

Policy Statement

Policy Name: Assessment, Evaluation and Reporting **Policy Code:** ES-4.1

Section: Educational Services

Established: March 25, 1999

Revised or

Reviewed: March 27, 2002; February 24, 2011; October 22, 2015; May 26, 2020;
April 22, 2025

1. Policy Statement

The Kawartha Pine Ridge District School Board (KPR) believes that purposeful and precise planning, assessing, evaluating and reporting of students' strengths and next steps for improvement are the cornerstones for all educational programs. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010 and Growing Success: The Kindergarten Addendum, 2016 updates, clarifies, coordinates and consolidates the various parts of assessment, evaluation and reporting policies. This policy is developed with the aim of maintaining high standards and improving student learning for all students of the board in a manner that is clear, consistent and accessible to parents/guardians.

2. Objective

This policy aims to maintain high standards and improve student learning through clear, consistent, and culturally relevant and responsive practices. It emphasizes the importance of purposeful planning, assessing, evaluating, and reporting while being fair, transparent, and equitable for all students.

3. Definitions

Academic Integrity

A commitment to and demonstration of honest and moral behaviour in an academic setting. The principle involves acknowledging others' contributions and avoiding plagiarism, and it extends to maintaining high academic standards in teaching, curriculum, and fostering sound research processes.

Artificial Intelligence (AI)

Artificial Intelligence refers to the capability of computers or algorithms to mimic intelligent human behaviour, such as reasoning, learning, and problem-solving. It encompasses a broad field within computer science, focused on developing intelligent machines that can perform tasks that typically require human intelligence.

Assessment

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject, frame or course and the learning skills and work habits.

Assessment As Learning

Assessment as learning is the process of developing and supporting students' awareness of their own thinking while learning and conditions that lead to success during their learning. The practice of using this information makes the student a part of the assessment process. Students monitor their own learning, use feedback from educators and peers to determine their next steps, and set their own learning goals. Students are required to have a clear understanding of the learning goals and the success criteria as they are the critical connector between assessment and learning. In Kindergarten, educators engage in assessment as learning when they support children in setting individual goals, monitoring their own progress, determining next steps, and reflecting on their thinking and learning, to help them become confident, autonomous learners.

Assessment For Learning

Assessment for learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by educators to adjust instruction and provide feedback, and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning. In Kindergarten, educators engage in assessment for learning as they observe and document evidence of children's learning through the process of pedagogical documentation and provide descriptive feedback to children that is designed to help them move forward in their zone of proximal development.

Assessment Of Learning

Assessment of learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians, other educators, students themselves and others. It occurs at or near the end of a cycle of learning. In Kindergarten educators communicate information about the child's key learning, growth in learning and next steps in learning.

Assignments for Evaluation

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation do not include ongoing homework that students do to practice skills, consolidate knowledge and skills, and/or prepare for the next class.

Board

The corporate board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Communication

Communication is the ongoing dialogue between educators, students and parents/guardians about student achievement. Communication must be both informal and formal, including strategies that ensure ongoing two-way contact (e.g., phone calls, notes, emails, report cards and interviews).

Curriculum Achievement Charts

The Ministry of Education (MOE) provides achievement charts in each curriculum document that identify four categories of knowledge and skills including:

- **Knowledge and Understanding** which reflects subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding),
- **Thinking** which reflects the use of critical and creative thinking skills and/or processes,
- **Communication** which reflects the conveying of meaning and expression through various forms, and
- **Application** which is the use of knowledge and skills to make connections within and between various contexts.

The achievement charts also outline four levels of achievement that combined with the four categories of knowledge and skills support educators in the determination of evaluation.

Designate

A person authorized to carry out certain and specific tasks on behalf of the Chairpersons, Vice-chairpersons, Director, or other employee, as appropriate.

Descriptive Feedback

Informed by success criteria, descriptive feedback is provided by educators during the learning process to identify next steps that support ongoing student development in learning. To be useful, students must have the opportunity to apply descriptive feedback in demonstrations of learning prior to evaluation.

Educator

An educator is someone who facilitates learning and shares knowledge, skills and values with students to support their educational development. They are committed to demonstrating care and respect for students, staying current in professional knowledge, and applying this knowledge to promote collaborative and supportive student learning communities. An educator can encompass a variety of roles within KPR.

Evaluation

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning. In

Kindergarten, evaluation involves the judging and interpreting of evidence of learning to determine children's growth in learning in relation to the curriculum expectations. Evidence of growth in learning for evaluation is collected over time using pedagogical documentation. Multiple sources of evidence are used to increase the reliability and validity of the evaluation of learning.

Family of Schools

A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The Family of Schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

Generative Artificial Intelligence (GenAI)

A type of AI that can generate new content or data based on the inputs it receives. Generative Artificial Intelligence often involves the use of machine learning models to create outputs that are novel and not explicitly programmed.

Learning Goals

Learning Goals are brief statements that describe, in student friendly language, what a student should know or be able to do by the end of a period of instruction. The goals represent clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Learning Skills and Work Habits

Learning skills and work habits are the skills and habits that can be demonstrated by a student across all subjects, courses and grades, and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six learning skills and work habits that are consistent from Grades 1 to 12 are: responsibility, organization, independent work, collaboration, initiative and self-regulation.

