose and context of the assessment.
- ◆ teachers at all levels should use a broad range of assessment strategies to give sufficient information to make informed judgments about student performance.
- ◆ teachers should use a balanced approach to make informed judgments so students can demonstrate their learning in a variety of ways.

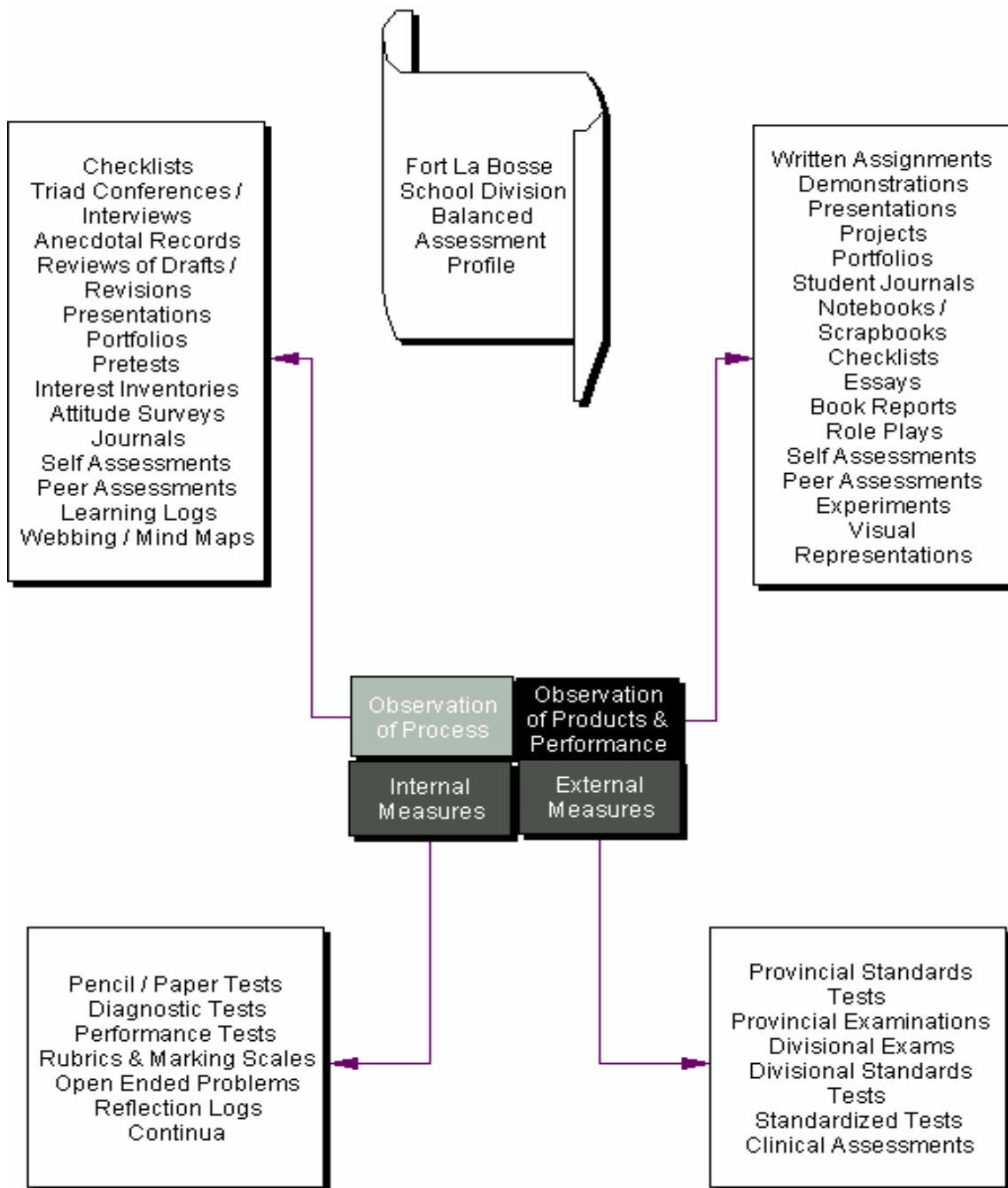
Assessment methods can be categorized into four main areas:

- observation of process
- observation of products and performance
- internal measures
- external measures

Please refer to the Balanced Assessment Profile on the next page, which lists examples of assessment methods for each of the four areas. This balanced approach should provide enough information for teachers to make informed judgments and for students to demonstrate their learning.

“Assessment and instruction can be one and the same if and when we want them to be. Students should be involved in the assessment process. Students who participate in the thoughtful analysis of quality work so as to identify its critical elements or internalize achievement become better performers.”

Richard Stiggins,
Student-Centered
Classroom
Assessment



Assessment of Special Needs Students

Establishing appropriate expectations and clearly defined attainable goals is the foundation for a fair and effective assessment process for students with special needs. Teachers will find that traditional assessment instruments often do not accurately reflect these students' abilities. The use of additional or alternative assessments is usually needed.

Students who are described as having "special needs" include a wide variety of individuals whose educational needs may not be addressed through the delivery of departmental –developed or –approved curricula. This necessitates individualized programming to accommodate their special learning requirements. These requirements will be outlined in their Individualized Education Plan (IEP).

An IEP details the specific learning outcomes to be met by the student, the learning strategies to meet the identified outcomes, and a schedule that allows for team monitoring and evaluation at regular intervals throughout the school year.

