



## Student Assessment Administrative Procedure 3.A.10

3.0 School Administration  
3.A Instruction and Learning

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**Board Governance Policy Cross Reference:** 2, 3, 5, 11, 15

**Legal Reference:** Public Schools Act, Education Administration Act, Provincial Assessment Policy  
Kindergarten to Grade 12

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**Professional Reference:**

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**Date Adopted:** June 2007

**Date Amended:** March 2008, June 2009, January 2011, November 2014, May 2015, March 2018, July 2024, November 2024

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Evergreen School Division enhances teaching and improves learning by:

- Using assessments to inform instructional planning and determine if there is a need to make changes to instruction and/or a need for additional intervention.
- Providing feedback to students, parents, the school, and division team about student learning.
- Identifying trends in data to make decisions about resources and support.

Educational leaders are responsible for ensuring that students are placed in optimal learning environments that best support ongoing progress.

### Evidence of Learning

Assessment tasks may be in the form of performance tasks, projects, essays, assignments, quizzes, tests, exams.

Teachers will consider all evidence collected through teacher-designed assessment tasks, division-mandated assessment tasks and division benchmarks before deciding about the grade to be entered on a report card. Principals are expected to exercise leadership and work collaboratively with teachers to ensure common and equitable grading practices that follow divisional expectations.

### Division-Mandated Assessment

The following assessments are mandatory in Evergreen School Division:

Literacy:

- DIBELS BOY, MOY, and EOY screening during the assessment windows provided (K-6)
- Writing task results will be submitted electronically to a designated staff at division office in May

Numeracy:

- End of year baseline assessments – administered during specified dates in June (4-9)

High School Common Assessments (administered during exam week in semester 1 and 2 where applicable):

### Final Assessments and Examination

Final assessments and examinations may be used as a tool to assess student learning when they are conducted in such a way that they effectively assess the achievement of learning outcomes.

They can be considered an opportunity for students to “prove what they know” and to celebrate their learning over a period of time.

At All Levels:

- ESD and/or Manitoba Education assessments/examinations are to be completed as required.
- They are to be used in determining a student’s grade as mandated.
- Results are to be shared with parents as mandated.

Specifically at High School:

- All courses must have a final assessment or a final examination.
- Final examinations must be a Division-wide examination or a Provincial examination.
- Schools will set aside a block of time for final examinations and final assessments.
- Principals, in consultation with other division principals and senior administration are responsible for planning this block of time (maximum of 1 week).
- There are no classes scheduled during the block and students are to use any “non –exam” time for independent study.
- Any final assessments not scheduled during this block must happen during regular class time and not disrupt other classes.
- Students that have an absence on the day of a final examination, that has been excused by the principal, must write an alternative examination.
- There will be no exemptions for examinations (unless stated in an IEP).
- Provincial examinations must be weighted as mandated.
- Divisional examinations will be weighted at 20%.

### Academic Responsibility

In addition to developing academic knowledge, it is important to support students in the development of positive learning/work habits and values. Responsibilities of teachers in supporting student learning include:

1. Teachers must establish and clearly communicate assignment requirements and assessment criteria with students. Teachers will communicate to students the intended learning goals, the nature of the assessment task, and the criteria for judging the evidence of learning with students. Teachers should be prepared to clarify expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.

2. Teachers must set and communicate reasonable and firm timelines for learning to be demonstrated by students and to support them in meeting these timelines.
3. Teachers should ensure students take responsibility for their learning and make adequate progress. Regular communication about student progress among teachers, students, and parents will support timely completion of learning tasks. Other strategies may include the following:
  - Assist students to manage time effectively — providing regular feedback and monitoring student progress at each stage of learning can ensure they stay on track.
  - Anticipate which students may require additional supports to demonstrate their learning and monitor them closely.
  - Share timelines and reminders with students and parents.
  - Consider student input and collaborate with other staff to coordinate the timing of major assignments.
  - Communicate with parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their learning.
4. Learning behaviours will be assessed and reported in order for students to understand the behaviours associated with their learning and social-emotional development.
5. Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not providing evidence of learning or for submitting assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers will apply the following strategies:
  - Confer with the student and, where appropriate, with the parent/legal guardian about the reasons for not providing learning evidence and consider the legitimacy of reasons.
  - Develop an agreement with the student to demonstrate their learning. In accordance with school division policy and in a supervised setting, you can require the student to provide evidence of learning during school time or at lunch or after school.
  - Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from providing learning evidence.
  - Provide additional supports for students who are learning English as an additional language.
  - Provide alternative assessment tasks that accommodate diverse learning needs.
  - Deduct marks for late or missing assignments.

Whatever the consequence, students are ultimately responsible for providing evidence of learning in a timely manner and for knowing that there are consequences for failure to adhere to those parameters.

### Academic Honesty

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.

