ISD will provide release time to schools to be used at the discretion of the school Principal as follows:

Grades K – 4: Up to one full day (1.0poes K

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Once a teacher logs into their gradebook, they will see the new tab in the grades tab a “Reading Assessment” outcome. Teachers will be able to enter a performance level for each assessment from the “ ” scale.

c) use assessment strategies that are appropriate to curriculum and provide equitable opportunities for all students to demonstrate learning;
d) modify and adapt instructional plans using data and evidence gathered from formative assessment;
e) collect formative assessment information for students with IEPs and use the information to improve instruction;
f) provide opportunities for collecting multiple samples of evidence to show student achievement;
g) provide frequent ongoing formative assessments during instruction and support students through modeling and guidance;
h) reflect regularly on the accuracy, equity, and effectiveness of assessment practices; and
i) maintain a collection of evidence.

A well-organized collection of assessment evidence helps students self-assess their progress and set goals for next steps. Collections of evidence will:

a) reflect the learning goals of the course;
b) take multiple forms to meet the needs of all students;
c) include goal-setting, monitoring progress, and reflecting on growth and achievement;
d) include evidence of learning throughout the year;
e) inform teacher/parent/guardian/student conferences; and
f) include evidence of student achievement from three different sources - observations, conversations, and student products.

Summative assessment is generally a more structured activity than formative assessment and occurs at the end of a unit, activity, course, term or program to determine what students know and do not know.

Summative assessment provides evidence for evaluating performance levels in relation to learning goals and success criteria and happens at or near the end of a period of learning. Summative assessment takes on a different form at early, middle, and senior years.

Grades are based on achievement of success criteria derived from prescribed learning outcomes. Learning behaviours (personal management skills, active participation in learning, and social responsibility) are assessed and reported separately from achievement. To ensure fairness and consistency, all achievement is determined using the Academic Achievement of Provincial Expectations

many	may also be used as

Date Adopted: September 6, 2022
Date Reviewed: August 31, 2022
Date Amended:

Date Adopted: September 6, 2022
Date Reviewed: August 31, 2022

Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students. Students must be actively and meaningfully involved in all phases of learning and assessment. Of particular importance is the need to ensure students are "assessment literate" and able to self-assess. It is critical that all students participate in self and peer assessment. However, the final grade will be determined by the teacher.

The timelines teachers set should provide adequate time for students to demonstrate their learning, while being mindful of other personal demands and of their individual strengths and challenges.

Regular communication about student progress among teachers, students, and parents will support timely completion of learning tasks. Other strategies may include the following:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments;
- Share timelines and reminders through a variety of communication strategies available at the school, e.g. posts on websites, email, and course outlines;
- Assist students to manage time effectively — providing regular feedback and monitoring student progress at each stage of learning cf1 0 0 toC(in)4(su)-3(rh)-2( )[t)-4(h)-4y(s)-2(s)17(t)-4y otin ta

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If evidence of learning is not demonstrated, teachers will apply the following strategies based on their professional judgment:

Confer with the student and, where appropriate, with the student's parents about the reasons for not providing learning evidence, and consider the legitimacy of reasons;
Develop an agreement with the student to demonstrate their learning;
Require the student to provide evidence of learning during school time or at lunch or after school within a supervised setting in accordance with school policy;
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 an additional language;
Provide alternative assessment tasks that accommodate diverse learning needs.

If these strategies are unsuccessful in supporting students to provide evidence of learning, teachers may deduct marks. A mark should, in the professional judgment of the teacher, represent the student's actual achievement.

In applying consequences to the lack of learning evidence, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. 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.

A student who disagrees with an assessment of their work may, within five school days, appeal the result according to the following procedures:

the student (or parent) must verbally request a re-evaluation from the subject teacher;
the teacher will re-evaluate and communicate the results. It is understood that the mark may be raised, lowered or remain the same;
the student (or parent/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;
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;
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.

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

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 the Manitoba Provincial Report Card, expectations around it and with any other related support documents. Most procedures for using the provincial report template are contained in the document, Manitoba Report Card Support Document: Partners for Learning: Grades 1 – 12 The following section outlines local decisions and interpretations about implementing these templates in the Interlake School Division.

Schools will use established divisional report card templates (English and French Immersion).
Term 1 report cards will report on learning behaviours and a limited set of early academic indicators at the discretion of the school Principal.
Term 2 and 3 report cards will report on the full range of learning behaviours and academic indicators.

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The achievement code given in any particular term reflects a snapshot of student achievement in relation to the work they have completed in that term. Achievement codes, therefore, do not necessarily rise as the year goes on.
Final grades will reflect the growth and progress students have made throughout the year.

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The achievement indicator given in any particular term reflects a snapshot of student achievement in relation to the work they have completed in that term. Achievement indicators, therefore, do not necessarily rise as the year goes on.
Assessment of students will result in a cumulative grade. Final grades will reflect the growth and progress students have made throughout the year.

Engaging in this process supports continuous learning, development and personal growth for students and to help develop independent, lifelong learners who regularly monitor and assess their own progress.

participants - student, parent(s)/guardian(s) and teacher(s);
schools need to make parents aware of conferences, their importance and the time parameters staff are available for such;
the conference should be approximately 15 to 20 minutes in length;
most of that time is for the student to share with his/her parent(s)/guardian(s);
in the Early Years, students will need more teacher support to do so but as students move through the grades, there is a gradual release of responsibility from teacher to student (sometimes referred to as "student – led conferences");
the last 5 minutes or so is for the parent(s) and/or teacher to address any concerns/questions not yet addressed;
if a parent requests additional time, or if the teacher feels specific learning or behavioral items need to be addressed in more detail, another meeting will be arranged; this is in addition to, and not in place of the conference;
ideally only one conference should occur at a time.

All Conferences, at all levels (Early Years, Middle Years, High School), need to be framed by:

1. sharing evidence of learning
2. reflection
3. goal setting

What these 3 processes look like may vary class to class, grade to grade, school to school.

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