

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

Policy Components

- I Preamble
- II Assessment of Learning
- III Academic Responsibility
- IV Academic Honesty
- V Academic Promotion/Retention
- VI Reporting to Parents

I. Preamble

A. This policy is intended to create the conditions to accomplish Manitoba’s educational mission: “To ensure that all Manitoba’s children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society” [www.edu.gov.mb.ca/edu/mandate.html].

B. Definitions

- 1. Summative assessment – The summative process or assessment of learning – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.
- 2. Measurement – the process by which a teacher designs data collection instruments and quantifies the results obtained.
- 3. Non-measurement – refers to the teacher’s personal judgment on the student’s ability and chances for success.
- 4. Reliability – inferences about student knowledge and ability are similar among the student’s various teachers.
- 5. Validity – there is consistency in the accuracy and interpretation of assessment information.
- 6. 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.

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7. Student products – includes tests, exams and/or assignments, rich performance tasks, demonstrations, projects and essays completed whenever possible, under the supervision of a teacher.
8. Report card – represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time.

II. Assessment of Learning

A. Assessment Procedures

1. The assessment of student learning is the responsibility of the teacher.
2. Evidence of student achievement is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and the validity of the student assessment process.
3. Ongoing homework done to consolidate knowledge or skills or to prepare for the next class is not “student product”.
4. Assignments used to provide evidence of learning may involve group projects as long as each student’s work within the group project is assessed independently and assigned an individual mark.
5. In determining a student’s grade, the teacher will consider all evidence collected through observations, conversations, and student products:
 - a) completed or submitted to be used for the purpose of assessment of learning
 - b) tests/exams or assignments not completed or submitted
 - c) evidence available for curricular expectations in a particular grade or course
 In addition, the teacher will consider that some evidence carries greater weight than other evidence.
6. Teachers will use their professional judgment and interpretation of evidence to determine the student’s report card grade, with special consideration given to more recent evidence.
7. The principal will ensure there is a common understanding among all staff about the process for determining the final grade.

III. Academic Responsibility

A. Principles

1. Assessment practise and policy must support students’ responsibility for their learning.

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2. It is important to support students in the development of lifelong learning skills and values, and educational practise must support this.
 3. Students are responsible for providing evidence of their learning within established timelines and there are consequences for not completing work or submitting work late.
- B. Teacher Responsibilities:**
1. Teachers must establish and clearly communicate to students expectations regarding assignment requirements and assessment criteria; communicate the intended learning outcomes, the nature of products and performances, and the criteria for judging the evidence of learning; and provide timely and specific feedback to students as needed.
 2. Set and communicate timelines for assignments and support student learning and provide adequate time for students to complete the work.
Teachers should establish reasonable but firm expectations regarding timelines, support and motivate students through a variety of strategies to ensure regular progress, and communicate about student progress regularly among teachers, students and parents.
Strategies may include:
 - a) Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
 - b) Share assignment timelines and reminders through many means including classroom web pages, email, course outlines, or other means.
 - c) Assist students to manage time effectively – monitoring student progress at each stage of a complex assignment can ensure they stay on track.
 - d) Anticipate which students may require additional supports to complete assigned tasks and monitor those students more closely.
 - e) Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
 - f) Contact parents to discuss strategies for keeping students on track when students are falling behind or not taking personal responsibility for their work.
 3. Establish, communicate and apply consequences for late and missing work.
 - a) Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late.
 - b) If, after establishing and clearly 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 may need to apply the following strategies:
 - 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.

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- Develop a contract 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.
 - Provide appropriate support to students in the form of counselling or peer tutoring to address issues 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, or who need special education services.
 - Provide alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
 - Deduct marks for late assignments.
- c) Students are responsible for the timely completion of their assignments and knowing that there are consequences for failure to adhere to those parameters. However, deducting marks for late or missing assignments must be done only after carefully considering all other options and the impact it will have on student motivation, especially for struggling learners, and take into account and be sensitive to individual student circumstances. The deduction must not result in a mark that, in the professional judgement of the teacher, inappropriately distorts or misrepresents the student's achievement. The marks must also reflect students' responsibility for their own learning.

