



A-2021-05-6

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY STATEMENT

CATHOLIC EDUCATION: ASSESSMENT, EVALUATION AND REPORTING – KINDERGARTEN TO GRADE 12

Rationale

At ALCDSB assessment, evaluation and reporting processes are rooted in our distinct Catholic understanding of the human person; embracing a student-centred approach that recognizes the variability and diversity of all learners and their God-given talents.

The ALCDSB is committed to high professional standards which will ensure equitable and inclusive approaches to assessment, evaluation and reporting allowing students to reach their fullest potential as innovative, creative, and collaborative contributors in an ever-changing world.

The [*Ontario Catholic School Graduate Expectations, Institute for Catholic Education \(1999\)*](#) serve as a compass and provide useful assessment benchmarks to ensure that the foundations of Catholic curriculum are intrinsically connected to teaching and learning. In partnership with all stakeholders (staff, students, parents/guardians), this policy supports improved student learning and high standards in assessment and evaluation.

Since we are committed to learning excellence, our curriculum and instructional practices must meet or exceed the educational needs and expectations as ascribed by the Ministry of Education and they must articulate a world view shaped by Catholic conversation.

Guiding Principles

All assessment, evaluation and reporting practices in ALCDSB:

- reflect the Ministry of Education mandate related to [*Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grade 1-12, Ministry of Education \(2010\)*](#) and focus on the continuum of teaching and learning in K-12, through the lens of our Catholic faith and the ALCDSB vision, mission, and values.



- are valid, reliable, fair, transparent, inclusive and equitable for all learners.
- are clearly and regularly communicated to students and parents.
- foster authentic engagement and support well-being, in a manner that honours learner variability and diversity, providing opportunities for voice and choice so that all students see themselves in the curriculum.
- inform educator practice with the goal of developing, deepening, and enriching student learning and increasing student achievement, and
- promote innovation, inquiry, collaboration, critical thinking and creativity in all learners.

References

[ALCDSB Alternative Progress Report Template](#)

[ALCDSB Alternative Report Card Template](#)

[Alternative Reporting Questions & Answers](#)

[Growing Success Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1-12, Ministry of Education \(2010\)](#)

[Growing Success - The Kindergarten Addendum. - Assessment, Evaluation and Reporting in Ontario Schools, Ministry of Education \(2016\)](#)

[Full Day Kindergarten Understanding Your Child's Report \(2017\)](#)

[Individual Education Plan \(IEP\), A Resource Guide, Ministry of Education \(2004\)](#)

[Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten - Grade 12, Ministry of Education \(2013\)](#)

[Ontario Catholic School Graduate Expectations, Institute for Catholic Education](#)

[Ontario Curriculum, Grades 1 to 12 -Achievement Charts \(2004\)](#)

[Ontario Curriculum, The Kindergarten Program \(2016\)](#)

[Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, Ministry of Education \(2011\)](#)

Administrative Procedures

Assessment, Evaluation and Reporting – Kindergarten to Grade 12

Approved: March 27, 2012

Revised: June 21, 2016

Revised: May, 2021