

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 is intended to 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. A fair, equitable, transparent, and ongoing process that includes clear communication with students and families/caregivers throughout the school year.
3. Practices that encompass a wide variety of data sources, including products, observations, and conferencing.
4. Opportunities for students to demonstrate progress and the full range of their learning.
5. Assessments are planned and purposeful and aligned with the expected learning indicators, 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;
- Assessment is a collaborative process and a shared responsibility involving students, teachers, families/caregivers, and other partners. Families/caregivers are well informed about their child's learning, and all partners 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 indicators.

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 indicators 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

Assessment is defined as the process of collecting and analyzing evidence of learning that can be used to inform:

- 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
- 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:

1. 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.
2. 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.
3. Summative Assessment (Assessment of Learning) - teachers use assessment evidence to confirm what students know and the extent to which they have achieved curriculum indicators at specific points in time.

Evaluation

Evaluation is 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 indicators and for the purpose of assigning grades.

Reporting

The extent to which curriculum indicators are achieved is reported through both formal and informal means. Although there are clearly identified formal reporting periods, 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

Professional judgement is informed by professional knowledge of students, curriculum indicators, 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 and Early Childhood Development, each with a distinct role. As a part of their responsibility, all partners will promote academic rigour to support student achievement.

K-12 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;
- 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 indicators;
- oversee the establishment of school practices that reflect this policy; and
- promote academic rigour for students.

1.2 Teachers use provincial curriculum indicators, differentiated instruction and assessment, and Universal Design for Learning to respond to the individual learning strengths and needs of students and promote academic rigour 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 indicators;
- inform administration in the event that curriculum indicators 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 indicators;
- provide ongoing, descriptive feedback that is clear, meaningful, and timely to support improved learning and achievement;
- provide opportunities for student involvement (e.g., choice, use of assessment information to further their learning) in the assessment process; and
- 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 active participants and play a crucial role in the assessment process. Students are expected to:

- be present, prepared, and responsible for their learning;
- 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; 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 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 families/caregivers, student conferencing, observation, explicit instruction, re-assessment, alternate assessment, differentiated instruction and assessment, ongoing communication with students and families/caregivers, teacher-led individual or small group instruction, referral to the service delivery team, and a review of the student's program.

K-12 Procedures

- 2.1 Teachers will plan for assessment and evaluation using a variety of formative and summative assessment practices. Assessments will be designed 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 such as observations, conversations, and student products.
- 2.2 The assessment and evaluation plan for a student will be informed by the Individual Education Plan (IEP) process, if applicable. Accommodations related to assessments will follow the [Responsive Teaching and Learning Policy \(K-6\)](#) and the [Service Delivery Model \(7-12\)](#).

- 2.3 The assessment and evaluation plan for students who are receiving English as an Additional Language (EAL) programming will reflect the EAL and LEARN guidelines as found in the [EAL and LEARN support document](#).
- 2.4 Teachers will inform students of learning intentions/goals and success criteria, allowing opportunity for student self-reflection.
- 2.5 Learning indicators that appear in multiple subject areas may be assessed through a cross-curricular approach.
- 2.6 Students will complete provincial assessments and evaluations administered by the Department of Education and Early Childhood Development. These assessments provide important system level data that is used to inform decision making on education in our province.
- 2.7 A sample of 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

- 2.8 Teachers will inform students and their families/caregivers about how students will be assessed and evaluated.
- 2.9 Descriptive feedback is specific, actionable, and directly tied to learning goals or success criteria. This feedback identifies what the student did well, what needs improvement, and how to improve. Teachers will provide descriptive feedback to support learning:-
- 2.10 Assessment practices will be ongoing and clearly documented throughout the school year to emphasize student progress and growth over time:-
- 2.11 Assessment practices will inform the tiered approach to learning. Universal instruction and targeted and intensive intervention will be guided by data collected through purposeful and varied assessment.
- 2.12 Daily homework refers to tasks assigned by a teacher to students to be completed outside of regular school hours, to reinforce classroom learning, prepare for future lessons, or practice skills. Teachers may provide descriptive feedback on daily

homework to support learning. Daily homework will not be used as evidence of learning for reporting purposes.

2.13 Assessment in English Language Arts will follow the content in the [K-6 English Language Arts Assessment Support Document](#).

7-12 Procedures

2.14 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.

2.15 Specific and timely feedback is important for student learning. Feedback is intended to include what students did well, what needs improvement, and what specific steps they could take to improve. Feedback on summative assessments will be communicated to students within ten (10) school days unless there is an extenuating circumstance.

