



Policy Manual – Students

S.A.05 Growing Success: Assessment and Evaluation, and Reporting

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POLICY STATEMENT

The primary purpose of Catholic Education in the Hamilton-Wentworth Catholic District School Board (Board), in union with the Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the model. **The assessment, evaluation and reporting practices and procedures in place in the schools of the Board will support this vision of Catholic education and will be conducted in such a way as to ensure equity and dignity for all learners.**

All assessment, evaluation and reporting practices will be consistent with Catholic beliefs and values in order to promote the delivery of a distinctly Catholic curriculum that respects the value, dignity and diversity of each learner. The starting point of assessment and evaluation will be based on the Ontario Catholic School Graduate Expectations. This framework is the foundation for the development of a consistent, focused faith filled environment and defines what students are to know, do, communicate and value when they graduate from secondary school. It is expected that these expectations are integrated and synthesized with current Ministry documents, policies and resource documents.

In addition, assessment, evaluation and reporting practices and procedures in the schools of the Board will be consistent with the policies and procedures outlined in this policy and in the following Ministry of Education Documents:

- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2010);*
- *Growing Success, The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools (2016)*
- ***Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)***

Purpose

Assessment, evaluation and reporting practices and procedures support student achievement and inform instruction.

To ensure that assessment, evaluation, and reporting practices and procedures are valid and reliable, and that they lead to the improvement of learning for all students, educators 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) and those who are First Nation, Métis, or Inuit;

- are carefully planned to relate to the curriculum expectations and learning goals, the Catholic School Graduate Expectations, 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 and at other appropriate points throughout the school year;
- 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; and,
- 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.**

Responsibility: Principals, Teachers

Regulations:

[Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, First Edition, Covering Grades 1-12, 2010](#)

[Growing Success: The Kindergarten Addendum, Assessment, Evaluation and Reporting in Ontario Schools, 2016](#)

[Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)

[Learning For All, A Guide to Effective Assessment and Instruction For All Students, Kindergarten to Grade 12, 2013](#)

Related Policies

SP02 French Immersion Program
 SP04 Religious Education JK-12
 SP05 Fully Alive Family Life Program
 SP09 PLAR
 SP13 Home Instruction

Related Board Committee: Student Achievement and Well-Being

Policy Review Date

BM Original Policy Approved 21 June 2011
 Revisions: 04 June 2012, 05 March 2013, 19 June 2018, 16 March 2021
 To be reviewed every **five** years