

NLSchools refers to all public K-12 English schools and school related facilities under the jurisdiction of the Department of Education, Education Operations Branch and all employees working therein providing services and supports to such schools, including those who work in the areas of school facilities, student transportation, program implementation, student services, and procurement.

Policy Name

Assessment, Evaluation and Reporting

Policy Statement

The Department of Education recognizes that assessment and evaluation are integral to the teaching and learning process. The primary purpose of assessment and evaluation is to support student growth and to improve student learning and achievement. Assessment, evaluation, and reporting should provide teachers, students, and families/caregivers with an accurate understanding of what a student knows and can do in relation to the NL Program of Studies and/or Individual Education Plan to determine appropriate next steps in learning.

The department will ensure a planned approach to student assessment, evaluation and reporting that is based on the provincial curriculum and reflects the following:

1. The teacher as the professional best positioned and most responsible for assessing and evaluating student learning and reporting it to families/caregivers.
2. The student as partner and involved in the various aspects of the assessment process.
3. A fair, equitable, transparent, and ongoing process that includes clear communication with students and families/caregivers throughout the school year.
4. Practices that encompass a wide variety of data sources, including products, observations, and conferencing.
5. Opportunities for students to demonstrate progress and the full range of their learning.
6. Assessments are planned and purposeful and aligned with the expected learning outcomes, instructional approaches, and individual student learning needs.

Principles

- Assessment and evaluation practices will provide opportunities to promote learning, show learners their strengths, and demonstrate how they can progress or develop further.
- Assessment and evaluation practices respect the uniqueness of each student, promote holistic development, and assist students in achieving their full potential in a rapidly changing world.
- Assessment is a collaborative process and a shared responsibility involving students, teachers, families/caregivers, and other stakeholders. Families/caregivers are well informed about their child's learning, and all stakeholders work together to cultivate a positive learning environment for all students.
- Assessment supports and promotes student learning when it occurs on a regular, ongoing basis, providing students with clear, descriptive, and timely feedback from which they can set goals for improvement. Being interconnected with curriculum and instruction, assessment plays a continuous role in informing instruction, and checking progress and success, while working towards the achievement of outcomes.

Rationale

The Department of Education is responsible for the implementation of primary, elementary, intermediate, and high school curriculum in schools under its jurisdiction across the province. Assessment and evaluation are essential to determining whether students have achieved the curriculum outcomes identified. Assessment data and evidence of learning are used for decision making at the classroom, school, and department levels. The purpose of this policy is to establish the expectations and requirements with respect to assessment and evaluation practices at the school level.

Scope

This policy is applicable to all students, teachers and administrators within NLSchools. The Conseil scolaire francophone provincial (CSFP) is responsible for setting a policy for students, teachers and administrators in their district.

Definitions

ASSESSMENT – the process of collecting and analyzing evidence of learning that can be used to inform:

- i. students and their families/caregivers about the progress they are making toward attaining the knowledge, skills, attitudes and behaviours to be learned or acquired,

and

- ii. various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students.

There are three facets to assessment, all of which may or may not be used for evaluation:

- *Formative Assessment (Assessment for Learning)* - teachers use assessment evidence to determine what students understand in order to plan and guide instruction and provide helpful feedback to students. Formative assessment is a planned process in which evidence is used by teachers to adjust their ongoing instructional procedures and by students to adjust their current learning techniques.
- *Self-Assessment (Assessment as Learning)* - students use assessment evidence, including self- assessment, to monitor their own learning. It actively involves students' reflection on their learning, identifying learning goals, and monitoring of their own progress.
- *Summative Assessment (Assessment of Learning)* - teachers use assessment evidence to confirm what students know and the extent to which they have achieved curriculum outcomes at specific points in time.

EVALUATION – the continuous cycle of collecting data to analyze, reflect upon and summarize information about student learning. Through evaluation, teachers use their insight, knowledge about learning and experience with students, along with the specific criteria and knowledge of the curriculum, to make professional judgements about student performance in relation to curriculum outcomes and for the purpose of assigning grades.

REPORTING – the extent to which curriculum outcomes are achieved is reported through both formal and informal means. Although there are clearly identified formal reporting periods, reasonable communication with families/caregivers and students is continuous throughout the year. Communication with students and families/caregivers about learning must be purposeful, accurate, transparent, timely and accessible.

PROFESSIONAL JUDGEMENT - judgement that is informed by professional knowledge of students, curriculum outcomes, context, evidence of learning, and assessment that measures success in student learning.

