

# ASSESSMENT

## Background

The District believes that the primary goal of student assessment and evaluation is to provide authentic information to be used in making decisions about students' educational needs and to improve instruction.

The District Assessment process, complementing the Provincial Learning Assessment Program and school-based evaluation programs, will be based on the British Columbia curriculum.

## Procedures

The following Guiding Principles and Standards of Fair Student Assessment provide a vision of how assessment literate educators develop and implement successful assessment practices at the classroom, school and District level.

### 1. Guiding Principles

- 1.1. The primary purpose of assessment is to improve student learning.
- 1.2. Assessment practices are fair and equitable for all students.
- 1.3. Communication about assessment is ongoing, clear and meaningful.
- 1.4. Professional development and collaboration support assessment.
- 1.5. Partners in education are involved in the assessment process.
- 1.6. Assessment practices are regularly reviewed and refined.
- 1.7. Effort marks are separate from academic assessment marks.

### 2. Standards of Fair Student Assessment

- 2.1. Provide all students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviors being assessed.
- 2.2. Inform students in advance of the basis and criteria for assigning letter grades or proficiency standards.
- 2.3. Use methods that are appropriate for and compatible with the purpose and context of the assessment.
- 2.4. Minimize/control all relevant sources of bias and distortion that can lead to inaccurate assessment.
- 2.5. Demonstrate that the procedures for judging or scoring performance are consistently applied and monitored.
- 2.6. Collect sufficient information to make informed decisions.

- 2.7. Provide communication that is clear, accurate, and of practical value to the parties for whom they are intended.
  - 2.8. Use assessment results to make decisions about program and instruction.
  - 2.9. Align assessment with the content learning standards and curricular competency learning standards specified in the Provincial Curriculum, Performance Standards, or the student's Individual Education Plan (IEP).
3. The Guiding Principles and Standards of Fair Student Assessment defined in this Administrative Procedure support those articulated in Ministry directives such as the following:
    - 3.1. Ministry of British Columbia Curriculum
    - 3.2. Ministry of British Columbia Performance Standards

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act

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Revised: