



STUDENT LEARNING ASSESSMENT

The Board of Trustees of the Portage la Prairie School Division believes that assessing student understanding, development, and achievement is a key component of the educational process. The goal of assessment is to promote student learning in a systematic way. It is also an essential aspect of communication between the Teacher, the student, and the parent(s)/guardian(s). Accordingly, the Board endorses the following belief statements.

ASSESSMENT BELIEF STATEMENTS

- 1. Assessment serves three purposes: assessment FOR, AS, and OF learning.**
 - Assessment FOR learning is the ongoing analysis of the student's learning and is designed to give Teachers information to plan, modify, and differentiate teaching.
 - Assessment AS learning engages students to become independent and lifelong learners. Teachers teach students to self-assess, peer-assess and use descriptive feedback.
 - Assessment OF learning is the measurement and documentation of achievement for the purpose of reporting. Assessment must be balanced – including oral, performance, and written tasks, and be flexible to improve learning for all learners.
- 2. Assessment is an integral part of effective planning, learning and teaching.**
 - Assessment goals are consistent with provincial standards and direction.
 - Assessment must allow for ongoing student and teacher reflection that guides learning and teaching.
- 3. Assessment is an ongoing, continuous process.**
 - Assessment includes the use of peer and self assessment.
 - Assessment involves reflection.
 - Assessment provides specific and descriptive feedback.
 - Instruction is adjusted as a result of assessment information.
- 4. Assessment involves clear communication of goals, expectations, and criteria.**
 - Communication occurs between Teachers, students, and parents.
 - Communication summarizes what students know, can do, and understand.
 - Feedback must be timely, dynamic, frequent, and meaningful.
- 5. Assessment involves students to encourage their success and growth.**
 - Assessment uses goal and criteria setting.
 - Students are able to describe their learning progress.
 - Students can plan the next steps they need to take to improve their learning.



6. Assessment respects, reflects and identifies the varied developmental needs of all learners.

- Assessment establishes a baseline of prior knowledge.
- Assessment addresses the developmental characteristics of the students and considers their learning styles and intelligence.
- Assessment considers the social, emotional, physical and intellectual characteristics of the students.
- Assessment considers the cultural and linguistic backgrounds of the students.
- Assessment recognizes the need for accommodations, adaptations and modifications.
- Assessment is constructive. The focus must be on the learning rather than the learner.

7. Assessment practices must be based on current research into best practices and allow for teacher innovation.

- The most effective assessment/grading practices provide accurate, specific and timely feedback designed to improve student performance.
- Effective assessment practices require ongoing professional development on the part of the teacher.
- Assessment literate teachers require knowledge and skills to assess for learning.
- Assessment is a critical part of teachers' reflection and ongoing refinement of practice.
- Action research can have a significant impact on assessment practices and innovation.

8. Assessment must be fair and equitable.

- Assessment is differentiated and therefore provides students with sufficient opportunities to demonstrate knowledge, skills, attitudes and behaviours.
- Effective assessment ensures the use of grading practices that accurately represent student performance.
- Effective assessment is designed and developed in ways that ensure reliability and validity, and minimize distortion and bias.