



Turtle River School Division - Administrative Procedure

Section C – Instruction and Programing

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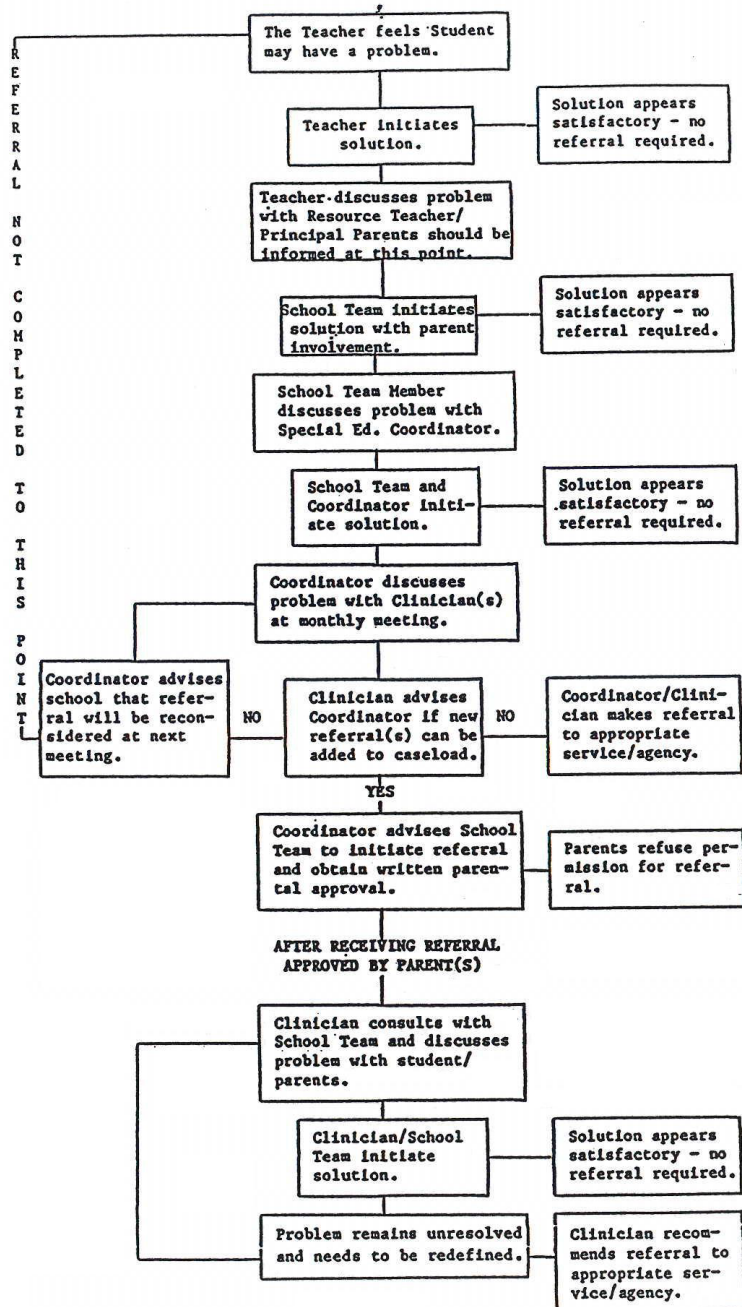
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Section C – Instruction and Programming Referral Procedure

TURTLE RIVER SCHOOL DIVISION REFERRAL PROCEDURE FOR CLINICAL SERVICES



November 6, 1990

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Section C – Instruction and Programing Vision and Hearing Screening

VISION AND HEARING SCREENING

Screening will take place in the month of October. The Speech and Language Pathologist, along with the Resource Teachers, will set up a schedule for all the schools in the division. Two substitute Educational Assistants will be hired and trained to complete the screening in all schools.

Parents will be notified before the screening, either through an individual letter (form 1) or through a general notice in the school newsletter, at the discretion of the school administration. Parents of students, who have been identified as having possible problems, will be contacted after the screening.

HEARING SCREENING

Students to be screened:

- All students in kindergarten to grade three.
- Students new to the division.
- Students suspected of having hearing difficulties referred by parents and/or teachers.
- Students who failed a previous screening.

Any student who fails the initial screening will be retested within a couple of weeks by the Speech and Language Pathologist. Should a student fail both these screenings, the parents shall be advised that a possible problem may exist and that it is recommended that the student be seen by an audiologist. A list of available audiologists will be attached to the letter. Students who miss the initial screening will be tested by the Speech and Language Pathologist at a later date.

VISION SCREENING

Students to be screened:

- All students in kindergarten, grades 1, 3, 5, 7, 9, and 11
- Students new to the division.
- Students suspected of having a vision problem referred by parents and/or teachers.

