

JUNE 4, 2014

**EVALUATION, ASSESSMENT, AND REPORTING  
ON STUDENT PROGRESS POLICY  
FOR  
PENELAKUT ISLAND LEARNING CENTRE**



## **Preamble**

Penelakut Island Learning Centre recognizes that assessment and evaluation is an integral process to the ongoing teacher/student learning process. Regular assessment and evaluation is key in helping teachers plan and determine the degree of support needed for each individual.

## **Definitions**

**Assessment** is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.

**Evaluation** is the process of interpreting, making judgments and forming decisions based on that evidence. The quality of information gained through assessment determines the quality of evaluation: that is, evaluation is only as good as the assessment on which it is based.

**Modifications** are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

**Adaptations** are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

**An Individual Education Plan (IEP)** is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

Source: Special Education: A Manual of Policies, Procedures, and Guidelines, Ministry of Education, 2013

## **Policy**

Teachers are responsible for assessing, evaluating and reporting student progress. Reporting will be based on required achievement indicators for the student learning outcomes in the Integrated Resource Packages.

### **Procedures:**

1. Teachers are responsible for creating four formal written report cards per year:

November  
January  
April  
June

Informal progress reporting sessions are offered through luncheons, phone calls and conferences upon request

2. Report cards will meet the general requirements for student progress reports as listed in Schedule 1 of the Student Progress Report Order, 2013.

3. Formal reports for grades 10-12 will include:

3.1 Ministry approved letter grades as set out in the Provincial Letter Grades Order to indicate the student's level of performance as it relates to the learning outcomes for each subject or course and grade

3.2 Include written reporting comments, where deemed appropriate, that describe, in relation to the learning outcomes.

- what the student is able to do
- areas in which the student requires further attention or development
- ways of supporting the student in his or her learning
- describe student behaviour, including information on attitudes, work habits, effort and social responsibility

3.3 Provide percentages for Grades 10, 11, and 12 courses as outlined in the Provincial Letter Grades Order

3.4 Include the credits assigned toward meeting the general requirements for graduation as set out in:

- Ministerial Order 205/95, Graduation Requirements Order
- Ministerial Order 302/04, Graduation Program Order, and
- Ministerial Order 320/04, British Columbia Adult Graduation Order

Source: Reporting Student Progress: Policy and Practice, 2009

## **Student Assessment and Evaluation**

Teachers must develop procedures to assess, evaluate and report student progress. Teachers will create student learning plans to promote goal setting.

Assessment must be broadly based and utilize a variety of informal and formal performance methods and strategies (e.g., observations, collections, testing, projects).

Assessment and evaluation must support the achievement of the learning outcomes. The overall goal should be improvement in student achievement which can be measured through the use of performance indicators such as those found in Reference Sets and Provincial Performance Standards.

An Individual Education Plan (IEP) is necessary when grade level learning outcomes are modified or when students are on a program designated as adapted. The development of the plan will involve parents, the classroom teacher, and learning assistance/Resource teacher in a school based team meeting. The plan will include the student's strengths, areas of challenge, previous support used, and goals for future learning which will include modified/adjusted learning outcomes.

Students should be included in the process of improving their learning through self-assessment, and student learning plans.

Standardized tests, such as CAT will be used to collect data for FNESC, but the results will be only use for diagnostic purposes and performance trends, not for student progress reports.

### **Students with special needs**

The special education teacher/literacy coordinator, at the request of a teacher/administrator/parent shall determine the need for assessment, planning and intervention of students who have been identified prior to enrolment and those with obvious and severe special needs who have not been previously identified.

Extended assessments may be requested to facilitate planning for student needs. (e.g., psycho-educational, speech and language, orientation and mobility). School and district staff are advised to ensure that:

- informed, written consent for the assessment is received from the parent/guardian,
- specialists are aware of cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results,
- information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan,
- specialists communicate and interpret assessment findings to relevant staff members, parents, and students (if appropriate),
- the written report of the assessment is made available to the parents, the staff and, when appropriate, the student, in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

Wherever possible, students will be evaluated using standards established for regular programming. Evaluation and reporting procedures must accommodate the range of adaptations and modifications, so as to recognize that students with special needs may:

- take part in regular programming with some adaptations
- take part in regular programming with some modified components
- participate in a program that is completely modified

Adaptation procedures should be noted in students Individual Education Plan. Evaluation is based on meeting the prescribed learning outcomes.

Students who require extensive modifications of the prescribed learning outcomes will be evaluated on the degree to which the modified outcomes are achieved. In this case, smart goals will be developed and students will be assessed on smart goal progress.

### **School Leaving Certificate (Evergreen Certificate)**

When planning student programs three options are considered. These are the regular program, an adapted program and a modified program.

#### Considerations re: Adapted and Modified Programs

1. The parents will be informed when adaptations are being made. The type and degree of adaptation should be discussed with the student and parents and should be stated on the report card.
2. Before considering a modified program, we have an obligation to adapt in as many ways as possible to allow the student to be successful. Our skills in adapting, being willing to collaborate to find solutions and remaining flexible are of paramount importance to the future of the students.
3. If a student is to receive a modified program, he or she and their parents must be informed of this. They have a right to refuse a modified program, and in such cases, it may mean that the student will not pass the course(s). Students on modified programs may not earn a Dogwood Certificate.

#### Adapted Program:

- Holds the outcomes set in the provincial curriculum
- Adaptations for educational materials
- Adaptations for instruction
- Adaptations for method of evaluation re: change in test format, read questions
- Earns letter grades
- While no IEP is required, the development of one is highly recommended
- Receives a Dogwood Certificate upon graduation

#### Modified Program:

- Does not meet the outcomes of the provincial curriculum
- An IEP is required
- Evaluation must be referenced to individually established standards
- Written comments are provided
- Transcript of marks available for all courses the student has completed from Gr. 10-12 (whether the course is regular, adapted or modified)
- Student would receive a School Leaving Certificate (Evergreen Certificate)
- A return to the Dogwood Certificate pathway would be discussed/determined at IEP meetings

In the case where students are in modified programs with individualized education plans they can qualify for a school leaving certificate if unable to meet the graduation requirements.

Teachers and Special Education Teacher will meet with parents to review the School Leaving Certificate process and parent will be required to sign document acknowledging the School Leaving Certificate process.

Penelakut Island Learning Centre will submit the demographic data for the student to the Ministry, including the date when the student met the goals of his or her educational program, or other criteria established by the Board of Education. The Ministry will then prepare and distribute to the school or district office a specially designed Evergreen Certificate.