



POLICY STATEMENT 331

SUBJECT:	STUDENT ASSESSMENT AND REPORTING		
AUTHORITY:	Education Act, Section 27 (1)(b)	EFFECTIVE:	September 1, 2004
RESPONSIBILITY:	Principal, Teacher	REVISED:	October 1, 2013
REFERENCE:	Provincial “Look Fors” Document	PAGE:	1 of 1

Statement:

The Superintendency acknowledges that student assessment as an ongoing, continuous process that informs instruction. Assessment must be reflective of the curriculum and based on best practices. Judgement about student achievement must be based on a wide variety and combination of assessment data.

- 331.1 There must be evidence that provincial and district assessments are utilized to provide additional information on student achievement.
- 331.2 There must be evidence of the use of assessment to inform daily planning, instructional differentiation, long and short term curriculum plans, and school improvement plans.
- 331.3 There must be evidence that students and teachers develop and/or use rubrics, indicators and performance standards.
- 331.4 There must be a variety of assessment practices used. Tests and exams should constitute only one of many summative options used to assess students’ achievement. Specific examples of assessment, depending on grade level: portfolios, performance assessment, conferencing, interviews, projects, labs, presentations, critiques, artistic interpretations, student peer and self-assessment, journals, oral defences, testing, observation, and work samples.
- 331.5 Reporting Periods:
 - Early and Middle Years: There are 3 reporting periods – December, March, June
 - High School: There are 4 reporting periods – November, January, April, June