Growing Success **Summary**

| First Edition | 1-12 | 2010 |
| Second Edition | K-12 | 2011 |
| IMPLEMENTATION | September | 2010 |

Growing Success replaces...
- *Growing Success*, a working document, 2008
- *Program Planning and Assessment*, 2000 (secondary)
- *Guidelines for Assessment, Evaluation and Reporting (GAER)*, 2003

**Purpose of New Document**
- to update, clarify, consolidate, and co-ordinate new policy
- to achieve fairness, transparency, equity, and consistency

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**Reach Every Student**

**Ministry’s Core Priorities**
- high levels of student achievement
- reducing gaps in student achievement
- increasing public confidence

**Two Recurring Themes**
- importance of professional judgement
- importance of student responsibilities

**Contents**
- chapters (10)          glossary
- appendices (3)          references

**Organization of Document: Two Key Parts**
- policy *(which is mandated)*
- context *(which explains the intent of the policy)*

NEW LANGUAGE!   Professional Judgement   Glossary page 152

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**Chapter 1  Seven Fundamental Principles**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents 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 administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

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**Chapter 2  Learning Skills and Work Habits**

- **6 learning skills and work habits**: responsibility, organization, independent work, collaboration, initiative, self-regulation *(same for grades 1 to 12)*
- to the extent possible, assess, evaluate, and report on curriculum expectations and learning skills and work habits separately *(see page 10)*
Chapter 3  Performance Standards – The Achievement Chart  page 16

- assessment and evaluation are based on content standards and performance standards
- content standards are the curriculum expectations (overall and specific)
- performance standards are outlined in the achievement chart (4 levels and 4 categories)
  The 4 categories of knowledge and skills - knowledge and understanding, thinking, communication, application - are common to both elementary and secondary panels and to all subject areas and disciplines. Ensure balance here.

Chapter 4  Assessment FOR Learning and AS Learning  (now Ministry policy)  page 28

Primary Purpose: to improve student learning

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

AforL Teacher provides students with descriptive feedback and coaching for improvement.
AasL Teacher helps students to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Core Practices
1. developing learning goals
2. identifying success criteria
3. eliciting information about student learning
4. providing descriptive feedback
5. developing self/peer assessment skills
6. developing individual goal setting

Chapter 5  Evaluation  (Assessment OF Learning)  page 39

Primary Purpose: to improve student learning

Definition: Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

NEW! Evidence of student achievement for evaluation is collected over time from 3 different sources - observations, conversations, and student products (page 39).

NEW! 1) To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.
2) Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
3) Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
4) The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of student’s peers.

NEW! Teachers will weigh all evidence of student achievement and will use their professional judgement to determine the student’s report card grade (page 39).
For grades 7 to 12, it is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks (page 40).

NEW! Code I may be used for grades 1 to 10 to indicate that insufficient evidence is available to determine a letter grade (1-6) or percentage mark (7-10) (page 42).

Local Decisions
1) the lower limit of the range of percentage marks below 50 percent that teachers may record on the report card for students (grades 9-12)
2) prevention, detection, and consequences of cheating and plagiarizing
3) late and missed assignments (grades 7-12)
4) personalized report card comments (grades 1-12)