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**1. Rationale**

The Simcoe County District School Board's multi-year plan (The Simcoe Path) identifies relevant, purposeful learning supporting high achievement, well-being, and learning for life as one of its four goals. *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools First Edition, Covering Grades 1 to 12 2010* provides the policy direction for the implementation of assessment, evaluation and reporting of student achievement in our schools.

**2. Policy**

It is the policy of the Simcoe County District School Board to ensure that effective assessment, evaluation and reporting practices are utilized to improve student achievement, guide instructional practice, determine the quality of student work, and provide regular communication to students and parents with respect to the achievement of the Ontario Curriculum and, where appropriate, alternative curriculum expectations.

**3. Definitions**

**3.1 Assessment**

Assessment is defined as the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

**3.2 Assessment for learning**

Assessment for learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction, and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

**3.3 Assessment as learning**

Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.



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**3.4 Assessment of learning**

Assessment of learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. Assessment of learning occurs at or near the end of a cycle of learning.

**3.5 Evaluation**

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

**3.6 Alternative Curriculum**

An alternative curriculum is a set of curriculum expectations that are appropriate for learners who are not accessing the Ontario curricula.

**3.7 Reporting**

Reporting is the process through which teachers communicate student achievement using the provincial report card. An alternative report card may be used to report student achievement where the expectations of the Ontario Curriculum do not form the basis of the student's program. Teachers also use informal reporting methods including progress reports, interim reports and interviews and conferences.

**4. Administrative Procedures**

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.