Grading and reporting for special needs students will reflect the students' achievement of the outcomes identified in the IEP.

The Planning, Learning and Teaching Partnership

Assessment is an integral part of the planning, learning and teaching process. Teachers must activate their students' prior knowledge in order to make connections to new learning. Teachers need to clearly identify curriculum-based outcomes. Teachers must ensure that they gather both adequate and accurate samples of students' work.

As the teacher presents the lesson, he/she will continue to assess and analyze learning and make adjustments to the lesson to maximize the students' learning. An important consideration is the identification of resources and materials that are needed. Connecting the learning activities and sharing this information with students is vital for learning. Any way that students can be involved in this process will enhance the learning that takes place.

“Assessment encourages students to take responsibility for their own learning.”

Tom Guskey

“In order to evaluate students, we need to have clear criteria in mind, we must know each child in order to ascertain growth, and we must have some level of expectation in mind for the particular age of student we teach.”

Bonnie Campbell Hill & Cynthia Ruptic, Practical Aspects of Authentic Assessment: Putting the Pieces Together

“Marking for the expected outcomes in the product of pupil’s learning must be complemented with some systematic observations of pupils as individuals, in order to spot unexpected and significant learning.”

Ruth Sutton, Assessment for Learning

EVALUATION

Definition

Evaluation is the process of:

- ◆ summarizing and interpreting assessment information.
- ◆ making informed judgments concerning:
 - the attainment of outcomes and standards.
 - the mastery of knowledge and skills.
 - the identification of further learning needs.

Purpose of Evaluation

- determining the extent of student’s prior knowledge and skill level
- determining the success of teaching and learning strategies
- judging assessment data for grading and formal reporting purposes
- determining the extent to which students have attained the curriculum outcomes/standards
- identifying what knowledge and skills still need to be learned

Applications of Evaluation

- ◆ Teachers use their knowledge, experience, and assessment data to evaluate student progress by examining a student’s:
 - academic achievement of learning outcomes.
 - individual growth.
 - social growth.
 - other factors (attitude, behaviour, attendance, punctuality).
- ◆ Student self-assessment, reflection, and goal setting provide students with active involvement.
- ◆ Schools may use norm-based tests such as Canadian Achievement Tests (CAT) for diagnostic purposes only.
- ◆ Assessment data collected near the end of each term/year more accurately describes the performance of a student’s achievement of outcomes by using different scoring processes.

See Appendix B of Reporting on Student Progress and Achievement

“Procedures for judging or scoring student performance should be appropriate for the method used and can be consistently applied and monitored.”

Principles for Fair Student Assessment Practices in Canada.

- ◆ Teachers use their insight and knowledge about learning, their experience with students, and the assessment data they collect to evaluate student progress. Such judgments reflect:
 - the student’s academic achievement in relation to curriculum outcomes and standards.
 - the student’s academic growth during the term/year. .
 - the student’s personal and social growth.
 - the factors contributing to or distracting from the student’s success.
- ◆ It is expected that students be actively involved in evaluation processes. Student self-evaluation, reflection, and goal setting are important aspects of the learning process.
- ◆ When teachers evaluate student performance, they consider:
 - the expected outcomes.
 - the expected level or quality of student performance in achieving these outcomes.
 - the expected development for students in a similar age range.
 - the student’s individual growth.
 - the student’s personal and social development.
- ◆ Evaluation serves three important purposes:
 - to ascertain the extent of student’s prior knowledge and skill level
 - to determine the success of teaching and learning activities
 - to judge assessment samples for grading and formal reporting purposes

Evaluation of students’ academic performance is based on standards. Standards are realistic expectations of what students need to know and be able to do as a result of their education. In Manitoba, provincially mandated curriculum guides express these standards as “learning outcomes”. Curriculum guides outline what schools are expected to teach and what students are expected to learn.

Teachers use professional judgment along with expected learning outcomes and the expected levels of performance to set criteria to evaluate student’s learning. These criteria form the basis of evaluating and reporting on student progress. Such criterion-referenced evaluation compares a student’s performance to established criteria rather than to the performance of other students.

“A comprehensive picture of the student’s learning can be obtained through a variety of assessment methods.”

Principles of Fair Student
Assessment Practices for
Education in Canada

In order to provide an accurate reflection of student achievement and growth, the teacher should give greater importance to assessment data collected near the end of the term or school year. Such data often more accurately describes the performance of the student in relation to curriculum outcomes. Simple averaging of the entire course or school year’s work may not accurately indicate the student’s level of achievement at the end of the course or school year.

Averaging is a valid strategy when processes and content are discrete units and do not form a developmental thread through the course or school year. Teachers can also decrease the negative effect of simple averaging by reflecting increasing expectations in criteria used to evaluate the students as the course or school year progresses.

Reference: Appendix E

“Grading is the process of abstracting a great deal of information into a single symbol for ease of communication.”

Richard Stiggins, Student Centered Classroom Assessment

“Principles for summarizing and interpreting assessment should yield accurate and informative representation of the student’s performance in relation to the goals and objective of instruction for the reporting period.”

Principles of Fair Student Assessment Practices in Canada

GRADING

Definition

Grading is the process of assigning a symbol (letter, number, rating) for a student’s performance in relation to expected learning outcomes.

Purpose of Grading

Providing a symbolic representation of a student’s achievement of the outcomes as established by curricula.

