
SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700.1

REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

ASSESSMENT, EVALUATION & REPORTING OF STUDENT LEARNING

1. THE SUPERINTENDENT WILL ENSURE THAT:

- 1.1 assessment, evaluation and reporting practices are consistent with the *School Act*, related *Regulations* and *Ministerial Orders*. As well, student progress reports adhere to the reporting practices outlined in the *K-12 Education Plan* and *Guidelines for Student Reporting* (September 1994).
- 1.2 there is consistency throughout the District in assessment, evaluation and reporting of student learning.

2. THE SCHOOL PRINCIPAL WILL ENSURE THAT:

- 2.1 there is consistency throughout the school in the area of student assessment, evaluation and reporting.
- 2.2 a school policy on the assessment, evaluation and reporting of student progress is established in keeping with provincial legislation and policy and District policy and regulation.
- 2.3 norm-referenced tests are used only as diagnostic measures or within the context of program evaluation.
- 2.4 norm-referenced tests are not used for the assessment, evaluation and reporting of individual student progress.
- 2.5 any use of norm-referenced testing on an individual basis has the prior approval of parents or guardians.
- 2.6 plans for student assessment, evaluation and reporting are included within a School Growth Plan and submitted to the principal's immediate supervisor.
- 2.7 schools respond to parents' requests for information about assessment, evaluation and reporting in relation to the prescribed learning outcomes of the provincial curriculum.

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3. TEACHERS WILL ENSURE THAT:

3.1 provincial legislation and policy are followed for assessing, evaluating and reporting on student progress as outlined in the *K-12 Education Plan* and *Guidelines for Student Reporting*.

3.2 the Principles of Learning from the *K-12 Education Plan* and prescribed learning outcomes from provincial curriculum are considered when assessing, evaluating and reporting student learning.

The Principles of Learning are:

- learning requires the active participation of the student
- people learn in a variety of ways and at different rates
- learning is both an individual and a group process.

3.3 assessment and evaluation are criterion-referenced, based on the prescribed learning outcomes in the curriculum; student performance is compared to established criteria rather than the performance of other students.

3.4 multiple forms of evidence using a variety of methods are used when assessing and evaluating student learning. These may include assignments, projects, tests, observations, student self-assessments, portfolios, conferences and rating scales.

3.5 assessment and evaluation are an ongoing process for all students.

REPORTING OF STUDENT LEARNING

4. THE SUPERINTENDENT WILL ENSURE THAT:

4.1 teachers and administrators are offered assistance in following reporting policy and procedures.

4.2 student progress reports are communicated to parents at least five times during each school year to include:

- (a) three formal written reports; and

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(b) two informal reports, in a written or oral format, which include specific information about the student's progress.

4.3 letter grades for students in grades 4-7 be recorded on the formal report form.

4.4 District authorized report card forms meet Ministry content requirements; if the provincial or District report card forms are not used, the alternate report card form must be approved by the Assistant Superintendent with the District responsibility for assessment, evaluation and reporting. All locally developed report cards must be consistent with Ministry policy on assessment, evaluation, and reporting.

4.5 the effectiveness of reporting practices are monitored and deficiencies are addressed.

4.6 a District policy is in place for the withdrawal and transfer of students in grades 8-12.

5. THE SCHOOL PRINCIPAL WILL ENSURE THAT:

5.1 teachers are provided with assistance in reporting procedures and monitoring parental satisfaction with reporting practices.

5.2 parents/guardians are regularly provided with reports concerning the student's school progress, any involvement with support services, and the student's attendance and punctuality.

5.3 a complete and accurate record of a minimum of three formal and two informal reports are maintained as required by the *School Act, Regulations* made under it and *Ministerial Orders*.

5.4 the decision to promote or retain a student in a subject or grade is made in the best interest of that student by the teachers, parents and the school principal, and should be based on individual needs. In the primary years, students should not repeat a year.

5.5 a school policy is in place for the withdrawal and transfer of students in grades 8 to 12.

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5.6 a school policy is in place regarding the development and communication of curriculum overviews and/or course outlines.

6. TEACHERS WILL ENSURE THAT:

6.1 they provide parents/guardians with complete, clear and accurate evaluations of their children's progress, based on the prescribed learning outcomes of the provincial curriculum through at least three formal and two informal reports.

6.2 there is opportunity for participation of students in the reporting process.

6.3 they are available to confer with parents/guardians regarding the progress of their child.

6.4 copies of all formal written reports (a minimum of three) are submitted to the school office to be kept in the student file.

6.5 a record of all informal reports is maintained (a minimum of two) which will include the date and a brief summary of the communication. Interviews, telephone conferences and other means of communication are recognized as informal reports. A parent/guardian should be informed when contact is to be considered as an informal report and told that a record of the discussion is being kept.

7. PRIMARY REPORTS (KINDERGARTEN TO GRADE 3)

7.1 formal reports must include a structured written comment that clearly describes, in relation to the prescribed learning outcomes set out in the curriculum:

- (a) what the student is able to do;
- (b) areas in which the student requires further attention or development;
- (c) ways of supporting the student in his or her learning.

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- 7.2 formal reports must provide comments (written on the form or communicated orally to the parents) about student progress with reference to the expected development for students in a similar age range. Records of oral communication with the parent must be recorded and filed in the Permanent Student Record file.
- 7.3 formal reports must include written comments to describe student behaviour, including information on attitudes, work habits and effort.
- 7.4 letter grades, symbols and checklists are inappropriate to report student progress.
- 7.5 written comments must address all subject areas that have received a major focus during the term. This information may be presented by individual subject areas, or as a combination of subjects.