2.16 Any one summative assessment will not be valued at more than 20%.

2.17 In determining a student's grade, teachers will follow the evaluation scheme as outlined in the Course Syllabus. This is intended to ensure that a variety of assessment methods are employed to evaluate student learning.

2.18 Mid-course (assessing the first half of the course) and end-of-course examinations (assessing the second half of the course) will be administered for Grades 7-9 as follows:

- Grade 7: Mathematics (10% value)
- Grade 8: Mathematics and Science (10% value each)
- Grade 9: Mathematics, Science and English Language Arts (10% value each)

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

2.19 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 courses as per courses descriptors, valued at 10% each. Examinations will be one hour in length and occur over a maximum five-day

period, where operational requirements warrant. Schools who require additional time beyond the 5 days can make a petition to their DoS for 1 additional day.

- 2.20 When scheduling second-chance opportunities for school-based exams administrators will work with classroom teachers and student support services to provide that opportunity in a timely manner to maximize opportunities for student success.
- 2.21 Mid-course examinations will be reviewed with students and returned to the teacher prior to the release of mid-year report cards for non-semesterized schools and mid-term report cards for semesterized schools.
- 2.22 The date ranges for mid-course examinations and end-of-course examinations will be communicated annually by the Senior Management Official (School Operations).
- 2.23 School-based exemption programs for mid-course and end-of-course examinations are not permitted.
- 2.24 End-of-course examinations will be secured in the school until the end of September of the following school year.
- 2.25 Schools will develop processes to support students who were unsuccessful in a course (e.g., credit recovery, supplementary exam, other appropriate interventions).
- 2.26 For courses required to have a mid-course and final exam, 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 for four calendar days prior to or during the week of mid-course or end-of-course examinations.
- 2.27 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.
- 2.28 Daily homework refers to tasks assigned by a teacher to students to be completed outside of regular school hours, to reinforce classroom learning, prepare for future lessons, or practice skills. Daily homework 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.

- 2.29 Teachers will provide students with a minimum of five (5) school days' notice in advance of comprehensive projects, assignments, and/or tests.
- 2.30 Students will not be required to complete more than two comprehensive tests on a given day.
- 2.31 Comprehensive projects, assignments, and/or tests will not be administered or made due on the first three days following the Christmas or Easter holiday period as per the official School Calendar.

3. Late or Missing Assessments

K-12 Procedures

- 3.1 Students are expected to engage in and complete assessment tasks on scheduled dates. When a student misses or fails to complete an assessment task, the teacher will communicate with the student and/or family/caregiver to determine the reason.
- 3.2 Schools are expected to engage with students and families/caregivers to understand and address the reasons why students repeatedly miss assessment tasks.
- 3.3 New completion dates will not exceed the reporting period in which the assessment task was due.

7-12 Procedures

- 3.4 For Grades 7-12, when assessment tasks are not completed on time, teachers will:
 - 3.4.1 notify students and families/caregivers that the assessment is missing and inform them of the new completion date;
 - 3.4.2 enter M in PowerTeacher Pro, as a placeholder, to show the assignment has not been completed;
 - 3.4.3 provide students with the opportunity to demonstrate their learning in a timely manner. This may include, but is not limited to:
 - administering the same assessment task if it is determined to be still valid;
 - administering an alternate assessment task; or
 - assessing the indicators by an alternate method;

- 3.4.4 contact the family/caregiver if the assessment is not completed according to the new timeline to explain next steps, which include:
 - engaging in intervention strategies;
 - communicating with school administration to discuss the effectiveness of the interventions attempted; and
 - collaborating on additional strategies to support the student's learning.
- 3.4.5 replace the M with zero if the assessment is not completed according to the new timeline; and
- 3.4.6 if the student demonstrates learning of the missing indicators at some point (refer to Policy 4) the zero will be replaced with a mark.

3.5 Family/caregiver notification is required when a student misses a mid-course or end-of-course examination. Extenuating circumstances are considered by school administration on a case-by-case basis.

4. Further Opportunities to Demonstrate Learning

Responsive teaching and learning provides students with multiple opportunities to learn and demonstrate learning.

K-12 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 Grades 7-12, replacing a mark with a higher mark if a student has demonstrated increased learning related to curriculum indicators).

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.

