

SUBJECT: STUDENT EVALUATION

Student evaluation is an integral part of the instructional process, that is necessary for measuring change in order that improvement can occur in both tracking and learning.

1.0 Guiding Principles

- 1.1 Evaluation should encompass all aspects of student growth.**
- 1.2 Systematic procedures should be used to assess students' achievement of objectives. The procedures and objectives should be communicated by teachers to students and parents/guardians.**
- 1.3 Evaluation should be used to identify areas in which to improve learning and to provide information upon which to base periodic decision-making.**
- 1.4 The primary responsibility for deciding what type of evaluation is preferable belongs to the classroom teacher, within the scope of Saskatchewan Education, the school system and local school policies.**
- 1.5 Many types of evaluation should be used, appropriate to the students' development and consistent with the teaching strategies employed.**
- 1.6 Students should be included as an integral part of the evaluation process.**

2.0 Standardized Tests

- 2.1 Norm referenced tests may be useful for the following purposes:**
 - Surveying large populations;**
 - Identifying approximations in individual achievements;**
 - Identifying groups of students for program changes; and**
 - Identifying students for further testing for special needs designation funding.**
- 2.2 Overuse of standardized tests should be avoided because of their limitations in providing accurate information to improve students' learning, their monetary cost, and their use of student time.**

3.0 Accreditation

- 3.1 Accreditation should be based on training and knowledge in an area of study, attendance at a professional seminar, successful teaching experience, administrative recommendation, Board of Education recommendation, and Saskatchewan Education approval.**
- 3.2 Accreditation is for a specified term of 5 years with renewal-based criteria similar to initial accreditation.**
- 3.3 Saskatchewan Education should maintain its provision of final examinations at the Grade 12 level for students of non-accredited teachers. Departmental examinations should represent a minimum of fifty percent (50%) provided by the teachers' evaluation.**

4.0 Accountability in Student Evaluation

- 4.1 Clear, open communication should occur when students' progress is reported to parents/guardians by teachers.**
 - 4.2 Progress reports should be designed so that the evaluation information conveyed is readily understood. School division and school evaluation policies should include an appropriate appeal procedure that is communicated to parent and students.**
 - 4.3 Student evaluation should be based on the Saskatchewan Education approved curricula.**
- 4.4 Periodic monitoring of student achievement should take place at a school system level.**