



Department: Programs and Services
Section: Programs

The Board's "Student Assessment, Evaluation, and Reporting Practices and Procedures" manual¹ constitutes the full amplification of this Administrative Procedure, AP 402.6.

Specifically:

ALIGNMENT/CONGRUENCY

- 1.0 These administrative procedures align with, and are congruent with, all Department of Education Acts, Ministerial Regulations and requirements of the Department of Education pertaining to student assessment, evaluation, and reporting practices and procedures
 - 1.1 These administrative procedures align with, and are congruent with, the Department of Education's *Public School Programs, Reporting Policy Framework, Adaptations: Strategies and Resources, Inclusion: Supporting all Students, and Enrichment: Challenge for Excellence*
 - 1.2 These administrative procedures align with the Mission Statement of the Annapolis Valley Regional School Board and with relevant board policies, including
 - BP/AP 100.1 – Development and Implementation of Policy and Administrative Procedures
 - BP/AP 100.2 – Communication with Parent/Guardian Organizations and School Advisory Councils
 - BP/AP 100.3 – (SAC) School Advisory Council – School Improvement Plan & Annual Report
 - BP/AP 100.4 – Monitoring of Board Policies and Administrative Procedures
 - BP/AP 102.1 – RCH Foundation Statements
 - BP/AP 402.10 – Use and Distribution of Assessment Results
 - BP/AP 403.4 – Student Identification and Assessment
 - BP/AP 403.5 – Individual Program Plan (IPP) Development
 - BP/AP 403.14 – Enrichment
 - BP/AP 403.15 – Homebound Tutoring
 - 1.3 School principals are responsible for being familiar with Department of Education requirements and Annapolis Valley Regional School Board policies and procedures that relate to student assessment and evaluation and for ensuring that teachers are informed of and comply with these policies and procedures
 - 1.4 The AVRSB requires that alignment exist as follows
 - 1.4.1 Each school's student assessment practices and communication plan are required to align with all relevant AVRSB policies and procedures

¹ Manual may be obtained from the Programs & Services Department, Annapolis Valley Regional School Board

- 1.4.2 Teacher developed assessments are required to align with teacher instructional strategies and methods
- 1.4.3 Classroom instructional activities must align with Department of Education curriculum guidelines
- 1.4.4 Teacher strategies for teaching and assessment must align with student needs and diversities among students
- 1.4.5 Teacher-made assessments must align with Department of Education expected learning outcomes.

COMMUNICATION

- 2.0 In conformity with the *Education Act, Ministerial Regulations under the Act*, and the *Public School Program*, every school must develop, implement, and, on an annual basis, communicate the school's assessment policy to students and parent(s)/guardian(s)
 - 2.1 The Annapolis Valley Regional School Board views student assessment as one of the most important features of the teaching-learning dynamic, and the Board requires that student assessment must be a priority for every school community, every year.
- 3.0 The AVRSB requires that all schools and teachers explain to students and families that assessment and evaluation of students, and the practices and procedures of reporting student progress and achievement, are essential components of learning and teaching that contribute to the improvement of students' achievement and growth
 - 3.1 AVRSB schools will provide at the beginning of each school year to students and parent(s)/guardian(s) clearly communicated plans for comprehensive, regular reporting practices and procedures that support student achievement
 - 3.2 The Annapolis Valley Regional School Board requires its schools to communicate and effect assessment and evaluation practices and procedures that provide students with the opportunity to make maximum progress in school according to their needs and abilities
 - 3.3 All AVRSB teachers will report to students and parent(s)/guardian(s) in a frequent and fair manner the results of accurate assessments of student achievement. Assessments will
 - Support student growth and development,
 - provide explanations that assist students to improve their achievement, and
 - offer opportunities for students to experience success.

ACHIEVEMENT

- 4.0 The Annapolis Valley Regional School Board believes that student progress is just that – achievement that results over time involving numerous assessments. The AVRSB stipulates that **student evaluation will not be based on any one single assessment event**; nor will it be based on one or a few heavily weighted assessments

- 4.1 Teachers must monitor student achievement regularly and provide feedback frequently to students and their parent(s)/guardian(s)
- 4.2 Teachers are required to collect information for student evaluations that is carefully focused and sufficiently comprehensive, so that evaluation questions can be fully answered and the needs of students addressed
- 4.3 AVRSB teachers are required to provide assessments and evaluations that enhance students' opportunities to learn.

5.0 In planning and conducting evaluations, teachers who evaluate students are to identify and justify the values used to judge student performance, so that the bases for the evaluation are defensible.

ADAPTATIONS

- 6.0 Annapolis Valley Regional School Board teachers respect that the contemporary, inclusive classroom is home to a diversity of learners; consequently, AVRSB teachers assess students by using a variety of strategies, techniques, and resources.
- 7.0 The process of preparing Individual Program Plans must follow the requirements set forth in Annapolis Valley Regional School Board's *Student Services Policies, Practices, and Procedures Manual*, Board Policy 403.5 and Administrative Procedures 403.5, and the Department of Education's *Special Education Policy Manual* – Policy 2.6. Specifically, schools are responsible for
 - putting into place procedures for evaluation of programs and services for students with special needs,
 - the identification, referral, and assessment processes of students,
 - the development of an Individual Program Plan,
 - review and discussion of the plan with parents/guardians, and
 - making use of appropriate procedures for reporting the progress and achievement of students with Individual Program Plans.

