

**School District #62 (Sooke)**

<b>LEARNING ASSESSMENT</b>	No.: B-330
	Effective: Apr. 12/83 Revised: June 27/23 Reviewed: Oct. 20/15; May 2/23; May 23/23; June 27/23

**ADMINISTRATIVE REGULATIONS**

The Sooke Board of Education is committed to supporting student learning through quality assessment practices. Assessment is part of the learning process that represents each learner’s unique character. Assessment procedures must be developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment is continuous, and relies on responsive instruction methodologies, which are revised in response to ongoing formative assessment. Assessment must be culturally responsive, inclusive, transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and caregivers as they work together in improving learning, building skills, and acquiring knowledge.

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators summatively assess student learning at a particular point in time based on criteria that are measurable, well-defined, and useful for future student learning and for teachers’ ongoing reflection of their professional practice. Reporting reflects trends in student learning, rather than averages, and is supplemented by robust and strength-based descriptive feedback that describes what a student can do, learning goals, and next steps.

**A. Student assessment and evaluation in Sooke School District:**

1. is communicated clearly and in caregiver and student-friendly language to students and caregivers;
2. is ongoing, research-based, varied in nature, inclusive and culturally responsive and administered over a period of time to enable students to demonstrate their full range of learning;
3. provides ongoing strength-based descriptive feedback that is clear, meaningful, and timely;
4. uses a wide range of current methods that assess what students know, do and understand;
5. uses clearly identified curriculum outcomes and criteria;
6. engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and
7. respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways.

**B. Classroom Assessments**

The teacher:

1. shall administer multi-modal formative assessments which consider both group and individual student needs and preferences, and shall make decisions about both the form and structure of instruction on the basis of these formative assessments;
2. shall determine whether instruction has been effective, based on further formative and summative assessments, and shall tailor further instruction and assessments based on these results;
3. shall administer school-based, district-wide and provincial assessments, consisting of building background knowledge, setting the stage, and responsive and respectful administration, using provided instruments as necessary.

### **C. School-Based Assessments**

It is important for students to have agency in their assessments, and to have opportunities to provide input and feedback as part of shared responsibility towards their learning.

The Principal:

1. shall develop, within provincial and district guidelines, a school policy and program of assessment of foundational skills, student achievement and progress that will inform school-level decisions;
2. shall gather and maintain up-to-date information on student foundational skills and achievement;
3. in consultation with teachers, will review the results of classroom and school-based assessments;
4. shall support instructional pedagogical approaches based on the assessment data and review these as needed for efficacy;
5. shall work with staff to determine in-service training needs and shall communicate these needs to the appropriate school-district department, assisting, where possible, to ensure that these needs are met.

### **D. District-Wide Assessment**

The Superintendent of Schools will designate member of district supervisory or administrative staff to direct district-wide assessment activities. This person:

1. will consult with a committee to recommend a schedule of suitable assessments;
2. shall ensure that assessment needs, and student and school needs in relation to the assessment(s), are identified;
3. shall ensure that principals are aware of the purpose of the assessments and of how they are to be administered, interpreted and used;
4. shall prepare a report to the Superintendent of Schools;
5. will support school-based principals and vice-principals as to the purpose of the assessments and as to how they are to be interpreted and used;

6. shall ensure that school-based principals and vice-principals share school-wide assessment data with the Superintendent of schools or designate;
7. shall ensure that specific action, based on assessment results, is proposed and taken, and that the outcomes of each action are communicated to the Superintendent of Schools and to teaching staffs.

#### **E. Provincial Assessment**

The Superintendent of Schools will designate a member of the district supervisory staff to oversee work regarding provincial assessments. This person:

1. will be responsible for developing administration and invigilation procedures of Graduation Assessments, and for collection of results;
2. shall gather data from schools regarding each assessment and prepare a report;
3. under the general direction of the Superintendent of Schools, shall ensure that specific action is proposed and taken, and that the outcomes of each action are communicated to the Superintendent of Schools and to the teaching staffs.

The Superintendent of Schools will ensure that the Board is fully informed about the results of provincial and district assessments, and about follow-up action and the results of such action.

The Superintendent, or the Superintendent's designate, will review this policy and regulations as required.