

STUDENT AND PROGRAM ASSESSMENT

**S 14.1
NPS 194-00**

POLICY:

The Nipissing-Parry Sound Catholic District School Board is committed to student and program assessment that is consistent with Catholic beliefs and values and that supports the delivery of a distinctively Catholic curriculum, respects worth and dignity of students, and challenges them to reach their potential. Student and program assessment should be comprehensive, valid, informative, equitable, ethical, collaborative and focused on the pursuit of excellence. Student and program assessment will provide educators with the information needed to improve student achievement and the effectiveness of programs. The results of assessment will be reported to students, parents/guardians, and members of the community, in order to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.

The student assessment process recognizes the uniqueness of each student and underscores the belief that school, home and church are partners in assuring that all students have the opportunity to develop their potential.

At each stage, teachers, students and families should determine the degree of success in achieving educational goals, where there is insufficient progress, teachers look for reasons and find suitable remedies. It is essential that this evaluation be seen as a common responsibility and it be carried out faithfully. (The Religious Dimension of Education in a Catholic School, 1988, p. 54)

REGULATIONS

1. The following criteria will be applied to ensure appropriate assessment practices:

A. Criteria for Student Assessment Practices

- a) Assessment practices must honour and respect the worth and dignity of each student and challenge students to realize their potential.
- b) Since assessment must be an integral part of the teaching and learning process, assessment activities must be on-going and continuous.
- c) Assessment activities and methods must aim to gather information that can be used for diagnostic, formative and summative purposes.
- d) Assessment must draw upon a variety of methods so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement.
- e) Assessment activities and methods must collect information on a range of knowledge, skills, attitudes and values; they must assess both the process and product(s) of learning.

STUDENT AND PROGRAM ASSESSMENT

**S 14.1
NPS 194-00**

- f) The assessment methods used must be appropriate for the information required and the instructional approaches used.
- g) Assessment practices must be free of bias and must take into account factors and/or circumstances that affect student performance.
- h) Assessment practices must encourage and include opportunities for student self-assessment and for peer assessment.
- i) Assessment practices must include assessments of both individuals and groups.
- j) Information about assessment activities must be communicated regularly to students and parents. The information should include the purpose of the assessment; the criteria used and the results obtained.
- k) Reporting procedures must meet the needs of students, parents and community.

B. Criteria for Program Assessment

- a) Program assessment practices must support the delivery of a distinctively Catholic curriculum.
 - b) Program assessment practices must allow for on-going program review at the school and system levels.
 - c) Program assessment activities must aim primarily to effect improvements in programs and student learning progress, and must include action plans for undertaking such improvements.
 - d) The purpose and outcome of program assessment initiatives must be clearly defined and understood by all those involved in the assessment.
 - e) The procedures, methods and approaches used in the program assessment activity must be appropriate for the purposes of the assessment and be responsive to community needs.
 - f) Program assessment practices must include the use of an appropriate variety of assessment methods.
 - g) Program assessment practices must include provision for students with special needs.
2. The Board will develop an Action Plan to be reviewed or revised annually to address Board assessment results from provincial, national or international assessments.

STUDENT AND PROGRAM ASSESSMENT

**S 14.1
NPS 194-00**

3. Within the context of school improvement each school will develop an Action Plan to be reviewed or revised annually to address assessment issues and student achievement.
4. Assessment practices will encourage and include opportunities for professional development.
5. Roles and responsibilities in assessment:

A. Role of the Student

Assessment is learner-centered and focuses on the individual student. The student is encouraged to assume responsibility for his/her own learning. As assessment strategies are implemented, the student will:

- a) collaborate with the teacher, peers and parents throughout the learning process;
- b) recognize his/her own learning style and intelligence;
- c) develop an understanding of learning expectations and achievement levels;
- d) respond to feedback to improve learning;
- e) be involved in the process of selecting goals, reflecting on progress, developing personal progress plans, such as the Annual Education Plan (AEP), and then participate actively in the improvement of his/her own learning.

B. Role of the Teacher

In implementing assessment, the classroom teacher shall:

- a) determine individual student learning needs through the development of AEPs and Individual Education Plans (IEPs) in collaboration with parents and appropriate staff members;
- b) communicate learning expectations, assessment criteria and levels of achievement to students and parents;
- c) select appropriate assessment methods, strategies and instruments based on the learning expectations and achievement levels;
- d) develop methods to monitor, track, score, grade, disseminate and interpret assessment data, including portfolios;
- e) modify programs, instruction and assessment strategies to meet the needs of diverse learners;

STUDENT AND PROGRAM ASSESSMENT	S 14.1 NPS 194-00
<p>f) participate in the implementation and scoring of assessment instruments for school, board, provincial, national and international assessment projects where applicable, including mid-term assessment units and standardized testing (CTBS, CTC);</p> <p>h) ensure that classroom assessment methods are designed to improve instruction and improve student learning;</p> <p>i) participate in the in-service training on student assessment procedures and practices.</p> <p>C. Role of Parents</p> <p>As necessary partners in the collaborative process of assessment, the parents' role is to:</p> <p>a) develop personal understanding of learning expectations and levels of achievement;</p> <p>b) assist the teacher in clarifying the background and learning needs of the student, and to collaborate in goal setting, including the AEPs and IEPs;</p> <p>c) become informed and involved in the learning process of their own children and participate in decisions about their placement in educational programs.</p> <p>D. Role of Principals</p> <p>In implementing assessment, the principal shall:</p> <p>a) clarify board, provincial expectations and directions with respect to assessment;</p> <p>b) develop a school assessment policy in collaboration with the school community;</p> <p>c) provide assessment training for staff in collaboration with system and school teams;</p> <p>d) develop a school improvement plan with goals and strategies to improve student learning (EQAO Plan of Action);</p> <p>e) ensure that assessment initiatives are communicated in advance to students and parents;</p> <p>f) involve staff in developing a common understanding of quality performance through the development, use and sharing of rubrics and other assessment strategies.</p>	

STUDENT AND PROGRAM ASSESSMENT

**S 14.1
NPS 194-00**

E. Role of Central Resource Staff and Supervisory Officer(s)

The implementation of the board policy on assessment is the responsibility of the central resource staff and supervisory officer who shall:

- a) provide in-service and resource support to teachers in relation to student and program assessment;
- b) supervise the acquisition and development of resource materials needed to support student assessment and evaluation activities within the system;
- c) assist principals in using assessment data effectively for school and program planning by monitoring the development of school improvement plans.