8. ELEMENTARY REPORTS (GRADES 4-7)

- 8.1 formal reports must include a structured written report that clearly describes, in relation to the prescribed learning outcomes set out in the curriculum:
 - (a) what the student is able to do;
 - (b) areas in which the student requires further attention or development;
 - (c) ways of supporting the student in his or her learning.
- 8.2 formal reports must include letter grades for each course or subject from the provincial curriculum and approved locally developed courses. Criterion-referenced letter grades are used to indicate the student's level of performance as it relates to the prescribed learning outcomes set out in provincial curriculum guides.
- 8.3 Language Arts must receive a single letter grade.
- 8.4 Fine Arts must receive a single letter grade. When individual components (dance, drama, music, visual arts) are taught by another teacher, an additional letter grade and comment may be given.

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- 8.5 formal reports must include written comments to describe student behaviour, including information on attitudes, work habits and effort. The symbols G, S, N are not to be used on formal or informal report cards unless they are criterion-referenced and accompanied by written comments.
- 8.6 written comments must address all subject areas that have received a major focus during the term. This information may be presented by individual subject areas, or as a combination of subjects.
- 8.7 percentages are not to be used to report student achievement on formal or informal report cards.
- 8.8 the symbol “I” designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:
- (a) may require more time or support;
 - (b) cannot be adequately assessed due to incomplete assignments; or
 - (c) has lengthy absences from school.
- An “I” may be assigned at any time during the school year when a problem is first detected. The “I” symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).
- 8.9 an “I” symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).

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9. SECONDARY REPORTS (GRADES 8-10)

- 9.1 formal reports must provide letter grades for each course or subject on the provincial curriculum. Criterion-referenced letter grades should indicate the level of performance as they relate to the prescribed learning outcomes set out in the provincial curriculum guide (see *Guidelines for Student Reporting*, p.6). Locally developed courses approved by the Board must also have criterion-referenced letter grades.
- 9.2 the teacher should include written comments that relate to prescribed learning outcomes where appropriate.
- 9.3 the symbol “I” designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:
- (a) may require more time or support;
 - (b) cannot be adequately assessed due to incomplete assignments; or
 - (c) has lengthy absences from class.
- An “I” may be assigned at any time during the school year when a problem is first detected. The “I” symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).
- 9.4 an “I” symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).
- 9.5 student behaviour, including work habits, effort, and attitude may be reported on through written comments and/or with symbols, if the symbols are criterion-referenced.

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10. SECONDARY REPORTS (GRADES 11-12)

- 10.1 formal reports must provide letter grades for each course or subject on the provincial curriculum. Criterion-referenced letter grades should indicate the level of performance as they relate to the prescribed learning outcomes set out in provincial curriculum (see *Guidelines for Student Reporting*, p.6). Locally developed courses approved by the Board must also have criterion-referenced letter grades.
- 10.2 criterion-referenced letter grades must be accompanied by related percentages for grades 11 and 12 courses.
- 10.3 the teacher should include written comments that relate to prescribed learning outcomes where appropriate. It is up to the teacher to determine what components of the structured written comments should be included on report cards at the secondary level. (Note: Schools may continue to use computer-generated comments at the secondary level. These comments should be as specific as possible.)
- 10.4 the symbol "I" designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:
- (a) may require more time or support;
 - (b) cannot be adequately assessed due to incomplete assignments; or
 - (c) has lengthy absences from class.

An "I" may be assigned at any time during the school year when a problem is first detected. The "I" symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).

- 10.5 an "I" symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).

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- 10.6 student behaviour, including work habits, effort, and attitudes may be reported on through written comments and/or with symbols, if they are criterion-referenced.

11. STUDENTS WITH SPECIAL NEEDS

- 11.1 for students with special needs the number of reports to parents is to be consistent with District guidelines for reporting.
- 11.2 students with special needs who are not capable of achieving the prescribed learning outcomes in the curriculum, and whose programs are substantially modified, must have an Individual Educational Plan (IEP). The use of letter grades is not appropriate for students with special needs in subjects modified by the Individual Educational Plan. Formal reports for these students should contain structured written comments based on the student's progress in relation to the expectations for that student set out in his or her IEP (e.g. achievement of modified goals and objectives). See *Guidelines for Student Reporting*, p.7.
- 11.3 a statement must be included in the report card indicating that the formal report is based on an Individual Educational Plan (IEP) and not the prescribed learning outcomes set out in the curriculum.
- 11.4 a letter grade is to be assigned for a student with special needs if that student is able to demonstrate learning in relation to the prescribed learning outcomes set out in the curriculum for the course, subject or grade. If adaptations to assessment or instructional methods are made, these adaptations are to be reflected in an IEP and in the structured written comments.
- 11.5 the permanent record card is to indicate that there is an Individual Educational Plan (IEP) in place for the student.

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12. ENGLISH AS A SECOND LANGUAGE STUDENTS

- 12.1 a student with English as a Second Language who is not capable of achieving the prescribed learning outcomes in one or more curricular areas, and whose program is substantially modified will not receive a letter grade for that particular subject or subjects beyond the Primary years. Formal reports for these students should contain structured written comments based on the student's progress in relation to the expectations outlined in the student's instructional plan.
- 12.2 in subjects where the student can achieve the prescribed learning outcomes, a letter grade is assigned, except for Primary years. If adaptations to assessment or instructional methods are made, these adaptations are to be reflected in the structured written comment.

13. PERMANENT RECORD CARDS AND STUDENT FILE FOLDERS

- 13.1 Permanent Student Record cards must be completed according to the Ministry requirements outlined in the current instruction booklet.
- 13.2 student files should contain copies of all formal reports, Student Learning Plans (grades 9-12), individualized testing results, medical and legal documents, copies of IEPs, AEPs, letters of suspension and any other pertinent personal information.

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