

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT, EVALUATION AND REPORTING

Policy Code: ES-4.1

Page 1

The Kawartha Pine Ridge District School Board 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, Growing Success: The Kindergarten Addendum, 2016 updates, clarifies, coordinates and consolidates the various parts

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

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- Assessment and Recognition

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT, EVALUATION AND REPORTING – continued

**Policy Code: ES-4.1
Page 3**

that is designed to help them move forward in their zone of proximal development.

2.2.2 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 teachers 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.

2.2.3 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 teachers, students themselves and others. It occurs at or near the end of a cycle of learning. In Kindergarten educators communica

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT, EVALUATION AND REPORTING – continued

**Policy Code: ES-4.1
Page 4**

2.4 Communication

Communication is the ongoing dialogue between teachers, students and parents/guardians about student achievement. Communication must be both

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT (6)6.1 (g)A (NT)4.V (T)TLNT)4.UA (2)6.3NE)4.4 (ARD)TN AN (T)4.7D To 0 Tw 2.95

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Educational Services

- **Assessment and Recognition**

Policy: ASSESSMENT, EVALUATION AND REPORTING – continued

**Policy Code: ES-4.1
Page 9**

- 5.5 All schools will communicate this policy's definition of cheating and plagiarism to students using a variety of methods which may include newsletters, school websites, student handbooks, course outlines or others.
- 5.6 It is important that teachers aim to prevent plagiarism and cheating by using a number of strategies.
- 5.7 A teacher who has evidence of cheating or plagiarism must report it to the principal.
- 5.8 When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.
- 5.9 The principal will keep records of all incidents of plagiarism and cheating.

6. Homework

- 6.1 Homework may be used as evidence of assessment for learning but not for evaluation purposes.
- 6.2 Elements of *assignments for evaluation* (which may include rich performance tasks, demonstrations, projects and/or essays) may be partially completed outside of class time, however, to ensure equity, *assignments for evaluation* must be completed, whenever possible and as age and grade appropriate, under the supervision of the teacher.
- 6.3 Homework can be part of evidence gathered and included in final Learning Skills and Work Habits determination.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Educational Services

- **Assessment and Recognition**

**Policy: ASSESSMENT, EVALUATION AND
REPORTING – continued**

**Policy Code: ES-4.1
Page 10**
