

**BURNABY**  
SCHOOL DISTRICT 41

# POLICY STATEMENT

POLICY NUMBER:

**6.10.00**

*developed by the Board of School Trustees of School District 41 – Burnaby  
in accordance with established procedures for policy development.*

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**POLICY TITLE: ASSESSMENT OF STUDENTS AS INDIVIDUALS**

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**Date Adopted:** 1980-09-02

**CROSS REFERENCE(S)**

**Date(s) Revised:** 1990-

**Statutory :** S.A. 17: 103 (2) (j); S.R. 4 (1) (g), 5 (7) (e)

**Other:** Policy 6.15.00

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**PREAMBLE**

The Board supports the view that the assessment of student achievement; intellectual, human, social, and career development; and the determination of progress are an integral part of the teaching-learning process.

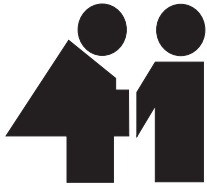
For the purpose of this statement of policy, the term assessment will be used to refer to the measurement of student progress, achievement, and development as individuals. The assessment of programs, however, is excluded and dealt with separately.

**POLICY**

**THE BOARD APPROVES A WELL-BALANCED, PLANNED  
PROGRAM OF INDIVIDUAL STUDENT ASSESSMENT IN  
CLASSROOMS THROUGHOUT THE DISTRICT.**

**OBJECTIVES**

1. To identify student strengths and weaknesses and to measure student achievement and development for the purpose of assessing student progress.
2. To improve instruction and, ultimately, learning.



# ADMINISTRATIVE REGULATIONS & PROCEDURES

REFERENCE POLICY NUMBER:

**6.10.01**

**BURNABY**  
SCHOOL DISTRICT 41

*established and revised by the Superintendent of Schools in Burnaby to ensure district implementation of Burnaby School Board policies and directives.*

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### POLICY

**THE BOARD APPROVES A WELL-BALANCED, PLANNED PROGRAM OF INDIVIDUAL STUDENT ASSESSMENT IN CLASSROOMS THROUGHOUT THE DISTRICT.**

### ADMINISTRATIVE PROCEDURES

Under the guidance of the principal, the teachers of each school shall, on a continuing basis, measure achievement and development and determine progress of students as individuals. These guidelines shall be followed:

1. Only valid and reliable assessment instruments and techniques appropriate for the particular student population shall be used.
2. Student achievement and progress shall be assessed against core curriculum objectives. This approach shall be explained to students and their parents.
3. The assessment of student achievement and progress shall encompass the educational growth and development of students' intellectual, human, social, and career development. It shall be formative, not summative, in nature.
4. Parents and students shall be advised of the Board's policy on assessment of students as members of a group which provides for the assessment of programs.
5. At all levels—primary, intermediate, and graduation programs shall be implemented for the identification of students needing enrichment or additional help.
6. All schools shall establish a network of referrals to provide appropriate additional consultative services for those students requiring more intensive assessment.