

<p><b>Kelsey School Division</b> <b>Box 4700</b> <b>The Pas, MB R9A 1R4</b></p> <p><b>Phone: 623-6421</b></p>	<p><b>Code: IKA</b></p>
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**STUDENT ASSESSMENT**

A. Evaluation Philosophy

1. Evaluation, the process by which a value judgment is made concerning a performance, is an important element in the educational system. It is based on data which results from both measurement and non-measurement procedures. Measurement refers to the process by which a teacher designs data collection instruments and quantifies the results obtained with these instruments. Non-measurement refers to the teacher's personal judgment on the child's ability and chances for success.
2. It is a policy of the Kelsey School Division that the objectives of the evaluation be considered in determining the appropriateness of the measurement instrument. Essentially the evaluation process is seen as a formative one, made during the course of instruction to assist in the diagnosing of learning problems and their remediation. To this end, the use of norm-referenced, criterion-referenced, and self-referenced models must be distinguished in making a judgment. The testing process itself must be a continuous one and must involve both formal measurement instruments and informal teacher assessments and observations.
3. Summative evaluation will necessarily occur in reporting to parents at conferences, at the end of each term, in determining student placement, and in evaluating programs. Such assessment will be in compliance with provincial regulations and school board guidelines.
4. The Kelsey School Division will offer an evaluation program that is comprehensive and flexible, with alternatives that include group testing and individual testing. Division-wide testing programs are under the jurisdiction of the Superintendent. Testing that is school-based is under the jurisdiction of the principal, testing that is class-based is under the jurisdiction of the teacher(s) involved, and individual testing for psychological reasons is under the jurisdiction of the student planning team.

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## B. Assessment Procedures

The following principles shall govern student assessment procedures:

1. Reliability - inferences about student knowledge and ability are similar among the student's various teachers.
2. Validity - there is consistency in the accuracy and interpretation of assessment information.
3. Meaningful record keeping - data collected is consistent with subject assessment standards, and students and parents are able to understand its meaning. Student attendance and behaviour shall not be used to adjust an assessment of student skills or knowledge demonstrated.
4. Purposes of classroom-based assessment - the assessment process is used:  
For learning - it gives teachers information upon which to modify and differentiate teaching and learning.  
As learning - the process focuses on the student as an engaged learner.  
Of learning - summative, it confirms the attainment of course outcomes.

## C. Reporting Documents

1. Reporting documents developed may vary among the curricular levels of the students (Early, Middle, Senior Years), but shall be consistent within each curricular level and with Manitoba Education guidelines.
2. The development of reporting documents may be initiated at the school level, but shall be confirmed in consultation with the Superintendent and School Board.
3. Reporting documents include but are not limited to report cards, portfolios, electronic documents, etc.