

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the Communication Media curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- Achievement of provincial curriculum outcomes
- Effectiveness of teaching strategies employed
- Student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

Reporting of student achievement must be in relation to curriculum outcomes. Assessment information which is not related to outcomes can be gathered and reported (e.g., attendance, behaviour, general attitude, completion of homework, effort) to complement the reported achievement related to the outcomes of Communication Media. There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning and inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning involves student reflection on and monitoring of her/his own progress related to curricular outcomes and:

- is student-driven with teacher guidance for personal use
- occurs throughout the learning process
- engages students in reflecting on learning, future learning, and thought processes (metacognition).

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussion on placement or promotion.

In Communication Media, students need to be regularly engaged in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learnings as well as opportunities for the students to set and assess personal learning goals related to the content of Communication Media.

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