Teachers and principals have the following responsibilities:

- Communicate and reinforce expectations of academic honesty with students.

- Respond appropriately to academic dishonesty. Aspects of academic dishonesty include copying others' work, using cheat notes, misrepresenting circumstances to obtain extensions, and submitting or representing someone else's work as one's own (plagiarizing).
- Using Artificial Intelligence to write assignments.

Strategies to deal with academic dishonesty may include the following:

- Contact parents.
- Document the incident in the student's file.
- Report this behaviour on the report card.
- Other disciplinary measures as determined by the teacher and principal.
- Have the student redo the work honestly.
- Deduct marks.

## Appeals and Test Rereads

### Appeal of Grades

If a student disagrees with an assessment of their work, they can appeal the result. The following steps must be completed within five days of the assessment:

- a) The student or legal guardian must verbally request a re-evaluation from the subject teacher.
- b) The teacher will re-evaluate and communicate the results. It is understood that the mark may be raised, lowered, or remain the same.
- c) The student or legal guardian may request a second re-evaluation by submitting a request, in writing, to the school principal. This should occur within five school days after the results of the first appeal are made known.
- d) The principal may request a re-evaluation by a different teacher with knowledge of the subject area. The evaluation criteria and/or scoring rubric must be provided. The teacher will re-evaluate and communicate the results to the principal.
- e) The mark allocated as a result of the re-evaluation will be considered the final mark whether the mark is raised, lowered, or remains the same.

### Appeal of Final Grades

A student who disagrees with a final grade may, within five days of the grade being issued, request a recalculation of the grade according to the following procedures:

- a) The student or legal guardian must submit a request for mark recalculation, in writing, to the principal of the school.
- b) The principal will conduct a mark recalculation. The mark allocated, as a result of this recalculation, will be considered the final mark for that course, whether the mark is raised, lowered, or remains the same.

**Note:** In order to properly review a final grade, the teacher shall make course outlines available with assessment items, weighting, and a record of grades as requested. All student assessment records must be maintained for a minimum of two years.

## Provincial Standards Test Reread

If a student disagrees with a mark from a standards test, a reread may be requested according to the following procedure:

- a) The request for reread must be made in writing to the school Principal within five school days of the date the final standards test mark was reported to the student. A \$35.00 fee must be included with this request (the fee is refundable to the student only if the mark increases on the reread).
- b) A trained marker from outside the student's school will be selected by Division Administration to reread the exam.
- c) The mark given on the reread of the standards test will be the final mark issued whether the mark is raised, lowered, or remains the same. This standards test mark will then be recalculated into the student's final course mark by the classroom teacher.

## Recording and Reporting

In accordance with The Public Schools Act, Evergreen School Division has an obligation to conduct regular assessments of student learning, record that data, and to report to parents at regular reporting periods.

### Reporting Periods

#### Early years and middle years

- Written reports are to be completed 3 times each year.
- Parent-teacher conferences are to occur 2 times each year.

#### High school

- Written reports are to be completed 2 times each semester.
- Parent-teacher conferences are to occur once each semester.

## Parent Communication

Teachers should not rely solely on the written report to communicate progress and/or concerns. Informal contact provides a vital link between home and school and can be accomplished in a variety of ways such as emails, posts on Edsby, notes, letters, journal entries, phone calls, and meetings.

If a student is achieving below grade or course expectations, parents must be kept fully informed through regular parent – teacher contact.

## Written Reports

Student achievement should be reported and communicated appropriately, meaningfully, and accurately to students and parents.

- Comments should describe student achievement in relation to the curriculum/learning outcomes.
- The teacher should be reporting on what the student knows or is able to do.
- Focus is on most recent evidence.
- Areas of learning that require further attention/development should be highlighted.

- Where appropriate, ways the teacher is supporting/will support the student's learning needs should be included.
- Where appropriate, ways the student might better support their own learning should be included.

Teachers are to make themselves familiar with Manitoba's Provincial Report Card, expectations around it, and with any other related support documents.

### Academic Promotion/Retention

Divisions may not adopt a policy that mandates student promotion regardless of achievement. Students should be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs. Decisions around promotion or retention of students may have far-reaching implications for student success in school.

Retention and acceleration (skipping a grade) decisions are always made in consultation with the superintendent's department.

In Kindergarten to Grade 8, promotion decisions are led by the principal, who consults with teachers, parents, and other specialists as appropriate. The decision is based on the evidence of the student's progress and growth and considers the grade level placement that would support and extend the student's learning. Whether the decision is to retain or to promote a struggling student, the school must address that student's learning needs. For example, simply having a student retained in a grade to repeat all the work done the previous year will not necessarily address the student's learning needs and result in success. In a similar manner, simply promoting a struggling student, without adequate supports, will not lead to success.

In Grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.