Policy Directives

1. Roles and Responsibilities

Student achievement is the collective responsibility of students, teachers, administrators, families/caregivers, and the Department of Education, each with a distinct role. As a part of their responsibility, stakeholders will promote academic rigour and vigour to support student achievement.

PROCEDURES

1.1. School administrators are instructional leaders who:

- establish and support a responsive teaching and learning approach to include intervention strategies that support students who struggle to meet deadlines for completion of assigned work, or who miss scheduled assignments (see Appendix A – Intervention Strategies);
- implement intervention strategies that recognize the importance of student responsibility and communication with families/caregivers;
- ensure structures and routines are in place to support student learning and intervention processes as needed;
- ensure student evaluation reflects the individual student’s demonstration of attainment of curriculum outcomes;
- oversee the establishment of school practices that reflect this policy; and
- promote academic rigour and vigour for both students and staff.

1.2. Teachers use provincial curriculum outcomes, differentiated instruction and assessment, and Universal Design for Learning to respond to the individual learning strengths and needs of students and promote academic rigour and vigour for all. Teachers:

- communicate assessment and evaluation information to families/caregivers;
- determine and implement, in consultation with school administration and the service delivery team (if applicable), meaningful responses based on the needs of their students;
- exercise their professional judgement in accurately assessing, evaluating and reporting student achievement of learning outcomes;
- inform administration in the event that curriculum outcomes for a course or program will not be completed. In such circumstances, an instructional plan will be developed and implemented, in consultation with appropriate NLSchools personnel, to support the teaching and learning of all outcomes;

- provide ongoing, descriptive feedback that is clear, meaningful, and timely to support improved learning and achievement;
 - provide opportunities for student involvement (e.g., choice and voice, use of assessment information to further their learning) in the assessment process;
 - use assessment evidence to gain a holistic view of student learning and to make decisions about whether to adjust their ongoing instructional procedures.
- 1.3. Students are expected to be present, prepared, and responsible for their learning. Students:
- accept opportunities for involvement in the assessment process;
 - complete assessments when they are scheduled;
 - submit work on time;
 - use assessment for their own learning, adjusting their learning strategies as needed; and
 - work to the best of their abilities, in an academically honest manner.
- 1.4. Learning is a partnership between the school and the home. Families/caregivers:
- communicate with the school regarding their child's academic progress;
 - communicate with the school when their child must be absent;
 - ensure their child is present and prepared for learning;
 - participate in curriculum nights and family-teacher conferences after reporting periods;
 - provide current contact information;
 - support the school's intervention process (refer to Appendix A); and
 - utilize PowerSchool, where possible, to monitor attendance, assessment information, achievement, and assessment due dates.
- 1.5. The Department of Education is responsible for the implementation of the policy. The department:
- ensures that administrators and teachers can avail of ongoing professional learning in the areas of assessment, evaluation, and reporting;
 - monitors the implementation of the policy and updates the procedures, as required; and
 - supports and encourages school administrators to collaborate on school-wide practices regarding assessment, evaluation, and approaches to intervention.

2. Assessment Practices

Assessment is a collaborative process that includes a continuous cycle of instruction: gathering evidence from a variety of sources, interpreting that evidence, and adjusting teaching and learning practices.

Schools will promote academic rigour and vigour by utilizing a variety of assessment practices. These practices are embedded in a range of supports provided to students, when necessary. Within this context, these supports may include: contact with parent/guardian, student conferencing, observation, explicit instruction, re-assessment, alternate assessment, differentiated instruction and assessment, ongoing communication with students and parents/guardians, teacher-led individual or small group instruction, referral to the service delivery team, and a review of the student's program.

PROCEDURES

K-12 PROCEDURES

- 2.1. There will be a planned approach to assessment and evaluation, which includes using a variety of assessment practices to gather data/evidence of learning to determine a student's level of achievement.
- 2.2. Teachers will communicate the course assessment and evaluation plan to students and families/caregivers by the end of September for semester one and full-year courses, and by the end of February for semester two courses. For grades 7-12, this is communicated using Course Descriptors and reflected in PowerSchool.
- 2.3. The assessment and evaluation plan for a student will be determined by the Individual Education Plan (IEP) process, if applicable.
- 2.4. Teachers will design assessments using the framework of assessment as learning, assessment for learning, and assessment of learning. Evidence of student achievement for evaluation is collected from a variety of sources: observations, conversations, and student products.
- 2.5. Teachers will inform students of the curriculum outcomes and success criteria pertaining to an assessment.
- 2.6. Specific and timely feedback is important for student learning. Feedback should include what students did well, what needs improvement, and what specific steps they could take to improve. Assessment information will be communicated to students within ten (10) school days unless there is an extenuating circumstance.

