

# STUDENT ASSESSMENT, EVALUATION & REPORTING

## A DEPARTMENTAL DIRECTIVE / Implementation Framework

### **BACKGROUND**

In 2001 Education, Culture and Employment released the Departmental Directive on Student Assessment, Evaluation and Reporting. The framework for this directive clearly outlines responsibilities for the department, boards and schools/DEAs.

### **PURPOSE**

To ensure a quality education system, that results in individual student growth in knowledge, skills and attitudes with respect to specific learning outcomes for each grade. This achievement must be measured:

- Over time;
- For the intended purpose;
- In ways that are fair and appropriate, and
- Taking into account the vision, values and goals of the people of the Northwest Territories.

The combined results of a variety of classroom assessments will be used to improve programming and instruction, as well as to determine student placement, programming and promotion.

### **GOAL**

To establish a comprehensive plan for assessing individual student achievement, evaluating and reporting the results, and using that information to plan for improvements...

### **SSDEC SAER Committee**

The regional committee consists of:

- 8 school principals (one member from each of our eight schools).
- one Program Coordinator who facilitates the committee, oversees the development, implementation and updates of the regional Student Assessment, Evaluation & Reporting (SAER) plan and SAER guidelines.

The committee meets 5 times a year during regular Principals' Meetings. A half-day is usually scheduled each meeting to work on this initiative.

We are making every effort for this initiative to be comprehensive and fully immersed in all our schools. As such, schools are developing draft SAER policies in consultation with their staffs and District Education Authorities, and considering standardized testing results in the determination of future school goals and action plans (Community Education Planning).

### **WHAT HAVE WE DONE SO FAR?**

#### ❖ Policies and Planning

The regional SAER Policy was finalized by Council in 2002. The SSDEC SAER Committee, in consultation with school staffs, developed and will begin implementing in 2003-04 the regional *Student Assessment, Evaluation and Reporting (SAER) Guidelines*. These guidelines are supported by the development of school/DEA level SAER policies developed in consultation with school staffs and District Education Authorities.

#### ❖ System Wide Assessment

In the South Slave we participate in Alberta Achievement Tests at grades 3, 6 and 9. Our grade 12 students also write departmental exams.

#### ❖ Classroom Based Assessment

A two-day inservice on *Classroom-Based Assessment* was held in October 2002 with a follow up scheduled for August 2003. Resources have been purchased for teachers to support learning that connects to the curriculum.

#### ❖ Professional Knowledge and Understanding

Principals and Program Support Teachers have been inserviced on the SAER Directive. In turn school staffs have been inserviced on classroom-based assessment. Schools are now required, and teachers have been inserviced on how to mark grades 3, 6, & 9 Alberta Achievement Tests. Teachers at grades 3, 6, 9 and 12 have also been trained on how to analyze systemic assessment data (Alberta Achievement Tests & Diploma Exam results) to determine areas of strength and weakness in student learning and instruction.

#### ❖ Public Knowledge and Understanding

All families in the South Slave have received a pamphlet produced by *Education, Culture and Employment* that outlines the new directive. The SSDEC policy, guidelines and staff inservices further promote common language for discussing criteria, standards and achievement with parents and students.

#### ❖ Evaluating Student Achievement

The results of systemic assessment are used to improve student learning. Each school annually identifies their strengths and action plans for areas that need improvement.

#### ❖ Reporting Student Achievement

Reporting student achievement occurs formally and informally. Systemic assessment results are reported annually to the South Slave Divisional Education Council and the District Education Authorities. The SSDEC SAER Guidelines sets common reporting times and formats for schools and teachers to parents, and clarifies achievement and work habit reporting expectations.

### **WHERE ARE WE GOING?**

Future plans... In August 2003 a two-day inservice on Classroom-Based Assessment will take place with a focus on *portfolio assessment*. Common progress report envelopes will be in place for the 2003-04 school year. School-based policies will be finalized by December 2003.

