

EDUCATION: PROGRAMS

Policy 517-G (previously 607-G)

Assessment and Reporting: Guiding Instruction To Enhance Student Growth And Learning

Assessment (formative)

The primary purpose of formative assessment is to inform students and teachers about students' progress in various stages of acquiring new skills and knowledge (in other words assessment *for* and *as* learning). The information gathered is descriptive, and serves as feedback so that as students practice they can extend what they have learned. This information also helps teachers plan where to go next with instruction based on student understandings of the material.

- Assessment *for* learning refers to formative assessment by which teachers and students review information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher and student should do next to move learning forward.
- Assessment *as* learning refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to reflect on their learning, become aware of what helps them learn, thus increasing their role in contributing to their own learning achievement and competencies.

Assessment (summative)

The primary purpose of summative assessment is to make informed judgments about what students have learned based on assessment *of* learning evidence. These judgments are made by comparing valid evidence of student learning to standards of performance as related to prescribed curricular learning standards. Students as well as teachers should be clear on the standards of performance and/or proficiency scales used to make these judgments.

- Assessment *of* learning refers to summative assessment whereby teachers and students gather authentic evidence from a variety of sources to assess student performance in relation to prescribed curricular learning standards. This informs students, parents and others about student achievement and competencies.

* The following principles provide a foundation for sound assessment practices and strong student learning. These principles are intended to provide guidance for assessment that aligns with the redesigned curricula.

Principles of Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides descriptive feedback to students
- is timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

*<https://curriculum.gov.bc.ca/assessment-info>

Reporting includes:

- Students, with the guidance of teachers, selecting authentic examples of learning to demonstrate learning and growth over time.
- Students engaging in meaningful conferencing conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning.
- School communities providing various experiences and events, such as face-to-face and/or digital, that allow students, parents and teachers to engage in regular, meaningful conversations about student learning.
- Teachers using evidence of learning to make professional judgments and provide summative feedback. Summative reporting is reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

District Assessment and Reporting

The revised Ministry of Education Student Reporting Policy was mandated on July 1, 2016. The following Regulation and Ministerial Orders apply:

- Regulation 265/89, the School Regulation (PDF)
- Ministerial Order 192/94, the Provincial Letter Grades Order (PDF)
- Ministerial Order 191/94, the Student Progress Report Order (PDF)
- Ministerial Order 190/91, the Permanent Student Record Order (PDF)
- Ministerial Order 295/95, the Required Areas of Study Order (PDF)

Related Resources: <https://curriculum.gov.bc.ca/assessment>