

## MINISTER'S DIRECTIVE

No. MD 2025-08

### Assessment, Evaluation, Monitoring and Reporting Student Achievement

Pursuant to subsection 4(1) of the *Education Act*, R.S.P.E.I. 1988, Cap. E-.02, I hereby issue the following Minister's Directive to establish expectations for the assessment, evaluation, monitoring and reporting of student achievement.

### Interpretation

1. In this Directive,
  - a) "Classroom Assessment" is the gathering and consideration of information about what a student knows and is able to do in relation to defined outcomes and standards.
  - b) "assessments" are tasks, activities or tools used in the formative or summative assessment process.
  - c) "education authority" has the same meaning as "education authority" defined in the *Education Act*, as amended from time to time.
  - d) "Formative Assessment" (assessment for learning) is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining: i) where students are in their learning; ii) next steps for instruction.
  - e) "Summative Assessment" (assessment of learning) is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.
  - f) "Student Achievement" is a representation of what has been learned, both formally and informally, and takes into consideration student learning in relation to the prescribed curriculum outcomes and competencies (product), work habits and effort (process), and growth over time (progress).
  - g) "Formal Individual Educational Assessment" provides specialized information about a student's learning that is intended to support Student Achievement.
  - h) "Individual Education Plan" or "IEP" is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and modifications as applicable.
  - i) "principal" has the same meaning as "principal" defined in the *Education Act*, as amended from time to time.
  - j) "school" has the same meaning as "school" defined in the *Education Act*, as amended from time to time.
  - k) "student" has the same meaning as "student" defined in the *Education Act*, as amended from time to time.

- l) “teacher” has the same meaning as “teacher” defined in the *Education Act*, as amended from time to time.
- m) “equitable opportunities” is providing assessment tasks that are responsive to individual student needs.

## **PART A - Classroom Assessment**

- 2. While students are the most important users of all assessment information, the Minister of Education recognizes that Classroom Assessment has a variety of audiences (subject to requirements under the *Education Act*). For each of the following audiences, Classroom Assessment will serve the following primary purposes:
  - **Students:** To enhance the learning, motivation, and confidence of students, empowering them to develop skills and strategies as self-assessors who are responsible for their own learning.
  - **Teachers:** To identify individual student strengths and areas for growth in relation to the defined curriculum outcomes in order to inform next steps for instruction.
  - **Parents/guardians:** To provide information about their children’s strengths and areas for growth in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported.
  - **School Administrators:** To inform school goals and the allocation of resources.
- 3. Classroom Assessment will:
  - Align with curriculum and instruction.
  - Inform instructional decisions.
  - Include a balance of formative and summative purposes.
  - Include triangulated data—a variety of evidence collected from observations, conversations and student products.
  - Have a clear purpose which includes criteria for evaluation that is communicated to students in advance.
  - Provide equitable opportunities for students to demonstrate their achievement of the expected learning outcomes.
  - Encourage student responsibility for completing assessments in a timely manner.
  - Allow students opportunities to reflect on and revise evidence of learning through formative assessments.
  - Ensure that summative assessments are administered with appropriate consideration for student timelines and learning integrity.

## **PART B - Classroom Assessment Procedures & Protocols**

- 4. Students will be provided with opportunities to demonstrate their progress toward achievement of outcomes as follows:
  - a) Formative Assessments will be administered by the teacher and will provide opportunities for students to reflect on and revise evidence of learning.

- b) Summative Assessments will be administered by the teacher and will have reasonable completion dates.
- c) School-level policy and practices will emphasize and support student responsibility for completing assessments in a timely manner, as well as strategies to support students in managing their workload and meeting deadlines, including reminders, access to learning support resources, and opportunities for formative feedback prior to summative deadlines.
- d) Students are responsible for completing assessment tasks, thereby demonstrating their knowledge of the learning outcomes being assessed.
- e) In the event that a due date for a Summative Assessment is missed, the teacher or principal may extend the deadline. If a deadline is extended, students who do not adhere to the extended deadline will have missed the opportunity to demonstrate achievement towards the outcomes addressed in that assignment.
- f) Education authorities provide in-person learning, and therefore assessments will be administered in person, except in cases of the student being enrolled in a provincially authorized virtual learning opportunity.

