



# Turtle River School Division - Administrative Procedure

## Section D – Student Services Assessment

### Assessment

Turtle River School Division believes in the importance of assessment, evaluation, and communication of student achievement in the teaching and learning process. In order for assessment to be significant, it must be purposeful and relatively accurate.

Assessment can vary depending on the purpose. It can be subjective, formal, and/or summative in nature. Assessment can be used to guide instruction, support learning, and provide evidence of student learning and progress. It is important that the type of assessment used is appropriate to the purpose of the assessment so it is meaningful.

#### Provincial Assessments

Manitoba Education mandates that all students participate in a provincial assessment in the early years (grades three and four), middle years (grades seven and eight) and in high school (grades ten and twelve English and mathematics). These assessments are implemented, on behalf of the department, by the classroom teacher who has received training. The classroom teacher must also complete various reports in regards to the assessments. Assessments reports are filed in the student's cumulative files, as well as sent to parents and the department.

#### Standardized Assessments

Standardized Assessments are tests that have been “normalized” across a large sample size in order to determine “standards” as to where students should score in the area being assessed. These assessments have been widely researched in order to ensure quality and consistently accurate results that can be used by schools in order to support student learning. The method of administration must also be followed accordingly; standardized assessments have specific rules that must be adhered to along with specific scripts for administrators to follow. Access to some assessments requires qualified individuals to purchase the assessments and protect the integrity of the assessment. Training and certification in implementing, using, and interpreting these assessments is required at the graduate level of study or specialized training.

#### Divisional Assessments

The division adopts a variety of assessments that all schools complete in order to help support the development of student profiles, school profiles, and a divisional profile. These assessments provide screening for students who may have specific learning needs or learning disabilities. The assessment purpose is a way of flagging individuals that require further testing to determine specific learning needs or areas of concern. The division supports assessments at various levels and subject content.

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The following assessments are used in the specified grade levels:

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Assessment	Subject Area	Grades	Frequency
EYE-TA	Early development skills: -awareness of self and environment, -social skills and approaches to learning, -cognitive skills, -language and communication, and -physical development – fine motor gross motor	Kindergarten	2X/year  Oct/Nov and May/June
EYE-DA	Early development skills: -awareness of self and environment, -social skills and approaches to learning, -cognitive skills, -language and communication, and -physical development	KHIC or junior K	1X/year  Spring
Observation Survey	Early Developmental Skills – literacy	Grade 1	2X/year Sept/October and May/June
Fountas & Pinnell Reading Benchmark	Reading and comprehension	Grades K to 8	1X/year minimum (before report cards)
Our School Survey	Bullying Student engagement Career engagement	Grades 4 to 12	1X/year  Spring
Woodcock Johnson IV (WJ IV)	Cognitive Assessment	Grades K to 12	Referral required

[Assessment F and P Reading Assessment Summary](#)  
[Assessment Observation Survey Summary Assessment](#)  
[ELI and Observation Survey Summary](#)

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### Manitoba Education and Early Childhood Learning Provincial Assessments

Assessment/Evaluation	Administration Timelines
<b>Early Years Assessment</b>	
<ul style="list-style-type: none"> <li>• Grade 3 Assessment – Reading, Lecture, and Numeracy</li> <li>• Grade 4 Assessment – French Immersion Lecture</li> </ul>	Late October to December
<b>Middle Years Assessment</b>	
<ul style="list-style-type: none"> <li>• Grade 7 – Mathematics</li> <li>• Grade 8 – Reading, Comprehension, and Expository Writing</li> </ul>	Late January to early March
<b>Grade 10 Provincial Evaluation</b>	
<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading and Responding</li> </ul>	Fall
<b>Grade 12 Provincial Evaluation</b>	
<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Français langue première</li> <li>• Français langue seconde</li> </ul>	Semester 1: mid January Semester 2: end of May to early June
<ul style="list-style-type: none"> <li>• Applied Math</li> <li>• Essential Math</li> <li>• Pre-Calculus Math</li> </ul>	Semester 1: end of January Semester 2: mid-June

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### Assessment Strategies and Tools

The three general sources of assessment collected in classrooms are:

- Observations of learning
- Products/projects created by students
- Conversations with students about their learnings

When evidence is collected from multiple sources, trends and patterns become evident over time. Data from at least two sources should be used to confirm a student's understanding and a third point should be included if the two sources do not align. This process is called triangulation.

### Purposes of Assessment

Assessment **FOR** learning is designed to give teachers information to modify and differentiate teaching and learning activities. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

- Talking circles
- Descriptive feedback
- Opportunities for student direction and learning from each other

Assessment **AS** learning is a process of developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

- Self-evaluation
- Portfolios
- Learning stories
- Self-reflection

Assessment **OF** learning is summative in nature and is used to confirm what students know and can do, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment evidence to provide accurate and sound statements of students' proficiency, so that recipients of the information can use it to make reasonable and defensible decisions.

