

RICHMOND SECONDARY SCHOOL

Assessment Guidelines

PHILOSOPHY

The primary purpose of assessment and evaluation is to support and enhance student learning. Richmond Secondary school offers both the Provincial and the *IB Diploma Programme* curricula and our assessment and evaluation processes meet the needs of these two curricular bodies. There is close alignment between assessment practices in the IB Diploma program (reflected in documents like “Diploma Programme Assessment: Principles and Practice”) and those promoted by the BC Ministry of Education (as seen in documents like “Rethinking Classroom Assessment with Purpose in Mind”). Similarly, the assessment policy at Richmond Secondary School is thoughtfully aligned with the Richmond School District Assessment Policy.

One of the most important distinctions in sound assessment practice is that between assessment *for*, assessment *as* and assessment *of* learning. These three types of classroom assessment are characterized by the BC Ministry of Education in the following manner:

- Assessment *for* learning refers to formative assessment by which teachers collect information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher should do next to move student learning forward.
- Assessment *as* learning refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to become aware of what helps them learn better and achieve better results, thus increasing their role in contributing to their own improvement.
- Assessment *of* learning refers to summative assessment whereby teachers collect data from a variety of sources to evaluate student performance in relation to curricular learning outcomes. This informs students, parents and others about student achievement.

In summary, the primary purpose of assessment and evaluation is to support and enhance student learning. Assessment and evaluation support student learning by providing feedback that informs teachers and students about what has been learned and what is not yet understood. Assessment and evaluation practices are integral to the planning and delivery of Provincial and IB Diploma curricula and to implementing instructional approaches to best meet student needs and ways of learning, thereby supporting and enhancing student growth and achievement.

ASSESSMENT PRACTICES at RICHMOND SECONDARY

- We view assessment *for* learning, *as* learning, and *of* learning as being very important. Teachers understand that assessment for learning and as learning play an important role in determining assessment of learning.
- Teachers provide ongoing formative assessment and feedback that assists the student to achieve the required level of success in demonstrating how well they have learned a particular learning outcome. During this part of the learning process adjustments can be made by the teacher (to their instruction) and students (to their learning) to what is taking place prior to any “summative” or final evaluation taking place.
- Students also work with fellow students to provide feedback on each other’s work. Perhaps more importantly they work with teachers to clearly define targets for achievement. Students are given opportunities to clarify criteria for demonstrating their learning, with the goal being for students to become aware of what helps them learn better. This meta-cognitive approach is a valuable part of helping students more deeply grasp the learning that is taking place.
- Our assessment grades are criterion-referenced and based on student performance compared to learning standards/outcomes.
- We discourage awarding of effort grades, and where those are awarded, there needs to be clear criteria for awarding them.
- Teachers regularly give feedback information about achievement and progress to students.
- Formative assessment practices include a wide range of learning activities: testing, oral presentations, group presentations, monitoring student workbooks/journals/portfolios, evaluation of practical skills, performances, display work, individual and group work, exhibitions, etc.
- Self-assessment and peer assessment are used as part of assessment procedures.
- Teachers are encouraged to discuss grades with students before issuing reports.
- Teachers use criteria (rubrics) to provide clear targets for curricular expectations, aims, and goals.
- Teachers use exemplars (exams, essays, portfolios, orals, labs) to guide assessment practices.

- Students are provided with class time and opportunities to clarify criteria, and to clarify concepts unclear to them.
- Students will be involved in setting/clarifying criteria for major assignments and tasks.
- Teachers are encouraged to set few but significant summative tasks for each reporting period.
- Teachers emphasize quality of work rather than quantity of work.
- All teachers help students to manage their workload.