

<b>Adopted</b>	2011
<b>Revised</b>	2016, April 2019
<b>Review Date</b>	Annually (September)

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## ASSESSMENT AND EVALUATION

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### 1. OBJECTIVE

The Halton District School Board is committed to the Ontario's Ministry of Education's policy document, *Growing Success: Assessment Evaluation and Reporting* and its fundamental principles that support the improvement of learning for all students by ensuring that teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

### 2. POLICY

It is the policy of the HDSB that the fundamental principles of *Growing Success* will guide assessment and evaluation in all schools and that the professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting of student achievement.

### 3. SPECIFIC DIRECTIVES

As outlined in *Growing Success*, the primary purpose of assessment and evaluation is to improve student learning. To further this goal, and as directed by *Growing Success*, HDSB has developed administrative procedures specific to late and missed assignments, academic honesty, final 30% evaluations, and determining grades below 50%. These can be found in the HDSB administrative procedure *Assessment and Evaluation Practices* and guide assessment and evaluation in all of our secondary schools.

#### **Legal References:**

*Education Act of Ontario*  
*Ontario Human Rights Code*

#### **Board References:**

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*  
*Growing Success: The Kindergarten Addendum, 2016*  
*HDSB Equity and Inclusive Education Policy*  
*HDSB Religious and Faith Accommodation Administrative Procedure*  
*HDSB Administrative Procedures: Assessment and Evaluation Practices (Grades 7-12)*