



POLICY:

REGULATION: **IK – EVALUATION OF STUDENT LEARNING**

EXHIBIT:

1. RESPONSIBILITY

1.1 Superintendent

The Superintendent shall be responsible for the implementation, monitoring and review of the learning and assessment policy.

The Superintendent will be responsible for working collaboratively with school principals to maintain the integrity of the standardized divisional report cards.

1.2 Principal

The principal shall ensure that the student evaluation procedures used in the school are consistent with the divisional policy and continuum of services.

The principal shall ensure that there is a common understanding among all staff about the process to determine the final grade.

The principal is responsible for the final decision to promote a student or to grant credits in consultation with parents and other specialists and in accordance to the divisional policy and regulations.

The Principal will work with teachers to develop a process for ensuring that:

- parents/guardians are informed of program expectations, assessment procedures, and their child's progress
- parents/guardians have opportunities to be active participants in their child's learning
- records are maintained
- assessment practices reflect the diverse learning needs of students
- teaching staff have opportunities for professional development in current assessment practices
- data is gathered to monitor student learning and to make program decisions
- report cards are accurate and reflect high standards of written language
- expectations of students' academic responsibility and honesty are communicated and reinforced

1.3 Teacher

- The teacher shall be responsible for the implementation of student evaluation procedures consistent with the goals and outcomes of the curriculum and the divisional policy and Continuum of Services
- An evaluation plan as part of the yearly program plan shall be developed by the teacher and shared with the student, parent/guardian, and principal. This will occur prior to course instruction at Grades 9-12 and early in the school year at Grades K-8
- The teachers shall be responsible for maintaining records obtained from his/her assessment procedures
- The teacher shall report to the students and parents/guardians concerning student progress
- The teacher shall be responsible for assessment that reflects the diverse learning needs of students

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- The teacher shall ensure that report cards are accurate and reflect high standards of written language
- The teacher shall ensure that there are clear expectations for assignment completion and academic honesty.

1.4 Student

- The student shall be responsible to be an active participant in their own learning
- The student, in collaboration with their teacher(s), shall report to their parents/guardians concerning their own progress

1.5 Parent/Guardian

- The parents/guardians shall be responsible to be an active participant in their child's learning.
- The parent/guardian shall be responsible to communicate with their child and teacher concerning student's progress.

2. ACADEMIC RESPONSIBILITY AND HONESTY

2.1 Academic Responsibility

Assessment practice and policy must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late.

Principals and teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

1. **Establish and clearly communicate expectations regarding assignments.** Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.
2. **Set and communicate reasonable timelines for assignments and support students in meeting these timelines.** The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.
3. **Establish, communicate, and apply consequences for late and missing work.** Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly

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communicating expectations regarding assignments, setting, and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers and principals may apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment and consider the legitimacy of reasons.
- Develop an agreement with the student to complete the work.
- Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
- Provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
- Provide additional supports for students who are learning English or French as an additional language.
- Provide alternative assessment tasks that accommodate diverse learning needs.
- Deduct marks for late or missing assignments after all other options have been exhausted.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

2.2 Academic Honesty

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating, and plagiarism will not be tolerated.

Teachers and principals have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students.** Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).

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- **Respond appropriately to academic dishonesty**

Strategies will be applied to deal with academic dishonesty, such as the following:

- Contact parents.
- Document the incident in the student's file.
- Report this behaviour on the report card if it becomes chronic.
- Enforce other disciplinary measures.

3. ASSESSMENT PROGRAM

3.1 School Assessment Programs

3.1.1 *Assessment for learning*

Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals.

Assessment must be responsive to initial and emerging ideas and skills. This should include adaptations to assessment material to be conscious of student learning needs.

Learners should understand the learning intentions they are pursuing and the success criteria that will be applied in assessing their work. Teachers will ensure that learners are involved in the development of success criteria.

Teachers are responsible for maintaining all records of student assessment for learning. These records will be used in reporting about student progress to parents.

3.1.2 *Assessment as Learning*

Assessment as learning is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding.

Assessment *as learning* focuses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students.

Assessment *as learning* is the active cognitive process of interacting with new ideas. In this process, students make critical connections between assessment and learning.

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Students become adept at personally monitoring what they are learning and use what they discover from monitoring, to make adjustments, adaptations, and even major changes in their thinking.