Students who wear glasses will not be screened, but will have a form sent home to be forwarded to their ophthalmologist/optometrist to assist in providing proper care to the student at school.

Parents of students who fail the initial screening shall be notified by letter. The second screening will test only those who missed the initial screening. Vision screening will take place at the same time as the hearing screening.

February 21, 1995, November 7, 1995
Resolution No.5 February 24, 2009

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STUDENT ASSESSMENT

Board Governance Policy Cross Reference:

- Assess to Learn – Learn to Assess – Anne Davies (2004)
- Feed Back.. Feed Forward: Using Assessment to Boost Literacy Learning Anne Davies (2003)
- Classroom Assessment and Grading that Work – Robert Marzano (2006)
- Rethinking Classroom Assessment with Purpose in Mind – MECY (2006)
- How to Grade for Learning – Ken O'Connor (2002)
- Portfolios: More than just a file folder – Saskatchewan Professional Development Unit
- Student-Involved Classroom Assessment – Rick Stiggins (2001)
- Evergreen School Division Student Assessment (2008)

Legal Reference:

Date Adopted: pilot program 2010-2011

Turtle River School Division believes that assessment, evaluation and communication of student achievement are essential to the teaching and learning process. These practices should be carried out in a positive way that supports continuous learning, development and personal growth for students. The ultimate goal of assessment is to help develop independent, lifelong learners, who regularly monitor and assess their own progress.

Guiding Principles of Assessment

1. The primary purpose of assessment is to support learning and to inform instruction.
2. Students must understand that the test/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.
 - Teachers are to communicate and reinforce expectations of academic honesty with students. (cheating, lying, plagiarizing)
 - Teachers are to respond appropriately to academic dishonesty. Academic dishonesty could result in one or all of the following: contacting the parents, documentation of the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student, disciplinary measures, redo the work and deduct marks for academic dishonesty.
 - Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation.

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3. Assessment requires a critical professional skill to plan for assessment, observe student learning, interpret the evidence of learning, and then provide feedback to the learners. Teachers should use assessment information to revise and guide their teaching in order to improve student learning.
4. Assessment practices should recognize all educational achievement, learning styles, and intelligences that involve students in the process, enabling all learners to achieve their best in all learning activities. This includes self-assessment and self-reflection, which assists students in determining the next steps in their learning.
5. Assessment promotes the understanding of goal setting where learners understand what it is they are trying to achieve, and have a role in deciding the learning goals and the criteria for assessing their progress.
6. Feedback to students should be descriptive and clear, identifying areas of strength and improvement, should be fair and appropriate to the developmental needs of the learner, and should be frequent and immediate. Numerous and various opportunities should be provided to students to improve upon their learning.
7. Assessment should foster motivation by building on student success and self-confidence, with its focus on achievement and progress rather than failure. Assessment strategies enhance motivation by providing choice, descriptive feedback, and opportunities for student direction as well as learning from each other.
8. Assessment should be flexible, sensitive and constructive in order to respond to a variety of ideas emerging from observations, discussions and student learning as student's progress through their educational experiences.

Turtle River School Division is committed to the guiding principles of assessment through the implementation of Assessment **OF** Learning, Assessment **FOR** Learning and Assessment **AS** learning practices. These terms are defined as follows:

Assessment for learning: is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and

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pathways that many students follow. 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.

Assessment as learning: is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. It requires that teachers help students develop, practice, and become comfortable with reflection, and with a critical analysis of their own learning.

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

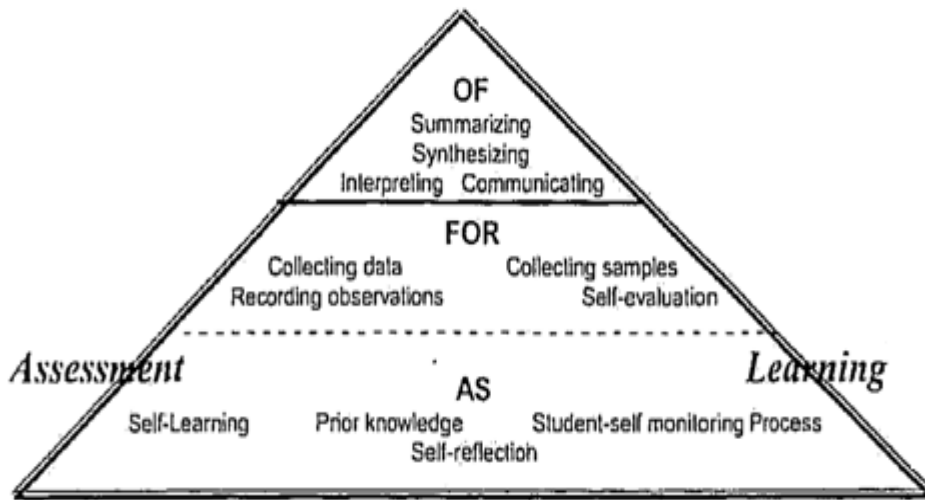
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Evidence of Learning



Note: This diagram is representative of the amount of time teachers should spend with each of the three forms of assessment.

