



System Review Notice

Background Information

Board policy BP 6951-D “Assessment, Evaluation, and Reporting” has been reviewed and revised as part of the cyclical review process.

Board policy BP 6951-D is attached and can also be found on the board website (www.bwdsb.on.ca → About Us → Policies and Procedures → [Policies Under Review](#)).

Please note the following as it pertains to edits within documents for review:

- information that is being added is highlighted in yellow
- information that is being removed is highlighted in yellow with a strike-out

Feedback

Feedback must be forwarded to Corporate Services **to the attention of Crystal Myles** (crystal_myles@bwdsb.on.ca) **by May 24, 2024**. Your attention to this timeline is appreciated and will ensure that your feedback is included when the policy is referred back to the Policy Standing Committee for final review.

Questions to Consider

When you are preparing your feedback, please consider the following questions:

- Are there any obstacles that might be encountered due to this policy?
- Would you be able to easily follow the processes outlined in this policy?
- Can you identify any gaps in the information provided?

Thank You.

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Learning Today, Leading Tomorrow

Policy Title	Assessment, Evaluation, and Reporting		
Date of Issue	January 21, 2003	Related Procedure	AP 6951-D; AP 6955
Revision Dates	June 17, 2008; February 15, 2011; February 21, 2012 (rev. Rationale-Strategic Plan); September 20, 2016	Related Forms	
Review Date	September 1, 2024	Originator	Board of Trustees
References			
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12, 2010; Growing Success: The Kindergarten Addendum, 2016; Growing Success: Mathematics Addendum Grades 1 to 8, 2020; Growing Success: The Language Addendum Grades 1 to 8, 2023; BP/AP 6303-D “Equity and Inclusive Education”; Learning for All K – 12, Ontario Ministry of Education, 2013; K-12 School Effectiveness Framework, Ontario Ministry of Education, 2013; Thames Valley District School Board Draft Policy “Assessment and Evaluation”			

1.0 RATIONALE

- 1.1 Bluewater District School Board policies will support and provide direction necessary to achieve the Board’s Vision, Mission, and Strategic Plan priorities.
- 1.2 Bluewater District School Board is committed to using assessment and evaluation based on the Seven Fundamental Principles found in ‘Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12 (Ontario Ministry of Education, 2010)’ to improve student learning.
- 1.3 Bluewater District School Board is committed to using assessment that is fair and yields accurate information about student achievement. This information serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of classroom practices and programs. In turn, this leads to evaluation and reporting processes that are clear, accurate and meaningful for students and parents.

2.0 POLICY

- 2.1 In keeping with current research that effective assessment improves student learning, it is the policy of Bluewater District School Board to use assessment and evaluation practices to improve student learning by:
 - i. providing indicators of effective assessment and evaluation practices that will promote high quality assessment, evaluation and reporting practices in all classrooms and programs throughout the board; (See Appendix A – School Effectiveness Framework – Assessment For, As and Of Learning)
 - ii. supporting educators in using assessment and evaluation data effectively for decision-making at the classroom, program, school, and board level;
 - iii. informing parents and guardians on an ongoing basis, both formally and informally about the assessment and evaluation process; and
 - iv. providing on-going opportunities for teachers and administrators to collaborate and learn together.
- 2.2 It is the policy of Bluewater District School Board to commit to the Ministry of Education’s Seven Fundamental Principles of Assessment and Evaluation. Teachers have a leading role to play in implementing practices and procedures that:
 - i. are fair, transparent, and equitable for all students;

- ii. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are Indigenous First Nation, Métis, or Inuit;
- iii. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- iv. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- v. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- vi. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- vii. develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning. (Growing Success, p.6)

Source: Adapted from Ontario Ministry of Education. (2010). Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12. P. 6

3.0 SYSTEM EXPECTATIONS

- 3.1 It is expected that teachers will use their professional judgement in assessment, evaluation, and reporting to improve student learning and will work with students to help them develop the learning skills and work habits necessary for academic success.

Two essential components of this policy are teachers' professional judgement and student responsibility:

Professional judgement is defined as “judgement that is being informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.” (Growing Success, p.152).

Student responsibility is addressed on an ongoing basis by making it clear to “students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their learning.” (Growing Success, p.43). The development of learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, and self-regulation) is an integral part of a student's learning (Growing Success, p.10).

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- 3.2 It is expected that the essential principles of fairness, equity, and inclusive education established in BP 6303-D “Equity and Inclusive Education” will be integral to all assessment, evaluation, and reporting practices in schools.

Through the development and implementation of inclusive curriculum and assessment practices, staff will recognize and support students with diverse backgrounds and differing abilities.

- 3.3 In addition to the Ministry of Education's seven fundamental principles, it is expected that 'Our Shared Beliefs' the shared beliefs, as outlined below from Learning for All K – 12, 'Learning for All: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12' will guide the assessment, evaluation, and reporting practices in classrooms:
- i. All students can succeed;
 - ii. Each student has their own unique patterns of learning;
 - iii. Successful instructional practices are founded on evidence-based research, tempered by experience;
 - iv. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students;

- v. Classroom teachers are the key educators for a student's literacy and numeracy development;
- vi. Classroom teachers need the support of the larger community to create a learning environment that supports all students; and
- vii. Fairness is not sameness.

BEING MODIFIED

APPENDIX A: INDICATORS OF EFFECTIVE ASSESSMENT AND EVALUATION PRACTICE

Bluewater District School Board believes that assessment, evaluation, and reporting practices are effective when they are based on research and include:

Assessment for, as and of Learning

1. Assessment is connected to the curriculum, collaboratively developed by educators, and used to inform next steps in learning and instruction.
2. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.
3. Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.
4. During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.
5. Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
6. Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
7. Ongoing communication about learning is in place to allow students, educators, and parents to monitor and support student learning.

Source: K-12 School Effectiveness Framework, Ontario Ministry of Education