



***Growing Success - Assessment,
Evaluation, and Reporting in Ontario
Schools First Edition, Grades 1 to 12, 2010***

WHAT IS ASSESSMENT?

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

The primary purpose of assessment is to improve student learning.

Progress Report – There two separate versions: Grades 1- 6 and Grades 7- 8

The **Progress** Report is “designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects”, *Growing Success*.

Provincial Report Card – There are two separate versions: Grades 1-6 and Grades 7-8

The Elementary Provincial Report Card is “designed to show a student’s achievement at *two points* in the school year” - once in January and again in June.

“The provincial report card for Grades 1 to 6 provides information to parents about letter grades and levels of achievement, and the provincial report card for Grades 7 and 8 provides information about percentage.

Six Common Learning Skills and Work Habits

Learning skills and work habits are consistent throughout Grades 1 through to 12.

The development of learning skills and work habits is an integral part of a student’s learning. Learning Skills and Work Habits are emphasized on the first page of all Elementary Progress Report Cards and Provincial Report Cards.

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation



The Three Main Types of Assessment

Assessment for learning (diagnostic assessment) refers to the gathering of information and evidence to determine where the students are in their learning and help in the development of programming.

Assessment as learning (formative assessment) involves the student in the learning process as they define learning goals and determine what evidence of success looks like. The focus is on providing timely and specific descriptive feedback to establish what needs to be done to get students to where they are going.

Assessment of learning (summative assessment) is the evaluation and judging of the evidence of learning. The evaluation of student learning is the responsibility of the teacher and is based on observations, conversations and student products.

Ongoing Communication

Although there are “formal reporting periods”, communication with parents and students about student achievement is encouraged to be continuous throughout the year. Feedback provides detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching and assist parents in supporting learning at home.

Curriculum Documents may be accessed on the Ministry of Education's

Website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>