Varied methods should be used to gather accurate evidence about student learning. There are three general sources of assessment evidence gathered in classrooms: **Observations** of learning, **products** students create and **conversations** – discussing learning with students. When evidence is collected from three different sources over time, trends and patterns become apparent.

Adaptations and Modifications

Adaptation - The act of making changes in the teaching process, materials or student products to help students achieve the expected learning outcomes.

Modification - Altering the curricular outcomes the student is expected to meet in the provincial curriculum as per subject table handbook.

Accommodations - A means of identifying, preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their unique circumstances; the principles of accommodation involve three factors: dignity, individualization, and inclusion (source: Ontario Human Rights Commission); accommodations include adaptations such as alternate format, alternative settings, technology, more time, American Sign language, and scribes.

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Given these definitions, when a student requires “adaptations” the student is working to achieve all of the curricular outcomes of that subject and/or course. The adaptations can be applied to all or any of the outcomes used by teachers to instruct and/or assess, and by students to demonstrate their learning. Adaptations are not a reduction in expected learning outcomes.

All students are to be evaluated and graded based on their demonstrated achievement of expected learning outcomes. Students who require and receive adaptations are assessed and evaluated on their achievement of the same outcomes as their peers. However, the manner in which they demonstrate their learning may differ.

Modified designation requires a determination of “significant cognitive difficulty” (as per psychological assessment). The Specific Outcomes can be altered or modified to meet the needs of those individuals. The student must have an Individual Education Plan (IEP). The evaluation of the student is based on the work the student does in relation to his/her specific plan.

When a student receives adaptations or modifications, parents must be informed. This information may be communicated through an Individual Education Plan and/or through regular reporting procedures. Adaptations may not require an IEP, and may be reported to parents through the use of an insert or anecdotal comments in the report card.

Final exams are an important tool used by educators to cumulatively assess student learning. All students in grades 9 to 12 must write a final exam as part of their course evaluation. Final exams allow students to demonstrate their growth, knowledge, and understanding of the course content being studied. As the final exam is an assessment that is cumulative of all of the course outcomes it is a way for students to submit evidence of learning. All final exams will be weighted accordingly at 30% of a student's final grade as per division policy. In all courses, the final exam weighting/mark should be clearly indicated on the course outline/syllabus.

In some specialty courses it may be more appropriate for students to do a cumulative project in lieu of a final exam. This is more common for elective courses; however there are certain courses where this is not the case. For example, there are no final exams in Physical Education courses; but the Health portion of this course does have a final exam/test. The use of a cumulative project instead of a final exam is only available for certain courses as noted by the courses curricular outcomes. Compulsory courses usually have a final exam.

Turtle River School division does not have any mid-term exams in any of their courses. In addition, there are no provisions for supplemental exams.

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The division supports students and schools in writing final exams as an assessment of learning. It is important for students to prepare in advance of their exam in order to reduce pressure and time constraints. Exam time can be stressful and requires a lot of work, preparation and study by both students and teachers.

PROVINCIAL & DIVISIONAL EXAMS

In grade twelve, students write a Provincial Final Exam in Mathematics and English Language Arts. This exam is designed by the province to be administered following specific guidelines as set out by the province. In some courses, the division has developed common exams that all schools use when assessing student learning in these courses. These divisional common exams have been developed by a group of lead teachers from every school in that course subject. These exams are reviewed yearly by the lead teachers in that subject area and a marking rubric has been established in order to have clear, consistent, and fair evaluation of student learning across all of the schools.

ADAPTATIONS & ACCOMMODATIONS

Adaptations and Accommodations are to be utilized during an examination only if they are outlined in a student's Individualized Education Plan (IEP). A student should be provided with the same or similar adaptations and supports as they are provided with in the classroom during their examination. For example, if a student has a scribe in the classroom, then they should be provided a scribe for the exam. If a student requires extra time, then extra time should be provided. It is the Subject Teacher, Resource Teacher, and Principal's job to ensure that students receive the appropriate adaptations and accommodations for their examinations.

