



DEPARTMENT OF EDUCATION POLICY FOR THE ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT LEARNING K-12

POLICY STATEMENT

The Department of Education is committed to excellence and equity in student progress and achievement through fair, inclusive, and respectful assessment, evaluation, and reporting practices. The assessment, evaluation, and reporting of student learning provides valuable information about student progress and achievement to students, parents, teachers, District Education Authorities (DEAs), Commission scolaire francophone du Nunavut (CSFN), the department, and the public.

PURPOSE

The purpose of this policy is to outline the standards and principles for school personnel to follow when assessing, evaluating, and reporting on student learning in Nunavut schools. The policy is intended to frame and guide for school personnel key reference documents, including the Department of Education's *Ilitaunnikuliriniq: Foundation for Dynamic Assessment as Learning in Nunavut Schools*.

PRINCIPLES

This policy is founded on:

- *Inuuqatigiitsiarniq* – respecting and caring for others, striving for a more equitable, inclusive and engaging approach to *Ilitaunnikuliriniq*; and
- *Pilimmaksarniq/Pijariuqsarniq* – developing skills through observation, mentoring, practice, and effort.

The policy aligns with Nunavut's *Inuglugijaittuq*/Inclusive Education Model, which recognizes and respects that every student has strengths and needs and that both must be addressed for students to achieve their learning potential.

This policy is also founded on the following principles:

- Assessment, evaluation and reporting practices should be fair, equitable, inclusive, and respectful to ensure that students can demonstrate their knowledge and skills in ways that are consistent with their individual, linguistic and cultural strengths, and that foster their growth towards becoming *innummarik*, an able human being, and *inunnguiniq*, the making of a whole person.

- Education must integrate Inuit knowledge into teaching and assessment methods.
- Education must support students' development of lifelong learning by encouraging self-reliance and responsibility for personal learning and progress.
- Education should be community-centered, with shared responsibility between educators, Elders, parents, and community members for learning and teaching.
- Success should be assessed in multiple ways, recognizing a variety of learning styles and abilities and offering students flexibility in how they demonstrate mastery of learning.
- The *Ilitaunnikuliriniq* principles for Nunavut schools call upon school personnel to:
 1. Support continuous learning for all students by: providing appropriate and equitable learning opportunities; offering various ways to demonstrate progress towards the achievement of learning outcomes; and marking milestones of learning.
 2. Show respect for all learners by: using assessment practices that are fair, equitable, and free of bias; causing no harm and closing no doors; celebrating progress and success; and using a variety of strategies and tools.
 3. Recognize every student's unique talents and skills by: identifying what students can do and are learning to do; assisting students to identify personal learning goals; differentiating assessments; and providing descriptive feedback.
 4. Emphasize the interdependence, growth, and success of the group by: encouraging student engagement and reflection; making assessment a collaborative process; and informing and involving students, families, teachers, and community members.
 5. Ensure teaching, learning and assessment is outcome-based and coming from learning outcomes contained in approved curriculum documents.
 6. Plan for the different purposes of assessment by: providing information for learning (formative), of learning (summative), and about learning (diagnostic); using a variety of tools for different purposes; using a variety of tools for different students; and providing information for stakeholders.
 7. Ensure assessment is authentic and meaningful by: helping teachers to plan instruction and choose appropriate assessment options to meet student differences; building on student strengths through multiple and

varied opportunities for students to show what they can do and what they still need to learn; and encouraging students to set goals based on their strengths and needs.

APPLICATION / SCOPE

This policy is applicable to all schools operating in accordance with the *Education Act*, including all staff involved in assessment, evaluation, and reporting as outlined in this policy.

DEFINITIONS

Diagnostic Assessment refers to methods to evaluate a student's abilities, needs and readiness to learn as per the curriculum outcomes. Such assessments are often carried out before instruction has started and help the teacher to tailor their approach to instruction to meet student needs (i.e., differentiated instruction). Diagnostic assessments may include professional assessments (i.e., hearing, vision, speech and language, medical, and psychological assessments) to provide information and/or diagnosis of specific conditions that affect learning.

Education Stakeholders refers to those individuals that have a role in the assessment, evaluation, and reporting of student success, including school staff, students, parents and guardians, DEAs/CSFN, Elders, and the Department of Education staff at regional school operations and headquarters offices.

Evaluation is the summary of student learning information at a specific moment in time and in relation to expected standards of success. Evaluation is a process of making a judgement about the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation information is used to document and communicate students' achievement after instruction and learning have occurred.

Formative Assessment refers to methods used to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts students struggle to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved. It also involves self and peer assessment where teachers help students to monitor their own and each other's progress towards achieving learning goals.

Reporting is the process of communicating evaluations of student achievement through formalized formats, schedules, and scales. It is part of a larger communication process about student continuous progress and achievement that takes place between teachers, students, and families throughout a school year to inform discussions on student achievements and plan for future learning progress.

Summative Assessment refers to methods used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, program, or school year.

