

Policy Title:**Assessment, Evaluation &
Reporting Policy**

Policy Statement:

Under the conditions of the Education Act, the TCSA will ensure that student assessment, evaluation and reporting measures are consistent with the Departmental Directives on Assessment Evaluation and Reporting (June 2010) and Inclusive Schooling (2006).

Purpose:

The TCSA is committed to providing balanced, accurate and fair assessment, evaluation, reporting practices for all students from Kindergarten to Grade 12, in both systemic and classroom based practice. Student progress should: be evaluated and reported based on NWT curricular outcomes, have clear purpose, provide variety of opportunities and methods for the student to demonstrate progress, be used to inform instruction, be communicated to parents in meaningful ways, and should include a variety of formative and summative assessments. From time to time external assessments will be conducted by the TCSA that will be consistent with SAER guidelines for implementation. These standardized assessments may provide basis for an empirical measure on which to assess education system success and improvement. Analysis of test results provides for the adjustment of resources, training and programming in order to maintain strengths and address weakness throughout the region in a continuous effort to support students in achieving high levels of academic success in our schools.

Procedures:

1. Student achievement tests will be conducted annually at grades three, six, nine, and Diploma Exams at grade twelve.
 2. Regional office will be responsible for collating and distributing all achievement test and diploma exam results to each principal.
 3. Principals will coordinate staff analysis of regional and territorial student assessment results and update the School Improvement Plans (SIPs) including new targets, strategies, timelines, and responsibilities to address any areas of concern regarding the results.
 4. Parents will be invited to view their child's results.
 5. Grading procedures will be related directly to the stated learning goals.
 6. Effort, attendance/participation, attitude and other behaviors will not be included in marks but will be reported separately unless they are stated as part of a learning goal.
 7. Marks from formative assessments (i.e. homework, rough drafts, etc.) shall not be included in grades.
 8. Marks from summative assessments only shall be included in grades.
 9. Teachers will properly record evidence of student achievement on an ongoing basis.
 10. Teachers will provide to students and parents a written overview of assessment, including grading, in clear, easily understandable language within the first month of classes in each course or grade.
-

-
11. Teachers will provide regular and ongoing communication to students, parents, administrators, and other professionals using both formal (i.e. written reports, parent-student-teacher conferences) and informal (i.e. telephone calls, conferences, progress reports) reporting means.
 12. Teachers will communicate to students and parents the program type the student is working within (regular, accommodated, modified, or individual education).
 13. Teachers will communicate placement versus promotion at the end of each school year.

Authorities:

Educating All Our Children: Departmental Directive on Assessment, Evaluation and Reporting, June 2010 (GNWT Department of Education, Culture and Employment).

Ministerial Directive on Inclusive Schooling, March 2006 (GNWT Department of Education, Culture and Employment).

Materials adopted and adapted from Ken O'Connor.

Approval Dates: 1st & 2nd Reading: October 1, 2015

3rd Reading & Final Approval: November 26, 2015