EXAMINATIONS

- 8.0 The AVRSB expects that schools will regard examinations as one type of assessment among many
 - 8.1 The emphasis placed upon, and value assigned to, examinations will vary according to grade level (see AVRSB Manual, *Student Assessment, Evaluation, and Reporting Practices and Procedures*, § 6.6 Examination Procedures).
- 9.0 The number of days that schools may schedule for examinations is determined by the Department of Education and published annually in the Department's P & I Release
 - 9.1 AVRSB schools are required to follow Department of Education direction when scheduling examinations

9.1.1 Schools are to obtain permission from the Director of Programs and Services in the event that unforeseen circumstances indicate that an examination schedule might have to vary from Department requirements

9.2 Schools are required to provide to students who receive resource support on a regular basis a similar level of support, including adaptations, when those students are writing examinations.

10.0 A scoring guide, table, or rubric must accompany examinations when they are turned into the curriculum area supervisor (principal, vice-principal, or department head). This guide, table, or rubric is to be available to anyone who requests it after the exam has been written.

PROMOTION, PLACEMENT, RETENTION, AND ACCELERATION

11.0 The AVRSB defines “promotion,” “placement,” “retention,” and “acceleration” in *Student Assessment, Evaluation, and Reporting Practices and Procedures*, Sections 4.2, 4.3, 4.4, and 4.5

11.1 The promotion, placement, retention, and acceleration of students are actions that are directly related to each school’s assessment of students’ success in achieving expected learning outcomes.

12.0 Students will not be placed, retained, or accelerated without a Program Plan being developed and put into effect.

13.0 The decision to place, retain, or accelerate a student rests with the school/site; in the case of students proceeding from one site to another (for example from grade 6 in one school to grade 7 in the next school), this decision rests with the originating school.

14.0 When a placed or accelerated student is proceeding from one school in the AVRSB to another, the originating school has the responsibility of providing the receiving school with a framework for the student’s Program Plan.

COMMUNICATION

15.0 The Annapolis Valley Regional School Board requires all school administrators and teachers to adhere to the Freedom of Information/Protection of Privacy Act (FOI/POP)

15.1 In situations where there is uncertainty or ambiguity with regard to school assessment practices and procedures and/or the handling of student assessment information in relation to the FOI/POP Act, school personnel are required to contact the Director of Programs and Services or Superintendent of Schools for clarification.

16.0 The Annapolis Valley Regional School Board requires all schools to develop and implement plans to communicate with parent(s)/guardian(s)

16.1 Communication with students and their parent(s)/guardian(s) with regard to student achievement and progress is a central feature of any school communication plan

- 16.1.1 Communication plans should be provided to students and parents during the first month of each school year/semester
- 16.2 It is expected that parent(s)/guardian(s) will be contacted whenever circumstances indicate that students would benefit from additional support at home
- 16.3 The Board requires that all schools shall provide parent(s)/guardian(s) with accurate and regular information on student progress and achievement through report cards and scheduled conferences
- 16.3.1 Schools shall provide parent(s)/guardian(s) with a minimum of three (3) report cards (November, March, and June)
- 16.3.2 Schools organized on a semester system shall provide parent(s)/guardian(s) with four (4) report cards (November, February, April, and June)
- 16.3.3 There shall be a minimum of two (2) opportunities for scheduled conferences. Conferences may be parent (guardian)-teacher, parent (guardian)-student-teacher, or student-led
- 16.3.4 The dates of the reports and opportunities during the year for parent-teacher, student-parent (guardian)-teacher, and/or student-led conferences shall be communicated to parent(s)/guardian(s) at the beginning of the year in the School's Communication Plan
- 16.3.5 Students on individual program plans will receive reports at the same times as students following the public school program as well as at other times as appropriate.

REPORTING STUDENT PROGRESS

- 17.0 The Annapolis Valley Regional School Board stipulates that **student evaluation will not be based on any one single assessment event**; nor will it be based on one or a few heavily weighted assessments.
- 18.0 The AVRSB requires that schools take a comprehensive approach to reporting student progress at the elementary, middle/junior high school, and high school levels.
- 18.1 The AVRSB requires that report cards focus on the individual student's progress and achievement in comparison with
- the expectations of the provincial program, and
 - each student's individual potential to meet those expectations
- 18.2 Report cards shall provide information on the individual student's progress and shall not include comparisons to the progress and achievement of other students (for example, class averages, medians, percentiles)

18.2.1 The is exception to 18.2 occurs when students at the Grades 11 and 12 levels are ranked for purposes of competing for scholarships, bursaries, and other distinctions associated with graduation and proceeding towards post-secondary opportunities

18.3 The AVRSB recognizes that social development and work habits are features of student performance that can have a significant impact on learning; these features will be reported as separate and distinct aspects of each individual student's progress.

19.0 The Department of Education and/or the Annapolis Valley Regional School Board may, from time to time, require that large scale assessments be written

19.1 The Education Act, § 26 (1) (j) states that, "It is the duty of a teacher in a public school to administer such evaluation and assessment instruments as are required by the board or the Minister."

Monitoring:

- The Director of Programs and Services shall be responsible for the implementation, monitoring and revision of the administrative procedures.
- This policy and its administrative procedures shall be monitored and evaluated on an annual basis.

Superintendent Approved: September 1/99

Ref: BP 402.6

Monitoring Date: Annually

Revised: June 29/05