EXEMPTIONS

Turtle River School Division does not grant students exam exemptions. It is expected that all students write final exams. Students are only exempt from a Final Exam or a Provincial Exam if an exam exemption is requested at the beginning of the course by the subject teacher or resource teacher. In order to be exempted, the student must meet the eligibility for an exemption. In order for a student to be exempted from a final exam, they must be on a "Modified" or "Individualized" program and it should be stated in their IEP.

FINAL EXAMINATION EXPECTATIONS

All teachers shall submit a copy of their Final Exams to their school principal a minimum of one week prior to the final exam. The school principal will review the exam and ensure that it meets the expected exam criteria (cumulative of the course content, appropriate length, etc.).

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Teachers are expected to mark exams using a rubric to ensure that each evaluation is fair and consistent.

If a student has an excused absence on the day of the exam, they must write an alternative exam. Students who have an excused absence on the day of a provincial standards exam will write the same exam, but the mark will not be recorded as a provincial mark.

It is expected that teachers review the exam guidelines below with students in their courses prior to the exam/date of administration.

FINAL EXAM GUIDELINES

The following exam assessment procedures are to be used as guidelines for administering examinations within Turtle River School Division:

1. All schools will run their final exams either in the school gymnasium or a multi-purpose room. The exams must be written in a central location within the school. Exams will not be written in the classroom without prior special permission from the Superintendent.
2. All exam dates will be decided upon by school principals in June of the prior school year and noted on the divisional calendar. Exams must be scheduled on the dates as noted on the divisional calendar unless special permission is given by the Superintendent to deviate from these dates.
3. All exams must be written on the day they are scheduled. Students are expected to be present on their exam date and write their exams. In the case of an emergency, an exam may be deferred to a later date, but no exam may be written before its actual date of administration.
4. It is highly expected that students write their final exams as it is evidence of learning. Cumulative assessment of course content is a requirement with most provincial courses and mandated as such.
5. If a student either doesn't write an exam or misses an exam without valid reason, they will be assigned a grade of **zero** out of thirty percent as part of their final mark. This mark of **zero** may jeopardize their successful acquisition of receiving this credit and may require them to retake the course. If their final mark is still calculated to be above 50%, then they will be granted the course credit with a notion of such documented on their report card.

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6. If a student is ill on the day of a final exam, they will be required to contact the school and bring in a medical note indicating such illness. They will be required to write their final exam(s) on the next day that they return to school.
7. In extraordinary circumstances a student may have to be absent during a scheduled exam due to an unforeseen circumstance, for example, attend a funeral or a scheduled medical procedure with a specialist. If a student must be absent during an exam, they must meet with the principal and their parent/guardian prior to request permission to miss the exam and determine a date to write their exam.
8. If an exam is postponed by the division or school due to unforeseen circumstances such as: inclement weather, no busses running, etcetera; the exam date will be automatically rescheduled to the next school day. Where students have a conflict occur where they need to write two exams on the same day, then the principal and teacher will schedule an appropriate date for the student to write their final exam.
9. Students will not be asked to write *more than two exams* in any given day.
10. Students should return all textbooks to their teacher before they write their final exam. In a case where a student doesn't submit their textbook, they will make arrangements to do so with their teacher.
11. Talking to other students or referring to prohibited notes while the exam is in progress will result in the removal of your exam. A mark of zero will be assigned for that subject's exam. Academic honesty is viewed as very important and cheating and plagiarism will not be tolerated. If a student is found to be engaging in academic dishonesty, the principal will follow the school and division policy which may result in further consequences as deemed appropriate by the principal.
12. Principals will create and distribute to students and teachers a final exam schedule a minimum of one week prior to the first exam. **Exam schedules** and these **Exam Guidelines** should also be posted within the school buildings in visible locations and on school websites.
13. Unless otherwise noted, all morning exams will start at **9:00am** and all afternoon exams will start at **1:00pm**.

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14. All students must remain in the exam room for a minimum of one hour after the exam begins; regardless of if they are completed prior to that time.
15. Students who are late may enter the exam room if they arrive before 10am in the morning or 2:00pm in the afternoon. After one hour, no students are permitted to enter the exam room. In the cases where a student has a legitimate excuse, for example, car troubles, a late bus, etcetera, the school principal may permit the student to enter the exam room at their discretion. Being late as a result of studying is not a legitimate excuse and these students will not be permitted to write the exam. Time lost for lateness will be deducted from the total exam time.
16. Exams are scheduled to be written during a three hour period. In cases of certain exams, such as the grade twelve English Language Arts exam, the exam may be written over a period of days and times as set out by the teacher and province.
17. Hats and jackets are not allowed in the exam room. They must be taken off and left in a student's locker. Any materials or personal belongings should be kept in a student's locker or in their bag, left at the front or back of the exam room. Students are only allowed to bring into the exam the permitted items
18. All subject teachers will supervise and run their own exams. In special circumstances where the teacher is unavailable to supervise their own exam, they will leave instructions for the school principal who will supervise or delegate another teacher to administer the exam(s).

