FUNDAMENTAL PRINCIPLES OF ASSESSMENT
Teachers use assessment practices and procedures that:

1. Are fair, transparent, and equitable for all students
2. Support all students including those with special needs
3. Are curriculum based and carefully planned to take into consideration learning styles and interests of all students
4. Are communicated clearly and regularly to students and parents at appropriate times throughout the year
5. Are varied in nature, ongoing, and provide multiple opportunities for students to demonstrate their learning
6. Provide ongoing, clear, specific, meaningful, and timely descriptive feedback
7. Develop students’ self-assessment skills that promote self-reflection, goal-setting, and direction for improvement


HOW DOES ASSESSMENT ENHANCE ACHIEVEMENT?

1) First you need to know what you need to know!
Teachers start with the Ontario Curriculum’s Overall Expectations and work with their students to put them in student friendly language.

2) Next, you need to know what success looks like.
Students and teachers brainstorm what it means to successfully demonstrate the expectation (or learning goal) and develop a list of success criteria.

3) Then you need to practice with a coach who will give you specific tips to improve your work.

We call that descriptive feedback and research shows that timely and specific descriptive feedback is one of the most powerful tools to improve student achievement.

Descriptive feedback is a form of “assessment as learning” and it focuses on developing students’ ability to be their own assessors, as they learn to identify what they can do and what they need to do to move forward. In this way assessment becomes part of the learning process and students become actively engaged in the process.