MOE

Ministry of Education

Plagiarism

The act of using someone else's work, ideas, or expressions without proper acknowledgement or permission, presenting them as one's own. Plagiarism is considered unethical and can violate copyright laws.

Plan

To plan requires educators to work together to develop comprehensive plans consisting of long range, short term and daily lessons that meet the learning goals for all students. Planning must be based on the skills and ideas within the expectations of the curriculum and the accommodated or modified curriculum expectations for students who have an Individual Education Plan. Assessment and evaluation are considered as part of the planning process reflecting diverse student needs, interests and abilities by bringing meaning to the curriculum. A variety of evidence from assessment and evaluation shapes planning over time.

Policy

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

Professional Judgement

Professional judgement is informed by professional knowledge of curriculum, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Success Criteria

Success Criteria are specific descriptions of successful attainment of learning goals developed by educators on the basis of criteria in the Ministry of Education curriculum achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describes what success “looks like” and allows the educator and student to gather information about the quality of student learning. Success criteria informs descriptive feedback offered during the learning process supporting students’ understanding of their progress in learning and supports their next steps.

4. Application

This policy applies to students, staff, trustees, and families of KPR students.

5. Responsibility**5.1**

The Board of Trustees is responsible for establishing and approving Board policies.

5.2

The Director of Education has oversight and jurisdiction in determining the parameters of this policy and the associated administrative regulation.

5.3

The Superintendent of Education overseeing Teaching and Learning K-12, or designate, is responsible for setting directives within this policy and related administrative regulation.

5.4

The Family of Schools Superintendent, or designate, is responsible for providing advice and guidance to principals, or designates, in carrying out their responsibilities under this policy.

5.5

The Principal, or designate, is responsible for:

5.5.1

implementing this policy and associated administrative regulation, and taking the initiative to seek appropriate guidance from their Family of Schools superintendent, whenever necessary,

5.5.2

ensuring that school staff are carrying out their responsibilities under this policy and associated administrative regulation, and

5.5.3

ensuring, through collaboration with staff, any division or departmental assessment, evaluation and reporting guidelines and practices align with Growing Success and this policy,

5.6

educators are responsible for implementing, assessment and evaluation practices that are fair, timely, transparent and, culturally relevant and responsive for every student while implementing this policy and associated administrative regulation.

5.7 Students

Students are responsible for providing evidence of their learning within established timelines and recognize that there are consequences for cheating, plagiarizing, not completing work and submitting work late.

6. Policy**6.1 Assessment, Evaluation and Reporting Fundamental Principles**

The Kawartha Pine Ridge District School Board (KPR) recognizes that the primary purpose of assessment and evaluation is to improve student learning. The following fundamental principles reflect the priorities of KPR as well as those defined reflected in Growing Success. They provide a vision of assessment and evaluation and reporting

that is valid and reliable and leads to the improvement of learning for all students. These principles:

6.1.1

are fair, transparent and equitable for all students,

6.1.2

support every student, including those with special education needs, those who are learning the language of instruction (English, French or Anishinaabemowin), and those who have been historically marginalized,

6.1.3

are carefully planned to relate to the curriculum expectations and learning goals and, are culturally relevant and responsive using the principles of universal design to differentiate instruction to be responsive to the needs and experiences of every student,

6.1.4

are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course,

6.1.5

are ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning through observations, conversations and products,

6.1.6

provide ongoing descriptive feedback, based on success criteria, that is clear, specific, meaningful and timely to support improved learning and achievement,

6.1.7

develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning,

6.1.8

are supported through professional development and collaboration,

6.1.9

use school, system and provincial assessment data to inform instructional practice, and

6.10

maintain confidentiality of all assessment and evaluation and reporting information relating to the individual student progress, in accordance with Board Policy No. BA-1.1, Records Management.

6.2 Late and Missed Assignments

6.2.1

Schools and educators will inform students and parents/guardians about the importance of submitting assignments for evaluation when they are due and the consequences for students who submit assignments late or fail to submit assignments for evaluation.

6.3 Cheating and Plagiarism

6.3.1

Academic integrity is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense.

6.3.2

Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing. Students must always acknowledge others' work, including work generated using artificial intelligence (AI) (e.g., generative artificial intelligence, writing, ideas, graphics, data, music, etc.) by citing sources correctly, even those from the internet or using artificial intelligence.

6.3.3

Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Some common examples are, but are not limited to use of artificial intelligence without acknowledging or citing the source, copying answers or ideas from one or more people during tests, examinations or assignments, allowing one or more students to copy from one's own test or examination or assignment, communicating with one or more people during a test or examination, or tampering with record entries, report cards or transcripts.

7. Related Policies, Administrative Regulations or Procedural Documents

Administrative Regulations:

[B-3.2.4, Equity, Diversity and Inclusion-Educational Program Evaluation Assessment & Placement](#)

[ES-4.1.2, Assessment, Evaluation and Reporting](#)

Procedural Documents: (internal)

AI Guidelines for KPR Schools (to be linked)

8. Reference Documents

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010,](#)

[Growing Success: The Kindergarten Addendum, 2016](#)

[Truth and Reconciliation Commission Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)