- 2.7. Learning outcomes that appear in multiple subject areas may be assessed through a cross- curricular approach.
- 2.8. Adaptations, accommodations and/or exemptions related to assessments will follow the Responsive Teaching and Learning Policy (K-6) and the Service Delivery Model (7-12).
- 2.9. Daily homework is considered practice work and will be used for formative purposes only. Any feedback on this work will not be included in the summative grading and reporting for the course.
- 2.10. Teachers will provide students with a minimum of five (5) school days' notice in advance of summative assessments (as defined in the course descriptors).
- 2.11. Students will not be required to complete more than two summative assessments on a given day.
- 2.12. Summative assessments will not be administered or due immediately after a long weekend or on the first three days following a major holiday period as per the official School Calendar.
- 2.13. Students will complete provincial assessments and evaluations administered by the Department of Education.
- 2.14. Sampled schools will complete national and international assessments (e.g., PCAP, PIRLS, PISA, TIMSS) administered by the Council of Ministers of Education, Canada (CMEC).

K-6 PROCEDURES

- 2.15. Language Arts Assessment portfolios in grades K-6 will be maintained using the direction outlined in department's *K-6 Language Assessment: Support Document*.

7-12 PROCEDURES

- 2.16. Any one summative assessment will not be valued at more than 20%.
- 2.17. Mid-course (assessing the first half of the course) and end-of-course examinations (assessing the second half of the course), valued at 10% each, will be administered for grades 7-9 as follows:
- 2.18. Grade 7: Mathematics

2.19. Grade 8: Mathematics and Science

2.20. Grade 9: Mathematics, Science and English Language Arts

Examinations in grades 7-9 will be administered during class periods.
Examinations should be no longer than one hour.

2.21. Mid-course (assessing the first half of the course) and end-of-course (assessing the second half of the course) examinations will be administered in grades 10-12 academic and advanced-level Mathematics, Science, English Language Arts, Français, and Social Studies courses, valued at 10% each. Examinations should be one hour in length and occur over a maximum five-day period, where operational requirements warrant.

2.22. Students will have the opportunity to be reassessed on the first half of the course during the end-of-course examination period. If students choose this option, they will write a one-hour examination on the first half of the course and a one-hour examination on the second half of the course. This can be scheduled as a two-hour examination within the same time block or as two one-hour examinations in different time blocks.

2.23. Mid-course examinations will be returned to students and reviewed prior to the release of mid- year report cards for non-semesterized schools and mid-term report cards for semesterized schools.

2.24. The date ranges for mid-course examinations and end-of-course examinations will be communicated annually by the Senior Management Official (School Operations).

2.25. School-based exemption programs for mid-course and end-of-course examinations are not permitted. Where necessary, exemptions can be considered for a student, according to their Individual Education Plan. Such decisions should involve the teacher, program specialists (subject area and student services), the school guidance counsellor, administration, and family/caregiver. Exemptions for English as Additional Language learners should be considered in light of guidelines regarding assessment for this population and involve the coach for multicultural education assigned to the school.

2.26. End-of-course examinations will be secured in the school until the end of September of the following school year.

2.27. Schools will develop processes to support students who were unsuccessful in a course (e.g., credit recovery, supplementary exam, other appropriate interventions).

- 2.28. Except in circumstances where a student is attempting to finish previously assigned work that was not completed during the reporting period, no unit tests or major projects will be scheduled for completion during the week prior to or during the week of mid-course or end-of-course examinations.
- 2.29. Opportunities for interventions (e.g., credit rescue, further opportunities to demonstrate learning, missed assessments) will occur in school during mid-course and end-of-course examination periods for grades 10-12.
- 2.30. Assessments which are non-cumulative will occur in school during mid-course and end-of-course examination periods for grades 10-12 students in the general program.

3. Late or Missing Assessments

- 3.1. Students are expected to engage in and complete assessment tasks on scheduled dates. When a student does not complete an assessment task, the teacher will communicate with the student and/or family/caregiver to determine the reason.
- 3.2. For 7-12, when assessment tasks are not completed on time, teachers will:
 1. notify students and families/caregivers that the assessment is missing and inform them of the new completion date;
 2. enter M in PowerTeacher Pro, as a placeholder, to show the assignment has not been completed;
 3. provide students with the opportunity to demonstrate their learning in a timely manner. This may include, but is not limited to:
 - o administering the same assessment task if it is determined to be still valid;
 - o administering an alternate assessment task; or
 - o assessing the outcomes by an alternate method;
 4. contact the family/caregiver if the assessment is not completed according to the new timeline to explain next steps, which include:
 - o engaging in intervention strategies;
 - o communicating with school administration to discuss the effectiveness of the interventions attempted; and
 - o collaborating on additional strategies to support the student's learning; and
 5. replace the M with zero if the assessment is not completed according to the new timeline. After these steps have been taken, if the student demonstrates learning of the missing outcomes at some point (refer to Policy 5) the zero

should be replaced with a mark.