Applications of Grading

- ◆ The teacher determines the relative importance of each learning activity in relation to the expected outcomes for the term.
- ◆ The student’s performance demonstrated through the learning activities is collected and recorded.
- ◆ The teacher determines the worth of each activity. Activities can have different values.
- ◆ The student’s overall performance is judged in relation to learning outcomes for the unit or term. The teacher determines where the overall performance falls in the grading scale.
- ◆ The number scale or percentage that corresponds to the level of performance by the student is assigned as indicated on the next page of this policy.

Assessments that are evaluated and graded are used for several purposes. Grading provides quantified evaluation:

- ◆ to identify a student’s achievement.
- ◆ to assess the success of learning activities.
- ◆ to provide the graded samples necessary for formal reporting.

Grading Scales

Early Years

For the 2008-09 school year, Kindergarten to Grade 5 will use a grading scale that ranges from 1-4 as indicated by the following chart. Schools may choose this scale for Grades 6, 7 and 8 as well, as an optional school based decision.

For the 2009-10 school year and all subsequent years, Kindergarten to Grade 6 will use a grading scale that ranges from 1-4 as indicated by the following chart. Schools may again choose this scale for Grades 7 and 8 as an optional school based decision.

Student's Level of Learning	Early Years (K-6) Scale
Consistently meets learning outcomes	1
Meets learning outcomes most of the time	2
Approaches and sometimes meets learning outcomes	3
Does not yet meet learning outcomes	4

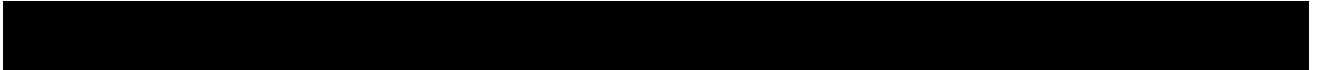
Grading Scale

Middle/Senior Years

Grades 6-12---2008-09 school year

Grades 7-12---- 2009-10 school year and each year there after

Grades 6-12 will report grades as percentages for all subjects for the 2008-09 school year. Schools may choose to make a school based decision and report all grades up to and including grade 8 utilizing the Early Years 4 point scale. Beginning the 2009-10 school year and each there after, grades 7-12 will report grades as percentages for all subjects, however; again schools may choose to make a school based decision and report all grades up to and including grade 8 with the Early Years 4 point scale



Guidelines for Grading which Support Learning and Student Success

The following guidelines are designed for learning and success. These guidelines are important and fit together to make a consistent whole. They are intended to provide a framework which not only gives flexibility to individual teachers, but also provides the opportunity for all those involved (teachers, students, parents, etc.,) to see that there is a consistent philosophy being applied in the grading practices used in a school and in the division.

Teachers should:

- ◆ **discuss assessment and grading with students at the beginning of instruction.**
For students to have the best opportunities to be successful in their learning, they must know how assessment and evaluation will be used, and they should be involved in decisions about assessment and evaluation. This does not mean that every detail has to be presented to students, but students should be involved in developing some of the assessment methods that will occur in a course. Students should receive, in writing, clear, concise information on how grades will be arrived at in each course, preferably in the first few days in each course.

- ◆ **limit the evaluated components included in grades to individual learning achievement**
("Learning achievement" is defined as the demonstration(s) by the individual of the knowledge, skill, and value outcomes that are stated for the course or unit of instruction.") Ken O'Connor
 - **Grades should be based on learning achievement.** If grades are to have a clear meaning, they must be relatively pure measures of achievement. There is a great deal of professional judgment involved in the development of an evaluation plan, in the choice or development of assessment instruments, and in the marking of assessment products. Grades should reflect this academic process.
 - **Non-academic values should not be included in grades. Unless they are explicitly stated in learning outcomes, effort, participation, attitude and other behaviours should be reported regularly but not included in grades.** This does not mean that these attributes are not valued - strong effort, participation, attitude, regular attendance, and submitting work on time are very important, but they should be reported separately. Grades should not be used as punishment for poor effort or misbehaviour. These are discipline problems and should be dealt with as such.

- **Grades should be based on individual achievement.** Grades should not unfairly reward or punish a student for another student's performance. Grades should not include generalized group marks; what goes into the grade should reflect the contribution of each individual in any cooperative learning situation. Grades may be similar because the individual achievement was similar, or grades may be different because the individual achievement was different.
- ◆ **sample student performance - do not mark everything and do not necessarily include all marks in grades.**
- This guideline supports learning by dealing with two serious problems - the “does this count” syndrome exhibited by students and the “I have too much marking” syndrome exhibited by teachers.
- **Provide feedback on “formative” performance.** Many assignments are designed to provide feedback so that students can improve performance and teachers can adjust instruction. As in band or basketball, the purpose of practice is to help students learn, not to produce marks for final grades. Students benefit from “taking risks” to improve their achievement. Teachers also benefit from reduced marking, as they do not need to mark everything students do.
 - **Include only “summative” performance in grades.**
Tests, exams, assignments, performances (debates, seminars, presentations) at the **end** of a unit or grading period should provide the information which is used to grade students. Teachers should have in their mark books a formative section to use for providing feedback and a summative section to use for grading decisions.
- ◆ **keep records so they can be updated easily.**
- **Use the most recent information.**
Students' limited ability or achievement at the beginning of a learning task should not be held against them as they improve. For the purposes of grading, what matters is what a student has actually achieved; not how little the student could do when he/she started. Therefore, grades should be entered in the grade book in such a method that prior information can easily be updated by the most recent summative information.
 - **Provide several assessment opportunities which are representative of student learning and improvement.**
Teachers should provide more than one opportunity for students to perform at their best. This does not mean an endless set of opportunities. However, if students are willing to undertake the responsibility for relearning a task, then reassessment is certainly appropriate.

- ◆ **relate grading procedures to the intended learning outcomes (expectations, standards, etc.)**
 In order for grading to be fair and to provide optimum opportunities for student success, teachers must have a clear understanding of what learning outcomes are expected and grading must be related to these learning outcomes. It is critical that teachers evaluate learning on clear, pre-established standards so the use of rubrics or scoring guides is essential.

- ◆ **use ‘criterion- referenced’ standards rather than “norm-referenced” standards to determine grades. (See glossary for definitions)**
 Glasser says, “No student grade should ever depend on what other students do.” Teachers must be careful that they do not have a “bell curve” half hidden in the back of their minds, and they must be prepared to celebrate, not question, when all students in a class achieve high grades. Students should challenge themselves against the standards rather than against each other.

- ◆ **use care when “crunching” numbers**
 - **The average does not have to be the “mean”: consider using the “median”.**
 The median (middle score in a group of marks) may be a more encouraging way of calculating grades. The mean (averaging) tends to emphasize the lower marks.
 - **Weight grades carefully to achieve intent in final grades.**
 The way in which marks are combined frequently involves “weighting” scores to reflect the importance of the evaluation methods and/or outcomes. The best way to ensure that weighting is done fairly is to convert all marks to a common scale (ideally percentages) and then apply weighting factors.

- ◆ **use quality assessment and properly record evidence of achievement.**
 Grades are meaningful only if they are based on quality assessment instruments. Teachers should use their professional judgment to ensure that assessment instruments are professionally valid and reliable. These should not “water down” the quality of instruction. The methods should match the task and provide a representative sample of student work.

Based on “How to Grade for Learning”
 Ken O’Connor

It is the Fort La Bosse School Division's position that there must be consistency in student evaluation among all schools in the division. To facilitate this, the following expectations must be met:

- **Mid term examinations will be replaced by a variety of consistent, authentic, classroom-based assessments.**
- **Senior Years students will complete a final examination formatted appropriately for each subject area. (i.e. performance assessment)**
- **There will be no recommendations at any level.**
- **Grade 7 & 8 students will complete a final examination formatted appropriately for ELA and Math. (i.e. performance assessment, final project etc.)**
- **Behaviour issues will not impact any student's grades.**
- **Term work will count for 70% of the final grade, the final assessment 30%.**
- **Final examinations will not exceed three (3) hours at a sitting.**
- **When a student is absent from final exams due to reasons other than illness/death etc., they are required to write exams at the same time as students would be in the school setting. The family of the student is responsible for locating a suitable proctor, (ie: pastor, teacher, lawyer etc.) and make arrangements for the exam to be faxed/mailed to the proctor. A \$25 fee may be attached per exam to cover costs of the service to the school as well as reimbursing the proctor for their time commitment.**

Student Retention / Acceleration

Students from Kindergarten to Grade Eight should rarely be required to repeat a grade. Similarly, only under exceptional circumstances, should a student be accelerated. When these special circumstances pertain, the school, in consultation with the parents/guardians, may determine that retention or acceleration is in the student's best interest. In cases where such consideration is given, the team of school personnel and parents/guardians must address the educational, emotional, and social effects of retention or acceleration on the student. The school must consider what alternative materials and instructional strategies will be necessary for the student's success if such a decision is made.

Communication must take place between the teacher and the parent/guardian, as early as appropriate in the school year, whenever a child is deemed at risk for retention. A written record of this communication should be kept in the student file, signed by both teacher and parent/guardian.

Students who are retained must have an individual education plan in place for the next school year. The individual education plan that is developed collaboratively by the school personnel and the parents/guardians should include the following:

- results of the year's testing
- overview of the student's strengths and weaknesses
- objectives for the next year
- a schedule for evaluation of the plan by the team members.

If parents choose promotion to the next grade level, which is a decision that is contrary to the school's recommendation, the child shall move on. Documentation including signed parental acknowledgement must be placed in the child's cumulative file indicating that the promotion was a parental decision only and was contrary to the recommendation of the school. (See Appendix D)

Appeal Process

Situations may arise where a student or parent believes an evaluation does not accurately reflect the student's achievement or growth. All appeals must be in writing and must be received within three (3) school days after the mark/grade or standing is received by the student. The steps in the appeal process are as follows:

1. Appeal to the teacher teaching the course. If not resolved,
2. Appeal to the principal of the school. If not resolved,
3. Appeal to the Superintendent of Fort La Bosse S.D. If not resolved,
4. A final appeal to the Fort La Bosse Board of Trustees.
5. Appeals should be resolved within five (5) days after receipt of the appeal by the teacher.

There should be two separate divisional appeal forms - one for retention/acceleration and a second for mark/grade appeal.

Assigning a WIP (Work In Progress)

The WIP designation allows students at Grade 9-12 to continue working toward the expected learning outcomes without failing a course. After consultation with student, parent/guardian, and school administrator, a teacher may assign a WIP when a student is making progress but requires additional time and assistance to complete the course of study.