Appeal of Assessment

A student who disagrees with an assessment of their work may, within three school days, appeal the result according to the following procedure:

1. The student and or parent must verbally request a re-evaluation from the subject teacher.
2. The teacher will re-evaluate and communicate the result. It is understood that the mark may be raised, lowered or remain the same.
3. The student (or parent) may request a second re-evaluation by submitting a written request to the school principal. This should occur within five school days after the results of the first appeal are made known.
4. The principal may request a re-evaluation by a second teacher with knowledge of the subject area. The evaluation criteria and/or scoring rubric must be provided.

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5. The mark allocation as a result of the re-evaluation will be considered the final mark whether the mark is raised, lowered or remains the same.

Standards Test Reread

If a student disagrees with a mark from a standards test, a reread may be requested according to the following procedure:

1. The request for reread must be made in writing to the school principal within five school days of the date the final standards test mark was reported to the student. A \$100.00 administration fee must be included with this request. The central marking team from the Division will reread the exam.
2. The mark given on the reread of the standards test will be the final mark issued, whether the mark is raised, lowered, or remains the same. This standards test mark will then be recalculated into the student's final course mark by the classroom teacher and communicated to the Department of Education.

Appeal of Final Grades

A student who disagrees with a final grade may, within three days of the grade being issued, request a re-calculation of the grade according to the following procedures:

1. The parent or adult student must submit a written request for mark re-calculation to the principal of the school.
2. The principal will conduct a mark recalculation. This mark will be considered the final mark for that course, whether the mark is raised, lowered or remains the same.

Note: In order to properly review a final grade, the teacher shall make course outlines available with assessment items, weighting and a record of grades as requested. All student assessment records must be maintained according to student records retention guidelines.

Recording and Reporting

In accordance with The Public Schools Act, Turtle River School Division has an obligation to conduct regular assessments of student learning, record that data and to report to parents at regular reporting periods.

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There are a minimum of three reporting periods in a school year for Early and Middle Schools. For High Schools, there are a minimum of two reporting periods per semester. Students are encouraged to participate in conferences. Conferences will occur twice a year.

Teachers should keep their principal informed of the progress of all students. Whenever a student is achieving below grade or course expectations, parents must be kept fully informed through regular parent-teacher contacts.

Promotion and Retention of Students

Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Turtle River School Division shall provide for the continuous progress of students from grade to grade.

Students who achieve the required learning outcomes for a grade will be promoted to the next grade. Students who do not achieve the required outcomes will have alternatives considered, grade retention being the last option.

Should teachers suspect that a student will not be successful in completing grade or course expectations, parents will be informed prior to March parent teacher conferences for K-8, mid-semester for high schools.

Criteria for Retention

Retention should be considered only after all other instructional avenues have been explored. Rarely would a student be retained more than once between kindergarten and grade 8.

All of the following criteria need to be met in order for retention to be considered:

- The student is in early years or middle years .
- The student is achieving significantly below grade level outcomes as determined by the classroom teacher, resource teacher and in consultation with the principal.
- An adaptations or accommodations list, which incorporates alternatives, is established for the student's year of retention. Grade retention should not be only grade repetition-there should be a clear focus on mastery of required skills.

Alternatives for K-8 students include:

1. Adaptations or modifications.
2. Promotion with intensive remediation services as outlined in an Individual Education Plan.

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3. Promotion with individualized instruction, peer tutoring and/or a parent involvement program, modular work package.
4. Placement in an un-graded program or partially graded program with an Individual Education Plan.
5. Computer assisted instruction.
6. Placement in an alternative setting.

When student retention is deemed appropriate, the teacher(s) shall confer with the principal. The parent(s)/guardian shall receive an explanation of their child's current academic standing in relationship to grade expectations, the school's assessment of the student's learning difficulties and interventions the school has used in attempts to increase the student's achievement to expected levels.

The final decision will be made by the principal. All recommended retentions must be communicated to the superintendent by May 31.

If parent(s)/guardian(s) insist that a student be promoted against the recommendation of school staff, they must submit a written appeal to the superintendent within five school days.

If parent(s)/guardian(s) insist that a student be retained against the recommendation of the school staff, they must submit a written appeal to the superintendent within five school days.

Grade 9 – 12

Students who achieve the required outcomes of a course at senior years will receive a credit for that course. Students who do not achieve the required outcomes will have alternatives for acquiring the credit.

Alternatives for senior year's students include:

- Repeating the course.
- WebCT.
- Independent study option.
- Teacher mediated option.
- Summer school.