- Schools are expected to engage with students and families/caregivers to understand and address the reasons why students repeatedly miss assessment tasks. Refer to Appendix A for intervention strategies.
- New completion dates should not exceed the reporting period in which the assessment task was due. Exceptions may be made for assessment tasks due near the end of a reporting period.
- When a student misses a mid-course or end-of-course examination, family/caregiver notification is required. School administration considers extenuating circumstances on a case-by-case basis.

4. Further Opportunities to Demonstrate Learning

Responsive teaching and learning and providing students with multiple opportunities to learn and demonstrate learning is supported by research. These opportunities provide the mechanism to enhancing engagement and learning for all students.

PROCEDURES

- 4.1 Administrators and staff will develop school-wide guidelines for further opportunities to demonstrate learning that must include the following:
 - 4.1.1 any improvements will be reflected in the student's overall achievement;
 - 4.1.2 teachers will exercise professional judgement, using all evidence of learning (learning conversations, observations, and products), to determine a student's grade (for 7-12, replacing a mark with a higher mark if a student has demonstrated increased learning related to curriculum outcomes).
 - 4.1.3 For 7-12, if students demonstrate further learning of specific curriculum outcomes on mid-course and/or end-of-course examinations, this improvement should be reflected in the previous grade that assessed these same outcomes.
- 4.2 Further opportunities to demonstrate learning are an important component of intervention plans for students who are experiencing difficulty achieving curriculum outcomes. If further opportunities are required multiple times, the student's education program will be reviewed.

5. Academic Honesty

It is expected that students act in an honest manner. Lack of academic honesty occurs when a student plagiarizes or cheats. Any student who, through accident or otherwise,

engages in any form of plagiarizing, cheating or academic dishonesty has not provided evidence of their own learning.

PROCEDURES

- 5.1 Teachers will communicate and foster understanding of expectations of academic honesty with students.
- 5.2 When responding to academic dishonesty, teachers will contact their school administration and the student's family/caregiver.
- 5.3 When determining the appropriate response and support for the student, the school administration and teachers will consider contributing factors. Responses include:
 - education, support and restorative practices;
 - an opportunity to complete a similar assessment as determined by the teacher and the school administration; and
 - an adjustment to the student's grade on the assessment if the assessment is not completed (refer to 3.2.1).

6. Communication and Reporting

Communication with students and families/caregivers about learning must be purposeful, accurate, transparent, timely and accessible. Although there are clearly identified formal reporting periods, reasonable communication about student achievement is continuous throughout the year. Effective communication includes both formal (e.g., report cards, PowerSchool, parent/guardian-teacher conferences, IEPs/ISSPs) and informal elements (e.g., telephone calls, emails, face-to-face conversation, anecdotal notes).

Reporting is based on evidence of student achievement of the provincial curriculum outcomes. Determining a student's level of achievement will involve the teacher's professional judgement and interpretation of evidence that reflects the student's most recent consistent level of achievement, with special consideration given to evidence that is more recent.

PROCEDURES

- 6.1 School administrators play a lead role in establishing expectations for communicating with students and families/caregivers as part of reporting.
- 6.2 The Assessment, Evaluation and Reporting Policy will be communicated clearly to students and families/caregivers at the beginning of the school year or course, and at other appropriate points throughout the school year or course.