K-12 Procedures

- 5.1 Teachers, in consultation with school administration, will communicate and foster understanding of expectations of academic honesty with students.
- 5.2 AI is increasingly used in learning. To support academic integrity, students are expected to use AI ethically, be transparent about its use, and follow both [NLSchools guidelines](#) and school-specific guidelines.
- 5.3 When responding to academic dishonesty, teachers will contact their school administration and the student's family/caregiver.
- 5.4 Based on consideration of the contributing factors and the professional judgement of the teacher, in consultation with the school administration, consequences may include, but are not limited to:
 - student consultation, education, and support;
 - an opportunity to complete a similar/alternate assessment following the procedure for missed/late assessments outlined in section 3;
 - document the incident;
 - disciplinary action;

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, communication about student achievement is continuous throughout the year. Effective communication includes both formal (e.g., report cards, PowerSchool, parent/guardian-teacher conferences, Program Planning Team meetings, Individual Support Services Planning Team meetings) and informal elements (e.g., telephone calls, emails, face-to-face conversation, anecdotal notes).

Reporting is based on all evidence of student achievement of the provincial curriculum indicators. Determining a student's level of achievement will involve the teacher's professional judgement with special consideration given to the most recent evidence to support student achievement of curriculum indicators.

K-12 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 made available 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 exercise professional judgement, using all evidence of learning (i.e., learning conversations, observations, and products), to determine a student's achievement for report cards.
- 6.6 Achievement for students on prescribed curriculum will be summarized on report cards using a 1-4 scale for Grades K-6 and percentage grades for Grades 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.
- 6.7 Teachers will ensure that report cards are fully and properly completed and processed.
- 6.8 Schools will develop procedures to maintain the privacy and confidentiality of student achievement data.
- 6.9 Schools will communicate year-end achievement results and programming requirements for all students to the receiving school or to teachers in the following grade.
- 6.10 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.
- 6.11 A member of the school administration team will review all report cards before distribution to students and families/caregivers.
- 6.12 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.
- 6.13 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.

- 6.14 In addition to regular communication with families/caregivers, student progress notes based on the indicators recorded in their alternate courses, programs, and curriculum, as well as a record of interventions determined by the program planning team will be shared during school reporting periods.
- 6.15 Where there is a significant lack of assessment data as a result of extraordinary circumstances (which may include, but are not limited to extended absenteeism, students transferring in) achievement will be noted on the report card as being Insufficient Evidence (K-6) / Unable to Evaluate (7-12). The teacher will inform the school administration.

7. Programming Decisions and Student Placement

K-12 Regulation

- 7.1 Programming and placement decisions are made in the best interest of the student's achievement level and ability to meet the required program outcomes. These decisions should take into consideration the student's cognitive, academic, social, and emotional strengths and needs.

K-9 Regulations

- 7.2 In Kindergarten to Grade 9, students will progress with their peers to the next grade level. However, in extenuating circumstances, upon recommendation of the Student Placement Team, a student may be retained or accelerated.
- 7.3 Each school will form a Student Placement Team by mid-year if they are considering retention or acceleration. This team will consist of, but not be limited to the school administration; guidance counsellor; and teacher(s). Additional supports will be documented, and the school's Director of Schools consulted. This process will require notification to families outlining the supports that the school has put in place, as well as the additional supports that are required for the student to be successful. Consultation with Student Services and program specialists will occur when necessary.
- 7.4 All means of addressing student needs shall be exhausted before retention is considered. Any recommendation and appropriate documentation for the possibility of retention will be submitted for approval to the Family of Schools Director of Schools by the end of April. Any student being retained must have supports documented or an IEP where appropriate. Consultation with Student Services and program specialists will occur when necessary.

- 7.5 In the rare circumstance where a Student Placement Team considers retention to be the most appropriate option, the student will remain at the current grade level for an additional year. The year of retention must not be a repeat of the previous year. It must be a carefully planned set of experiences to address identified needs in the student's support plan or IEP where appropriate. Consultation with Student Services and program specialists will occur when necessary.
- 7.6 If a student significantly exceeds program or subject expectations/outcomes, then the student may be considered for acceleration. Requests for acceleration will be referred to the regional Assistant Director of Programs.
- 7.7 All decisions related to retention or acceleration are subject to appeal via the NLSchools appeals procedure.

8. Appeals

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

K-12 Procedures

- 8.1 Schools will ensure that families/caregivers and students, when appropriate, are informed of their right to appeal decisions related to assessment, evaluation, and reporting.
- 8.2 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.
- 8.3 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.