IV. Academic Honesty

- A. Tests/exams completed and assignments submitted by students as evidence of learning must be their own work. Cheating and plagiarism will not be condoned.
- B. Teachers and principals have the following responsibilities:
1. Communicate and reinforce expectations of academic honesty with students.
 - a) Students are expected to exhibit self-discipline and be responsible for their behaviour, to this end, and in accordance with the Provincial Assessment Policy Kindergarten to Grade 12, the School Division expects that all students will demonstrate integrity, ethical conduct and academic honesty in all assignments, research, class work and homework assignments.
 - b) The School Division will not tolerate academic dishonesty, which includes the following:
 - Cheating: e.g. copying others work, using cheat sheets, any methods whereby a student gains an unfair advantage

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- Deception: e.g. misrepresenting contributions to group work, providing false information in order to obtain an extension on deadlines
 - Plagiarizing: e.g. submitting or misrepresenting someone else's work as one's own
- c) The principal and teachers are responsible for ensuring that expectations for academic honesty are communicated and reinforced frequently and consistently with all students. At the beginning of each school year, schools are to communicate this information in school newsletters, websites and course outlines.
2. Respond appropriately to academic dishonesty
- a) Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher will:
- Inform the student's parent/guardian promptly
 - Document the incident in the student's file
 - Ensure that the student completes the work honestly
- b) The principal and teacher may determine an additional consequence be implemented, in keeping with the School Division's discipline policy, such as:
- Student takes an active role in helping other students learn the value of academic honesty
 - Enforce loss of privileges for the student at school
 - Deduct marks for academic dishonesty
 - Detention
 - Suspension

In determining an appropriate consequence the School Division expects that the principal and the teacher will consider the nature of the assignment, age and maturity of the student, and the potential impact of the consequence on subsequent learning and motivation. In all cases, both the principal and the teacher will ensure that support is provided to teach students how to demonstrate academic honesty.

V. Academic Promotion/Retention

- A. The Kelsey School Division recognizes that students vary in their abilities to learn and the rate at which they learn. Decisions around promotion or retention of students may have far-reaching implications for student success. The school will address the struggling student's learning needs by providing the appropriate supports such as differentiating instruction, adapting instruction for students unable to achieve curricular outcomes, curricular modification and individualized programming.

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B. Kindergarten to Grade 8

In Kindergarten to Grade 8 the decision for a student’s grade level placement that best supports and extends their learning is based on evidence of their progress and growth in curricular, cognitive, social, and emotional learning. This decision rests with the principal in consultation with teachers, parents, and other specialists, as appropriate.

C. Grades 9-12

1. In Grades 9-12 the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (detailed in an individual education plan), as appropriate.
2. If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or, in extenuating circumstances, may be assigned a grade of “Incomplete” (IN). If an IN is assigned, a plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe. Once a student has been granted a percentage mark, this information will be reported to the Department of Education.

D. Promotion Appeal Process

In the event that parents/guardians do not agree with the decision regarding the promotion or retention of a student, the following procedures will be in place:

1. The parents/guardians will request that the principal conduct an inquiry of the decision to promote or retain the student. The results of the inquiry will be communicated to the parents/guardians in writing and a copy retained in the student’s file.
2. If the principal’s findings continue to be unsatisfactory to the parents/guardians, a letter may be written to the Superintendent or designate outlining the concern. The Superintendent or designate shall review the circumstances with the principal and will convene a meeting of the parents/guardians, principal and any other individuals pertinent to the review.
3. The Superintendent or designate will inform the applicable staff, parents/guardian of the outcome of the review within a reasonable and mutually agreed upon timeframe.

VI. Reporting To Parents

- A. 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.

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- B. The development of reporting documents may be initiated at the school level, but shall be confirmed in consultation with the Superintendent and School Board.

- C. Reporting documents include, but are not limited to report cards, portfolios, electronic documents, etc.