

ASSESSMENT

Background

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

The District assessment plan, complementing the school-based and provincial assessment evaluation programs, will be based on the British Columbia curriculum and the First Peoples Principles of Learning. School-based assessment involves the wide variety of methods and tools that teachers use to describe and evaluate learning in relation to the provincial learning standards.

Assessment is an ongoing, wholistic collection of what students know, how students understand and what they can do in relation to the learning standards.

Procedures

The following Guiding Principles of student assessment provide an understanding of how educators develop and implement assessment practices at the classroom, school and District level.

1. Guiding Principles

- 1.1. Assessment practices are fair and equitable for all students.
- 1.2. Assessment is communicated in a timely, consistent, meaningful and clear manner to the intended parties.
- 1.3. Assessment is collaborative, research based and supported through professional development.
- 1.4. Assessment is transparent and clear and may involve students in the co-creation of criteria.
- 1.5. Assessment practices are dynamic and are regularly reviewed and refined by educators.
- 1.6. Assessment practices are designed with the awareness that implicit bias may lead to unreliable results.
- 1.7. Assessment is informative and guides school and district initiatives and goals. (school growth plans and FESL)
- 1.8. Assessment is separate from effort and behaviour. Learning habits and engagement is shared in the descriptive feedback.

2. Evidence of Learning

- 2.1 Provide all students with appropriate, multiple and varied opportunities to demonstrate their knowledge, skills, strengths and understanding.
- 2.2 Provide opportunities for all students to demonstrate their learning through observation, conversation and product assessment.
- 2.3 Evidence is Aligned with competencies identified in the Provincial Curriculum or the student's Individual Education Plan (IEP).

[Ministry of British Columbia Education and Child Care Curriculum](#)

[First Peoples' Principles of Learning](#)

[Learning in the Primary Years](#)

[Ministry of British Columbia Education and Child Care K-12 Student Reporting Policy](#)

Approved: May 11, 2021

Revised: February 24, 2025