If a teacher chooses to assign a WIP, he/she will outline a plan of assistance that includes the learning expectations for the student and a time frame for completion. The plan will identify areas that require further attention or development or specific requirements that must be fulfilled to meet expected learning outcomes.

When a WIP is assigned at the end of a semester, the student may be permitted to meet the expectations within a specified time period. Grade 12 students may be eligible for a WIP but it could have ramifications as to when they would graduate.

The teacher who assigns the WIP is responsible for assessing the student's completion of the course and converting the WIP designation to a grade. Teachers should establish timelines for WIP completion that consider teacher's availability, the school's timetable, course registration requirements and Manitoba Education and Training regulations.

“Since parents cannot be expected to wade through the student’s work and draw apt meaning, the educator’s job is to make meaning of the performance and present facts, judgments, diagnosis and prescriptions in a concise user friendly way.”

Grant Wiggins

REPORTING

Definition

Reporting is the process of:

- communicating assessment and evaluation data to students, parents, and administration.
- conveying information, which may take various forms, formally and informally
- sharing of a student’s interests, attitudes, and achievements.
- setting of goals for future success.

Purposes of Reporting

To communicate:

- achievement in relation to expected outcomes.
- individual academic growth.
- personal and social growth.
- other factors influencing student success.
- action plan and goal setting.

Applications of Reporting

- ◆ Reporting should:
 - focus on student progress and achievement in relation to learning outcomes.
 - reflect principles of fair student assessment.
 - ensure that information is clear and meaningful.
- ◆ Information reported must reflect diverse learning experiences and a variety of assessment methods/tools.
- ◆ K-6 information about student progress and achievement will be reported using a grading scale.
- ◆ Grade 7- 12 final marks (at the end of the year/semester) must be stated as percentages in all subject areas.

- ◆ Final marks **should** be supplemented by additional reporting information including teachers' constructive, anecdotal comments.
- ◆ Reports on student progress/achievement **should** contain at least two separate components:
 - marks that indicate academic progress and achievement for each subject.
 - anecdotal comments/checklist for attitudes and behaviours (not marks).

It is the expectation that all teachers in the Fort La Bosse School Division will work towards the attainment of the above reporting practices.

Teachers of Kindergarten – Grade 8 will prepare a minimum of three (3) written reports during the school year. The Grade 9-12 teachers will complete mid-term reports in November (Term 1) and April (Term 2) as well as a final written report at the end of each term/semester (January/June).

Mid-term reports for all grade levels will be accompanied by parent/teacher conferences. Students should be encouraged to attend all or a portion of these conferences.

“Assessment reports should be clear, accurate and of practical value to the audiences for which they are intended.”

Principles of Fair Assessment Practices in Canada

Assessment for learning: is designed to give teachers information to modify and differentiate teaching and learning activities, It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know.

Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Assessment as learning: is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for

new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning.

Assessment of Learning: is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

Formal reports to students and parents must communicate:

- the student's achievement in relation to the expected outcomes for the subject, grade and/or course.
- the student's individual academic growth.
- the student's personal and social growth.
- other factors influencing the student's success.

Together with the report, the student/parent/teacher conference should communicate:

- areas of learning that require further attention and development.
- ways the student/teacher/parent support the student's learning needs.
- goal setting for future achievement.

Teachers are encouraged to make contact with parents regarding student progress throughout the school year or term.

Such communication provides a vital link between home and school and can be accomplished in a variety of ways such as:

- telephone calls
- conferences
- notes, memos, informal reports, and daily or weekly journals.

Report Cards in Fort La Bosse School Division MUST include:

- **names of student, grade level, and program**
- **name of division and school**
- **attendance record**
- **format that is understandable and friendly to targeted readers**
- **comments that are concise, accurate, thorough, efficient and honest**
- **Personal Growth, Social Growth, Work Habits either in checklist or anecdotal format (examples below).**

Personal Growth	Social Growth	Work Habits
Attitude	Cooperation	Listens well
Organization	Teamwork	Follows directions
Accepts constructive criticism	Gets along with fellow students	Completes assignments on time
Seeks help when needed	Gets along with staff	Stays on task
Respectful of property	Possesses self control	Makes good use of unstructured time

The chart on this page describes some suggested areas to be included in the personal, social growth and work habits section of the Fort La Bosse K - 12 Report Card. The topics may vary with the age of the student for whom the report is being written.

- **academic Grades: K - Grade 6 indicated by a 1-4 scale, Grades 7 – 12 is indicated by percentages**

“Tell me.....I forget
Show me....I remember
Involve me...I
understand”

Chinese Proverb

- **an area for signatures of the in class teacher and the school administrator**
- **an area for signatures of parents and students**
- **anecdotal comments for each subject area**
- **an indication of curriculum outcomes covered during the term being reported upon**
- **all reports in grades K-8 will include a section on Literacy with ICT, and will be reported on based on the 4 point scale.**
- **Only credits achieved will be shown on transcripts. Provincial Exam marks will continue to be included as this practice is mandatory.**

Optional area for the Report Card

- **extra curricular activities may be included in a report card**
- **class averages for grades 7-12**

Teachers should document relevant discussions with student’s parents/guardians.

Required documentation related to each student’s assessment, evaluation, grading and reporting will be placed in the student’s cumulative file as outlined in the Student Records Policy set forth by Manitoba Education, Training, and Youth.