Teachers will provide opportunities for students to:

- Reflect on the learning process
- Determine what they need to reach their learning goals through descriptive feedback
- Self-assess their learning processes and products that demonstrate their learning
- Provide self and peer descriptive feedback in order to critically think about their learning and the learning of their peers

3.1.3 Assessment of learning

Assessment of learning refers to strategies that demonstrate whether or not students have met curriculum outcomes or the goals of their individualized programs.

Assessment of learning is used to demonstrate proficiency and to assist in making informed decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions).

Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures. It is important, then, that the underlying logic and measurement of assessment of learning be reliable and valid.

All Assessment of learning tools completed by the student shall be returned upon request. Any tool not returned to the student shall be kept for at least one year.

3.2 Provincial Assessments

3.2.1 Policies and Procedures for External Exams and Provincial Standards Assessments

Seine River School Division will participate in the Provincial Examination Program according to the schedule determined by Manitoba Education which includes provincial, national, and international assessments.

Prior to the administration of any external exams, standard tests or assessments, parents will be informed of the purpose and the format of the assessments.

Assessments shall be delivered in the language of instruction, wherever possible.

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3.2.2 Provincial Assessment Program

All students at grades 3, 7, 8 and 12 in English and 3, 4, 7, and 8 French Immersion programs, are required to participate in the provincial assessment program. Adaptations or exemptions will be given to those students who meet the provincial requirements as outlined by Manitoba Education.

Assessment results for the grade 3 and 4 as well as the grade 7 and 8 assessment information will be shared with parents through the reporting to parents process as outlined by the Manitoba Education provincial assessment guidelines. These assessment results will not be included in the divisional report card.

Provincial exams at Grade 12 shall account for 30% of the overall final grade.
The exam mark shall be reported both individually and as part of the students' final mark.
Neither the school division nor a school shall publish the results of any assessment program.

3.2.3 Provincial, National and International Assessments

From time to time, students may be selected for participation in provincial, national and international assessments which allow Manitoba the opportunity to make observations about and evaluate its educational programming, including the context in which education takes place, on a national or international scale.

These assessment results will not be included in the reporting process and will be presented as non-comparative, aggregate information as part of the provincial and/or national perspective.

Neither the school division nor a school shall publish the results of any assessment program.

3.3 Divisional Assessment Programs

Assessments shall be delivered in the language of instruction, wherever possible.

3.3.1 Strong Beginnings/Bon Départ

Prior to the administration of any divisional assessment program, parents will be informed of the purpose and the format of the assessments.

The Divisional Strong Beginnings/Bon Départ classroom based assessment program shall provide an opportunity for teachers to assess student learning at the beginning of the year in a student-focused reduced ratio context. The most appropriate time for this kind of assessment process is about three weeks into the school year once classroom routines are established and skills are refreshed.

Students and teachers will meet to build stronger relationships and gain a deeper understanding of students' interests and abilities. The teacher collects information to plan appropriate instruction which promotes learning and academic growth.

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3.3.2 Welcome to Kindergarten (WTK)

Welcome to Kindergarten occurs in each school in May or June of the year before the student enters Kindergarten. The purpose of Welcome to Kindergarten is to build relationships and provide the student with an introduction to the school and classroom environment.

Students attend in small groups with their parents. Structured activities provide the Kindergarten teacher with an opportunity to meet with and observe the incoming students.

4. COMMUNICATING STUDENT LEARNING

4.1 Communications with Parents/Guardians and students about student learning:

Information about students' learning goals shall be communicated to parents to enable parents to be more effective in supporting their child's learning.

Report cards are just one element of the communication system and must be used together with other components.

Communication shall be ongoing and should include a variety of information *as, of, and for* learning in relation to learning outcomes. This may include:

1. Open House
2. Monthly progress reports
3. Grading printouts – posted and/or online
4. Phone calls to parents
5. Email communications
6. Informal meetings
7. Newsletters to parents
8. Personal letters or notes to parents
9. Evaluated assignments or projects (with attached rubrics and student self-assessment)
10. Descriptive feedback, rubrics, and checklists shared with students about their assignments (formative, not a summative grade)
11. Student-Teacher learning conversations
12. Student-Parent-Teacher conferences
13. Student-led conferences
14. Portfolios with student reflections and goal setting
15. Homework assignments or homework hotlines
16. School and/or divisionally approved and provided platforms for assignments, access to student achievement, and school updates
17. Exhibitions of projects (i.e. science fair, art fair, etc.)
18. Reporting on provincial assessments for grades 3, 4, 7, 8, and 12.

