

	POLICY NO: 6.2
Adopted	2020
Projected Review Date	2027
Revisions	2023, 2025

POLICY: ASSESSMENT, EVALUATION AND REPORTING

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to Human Rights and the United National Declaration on the Rights of Indigenous Peoples (UNDRIP). HWDSB recognizes the importance of assessment, evaluation and reporting in improving the learning and achievement of every student. This policy will guide the work of staff in their professional judgement to plan, assess, evaluate, and report student learning.

GUIDING PRINCIPLES:

Assessment, evaluation and reporting practices:

- Are applied in a fair, transparent, and equitable manner that is free of bias or discrimination.
- Are based on high expectations for learning and achievement for every student, regardless of their identity or learning needs.
- Relate to the curriculum expectations for the subject, using the methods outlined in the Ministry of Education policy for assessment, evaluation, and reporting, and in specific curriculum documents.
- Are personalized to the learning needs, learning profiles, and lived experiences of students.
- Communicate criteria to students and parent/guardian/caregiver at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- Are ongoing, varied in nature, and collected over time to provide multiple opportunities for students to demonstrate the full range of their learning.
- Provide ongoing descriptive feedback by educators to stated learning goals and success criteria that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Develop students' self-assessment skills so they can assess their own learning, set specific goals, and plan next steps.

INTENDED OUTCOMES:

The assessment, evaluation and reporting of student learning in HWDSB schools reflect the guiding principles outlined in this policy and adhere to ministry policy.

RESPONSIBILITY:

Chief Executive Officer

TERMINOLOGY:

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teachers, self, and peers to determine next steps; and set individual learning goals. Adapted from Growing Success (2009).

Assessment for Learning: The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

Descriptive Feedback: Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students' achievement of learning goals. It is based on success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

Equity: A condition or state in which access to opportunities and resources are distributed fairly, justly and equitably. Equity involves treating some people differently or giving them what they need so they may meet the same outcomes as others.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction, (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Peer Assessment: Assessment of a student's work or learning processes by classmates.

Professional Judgment: Judgment informed by knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria for success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that includes ongoing reflection and self-correction.

Reporting: The process of providing students and parent/guardian/caregivers with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Success Criteria: Standards or specific descriptions of successful attainment of learning goals developed by teachers based on curriculum documents. Success criteria are discussed and agreed upon with students and are used to determine to what degree a learning goal has been achieved. Criteria describe what

success “looks like,” and allow the teacher and student to gather information about the quality of student learning.

ACTION REQUIRED:

Maintain procedures that support the guiding principles of this policy and any related Ministry policy.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The assessment, evaluation, and reporting of student learning reflect the guiding principles outlined in this policy and adhere to ministry policy.	Principal/Vice-Principal observations of educator practices. Student and Parent surveys.

REFERENCES:

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)
[Ontario Curriculum Policy Documents](#)
[Learning for All 2013](#)
[English Language Learners: ESL and ELD Programs and Services](#)
[PPM No.155 – Diagnostic Assessment in Support of Student Learning](#)

Revision 2025 – Template Migration