The active involvement of students in the reporting process is expected. Students are very aware of their strengths and weaknesses and can accept growing responsibility as they progress from Kindergarten to Grade 12. Such involvement should be appropriate to the student’s level of development and sophistication. Such self-assessment, student-teacher conferences, and student-led conferences with parents are ways to increase student involvement.

GLOSSARY

Adaptation:	The making of changes in the teaching process or materials or in student products to achieve the expected learning outcomes.
Anecdotal Record:	A brief narrative description of the observations teachers make on student learning and development.
Anecdotal Report:	A written description of a student's learning and development that indicates student performance, outlines concerns, and often provides recommendations for further student progress and achievement.
Assessment:	A process of gathering information on a daily, on going basis by using a variety of assessment tools and strategies. Assessment is documenting what a student knows, is able to do, and is learning to do. Assessment is determining the needs of the student, which will guide instruction.
Authentic Assessment:	<p>An assessment of student performance that involves students in tasks that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are worthwhile, significant, and meaningful. <input type="checkbox"/> occur in real-life contexts. <p>Authentic assessment provides students with descriptions of expected performance levels and the criteria by which they will be evaluated.</p>
Checklist:	An assessment instrument used by an evaluator to record the presence or absence of specific concepts, skills, processes, or behaviours and attitudes that the teacher has pre-selected for observation.
Clinical Assessments:	Assessments given by clinicians of the school division which are beyond the parameters of the professional teaching staff.
Collaborative Learning:	An approach to learning that stresses, in general, the importance of such factors as teamwork, interdependence, and interaction among students. Examples of collaborative learning could include small group learning projects, cooperative learning, and peer tutoring.

Criterion - referenced Test (CRT):	An assessment instrument in which the test items are based on specific learning outcomes and standards that can include knowledge, skills and strategies.
Evaluation:	A process of summarizing and interpreting assessment information and making informed judgments concerning the attainment of outcomes and standards, the mastery of knowledge and skills, and the identification of further learning needs.
Demonstration (Performance):	Specific assessment task(s), procedure(s), or skill(s) that students are required to perform while being observed by an educator.
Diagnostic assessment:	Assessments that probe the underlying causes of student learning difficulties. This information can help determine why some learning experiences may be more beneficial to a student's learning. This is important to know before developing and implementing a plan of intervention and collaborating with others to improve the student's learning.
Differentiated assessment:	The increasing diversity of students in the classroom requires a wide range of instruments for measuring the multidimensional expressions of each student's learning. Assessment must be equitable; it must offer opportunities for success to everyone.
Differentiated Instruction:	Instruction that acknowledges and responds to diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve expectations and realize his/her potential. Differentiated instruction is concerned with establishing a supportive learning environment for all students and with meeting each student's learning requirements.
Grading:	Assigning a symbol (letter, number, or rating) for a student's performance in relation to expected learning outcomes.
Graphic Organizer	Display of a process in a graphic manner.

Goal Setting:	It is the process of making plans for further learning. Students need to be taught how to set goals that are appropriate and attainable. In the process of goal setting students should consider their strengths, areas needing improvement, refer to the established criteria, identify resources necessary to reach success, develop an action plan, and revisit and revise goals.
Laboratory Work:	Practical experiences in which theories, techniques, methods, and scientific principles are tested, analyzed, demonstrated, and often applied in order to solve real-life problems. They offer a measure of how well students apply knowledge.
Metacognition:	Thinking about thinking. Metacognition involves awareness of and deliberation about one's thinking and learning processes and approaches: planning, monitoring, and evaluation.
Modified Course description	The (M) course designation is applied to department-developed or approved courses in which the curriculum goals or outcomes have been modified 50% or more specifically for students with significant cognitive disabilities.
Observation:	An assessment process in which the teacher systematically observes and records information about student performance in order to evaluate what has been learned. A checklist is often used to record what has been observed.
Outcomes:	Descriptions of the knowledge and skills that students are expected to know and are able to do at the completion of a course or grade in a subject area.
Performance Assessments:	Active displays of learning characterized by teacher observation and professional judgment. Performance assessments require that the teacher systematically observes as individual students or a group of students perform a particular task to demonstrate their learning. The teacher assigns a level of proficiency based on the performance.
Performance-based Tests:	Assessment instruments that measure how well a student performs a practical behaviour, the attainment of which is the primary goal of the learning.

Portfolio:	Purposeful collections of student work over time that serve as the basis for evaluating student progress and achievement in a subject area. It is a tool for accumulating and organizing evidence for the literacy, numeracy, problem solving, and communication skill development of a student. Items in the portfolio may take the form of audio/visual productions, demonstrations, laboratory reports, research projects, works of art, written reports, to name a few.
Process:	The intermediate steps a student takes in reaching the final performance or end product specified by the prompt. Process includes all strategies, decisions, rough drafts, and rehearsals, whether deliberate or not used in completing the given task.
Product:	A tangible result of student achievement as an outcome of learning.
Provincial Standard:	Description of the expected level of student performance in relation to grade/subject specific outcomes.
Rating scale:	A clear and concise list of criteria that student performance can be judged along a continuum. Rating scales can be numeric, graphic, and/or descriptive.
Reliability:	The degree to which an assessment or instrument is able to measure consistently a characteristic or attribute.
Reporting:	A process of communicating assessment and evaluation data to students, parents, and administration. It also conveys information formally and informally which may take various forms. It is a process of sharing a student's interests, attitudes, and achievements in addition to actual setting of future goals.
Research Project:	A learning experience in which students collect information from various sources in order to support a hypothesis or synthesize information. It can be used as a means of assessment in any subject area.
Rubric:	A fixed scale and specific set of criteria that describes what performance should look like at each point on the scale. Usually a rubric has between one (1) and five (5) levels.