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4.2 Guidelines for Oral Conferencing:

Essentials:

- ❖ Evidence of continuous student learning and progress
 - work samples
 - individualized portfolios
 - centers for students to demonstrate learning
- ❖ Recognition that progress has been made
- ❖ Reflection supports the development of self-awareness in his/her learning
- ❖ Goal setting with students & teachers and/or students & parents
- ❖ Conference time with student, parent and teacher

There are 3 phases to the Oral Reporting Process include:

- ❖ Pre-conference
- ❖ Conference (students & parents; students, parents & teachers - minimum of 10 to 15 minutes)
- ❖ Post-conference

Roles and Responsibilities of Participants

	Student	Teacher	Parent/Guardian
Guidelines for the Oral Reporting Process	<ul style="list-style-type: none"> • Self-reflect on achievement to date • Prepare and select evidence of learning • Set learning goals based on reflection • Share evidence of learning with parents • Identify next steps for learning goals • Review and follow upon goals of conference 	<ul style="list-style-type: none"> • Provide framework for self-reflection • Assist the student in selecting evidence of learning and how to share with their parents/guardians • Facilitate goal setting by student • Support students and parents in identifying next steps to meet their learning goals • Review and follow upon goals of conference 	<ul style="list-style-type: none"> • Participate actively in the sharing of evidence of learning • Review goals and plan for support in achievement • Discuss areas of strength and areas for improvement with teacher and student • Review and follow up on goals of conference

The role of the School Administrator is to support all of the partners in the oral reporting process.

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4.3 Guidelines for Written Report Cards: The following bullets come directly from “Manitoba Provincial Report Card Policy and Guidelines”

- The primary purpose of the Manitoba report card is to formally communicate to parents, at certain points in time, information on their children’s growth and achievement as learners.
- Based on a vision of success for each child’s unique academic, intellectual, social, emotional, and physical development, the report card details learning strengths and potential challenges, as well as what next steps might help improve the learning.
- Report cards shall be standard through the province of Manitoba for grade 1-12.
- Kindergarten and maternelle report card formats will be standard throughout Seine River School Division.
- Separate report card formats apply to Grades 1 to 6, 7 and 8, and 9 to 12. In multi-age classrooms (for example, Grades 6, 7, and 8) the teacher will need to use two different report card formats. Report card templates must be used as provided by the department. Any alterations require departmental pre-approval.
- Academic grades are based on what students know and can do relative to the curriculum and not in relation to the achievement of other students and are reported separately from learning behaviours.
- Non-academic factors such as attendance, punctuality, attitude, effort, and behaviour are not included in the determination of students’ grades. However, it is understood that these factors affect student achievement and, therefore, could be addressed in teacher comments in the context of next steps that will enhance learning.
- Grades should reflect the most recent and consistent evidence of learning by a student with respect to content addressed from the beginning of the course.
- The methods used for the delivery and return of report cards to and from parents will be decided upon by schools or divisions.
- There will be three reporting periods (two ‘term’ periods and a final report period) for Grades 1 to 8 and non-semester high schools. There will be two reporting periods (one mid-term, one final) per term for semester schools and other multi-term systems. As a local option for Grades 9 to 12, there may be four reporting periods for non-semester courses in an otherwise semester school so that the reporting periods align.
- The principal’s signature is required on each report card for all reporting periods. It may be inserted electronically or stamped. It may be provided by a principal designate.
- The following table indicates the grading system:

Grades	How Learning is Reported
1 to 6	A 1-4 ordinal scale is used to report on achievement in each subject category. There are no overall subject grades.
7 to 8	A 1-4 ordinal scale is used to report on achievement in each subject category. The percentage scale is used to report overall subject grades.
9 to 12	The percentage scale is used to report overall subject grades for each subject. There is no reporting of achievement for subject area categories.

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4.4 Special/Alternate Programming Reports

Unless otherwise indicated, the report card provides information about a student's achievement relative to grade-level curricula. If the focus of learning is different from the grade-level curricular expectations in a subject, this will be indicated on the report card by checking the 'IEP' and 'EAL' boxes.

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