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Special Needs Programming

In accordance with Appropriate Education Programming, Regulation 155, accommodations will be made for assessing all learners to assist them in meeting the expected learning outcomes.

Assessment Regulations

1. A principal must ensure that a student is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.
2. A principal must ensure that a student is referred for a specialized assessment if his/her teacher and the resource teacher, or other applicable in school personnel are:
 - a. Unable to assess why the student is having difficulty meeting those outcomes.
 - b. Of the opinion that differentiated instruction and adaptations are insufficient to assist the student in meeting those outcomes.
3. Parental consent must be obtained prior to a specialized assessment.
4. A specialized assessment must be:
 - a. Coordinated by a person who has been designated by the school board or, if the board has not designated such a person, by the principal.
 - b. Conducted by one or more qualified practitioners, as designated by the circumstances, taking into account school reports and other information obtained
 - i. From the student's file.
 - ii. From or with the consent of the students's parent/guardian.
5. A specialized assessment must identify the following, as applicable:
 - a. Other methods of differentiated instruction and adaptations that can be used to assist the student in meeting the expected learning outcomes
 - b. The expected learning outcomes or what the student requires.

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Appendix A

Middle and Senior Years Grading Guidelines: Assessment of Learning

- Adapted from Ken O'Connor- How to Grade for Learning (2002)
- Student-Involved Classroom Assessment – Rick Stiggins (2001)
- Rethinking Classroom Assessment with Purpose in Mind – MECY (2006)

Introduction

Assessment OF Learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placement. It is designed to provide evidence of achievement to parents, other educators, the students, and sometimes to outside groups (employers, other educational institutions).

Assessment OF Learning is the assessment that becomes public and results in statements of symbols about how well students are learning. It often contributes to pivotal decisions that will affect student's futures. It is important, then, that the underlying logic and measurement of Assessment OF Learning be credible and defensible.

Effective Assessment OF Learning requires that teachers provide:

- A rationale for undertaking a particular assessment of learning at a particular point in time.
- Clear descriptions of the intended learning.
- Processes that make it possible for students to demonstrate their competence and skill.
- A range of alternative mechanisms for assessing the same outcomes.
- Public and defensible reference points for making judgments.
- Transparent approaches to interpretation.
- Descriptions of the assessment process.
- Strategies for recourse in the event of disagreement about the decisions.

Assessment OF Learning methods include not only tests and examinations, but also a rich variety of products and demonstrations of learning-portfolios, exhibitions, performances, presentations, simulations, multimedia projects, and a variety of other written, oral and visual methods. It is important that Assessment FOR Learning

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practices, the Assessment OF learning practices and the Assessment AS Learning practices that support systems needs are not in conflict. Specifically the grading practices, how, when and if percentages grades are used in reporting student progress, need to be clearly aligned to the current assessment and philosophy research.

The following guidelines have been developed to provide teachers with clear expectations so that they assess, evaluate and report student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

Guidelines for Evaluations

1. Assessment procedures should be related directly to curriculum learning outcomes or clusters of outcomes.
2. Sample student performance using a variety of methods. Do not include all assessment in final evaluation. Provide ongoing feedback on formative performance using words, rubrics, or checklists, not grades.
3. Assessments must be derived from clear descriptions of curriculum outcomes and standards (criterion referenced). Bonus marks and extra credit will not be used on any assessments.
4. Assessment should only be based on individual achievement of the targeted learning outcomes. Report on behaviours such as effort, participation, and attitude, for example, separately, unless they are a stated curriculum outcome.
5. Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers may apply the following strategies based on their professional judgment.
 - Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.
 - Develop an agreement with the student to complete the work.
 - Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.

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- Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
 - Provide additional supports for students who are learning English or French as an additional language.
 - Provide alternative assessment tasks that accommodate diverse learning needs.
 - Deduct marks for late or missing assignments.
6. Grade five through grade eight students will submit compulsory work prior to the last day of classes. Grade nine through grade twelve students will submit compulsory work prior to the final exam. Compulsory work not submitted will result in a zero in that assignment.
7. Where repetitive measures are made of the same or similar knowledge or skills, the higher mark should replace the previous marks for grade determination. These opportunities will be at the teacher's discretion and subsequent conditions.

Guidelines for Weighting

1. Student marks are cumulative and should not be based on an average of terms.
2. Grades should be weighted carefully to ensure the intended importance is given to each learning outcome and to each assessment.

Assessment Instruments

1. Teachers should use quality assessment instruments, ie: each assessment should meet five standards of quality (Stiggins, 2001)
 - i. Must arise from a clearly articulated set of achievement expectations.
 - ii. Serve an instructionally relevant purpose.
 - iii. Rely on a proper method.
 - iv. Sample student achievement in an appropriate manner.
 - v. Control for all relevant sources of bias and distortion that can lead to inaccurate assessment.
2. Teachers should properly record evidence of student achievement on an ongoing basis.