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- Project-based tasks
- Interviews
- Tests
- Use of continuums
- Conferences

Sometimes the terms formative and summative are used to differentiate the purposes of assessment. Formative assessment is assessment that informs instruction and learning, and would include assessment **for** and **as** learning. Summative assessment is the assessment that occurs after learning has occurred to determine the level of achievement, and is very similar to assessment of learning.

*Rethinking Classroom Assessment with Purpose in Mind (Manitoba Education, Citizenship and Youth 13–14), Lorna Earl and Stephen Katz*

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#### Fountas and Pinnell Instructional Reading Levels

*F&P scale for determining Instructional level © 2011, 2008 Irene C. Fountas and Gay Su Pinnell **Second Edition***

##### Independent Level

**Levels A–K:** Highest level read with 95–100% accuracy and excellent or satisfactory comprehension.

**Levels L–Z:** Highest level read with 98–100% accuracy and excellent or satisfactory comprehension.

##### Instructional Level

**Levels A–K:** Highest level read with 90–94% accuracy and excellent or satisfactory comprehension or 95–100% accuracy and limited comprehension.

**Levels L–Z:** Highest level read with 95–97% accuracy and excellent or satisfactory comprehension or 98–100% accuracy and limited comprehension.

##### Hard Level

**Levels A–K:** Highest level read at which accuracy is below 90% with any level of comprehension.

**Levels L–Z:** Highest level read at which accuracy is below 95% with any level of comprehension.

##### Comprehension

**Levels A-K:**

**6-7 Excellent**

**5 Satisfactory**

**4 Limited**

**0-3 Unsatisfactory**

**Levels L-Z**

**9-10 Excellent**

**7-8 Satisfactory**

**5-6 Limited**

**0-4 Unsatisfactory**

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### F and P – Finding the Three Reading Levels – Second Edition

Benchmark Criteria for Levels A - K	Comprehension			
Accuracy	Excellent 6-7	Satisfactory 5	Limited 4	Unsatisfactory 0-3
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Benchmark Criteria for Levels L - Z	Comprehension			
Accuracy	Excellent 9-10	Satisfactory 7-8	Limited 5-6	Unsatisfactory 0-4
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

### F and P – Finding the Three Reading Levels – Third Edition

Benchmark Criteria for Levels A - K	Comprehension			
Accuracy	Proficient 5-6	Approaching Proficiency 4	Limited Proficiency 3	Not Proficient 0-2
95-100%	Independent	Independent	Instructional	Hard
90-94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Benchmark Criteria for Levels L - Z	Comprehension			
Accuracy	Proficient 8-9	Approaching Proficiency 6-7	Limited Proficiency 4-5	Not Proficient 0-3
98-100%	Independent	Independent	Instructional	Hard
95-97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

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### ELI and Observation Survey End of Year Survey

	Date of Birth	Date of Test	Entry	Instructional Book Level	Acc %	S.C.	L.I.		CAP		Word		Other Word	WV		HSIW	
							54/St	24 St	15 St			St		37 St			
Name			Entry														
MET #			Exit														
Name			Entry														
MET#			Exit														
Name			Entry														
MET #			Exit														
Name			Entry														
MET #			Exit														
Name			Entry														
MET #			Exit														

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### OBSERVATION SURVEY SUMMARY FOR MULTIPLE ASSESSMENTS

MET#:(9 digit number) \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ School Division: \_\_\_\_\_

**Outcome:** (Please describe. e.g. no further support required; long term support deemed necessary; moved; other)

#### SUMMARY OF RUNNING RECORD

	Text Titles	<u>Errors</u> Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
<b>Entry</b>	Date: _____				
1. Easy (level)	_____	_____	1: _____	_____ %	1: _____
2. Instructional (level)	_____	_____	1: _____	_____ %	1: _____
3. Hard (level)	_____	_____	1: _____	_____ %	1: _____

<b>Exit</b>	Date: _____				
1. Easy (level)	_____	_____	1: _____	_____ %	1: _____
2. Instructional (level)	_____	_____	1: _____	_____ %	1: _____
3. Hard (level)	_____	_____	1: _____	_____ %	1: _____

**End of Grade One Date:** \_\_\_\_\_

1. Easy	_____	_____	1: _____	_____ %	1: _____
2. Instructional	_____	_____	1: _____	_____ %	1: _____
3. Hard	_____	_____	1: _____	_____ %	1: _____

Assessment	L.I.		C.A.P.		Word Rdg		Other Rdg		Writing Vocabulary		H.S.I.W.	
	54	Stanine	24	Stanine	15	Stanine	Test Score		No. Stanine		37 Stanine	
Entry Assessment												
Date:												
Exit Assessment												
Date:												

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