

BURNABY
SCHOOL DISTRICT 41

POLICY STATEMENT

POLICY NUMBER:

6.15.00

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

**POLICY TITLE: ASSESSMENT OF STUDENTS AS MEMBERS
OF A GROUP**

Date Adopted: 1980-09-02

CROSS REFERENCE(S)

Date(s) Revised:

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

Other: Policy 6.10.00

PREAMBLE

The Board supports the principle that the measurement of student achievement and description of progress through group data are an integral part of the teaching-learning process, that the primary purpose is to raise the general level of achievement throughout the district.

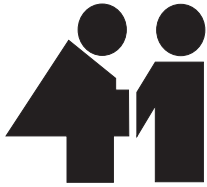
For the purpose of this statement of policy, the term assessment will be used to refer to the measurement of student progress and achievement as members of a group in classroom, school, and district programs. Evaluation, grading, and reporting of individual student achievement are, however, excluded and addressed separately.

POLICY

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

OBJECTIVES

1. To identify educational needs of students which are not being addressed by any program.
2. To identify those needs which are not being adequately met by existing programs.
3. To ensure that existing programs are meeting the educational needs of students.



ADMINISTRATIVE REGULATIONS & PROCEDURES

REFERENCE POLICY NUMBER:

6.15.01

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*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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ADMINISTRATIVE PROCEDURES

The District's professional staff shall

1. at the request of the Superintendent, obtain valid, objective group data concerning student progress and achievement in the District;
2. bring these group data to the attention of the Superintendent and others responsible for improving educational programs within the district;
3. ensure that sound assessment practices form an integral part of all special education programs;
4. assist the staff of each school in obtaining the technical support and training needed to develop appropriate assessment procedures;
5. provide assistance to the staff of each school in program development where the need is indicated by assessment; and
6. inform all parties concerned of any District assessment program prior to its implementation.