

# 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 guidelines meet the internal and external requirements of learners in all programs. Similarly, the assessment policy at Richmond Secondary School is aligned with the Richmond School District's Assessment Policy.

One of the most important distinctions in sound assessment practice is that between assessment *for*, assessment *as* and assessment *of* learning.

***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. That is, the teacher actively uses information gathered about how students are learning in a particular class and adjusts their teaching. Examples include observations, discussions, interviews, homework, writing drafts, quizzes, practice tests, exit slips, etc.

***Assessment as learning*** refers to the active involvement of students, working with their teachers, in being critical assessors of their learning. The goal is for students to become *metacognitive* and self-regulating - aware of what helps them learn better and achieve better results, thus increasing their role in contributing to their own improvement. Examples include self-assessment, peer assessment, reflections, strategic questioning, responding to descriptive feedback, etc.

***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 standards. This informs students, parents and others about student achievement. Examples include presentations, projects, interviews, performances, tests, etc.

In summary, assessment is an ongoing process that provides descriptive information that supports and improves learning. Effective assessment is intimately linked to thoughtful, responsive teaching where teachers are clear on the learning standards, and adjust their teaching to meet the needs of students and where students clearly understand what they are trying to know, do and understand.

## **ASSESSMENT GUIDELINES and PRACTICES at RICHMOND SECONDARY**

- We view assessment *for* learning, *as* learning, and *of* learning as being equally important and interconnected. Teachers understand that assessment for learning and as learning play an important role in determining assessment of learning.
- Teachers regularly give descriptive feedback information about learning progress to students. Teachers provide ongoing formative assessment and feedback that assists each student in achieving learning standards. 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 evaluations.
- Students will have opportunities to self-assess as well as work with peers to provide feedback on each other's work. Students also work with teachers to clearly define criteria and targets for achievement. Students will be given opportunities to clarify criteria with their peers, with the goal being for all students to understand expectations and become aware of what helps them learn better. This metacognitive approach is a valuable part of helping students more deeply grasp the learning that is taking place.
- Teachers use criteria (e.g. rubrics or proficiency scales) to provide clear targets for curricular expectations, aims, and goals. Whenever possible, teachers will use exemplars to clarify understandings of what is expected for students. Students will be provided with in-class opportunities to clarify criteria and expectations, and to clarify concepts unclear to them.
- Students will be involved in setting/clarifying criteria for major assignments and tasks. Ideally, teachers will include students in discussing and determining significant due dates and major test dates. Teachers will support students in managing their workload.
- Significant summative tasks should only occur after multiple formative assessments - that is, summative assessments of learning should only happen at the 'end' of learning and when the teacher is confident that students understand concepts and are prepared.
- Teachers emphasize quality of work rather than quantity of work. Summative marks should reflect a student's best demonstration of learning standards rather than an 'averaging out' of all attempts.
- We understand that 'marks' are a source of stress for many students. Summative assessment will accurately reflect student learning and only occur after ongoing formative, peer and self- assessment. Final marks should not be a surprise to students.
- Assessment is not punitive nor manipulative. We discourage deducting marks for 'poor behaviour' or late work and/or awarding bonus marks for effort or to reward 'good behaviour.' In the end, final marks should accurately reflect each student's best performance compared to learning standards in the curriculum. Work habits and attitudes are important, but are reported separately.