



# HURON-PERTH CATHOLIC

District School Board

## Assessment, Reporting and Evaluation of Student Achievement

Adopted:	August 25, 2003	Policy #:	P 2.2.8.
Revised:	May 25, 2026	Policy Category:	2.2. School Program

### BELIEF STATEMENT

The Huron-Perth Catholic District School Board believes that every learner is created in the image and likeness of God, possessing unique gifts and infinite potential. Our approach to assessment, evaluation, and reporting is a sacred trust, deeply rooted in Catholic faith and Catholic Social Teaching principles. Through this lens, we fulfill our mission to nurture the Ontario Catholic School Graduate Expectations, guiding our students to reach their God-given potential within a Christ-centered environment.

### POLICY STATEMENT

The Huron-Perth Catholic District School Board is committed to improving student learning through consistent, transparent, equitable, and faith-filled assessment, evaluation, and reporting practices. These practices are grounded in Catholic Teachings and aligned with the philosophy, policies, and direction of the Ontario Ministry of Education, including *Growing Success (2010)*.

Assessment, evaluation, and reporting are integral to effective instruction and are conducted within a Christ-centred learning environment that honours the dignity, uniqueness, and God-given potential of every learner.

### ROLES AND RESPONSIBILITIES

The Superintendent of Education will ensure that up-to-date Board Assessment, Evaluation, and Reporting Procedures are posted on the Board Website.

Principals will communicate that the Board Procedures are available to all members of the Catholic school community through the School Website.

### EXPECTATIONS

Principals and teachers will adhere to the Board Assessment, Evaluation, and Reporting Procedures.

Parents and students will be informed of the Board Assessment, Evaluation, and Reporting Procedures through appropriate communication tools.

### PURPOSE AND CATHOLIC FOUNDATIONS

The primary purpose of assessment and evaluation is to improve student learning. In our Catholic context, assessment is not merely a measure of knowledge, but a process that leads to growth, restoration, and hope.

In fulfilling our professional responsibilities, principals and teachers are called to uphold Catholic values in all assessment practices by:

- **Respecting Dignity:** Respecting the inherent dignity of every student and recognizing the holistic nature of learning, integrating intellectual, spiritual, social, emotional, and moral development.
- **Engaging in Redemptive Practice:** Using assessment practices that are redemptive in nature, allowing for mistakes, growth, and the opportunity to demonstrate improvement.
- **Using an Asset-Based Lens:** Our evaluation process focuses on identifying and communicating what students know and can do with respect to the overall curriculum expectations, rather than focusing on deficits in their understanding.
- **Embedding the Ontario Catholic School Graduate Expectations:** Ensuring practices reflect the Graduate Expectations and affirm the shared responsibility to nurture learners who are called to transform God's world with wisdom, compassion, and hope.
- **Providing Timely Feedback:** Communicating student achievement and progress clearly, specifically, and in a timely manner to students and parents/guardians in order to improve student understanding and learning.

## THE SEVEN FUNDAMENTAL PRINCIPLES

To ensure that assessment, evaluation, and reporting are valid, reliable, and lead to improved learning for all students, educators shall apply the Seven Fundamental Principles outlined in *Growing Success (2010)*. Assessment practices must:

- be fair, transparent, and equitable for all students;
- support students with special education needs, students learning the language of instruction, and students who identify as First Nation, Métis, or Inuit;
- be carefully planned and aligned with curriculum expectations, learning goals, and the strengths, needs, interests, and experiences of students;
- be clearly communicated to students and parents/guardians;
- be ongoing, varied, and administered over time to provide multiple opportunities to demonstrate learning;
- include descriptive feedback that is clear, specific, meaningful, timely and connected to learning goals and success criteria; and
- develop students' capacity for self-assessment, goal setting, and reflection.

## PROFESSIONAL JUDGMENT AND CONTINUOUS IMPROVEMENT

Effective assessment and evaluation relies on the professional judgment of educators, informed by evidence of student learning gathered over time and across multiple contexts, with particular emphasis on most recent, most consistent.

The Board supports ongoing professional learning to strengthen assessment practices and ensure alignment with best practices, Catholic values, and Ministry of Education policy.

## REFERENCES

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
- *Growing Success: The Kindergarten Addendum (2016)*

- *Institute for Catholic Education (2019)*
- *Learning for All (2013)*
- *Renewing the Promise (2018)*
- Equity and Inclusive Education Policy 2.2.6

**RESOURCES, APPENDICES AND FORMS:**

- [Huron Perth Catholic DSB Assessment, Evaluation, Reporting internal website \(procedures\)](#)
- [Huron Perth Catholic DSB Approved Assessment Tools](#)