## **PART C - External Large-Scale Assessments**

- 5. Schools and students will participate in regional, provincial, national and international external large-scale assessments as required by the Minister and education authorities.
- 6. Results from external large-scale assessments will not be used to determine student placement or grading, except as required by the Minister. Aggregated results will be used to identify system-level trends, inform curriculum development, and guide resource allocation.

## **PART D - Formal Individual Educational Assessments**

- 7. Formal Individual Educational Assessments will be conducted in accordance with Ministerial Directives, and the standards and guidelines of the respective governing body, including that they will:
  - a) Only be conducted by qualified professionals identified by the education authorities.
  - b) Only be conducted after informed written consent is obtained from the applicable parents/guardians.
- 8. Schools will ensure the confidentiality of Formal Individual Educational Assessment results and that the results are created and maintained in compliance with all applicable legislation, including the *Archives and Records Act*, R.S.P.E.I. 1988 Cap. A-19.01, the requirements under sections 58 and 60 of the *Education Act* and the *Freedom of Information and Protection of Privacy Act*, R.S.P.E.I. 1988, Cap. F-15.01 with respect to student records. This includes secure record keeping, privacy and retention, technological safety and access to information.

## **PART E - School Communication of Student Achievement**

9. Every school will maintain a schedule for communicating Student Achievement that is consistent with education authority expectations and the Education Act, including that:
  - a) Schools will use a variety of methods to communicate Student Achievement to students and parents/guardians throughout the school year.
  - b) Every teacher will be responsible for communicating Student Achievement (in accordance with the school schedule) and the education authority's guidelines.

## **PART F - Reporting Student Achievement**

10. While report cards serve many functions, the primary purpose of report cards is to communicate current Student Achievement to the student and their parents/guardians.
11. Student Achievement will be based upon individual learning and will accurately reflect achievement of the outcomes as defined by the provincial curriculum and/or Individual Education Plan including that:
  - a) Individual student grades will be measured against defined provincial curriculum outcomes and standards, including competencies, rather than compared to other students.
  - b) Social skills and work habits (eg. social development, collaboration, effort, neatness) will be included only if they are identified as outcomes in the provincially approved curriculum or Individual Education Plan. In Grades K through 9, the report card will provide a place for assessing work habits and social skills.
  - c) Formative assessment data will inform instruction and provide feedback to contribute to summative success, but the final reported grade will emphasize summative demonstrations of learning.
12. On report cards, teachers will write individual comments that focus on student learning, highlighting strengths, areas for growth and next steps. Comments will be individualized, specific, and professional and should be easily understood by parents/guardians.
13. Schools will use provincially authorized forms, structures and processes for reporting Student Achievement and documenting student progress. Teachers are responsible for accurately entering and updating this information as applicable.

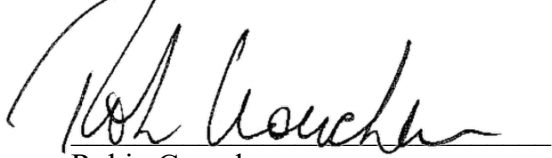
## **PART G - Monitoring Student Achievement from Kindergarten through Grade Nine**

14. Students will be monitored for consistent progress during the school year, including that:
  - a) Students who have not made consistent progress will be supported by the classroom teacher.

- b) Where targeted resource interventions and intensive supports are provided, they will be documented by resource departments in schools.
- c) Where students have not met end of year expectations, this will be appropriately documented through established practices.
- d) At the beginning of a new school year, teachers will refer to relevant student documentation to determine next steps for student learning.

This Minister's Directive is effective the 2nd day of September, 2025.

Dated at the City of Charlottetown, this 2nd day of September, 2025.

A handwritten signature in black ink, appearing to read 'Robin Croucher', written over a horizontal line.

Robin Croucher  
Minister of Education and Early Years