Scaffolding:	Instructional approaches or strategies that provide adjustable and temporary assistance or support to the student in his/her achievement of the learning task. Examples include the provision of cues, questions, frames, coaching, or information to elicit increasingly sophisticated learning.
Strategic Teaching:	Making deliberate, informal decisions about the best approaches to use for each learning task to achieve expected learning outcomes, given the particular needs and characteristics of the students. Strategic teaching involves teaching students strategies to access, activate, acquire, apply and extend knowledge.
Student-led Parent Teacher Conference	Conferences in which students lead the discussion, with teacher acting as a facilitator and coach. Teachers prepare students for such conferences by explaining and discussing the report card and marking process in their classrooms. Students write a letter to their parents inviting them to the conference.
Student Logs:	Booklets in which students record ideas, responses, reactions and emotions. As far as assessment is concerned, they are primarily useful for student self-assessment, but they can also be very useful for formative assessment purposes.
Triad Conferencing:	A three-way conference involving the student, the teacher and the parent(s). It is a discussion of the student's work samples, achievements, strengths, and areas needing improvement. It is also a process of setting goals based upon the student's achievement of learning outcomes and needs, and how the teacher, parents, and student can support each other.
Validity:	The degree to which test instruments and tasks measure the attributes that they are intended to measure.

To whom it may concern:

I/We _____ the parent(s)/guardian(s) of
Parent's/Guardian's Name
_____ acknowledge the school's recommendation
Child's Name
that _____ be retained in Grade ____ for the next
Child's Name
school year. However, after careful consideration of many factors, I/we feel that
advancement to the next grade is the best placement for my/our child.

I/We understand that the school will continue to monitor progress closely and that there
may not be one-on-one support available for extra help. I/we recognize that there may be
difficulties in Grade __ due to the fact that _____ has
not successfully completed the learning outcomes for Grade__.

Therefore, I/we agree to provide support at home to reinforce the school's efforts.
Furthermore, I/we understand that this grade placement is being made at my/our request
and accept the responsibilities regarding this choice should it lead to increased learning
difficulties for my/our child.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

School Administrator's Signature

Date

cc Student File
cc Superintendent

Appendix D

Fort la Bosse School Division

Application for Appeal Process

RE: Final Grade

I/We _____ the parent(s) guardian(s) of _____
acknowledge the school's recommendation that _____
final grade does not meet the minimum requirement to achieve credit in the
following course:_____.

We therefore request a formal appeal process in which a Divisional team of
educators will re-evaluate the semester's assignments that constituted this
mark.

I/We also agree that it is our responsibility to provide all assignments for re-
evaluation purposes. Further, we also agree and have enclosed a \$35.00 fee
for this re-evaluation process, which is non-refundable if the mark in
question does not increase by a minimum 5 per cent score.

This appeal process should be resolved within 5 days of this application.

Parent/Guardian Signature:_____

Date:_____

Superintendent's Signature:_____

Date:_____

cc: Student File

cc: Superintendent

Appendix F

Please complete the following steps:

- 1. Student completes the form and obtains the principal's signature.**
- 2. School faxes all request forms and accompanying fees to the Fort La Bosse Division Office by the posted deadline.**

The deadline for re-read applications is 10 days after the mark release date.

- 3. It is the responsibility of the school to inform the student:**
 - ⇨ **That the whole exam will be re-read.**
 - ⇨ **Of the application deadline (10 days after the mark release date).**
 - ⇨ **Of the cost (\$35.00/re-read).**
 - ⇨ **Of the accepted methods of payment (Cash or Cheque).**
 - ⇨ **That the mark allocated as a result of the re-read process will be the student's final mark whether the mark is raised, lowered, or remains the same.**
 - ⇨ **That the fee will be returned if the re-read mark is 5% (or more) higher than the original mark.**

**Grade 12 Provincial Standards Tests
Re-Read Request Form
Mathematics and English Language Arts**

Student Name: _____
Home Address: _____

Home Phone # _____
Provincial Met # _____

Principal Name: _____
School Name: _____
School Address: _____

School Phone # _____



Please check the examination for which you are requesting a re-read and indicate your Booklet Identification Number.

