

GUIDING PRINCIPLES

Improving Student Learning

<p>These statements form the basis for valid and reliable assessment and evaluation practices that lead to the improvement of student learning.</p>
<p>1. Students shall be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations in <i>The Ontario Curriculum</i>. Assessment and evaluation strategies address both what (expectations) and how well (achievement categories and levels) students learn.</p>
<p>2. The achievement chart is located in the curriculum policy document for each subject. It shall be used as a framework and a reference point for balanced student assessment and evaluation across the four categories of knowledge and skills.</p>
<p>3. Teaching, assessment and evaluation strategies shall accommodate the needs and experience of students.</p>
<p>4. Students and parents shall receive initial and ongoing communication about assessment and evaluation practices.</p>
<p>5. Specific criteria shall be communicated clearly to students at the beginning of major assessments and evaluations. Students shall be given ongoing formative assessment /feedback to guide their effort towards improvement prior to evaluation on summative tasks.</p>
<p>6. Students shall be provided with ongoing opportunities to assess and improve their own learning by setting and reviewing specific goals and action plans.</p>
<p>7. Teachers shall communicate student achievement to parents in two separate aspects: a) curriculum expectations and b) demonstrated learning skills. Teachers shall use the provincial report card according to the <i>Guide To The Provincial Report Card</i> 1 to 8 and 9 to 12. Report card comments shall include strengths, weaknesses, and next steps.</p>
<p>8. The grade for students from kindergarten to grade 12 shall reflect the student's most consistent level of achievement with special consideration given to more recent evidence of achievement.</p>
<p>9. Teachers shall think critically about their methods of instruction and the overall effectiveness of their programs. Teachers shall systematically review course content, instructional strategies, and assessment procedures and make program changes needed to improve</p>

student achievement.