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Methods of Assessment and Criteria/Scoring Scales

1. Teachers should discuss assessment with students, in an age appropriate manner, prior to instruction.
2. When feasible, students should be involved in decisions about methods of assessment and criteria or scoring scales.
3. During the first week of classes teachers will provide students and parents with a clearly written overview of assessment procedures, indicating how each summative assessment throughout the course will be evaluated before each assessment is administered.

Resolution Number 4 April 26, 2011

GRADUATION REQUIREMENTS

- a) In order to graduate from S4 in the Turtle River School Division No. 32 a student must obtain at least 28 credits as prescribed by the program of studies by Manitoba Education & Training.
- b) A school may graduate students who were not enrolled in a program of studies approved by the province but were enrolled in school developed modified courses, alternative programs, or individualized education plans. (I.E.P.'s) the school shall endeavour to assure that when students are enrolling in modified course or I.E.P.'s that the student take the compulsory courses as set by Manitoba Education & Training. (The compulsory courses may be modified to meet the student's needs). In order to graduate with modified courses or I.E.P.'s student shall be required to obtain 28 credits. Modified courses and I.E.P.'s shall be designated by a 05M. This shall apply until Manitoba Education designates the numbering system for students who will be on the 28 credit system.
- c) The principals and staff shall develop a registration procedure for all students. The registration process shall include the following:
 - a) All courses shall be explained to all students
 - b) Before students enter into the credit system, parents shall be afforded the opportunity to attend a registration meeting with their children. At the registration meeting the principal shall explain the high school program and make parents aware of the intent and purpose of all courses. This meeting should occur in the spring of the year. Once the students are on the credit system the parent meeting is not a requirement, however registration forms shall be filled out annually and whenever a course change is made. It

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Turtle River School Division - Administrative Procedure

Section C – Instruction and Programing Student Assessment

is recommended that parent and student meet with the principal whenever there is a program or course change.

c) The principal shall inform all students who take courses that the modified course may be limiting as certain post secondary institutions may require approved provincial prerequisite courses. The student's parents should also be informed.

d) Students will be given an opportunity to take a provincially approved course to replace a modified course if they so desire. However, they will not be able to get double credits. Example: If English 205M was taken and a student takes English 200, English 205M would appear on the mark statement but would not count as one of the 20 or 28 credits.

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Turtle River School Division - Administrative Procedure

Section C – Instruction and Programming Reading Assessments

Philosophy

Turtle River School Division believes that literacy is part of the cornerstone to all learning and as a result continual reading assessment to direct teaching is also important. It allows for students to continue excelling by using prescribed reading programming that reflects their individual growth and needs. Teachers are then able to develop classroom profiles that reflect a students' current growth and allow for appropriate balanced literacy strategies to be utilized promoting continued growth. This assessment data is also utilized for planning not only in the classroom, but also in the school and throughout the division. Reading Assessment is imperative in determining both the student needs and in directing a teachers programming and planning within the classroom. Important decisions both at a school and division level need to be made based on good educational data in order to promote literacy gains for all students.

Reading Assessment Roles and Responsibilities

Reading Assessments will be completed in all K-8 Classrooms on a regular basis in all of our schools throughout our division. This assessment will consist of a running record in order to level a students' reading ability and determine comprehension. Two suggested Assessment tools include the Fountas & Pinnell Reading Assessment Tool Kit or the PM Benchmark Reading Assessment Kit.

Classroom teachers will be responsible for assessing all K-8 students one time a year. Resource Teachers will be responsible for supporting classroom teachers, helping analyze data, organizing assessment results, and compiling it so they can submit to the division office. The results must be submitted to the division office no later than October 15th. Principals will oversee that the above process is occurring.

Training

If any teacher requires training in doing Reading Assessments, the divisions Student Service Coordinator or schools Resource Teacher will provide training to that teacher. Where possible, school teams will receive training yearly in order to ensure that reading assessment is accurate and correct.

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Turtle River School Division - Administrative Procedure

Section C – Instruction and Programing Graduation Requirements

GRADUATION REQUIREMENTS

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 - c) The principal shall inform all students who take courses that the modified course may be limiting as certain post secondary institutions may require approved provincial prerequisite courses. The student's parents should also be informed.
 - d) Students will be given an opportunity to take a provincially approved course to replace a modified course if they so desire. However, they will not be able to get double credits. Example: If English 205M was taken and a student takes English 200, English 205M would appear on the mark statement but would not count as one of the 20 or 28 credits.

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Section C – Instruction and Programming Graduation Requirements

- e) The schools shall develop registration forms for all students on the credit system. The registration forms shall have an explanation of all the codes which will be used. The registration form shall be signed by the student and parent. The signing of the form acknowledges the student has committed himself/herself to the courses selected and the parent acknowledges and supports that the student enrolls in the courses selected. Each school is responsible for designing its registration form.
- f) Each school shall be responsible to design its own report card. The codes used shall be explained on the report card. This report card shall serve as official mark transcript for the student. A copy of the student's mark statement shall be submitted to the division office.
- g) For S1-S4 schools must use the division approved official transcript form P-44-I.
- d) Students will be permitted to mix provincial approved courses with modified courses and I.E.P.'s.
- e) All registrations are to be updated when courses are changed. Student registration forms are to be kept at the school until a student graduates or quits school.

January 7, 1992

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Turtle River School Division - Administrative Procedure

Section C – Instruction and Programing

Use of Turtle River School Division Facilities and Equipment

USE OF TURTLE RIVER SCHOOL DIVISION FACILITIES AND EQUIPMENT

RE: TEACHING AND ADMINISTERING OF COURSES FROM OTHER INSTITUTIONS AND/OR AS PRIVATE CONSULTANTS

PREAMBLE:

The Turtle River School Division supports offering courses in various communities, from external organizations such Assiniboine Community College and Universities or private consultants.

Instructor's Remuneration:

- To be negotiated with the administration by the institution offering the course or set by the individual consultant.

Tuition:

- Tuition would be set by the institution or consultant.

User Fees:

- At the discretion of the instructor, depending on the nature of the course, i.e. costs of photocopying, floppy disks, special materials, maintenance of equipment. Fees may vary from course to course.

Accounting Procedures:

- The instructor of the course is responsible for collecting and forwarding and accounting all monies.
- The funds collected are as follows to the appropriate authorities;
- Tuition fees – to be collected and forwarded to the institution or directly to the private consultant.
- Textbooks – to be collected and forwarded to the institution
- User fees – to be collected and forwarded directly to the division office.
- An accounting record of each transaction shall be forwarded to the division office on form P-33-I.
- The secretary-treasurer shall adjust the appropriate school budget by the amount of the user fees.
- The instructor shall inform the principal of the schools as to the supplies required, etc. The principal shall access, in consultation with the instructor, the user fees.

March 1994 / April 1996

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Turtle River School Division - Administrative Procedure

Section C – Instruction and Programing Science Fair

SCIENCE FAIR

The Turtle River School Division No. 32 supports and encourages the concept of science fairs. Each school has the responsibility to establish guidelines which will be followed in the school.

These guidelines will be articulated to the parents and students. It is recommended that the guidelines form part of the course outlines, or be sent to parents in the form of a separate memo.

The guidelines should address:

- Suggestions for projects
- Tips for parents. Materials from the Science Fair Rookie Kit could be duplicated and distributed to parents.
- Whether the project is compulsory or will be used as a bonus,
- Any additional information which is relevant to parents and students.

Each school shall have the responsibility of determining the method of judging. It is recommended that the schools prepare written guidelines to judges. The judges should also be briefed prior to judging.

If there are any further questions, parents should call the teachers concerned.

Recommended Guidelines:

1. Science projects are to be marked by the teacher. The science project mark shall not exceed 10% of the term mark.
2. In case of high school, science project mark shall be assigned to one science course only. The student shall inform the science teacher as to which course the project is to be assigned.
3. If a student requests to have his/her project withdrawn from a science fair competition, that option shall be afforded to the student. If a student, after winning a first or second, withdraws from the competition at the next level, the students shall inform the science teacher as soon as possible. The runner up will be given an opportunity to compete.
4. Back boards as recommended by the Regional Science Committee should be used. However, at the local level they may be waived.
5. Judging: The classroom teacher determines the student's mark. Judges have a responsibility to pick a first, second, third, etc.

June 18, 1991

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Section C – Instruction and Programing Science Fair

Divisional:

- Buses will be provided to get the participants to the school where the science fair is held.
- The hosting school will be reimbursed for any additional expenses incurred for hosting the fair.

Regional:

- Same support as for the divisional.

Provincial:

The Turtle River School Division Board will pay the registration fee. Late registration is the responsibility of the parents.

- Students eligible for financial support are grades IV – S4.
- Only first place finishers will be sponsored and only if their projects are deemed to be worthy to compete in the provincials.
- If two projects are exceptional the seconds may be considered for provincial competition and reimbursement. Teachers may request to go to the provincials. However it is expected that parents go as chaperones.

Canada Wide:

- The board will pay for the registration fee.

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