

<p style="text-align: center;">STRAIT REGIONAL SCHOOL BOARD <i>Excellence in Lifelong Learning</i></p> <p style="text-align: center;"><i>POLICIES AND GUIDELINES</i></p>	<p style="text-align: right;">STUDENTS IV-D-6</p>
	<p style="text-align: center;">Recognition and Evaluation ASSESSMENT, EVALUATION AND REPORTING (EDUCATION CENTRES - GRADES P- 8) PRACTICES AND REPORTING</p>
	<p>Adopted: 11/08/2000 Reviewed: Page 1 of 3</p>

ASSESSMENT, EVALUATION AND REPORTING

**PRACTICES AND REPORTING PROCESSES
GRADES P-8 - EDUCATION CENTRES**

POLICY STATEMENT

Variety in assessment, evaluation and reporting design should reflect the diversity of individual learners and the learning communities. Factors that must be taken into account include,

- theories of multiple intelligences and individual learning styles;
- factors such as race, ethnicity and socioeconomic status;
- individual learning styles and the specific features of learning communities.

Assessment, evaluation and reporting practices which take into account these factors will support and value the distinctiveness of each learner.

PRACTICES

1. Assessment: Teachers must employ

1.1 Methods of organization

(such as individual, group, self and peers);

1.2 Methods of data recording

(such as anecdotal records, observational checklists, rating scales, student-teacher conferences, interviews, student self assessment, and peer assessment);

1.3 Ongoing student activities

(such as written assignments, presentations, portfolios, demonstrations, journals, student research, performance assessments, multi-media presentations, and homework);

STRAIT REGIONAL SCHOOL BOARD <i>Excellence in Lifelong Learning</i> POLICIES AND GUIDELINES	STUDENTS IV-D-6
	Recognition and Evaluation ASSESSMENT, EVALUATION AND REPORTING (EDUCATION CENTRES - GRADES P- 8) PRACTICES AND REPORTING
	Adopted: 11/08/2000 Reviewed: Page 2 of 3

1.4 Quizzes and tests

(such as oral assessment items, performance test items, open response items, short answer items, matching items, multiple-choice items, true/false items).

2. Evaluation: Teachers must--

2.1 ensure that evaluation practices reflect the variety of assessment methods used;

2.2 ensure that evaluation is embedded in all phases of instruction;

2.3 Chart student performance over time in relation to,
 (a) individual progress; and
 (b) the degree of attainment of learning outcomes;

2.4 judge student performance in relation to learning outcomes, with specific reference to,
 (a) student understanding and application of essential content;
 (b) proficiency in reasoning and problem solving;
 (c) demonstrated process learning and skill acquisition;
 (d) student-generated learning products.

Within this framework of student evaluation, formal examinations in the P-8 Education Centres are inappropriate and, therefore, prohibited.

3. Reporting: Progress reports for students in Grades Primary to Eight are designed to clearly communicate information on student performance in relation to the learning outcomes. Reporting processes must,

- reflect the needs of intended audiences;
- fulfill the responsibility to monitor and document student progress over time;

STRAIT REGIONAL SCHOOL BOARD <i>Excellence in Lifelong Learning</i> POLICIES AND GUIDELINES	STUDENTS IV-D-6
	Recognition and Evaluation ASSESSMENT, EVALUATION AND REPORTING (EDUCATION CENTRES - GRADES P- 8) PRACTICES AND REPORTING
	Adopted: 11/08/2000 Reviewed: Page 3 of 3

- facilitate and encourage a reciprocal exchange of information between all partners;
- foster direct teacher-parent contact.

3.1 Reporting periods: There shall be three formal reporting periods (report cards) a year. Report cards will be issued in November, March and June. Student performance will be reported in relation to expected learning outcomes, in anecdotal and/or rubric form.

3.2 Report cards: Effective September 2001, all schools shall be required to use a regional report card. This will facilitate integrated assessment, evaluation and reporting practices in a consistent, readily understandable manner.

3.3 Parent-teacher and student-teacher communication: In addition to formal progress reports, opportunities for parent-teacher consultation must occur with the aim of maintaining open lines of communication.

3.3.1 Since the assessment, evaluation and reporting process guides future directions in instruction, this information must be clearly communicated to students as a key aspect of their instructional program.

3.3.2 Format of parent-teacher conferences should reflect the needs of each school community with regard to scheduling, organization, and the roles of participants, including students.

3.3.3 In order to tailor the reporting process to better address community needs, schools are encouraged to explore alternatives to the traditional practices of parent-teacher conferences.