

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. Assessment involves the systematic collection of information about student learning with respect to:

- Achievement of provincial curriculum outcomes
- Effectiveness of teaching strategies employed
- Student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

Reporting of student achievement must be based on the achievement of curriculum outcomes. Assessment information which is not related to outcomes can be gathered and reported (e.g., attendance, behaviour, general attitude, completion of homework, effort) to complement the reported achievement related to the outcomes of the curriculum. There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment **for** learning involves the use of information about student progress to support and improve student learning and inform instructional practices. It is:

- teacher-driven for student, teacher, and parent use,
- occurs throughout the teaching and learning process using a variety of tools
- engages teachers in providing differentiated instruction,
- provides feedback to students to enhance their learning, and
- provides information to parents in support of learning.

Assessment **as** learning involves student reflection on and monitoring of her/his own progress and:

- students self-reflect and critically analyze learning related to curricular outcomes without anxiety or censure
- is student-driven with teacher guidance for personal use
- occurs throughout the learning process
- engages students in reflecting on learning, future learning, and thought processes (metacognition)

Assessment **of** learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement
- is related to curricular outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussion on placement or promotion.

Assembling evidence from a variety of sources is more likely to yield an accurate picture. (NCTM [National Council of Teachers of Mathematics], 2000, p. 24) Assessment should not merely be done to students; rather it should be done for students. (NCTM [National Council of Teachers of Mathematics], 2000, p. 22)