



Sunrise School Division believes that the primary purpose of assessment is to improve student learning.

Our vision is:

Every student who experiences the joy of learning in the Sunrise School Division will be better prepared for the future, with the knowledge, skills, and values to achieve their personal life goals.

The division's educational purpose is:

Nothing less than outstanding learning experiences, one learner at a time.

We also believe that students, teachers, administrators and parents all have a part to play in helping students to become lifelong learners and good citizens.

- Students should learn to do their own work and follow timelines and should be held accountable for these behaviours.
- Students need to be able to demonstrate that they possess the required knowledge and skills expected at each level. Students should also be able to transfer their knowledge and skills to exhibit deeper understandings.
- Teachers must cultivate a sense of responsibility by providing appropriate and challenging expectations and ensure that students rise to meet these challenges.
- Teachers must also collect evidence of students' understanding and growth.

In developing this procedure, we used the Manitoba Education document [Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty and Promotion/Retention](#) as a resource.

We recognize the following inter-related purposes of assessment (*Rethinking Classroom Assessment with Purpose in Mind*, Manitoba Education, 2006):

1. **Assessment for Learning:** Assessment is designed to give teachers information in order to make appropriate modifications to teaching and learning activities. Teachers also use this information to provide feedback to students so that they may advance their learning. In this process teachers help students actively develop, practice, learn to reflect upon and analyze their own learning.
2. **Assessment of Learning:** This assessment is cumulative and is used to confirm what students know and can do. In other words, students must demonstrate whether they have achieved the curriculum outcomes. Teachers use assessment to provide accurate and sound statements of students' achievement at specific times throughout a grade or course, so that the recipients of the information can use it to make reasonable and defensible decisions. Typically this happens at the end of a period of learning.

Assessment, Evaluation and Reporting

1. **Assessment** is a systematic process of gathering information about what a student knows, is able to do and is learning to do. Classroom assessment promotes learning when teachers use the process to:
 - Become aware of the knowledge, skills and beliefs that their students bring to a learning task
 - Use the results of the assessment as a starting point for new instruction
 - Monitor students' changing perceptions as instruction proceeds
(*Rethinking Classroom Assessment with Purpose in Mind*, Manitoba Education, p. 5).

Ultimately, the purpose of assessment is to improve student learning.

2. **Evaluation** is the process of making judgments and decisions based on the interpretation of information collected from a variety of sources.
3. **Reporting** is the process of summarizing data collected through assessment and evaluation and communicating results to students, parents and administrators. Reporting may take various forms and may be done informally or formally.

Belief Statements/Guiding Principles

1. The primary purpose of assessment is to improve learning and instruction.
2. Assessment practices are diverse and are used consistently.
3. Communication about student learning is ongoing, clear and meaningful.
4. Assessment practices are reviewed and refined to promote student success.

Attributes of Quality Assessment

1. Quality Assessment Practice:
 - a) Is fair and equitable for all students
 - b) Is supported through professional learning and collaboration
 - c) Is regularly reviewed and refined
 - d) Involves both teacher and student reviewing and reflecting on the assessment data
 - e) Helps students recognize learning targets

2. Effective Assessment Practices:

- a) Gather accurate information about student learning using a variety of methods, including observations, diagnostic interviews, group/peer assessments, self-assessments, paper and pencil tests, student journal writing, learning log entries, conversations and products
- b) Engage students in the assessment process
- c) Maintain records of student learning
- d) Communicate student learning in a variety of ways, such as report cards, portfolios, and student-led conferences

Academic Responsibility

Each school is responsible to ensure that all assessment and evaluation communication and reporting of student achievement will be:

- A. Consistent with the direction provided in the Sunrise School Division policy and related support documents
- B. Compatible with Manitoba Education guidelines and expectations
- C. Supportive of the Principles for Fair Student Assessment Practices for Education in Canada (Joint Advisory Committee, Edmonton, 1993)

Local policies and procedures on assessment will be developed collaboratively with students, staff and parents and include the following:

1. Schools will develop guidelines for promotion and retention that include:
 - Early and ongoing communication with parents
 - Collaboration between school teams and parents/guardians to develop a support plan
 - A recommendation for grade level placement, determined by the principal with input from the team, which will be based on the evidence of student's progress and growth
2. For late and missing work, schools will establish, communicate and apply procedures for students to provide evidence of learning.
3. Schools will inform students and their parents/guardians about the importance of submitting assignments when they are due, and the consequences for late and missing assignments.
4. Schools will refer to the Sunrise Concern Protocol (Procedure KE) for settling disputes related to a student's progress, achievement and retention/promotion.

5. Schools will reinforce expectations of academic honesty with students and their parents/guardians.
 - Teachers and principals will communicate and reinforce expectations of academic honesty with students.
 - Students will represent/demonstrate their understanding of curricular learning outcomes at all levels in an honest and ethical manner.
 - Schools will develop a range of consequences should an incident of academic dishonesty occur. Teachers will need to consider the nature of the assignment, the age and maturity of the student, the individual circumstance of the student and the potential impact of the consequences on subsequent learning and motivation.
6. Deducting marks for academic dishonesty or late assignments will be a last consideration. Marks may only be deducted in consultation with the principal after all other avenues have been exhausted.

Cross Reference:		
Date Adopted: August 1, 2017	Date Amended:	Board Motion(s):
Policy:	Guidelines: IKA-R	Exhibit: