

- Procedure Number: 635
 - Procedure Name: District Assessment of Programs and Student Achievement (revision #1)
 - Date of Revision: 2005 03 09
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District Assessment of Programs and Student Achievement

It is expected that the district's program will make provision for:

1. Providing each school with the necessary support in the evaluation of student learning, including in-service for school staffs in the design of tests, the selection of published tests, the interpretation of assessment results, and the development of policies in grading practices.
2. Informing all concerned about the reasons for any testing activity prior to implementation, including what it is to measure, how it is to be administered, scored and interpreted.
3. Obtaining reliable, valid information about the progress of students as a group and communicating it to the Board and staff for use in managing the educational programs in the district.
4. Specifying what needs to be done by the District, the District staff, and individual schools in order to ensure that any necessary improvements in student learning can be achieved.

Program Management and Accountability

District staff will be responsible for providing the Board with information on the effectiveness of the District's programs, including the relative performance of District 64. This reporting will include recommendations concerning any changes in the District's programs, staffing, and facilities that would improve the education services of the District.

The Board will provide sufficient funds for its approved assessment policy including funds for purchasing, administering, and scoring tests; the in-servicing of District and professional staff to aid in the proper use of such tests; and the implementation of follow-up procedures that emerge as priority concerns from the evaluation program.

District staff will be responsible for providing the necessary information so that the Board can make intelligent decisions on program implementation in accordance with the School Act. Local programs implemented by the Board will be assessed at the end of the first year and thereafter, at least every three years.

District staff will ensure that provincial, district, and school evaluation activities are sufficiently coordinated so that no student, teacher, or school is over-burdened with the process.

The District will make provision for procedures governing the use of standardized aptitude, personality, or other clinical measures to assess individual students. These procedures will be undertaken in a manner to ensure their valid use and to protect against the potential abuse of the information. All such assessments will be conducted by personnel specifically trained to interpret them, and will be preceded by parental approval and followed by a summary of the information gained for the parent. A copy of the assessment report will be filed with the principal of the school.

Prior to the conduct of any district assessment activity, all concerned school and district personnel will be consulted and fully informed of the nature, purposes, and intended uses of the information collected.

Selection and Placement of Students

The District will make provision for a district-wide assessment program to aid placement decisions at any level of the system. This program could include both criterion-referenced and norm-referenced achievement information as well as scholastic aptitude information.

To assist in the early identification of children who may experience learning difficulties, the District will make provisions for a broadly based screening program for all children in Kindergarten or Grade One.

The District staff will be responsible for undertaking procedures to identify students who may benefit from placement in special classes. These procedures will include the accumulation of a variety of information provided by teachers, the Principal, and other district personnel designated as responsible for the educational welfare of the child.

Goals of Assessment

The Principal is responsible for ensuring that the reporting of student achievement is consistent across subjects and grades, that the professional staff is able to define the objectives of courses and programs, the content of courses and programs, the techniques used to evaluate the objectives and the weighing of various measures used to arrive at student grades.

All Principals are responsible for ensuring that the following guidelines are being implemented:

A. Students

1. To improve learning through:
 - (a) Assessing student achievement.
 - (b) Reviewing decisions about student progress.
 - (c) Establishing standards against which student can be measured.
2. To improve information on student achievement for:
 - (a) Advising students and parents about the progress made relative to meeting specific objectives.
 - (b) Assessing the effectiveness of instructional programs.
3. To ensure comparable treatment from one class to another in the same course in terms of:
 - (a) Evaluation process.
 - (b) Course similarity.
 - (c) Standards of achievement.