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| <b>Section:</b> | <b>Governance</b>                                   |            |
| <b>Title:</b>   | <b>Assessing and Communicating Student Learning</b> | <b>4.5</b> |

## Purpose

To provide guidance for the assessment and communication of student learning (CSL). Assessing and communicating learning are inextricably linked processes.

## Policy

The Board supports assessment practices that develop student self-awareness and ownership of learning. The Board also supports communication of learning that values and centres student voice and makes learning visible to all stakeholders.

## Guiding Principles

Assessment and CSL practices will:

- be equitable;
- be inclusive;
- be reflective of Indigenous worldviews and perspectives;
- communicate growth over time;
- emphasize student ownership of learning;
- include student voice.

## Guidelines

- 1) CSL practices should ensure parents are well informed in a timely manner about their child's progress.
  - a) Effective communication between home and school is central to student success.
  - b) Dialogue among teachers, students, and parents makes learning visible.
- 2) Students must be central to the communication process.
  - a) CSL practices enhance student ownership of their learning.
- 3) Both formative and summative assessments will be used, together with CSL, to support students' understanding of their learning.
  - a) Formative assessment is an ongoing process that promotes learning and informs teaching. Learning becomes a shared responsibility among students, parents, and teachers;
  - b) Summative assessment evaluates learning at a specific point in time;
  - c) CSL makes the learning and assessment process visible.
- 4) Learning will be communicated based on the Learning Standards (curricular competencies and content) for each area of learning.

(Definitions)

**Date of Original Board Approval: November 17, 2020**

**Date Amended:**

*Legal Reference: Ministry of Education, Student Reporting Policy*

Approved in Principle