- 6.3 Each school will maintain formal and informal communication with students and families/caregivers.
- 6.4 Formal methods of communicating and reporting will occur throughout the year as outlined by the Department of Education.
- 6.5 Teachers will use all evidence of student learning to determine the student's level of achievement of curriculum outcomes, demonstrated to that point in time.
- 6.6 Teachers will exercise professional judgement, using all evidence of learning (i.e., learning conversations, observations, and products), to determine a student's achievement for report cards.
- 6.7 Achievement for students on prescribed curriculum will be summarized on report cards using a 1-4 scale for K-6 and percentage grades for 7-12. Social and behavioural indicators will also be reported on K-6 report cards. Final marks in the range of 46 to 49% are not permitted on any report card for grades 7-12.
- 6.8 Teachers will ensure that report cards are fully and properly completed and processed.
- 6.9 Schools will develop procedures to maintain the privacy and confidentiality of student achievement data.
- 6.10 Schools will communicate year-end achievement results and programming requirements for all students to the receiving school or to teachers in the following grade.
- 6.11 Individual teacher(s) will notify families/caregivers, as soon as possible, of significant concerns with the level of a student's academic achievement in a particular subject area(s) or grade level.
- 6.12 A member of the school administration team will review all report cards before distribution to students and families/caregivers.
- 6.13 The Senior Management Official (Operations) will communicate the timeframe of the reporting periods for the upcoming school year by the end of the previous school year.
- 6.14 All schools will host a minimum of two formal family-teacher conference sessions each year. These sessions will include an evening component to accommodate families/caregivers who are unable to attend during the afternoon. Schools can use up to five hours of instructional time per year for this purpose.
- 6.15 In addition to regular communication with families/caregivers, anecdotal progress reports based on identified outcomes will be completed and attached to reporting forms for students on alternate courses, programs and curriculum.
- 6.16 For all reporting periods other than the final report, where there is a significant lack of assessment data as a result of extraordinary circumstances (i.e., extended excused absence) achievement will be noted on the report card as being Unable to

Evaluate (7-12) / Insufficient Evidence (refer to K-6 Report Card Guide). The teacher will inform the school administration.

7. Appeals

All appeals regarding assessment, evaluation and reporting will follow the process defined by [NLSchools Student Appeals Policy](#).

PROCEDURES

- 7.1 Schools will ensure that families/caregivers and students, when appropriate, are informed of their right to appeal decisions related to assessment, evaluation, and reporting.
- 7.2 All decisions regarding assessment, evaluation and reporting may be appealed by a family of a student, or by a student who is 19 years of age or older.
- 7.3 All appeals regarding assessment, evaluation and reporting decisions will follow the process set out in the Schools Regulations, under the [Schools Act 1997](#), and any associated policy.

Appendix A

Proactive Planning and Intervention Strategies

i) PROACTIVE PLANNING AND SUPPORT – ASSIGNMENT COMPLETION

Schools will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support should include the following components:

1. Provide communication by administrators and teachers to students and families/ caregivers regarding clear expectations of student responsibilities for the completion of assignments.
2. Explain to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning.
3. Assign a minimum number of relevant and engaging assignments specifically targeted to key curriculum outcomes.
4. Complete assignments in stages during class time where possible, with the teacher monitoring progress and providing descriptive, frequent, and timely feedback support to ensure a higher level of completion.

ii) INTERVENTION STRATEGIES

Below are some effective intervention strategies that can be incorporated into a school wide intervention plan:

1. Teacher/Student Conference (teacher initiated): Determine supports which may be required for future success. Discussion around attendance, academic priorities, goal setting, time management, work habits and study skills. A student contract could be used at the teacher's discretion.
2. Communication with Families (teacher, guidance or administrator initiated): Types of effective communication include: phone call, email, meeting with family, etc.
3. Additional Support (teacher initiated or teacher supervised, peer tutoring, Tutoring for Tuition, Tutoring Work Experience Program, etc.): To ensure access and success for students, a variety of additional support options should be explored.
4. Access to Supplementary Learning Resources: Students and teachers are encouraged to avail of all available resources to support their learning. For example, CDLI resources, NLSchools math resources accessible from NLSchools website, Assistive and Instructional Technology, Alternate Format Materials, Newfoundland and Labrador Digital Library, <https://digitallibrary.nlpl.ca>; Tumble Books for Reading.
5. Course Rescue/Credit Recovery for Grades 10 to 12 (teacher, administrator or

guidance initiated): A plan should be developed with the school staff, family/caregiver, and student. This plan addresses the individual needs/circumstances of the student and may include extension of deadlines, extra teaching support, and supplemental assessments.

6. Academically At-Risk Student Meeting (teacher, administrator or guidance initiated): A plan should be developed with the school staff, family/caregiver, and student. This plan addresses the individual's needs/circumstances of the student and may include extension of deadlines, extra teaching support, and supplemental assessments.
7. Review of Program (teacher, administrator or guidance initiated): The student's program is reviewed to determine appropriate supports and/or placement. This may involve the initiation of the pre-referral/IEP process as well as a review of academic records and psycho-educational assessment results. Families/caregivers may be invited to attend any follow-up meetings which may be required.
8. Students with an Individualized Education Plan (IEP) (School team including administration): If the student has an IEP, it will be reviewed to determine if the current accommodations related to assessment are meeting the student's needs. Students, families/caregivers would be invited to attend any follow-up IEP meetings which may be required.