



Administrative Regulations

EDUCATION

2200

ASSESSMENT AND EVALUATION

A. General Principles

1. The criteria and the process(es) to be used for assessment and evaluation shall be generated in consultation with those involved.
2. Individual(s) shall play an active part in any evaluation process directly affecting them.
3. The evaluation process shall make use of self-evaluation and feedback from those served.
4. Those providing feedback must know that no reprisals of any kind shall be tolerated against them for providing honest opinions.
5. Assessments and evaluations shall match the related goals, objectives and principles of the program, the individual, the school and/or the district.
6. When developing or choosing assessment methods, consideration shall be given to the consequences of the decisions to be made in light of the obtained information.
7. The assessment methods shall be developed or chosen so that the inferences drawn from them are valid and not open to misinterpretation.
8. Content and language which could be viewed as sexist or offensive shall be avoided.
9. The job descriptions and current contracts shall be the reference points in the assessment and evaluation of staff or management.
10. The data collection as well as the evaluative decisions made as a result of the data collection shall be communicated to the individual being evaluated.
11. A draft evaluation shall be presented for discussion and possible amendment.
12. The process of assessment and evaluation shall lead to plans for maintaining and enhancing both the system and individual performance.

Page 1 of 3

Date approved:

Statutory reference:

Date revised:

Other references:



Administrative Regulations

EDUCATION

2200

ASSESSMENT AND EVALUATION (continued)

13. Individuals shall be made aware of the process for appealing an evaluation which they feel incorrectly reflects their level of performance.

B. Students

1. Assessment of performance shall encourage the development of the unique and individual potential of each student.
2. Notwithstanding the concepts of self-directed learning and the varying individual rates of learning, the Provincial Curriculum shall be the basis against which an individual student's progress is observed and tracked.
3. Classroom assessment shall be seen as a means to support teaching and learning of knowledge, skills, attitudes and behaviours and to nurture positive student attitudes.
4. Teachers shall use a variety of assessment tools such as:
 - observations
 - text and curriculum-embedded questions and texts
 - paper and pencil tests
 - oral questioning
 - benchmarks or reference sets
 - interviews
 - peer and self assessments
 - standardized criterion-referenced and norm-referenced tests
 - performance assessments
 - writing samples
 - exhibitions
 - portfolio assessments
 - project and product assessments.
5. Any decisions on students shall be based on multiple sources of information.
6. The teacher's direction shall be used with regard to the degree of participation of special needs students in testing situations. Adaptations or alternatives may be considered after consultation with school-based team and/or resource staff.

Page 2 of 3

Date approved:

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Date revised:

Other references:



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ASSESSMENT AND EVALUATION (continued)

7. Methods of reporting to parents shall reflect the current state of student assessment and evaluation procedures. Student self-assessment and evaluation shall be an integral part of the reporting procedure.

C. Staff

1. School and district administrators shall ensure that assessment and evaluation of staff performance is in accordance with the provisions of the appropriate collective agreement or the procedures established for assessing the performance of excluded staff.
2. The Superintendent shall ensure that the assessment and evaluation of the district's administrative officers and management personnel is carried out in accordance with the provisions of individual contracts. The process to be used shall be developed by the Superintendent in consultation with the Sunshine Coast Administrators' Association (S.C.A.A.) or the district manager concerned.

D. Schools

1. All schools shall be subject to the provincial accreditation process as prescribed and scheduled by the Minister.
2. The district shall allocate to schools the funds provided by the Ministry for accreditation.
3. District staff shall guide, assist and coordinate activities in the district during the planning, execution and follow-up states of accreditations.
4. The Superintendent and the principal shall report the results of a school accreditation to the Board and the community.

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Other references: