

SUMMER LEARNING



COMMUNICATING STUDENT LEARNING

Communicating student learning in the North Vancouver School District reflects the Ministry of Education's guidelines and principles for fair and transparent assessment and reporting of student achievement. The NVSD is committed to supporting student learning through quality assessment practices.

Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment must be transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to students, teachers, and parents as they work together in improving learning, building skills, and acquiring knowledge.

The purpose of reporting is to communicate student achievement to students and their parents/guardians. "Teachers use their professional expertise, knowledge about learning and experience with students, along with specific criteria, to make judgements about student performance in relation to learning outcomes" (Ministry of Education, 2009).

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators assess student learning at a particular point in time (summative assessment) based on criteria that is measurable, well-defined, and useful for future student learning and for teachers' ongoing reflection of their professional practice. Assessment is part of the learning process that represents each learner's unique character.

Student assessment and evaluation in North Vancouver School District:

- is communicated clearly to students and parents
- is ongoing, research-based, varied in nature, and administered over a period of time to allow students to demonstrate their full range of learning
- provides ongoing descriptive feedback that is clear, meaningful, and timely
- informs best teaching practice in order to adjust instruction to meet student learning needs
- uses clearly identified curriculum standards and criteria
- engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and
- respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways

NORTH VANCOUVER SCHOOL DISTRICT'S TEN PRINCIPLES OF ASSESSMENT

Principle 1

Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.

Principle 2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

Principle 3

Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.

Principle 4

Formative assessment (as learning) involves students in setting personal goals for learning and monitoring their progress through self and peer assessment practices.

Principle 5

Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.

Principle 6

Summative assessments must be based on clear criteria (aligned to core competencies and learning standards) and include a variety of opportunities for students to demonstrate their learning.

Principle 7

Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles.

Principle 8

Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning not behavior and attitude.

Principle 9

Communicating student learning must be clear, transparent, and ongoing, with a focus on Performance Standards-based language and meaningful descriptions, collections, and demonstrations of student learning.

Principle 10

Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language.