Examination	Term	Booklet ID #
<input type="checkbox"/> Grade 12 Pre Calculus	1 st semester	_____
<input type="checkbox"/> Grade 12 Applied Math	1 st semester	_____
<input type="checkbox"/> Grade 12 Consumer Math	1 st semester	_____
<input type="checkbox"/> Grade 12 E.L.A.	1 st semester	_____
<input type="checkbox"/> Grade 12 Pre Calculus	2 nd semester	_____
<input type="checkbox"/> Grade 12 Applied Math	2 nd semester	_____
<input type="checkbox"/> Grade 12 Consumer Math	2 nd semester	_____
<input type="checkbox"/> Grade 12 E.L.A.	2 nd semester	_____

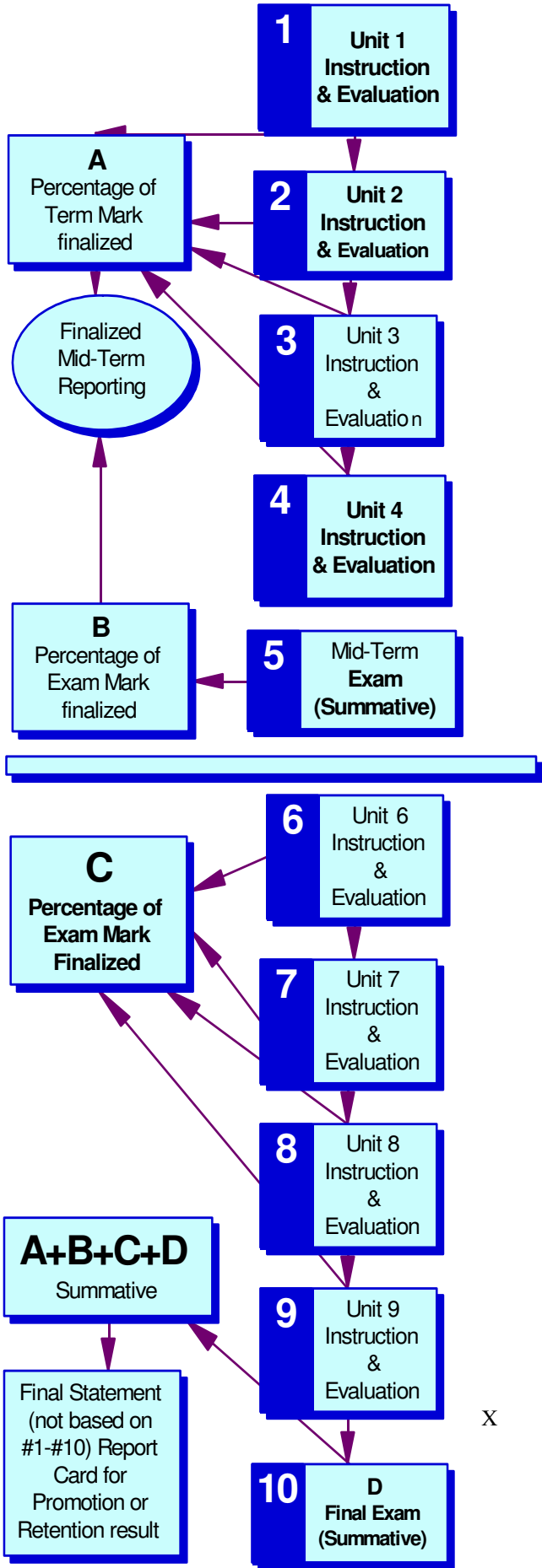
 (Signature of Parent/Guardian/Adult Student)

 (Signature of Principal)

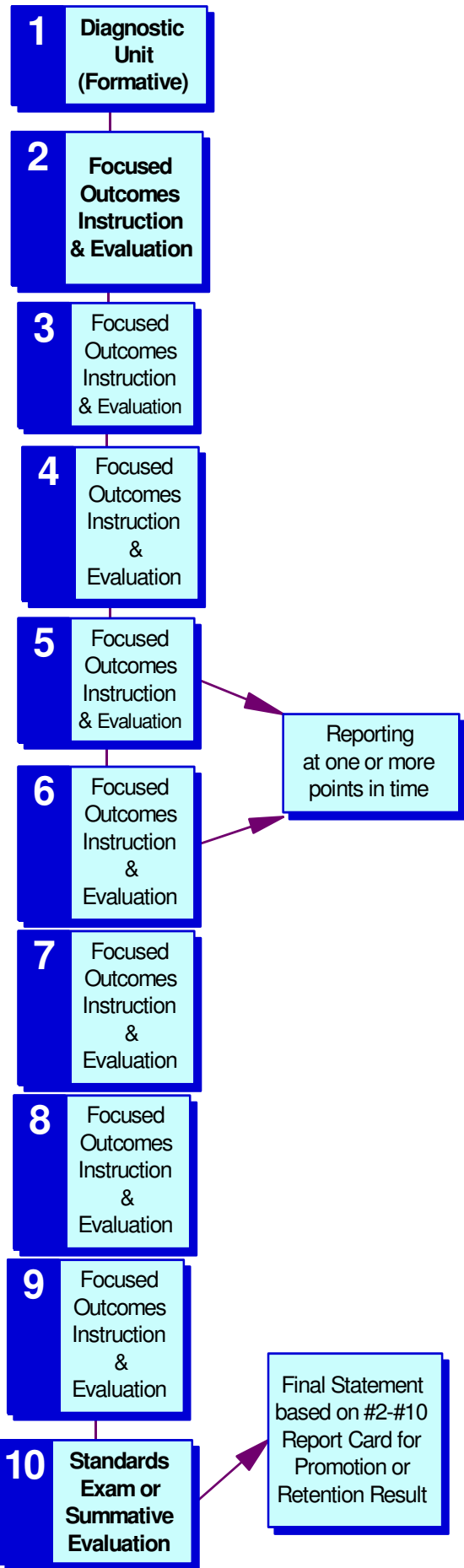
Please enclose \$35 cash or cheque payable to Fort la Bosse School Division for each examination to be re-read.

APPENDIX E

Traditional Reporting



Suggested Reporting



X