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# SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700

## POLICY: DISTRICT ASSESSMENT, EVALUATION AND REPORTING

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### Prologue

In preparation of the policy statement and regulations, it has been the intent of the Advisory Committee to produce a document which allows for the state of present practice in the District and provides a direction for future practice. The introduction of new responsibilities includes an instructive component and implies a goal rather than an immediate requirement. A further intent is that the document is generic and is applicable to all students and all programs.

### Policy Statement

**Assessment** is defined as the systematic process of gathering evidence of what students can do in relation to the broad goals of education or the specific goals of an educational program. Assessment includes methods developed and administered at the school, district, or provincial level.

**Evaluation** is defined as the process of synthesizing and interpreting information in order to judge whether or not an established goal has been reached. With respect to student learning, evaluation is an ongoing process where goals are defined within the curriculum. In program evaluation, goals are established which are specific to the program in question.

**Reporting** is defined as regular communication, both formal and informal, about students' progress. The communication is with the teacher, students, and parent/guardian for the purpose of recognizing and supporting learning. There is a recognized value to include students as part of the reporting process by helping to identify their efforts, accomplishments and their learning needs. This practice enables students to develop responsibility for their learning.

The Board recognizes that assessment and evaluation are essential to making informed decisions regarding student progress and the effectiveness of educational programs.

The Board acknowledges that measures of student progress and the effectiveness of educational programs shall be based on knowledge, skills and attitudes relative to the provincial curriculum and locally developed courses.

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The Board recognizes its responsibility to ensure the reporting of the results of assessment and evaluation to students, parents and guardians, the public, and/or the Ministry.

Adopted: 1992-07-02

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