Transparent Communication refers to outgoing and incoming communication between the school and parents. Outgoing communication with parents should be clear and concise and include timely and up-to-date information about their child's academic progress. Incoming communication refers to the ways families can ask questions or share their input with teachers and school leaders. School personnel must not only share information with parents, but also establish consistent feedback channels for parents to respond.

ROLES AND RESPONSIBILITIES

General: The assessment, evaluation, and reporting policy is a shared responsibility with distinct but complementary roles for each education stakeholder.

All education stakeholders should adhere to their distinct roles and responsibilities as directed by the Minister.

Principal: The principal has enhanced responsibility for the implementation of the policy by:

- Leading, supervising and supporting effective assessment, evaluation and reporting of student learning and achievement in the school.
- Ensuring that the assessment, evaluation and reporting of student learning is conducted in accordance with department policies and procedures.
- Creating opportunities to build school staff capacity by collaboratively working with school teams in implementing all relevant authoritative documents.
- Playing an important role in establishing opportunities for parents to communicate with teachers and to accommodate the community.

Teacher: The teacher has enhanced responsibility for the day-to-day implementation of the policy in the classroom setting by:

- Developing engaging, culturally appropriate, and purposeful student assessment methods.
- Carrying out regular assessments.
- Ensuring all assessment and reporting practices are fair, equitable, and inclusive, allowing for all students to demonstrate their knowledge and skills in ways that are consistent with their individual, linguistic and cultural strengths.
- Striving for assessments that are respectful and honouring of students' individual, linguistic and cultural strengths.

- Implementing assessment, evaluation and reporting practices that are valid and reliable, free from bias, negative assumptions, or racism.
- Working with the school team to identify and address physical, social, emotional, and academic needs related to assessment, evaluation, and reporting.
- Keeping accurate and confidential records on student assessment.
- Evaluating and reporting on student progress.
- Communicating with students and parents about student progress.

PROVISIONS OF THE POLICY

Assessment

1. The assessment and evaluation of student learning is to be undertaken in relation to the:
 - a. learning outcomes identified within the curriculum established by the Minister of Education; and
 - b. learning skills and processes consistent with the development of an *innummarik*, an able human being, which is embedded in the curriculum.
2. The assessment, evaluation, and reporting of student learning should not include comparing peers or peer groups.
3. Assessment and evaluation practices must include formative, summative, diagnostic, and both self-assessment and peer-assessment components.
4. Accurate data and record-keeping must support assessments.
5. The assessment, evaluation, and reporting of student learning must emphasize student success, and value skills and abilities that may not be referenced directly in learning outcomes but are important achievements in students' growth towards becoming *innummarik*, an able human being, and *inunnguiniq*, the making of a whole person.

Evaluation

6. A student's level of achievement should be based on a variety of assessment and evaluation data.
7. The evaluation of student learning (achievement) in relation to the curricular outcomes is to be reported through letter grades in kindergarten and grades 1 to 6, and through percentages in grades 7 to 12.
 - a. For purposes of consistency, middle or high schools that begin at grade 6, may report student achievement for grade 6 using percentages.
8. A single assessment must be valued at no more than 30% of a student's final grade in a subject.

9. Non-academic factors such as attendance, punctuality, attitude, effort, and behaviour may indirectly impact student success, however, they are not to be included in the determination of student marks where these factors are not identified as part of the curriculum outcomes.

Reporting

10. Schools shall provide accurate, transparent, and timely communication to parents or guardians and students about student achievement using both formal and informal reporting methods.
11. Student learning, attendance, and behaviour will be formally reported to parents or guardians at least three times per year.
 - a. School report cards should be completed using the report card template available in Edsembli.
12. Reports on student learning must include an evaluation of the student's current learning, the progress the student has made since the last reporting, and what the student must do to continue to advance in the education program.
 - a. This includes validation statements. Credit requirements for high school students with clear identification of credits achieved towards graduation, as well as credits that are required to graduate, must also be provided to the student.
 - i. Credits required to graduate must be identified as per Nunavut's most current secondary school graduation requirements listed in the *Secondary School Leaders' Handbook* (2023).
13. Formal and informal reporting of student learning is to be communicated to parents or guardians in Inuktitut, Inuinnaqtun, English, or French, based on the preferred language identified in the student record.

LIST OF AUTHORITATIVE DOCUMENTS:

- *Education Act* (Part 6; Part 8)
- *Inuit Qaujimagatuqangit: Education Framework for Nunavut Curriculum* (2008)
- *Ilitaunnikuliriniq: Foundation for Dynamic Assessment as Learning in Nunavut Schools* (2008)
- *Student Placement, Promotion and Retention Program Directive* (2013)

PREROGATIVE OF CABINET

Nothing in this policy shall in any way be construed to limit the prerogative of the Executive Council to make decisions or take action respecting the policy's provisions.

SUNSET CLAUSE

This policy shall be in effect from the date of the signature until September 26, 2028.