

## STUDENT ASSESSMENT, EVALUATION AND REPORTING

### BACKGROUND

Greater St. Albert Catholic Schools believes that the purpose of student assessment is to gather information about student progress in order to improve teaching and learning. Through effective reporting, students and parents are provided with an accurate evaluation of student performance in relation to the goals and objectives outlined in the program of studies. As a faith-filled educational community, the assessment, evaluation and reporting process is done pastorally, compassionately, and in a manner that is life-giving and promotes growth and optimism.

### DEFINITIONS

The following definitions are consistent with those used by Alberta Education and informed by current research:

1. **Accommodation:** student functioning in the regular program of studies working on grade-level learner outcomes with specific supports.
2. **Achievement:** demonstration of knowledge, skills, and attitude students are expected learn at a specified grade level.
3. **Adapted Programming:** programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.
4. **Diagnostic Assessment:** assessment that provides reliable and valid information to teachers about student learning and progress, and direction for improvement and/or adjustment to a program or instruction.
5. **Differentiated Instruction:** teacher's instructional response to learner's needs. Teachers can differentiate content, process, or product according to the student's readiness, interests and/or learning profile, through a range of instructional strategies.
6. **Formative Assessment:** assessment that provides information about student progress and direction for improvement and/or adjustment to a program for individual students or for a whole class, but is not part of an achievement grade.
7. **Grade (mark):** a summary statement of student achievement relative to curriculum standards.
8. **Learner Outcomes:** what we expect students to learn in the curriculum provided by the Alberta Program of Studies.

9. **Modified Programming:** programming in which the learning outcomes are significantly different from the Program of Studies and are specifically selected to meet students' special education needs.
10. **Performance:** how well a student demonstrates grade-level learner outcomes.
11. **Reporting:** process of providing information at term-end or year-end through a report card and/or an Individual Program Plan about students' achievement, progress, and growth.
12. **Summative Assessment:** assessment that provides information to make judgments about student achievement at the end of a period of instruction and for determining an achievement grade.
13. **Triangulation of Evidence:** Evidence of student learning is collected through formal and informal observations, conversations and products to arrive at a final evaluation of student achievement.

---

The principal will formally review and communicate **Administrative Procedure 365** with staff, students, and parents yearly.

---

## GUIDING PRINCIPLES

1. Assessment is based on the learner outcomes as outlined in the Alberta Program of Studies. Alberta Education's Teaching Quality Standard (TQS) and Guide to Education clearly outlines teachers' classroom responsibilities pertaining to student assessment. Assigning a final grade is the responsibility of the teacher and based on his/her personal judgement.
2. Evidence of learning is collected throughout the year in the following ways:
  - 2.1. Student products that demonstrate learning include but are not limited to:
    - 2.1.1. Exams
    - 2.1.2. Projects
    - 2.1.3. Student self-reflections
    - 2.1.4. Assignments
    - 2.1.5. Performance tasks
  - 2.2. Observations of student learning include but are not limited to:
    - 2.2.1. Anecdotal records
    - 2.2.2. Checklists
    - 2.2.3. Conferences

3. Collection and interpretation of assessment information will be ongoing.
4. Students are actively involved in the assessment process.
5. Formative and summative assessments inform the teaching process.
6. Formative assessment (assessment for learning) is used by teachers to modify their teaching practice and student learning experiences. They are intended to be risk-free, unless otherwise indicated to the student.
  - 6.1. Teachers monitor students' actions and performance on an ongoing basis to determine and respond to their learning needs.
  - 6.2. Teachers and students adopt a continuous cycle of feedback and adjustment.
  - 6.3. Teachers prepare students for summative assessments (assessments of learning) by administering formative assessment (assessments for learning) tasks that are similar in form and content.
  - 6.4. Teachers use formative assessments to gain insight into their students' learning profiles and to plan instruction and facilitate differentiation.
  - 6.5. The purpose of assessments is made clear to students.
7. Summative assessments inform evaluation and reporting.
  - 7.1. Plans to administer a summative assessment should be shared with students to allow time for preparation.
  - 7.2. Evaluation of students which results in a summative grade will be the result of triangulation of evidence.
8. All schools employ strategies to ensure the development of quality student assessments that align with the learner outcomes in the program of studies.
9. The primary purpose of student assessment and evaluation is to support learning and to have students improve their performance. Practices that distort student achievement, such as extra credit or bonus points, penalties for student work submitted late, penalties for student absences, or automatic grades of zero when evidence is missing or as a punishment are inconsistent with the Division's philosophy of assessment.
10. The validity of a summative assessment is determined by the professional judgement of the teacher and the principal. Any adjustments made to a summative assessment is at the discretion of the teacher and done in the best interest of student learning.
11. Summative assessments are communicated to students in advance in order to allow for thorough preparation.

12. Teachers will overtly share with students and parents the learning outcomes that are addressed in the delivery of the course.
13. Parents/guardians may request to review their child's summative assessments. Teachers are not obligated to release summative assessments, as this invalidates the assessment for future use.
14. Section 42 of the Education Act indicates that where a decision of an employee of the Board significantly affects the education of a student, the decision is appealable. In Greater St. Albert Catholic Schools appeals are guided by Board Policy 13. Students have the right to appeal an assessment in any subject. Therefore, when students question a grade, a teacher must constructively address the concern. A student who is dissatisfied with the outcome of an appeal to the teacher may appeal to the principal, as an agent of the Board. If this appeal process fails, the student may request a hearing from the Office of the Superintendent. The decision of the superintendent will be considered final.
15. Appropriate assessment and reporting practices are different depending on the age of the students. Appendices A, B, and C will outline the specific procedures for elementary (K-6), junior high (7-9) and high school (10-12).

### **Division Procedures for Reporting**

#### **PowerTeacher Pro Electronic Gradebook:**

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to students and parents/guardians. Students and parents/guardians can access current marks at any time.

- Schools will provide parents/guardians with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes.
- If you have questions about your child's marks at any time, please contact your child's teacher.

If parents/guardians do not have access to technology to view student grades and progress, please contact the school to make arrangements on how this information should be communicated to you.

1. Regular communication between home and school is reciprocal and can take place at any time and be initiated by either party.
2. Schools will adhere to regular reporting periods that are communicated to students and parents/guardians.
3. Schools will have regular conferences during the school year.

4. Parents/guardians of students at risk of not achieving the learner outcomes must be contacted in a timely manner.
5. Principals will review and sign report cards prior to distribution.
6. Student report cards and all student records will be handled in accordance with FOIPP regulations.
7. The reporting system in Greater St. Albert Catholic Schools will include:
  - a. ongoing communication of student learning in relation to curricular outcomes.
  - b. communication of student effort, attitude, participation and behaviour are separate from achievement.
  - c. opportunities for conferences between teachers, parents/guardians and students throughout the period of instruction.
  - d. report cards and/or Individual Program Plans (IPPs).
8. Report cards shall include:
  - a. School name, address, and phone number.
  - b. School division logo and motto.
  - c. Statement of school mission.
  - d. Name of School principal and student's teacher(s).
  - e. Principal Signature.
  - f. Record of student attendance and punctuality.
  - g. Alberta student identification number and preferred name of student.
  - h. Provision for conference request by school, student or parent.
  - i. Current grade level or program placement.
  - j. Identification of the quality of performance in all subject areas compared to provincial curriculum standards and reported by achievement levels and/or percentages from K-12.
9. Annual, end-of-year report cards are to be placed in each student's digital student record according to section 1.11 of the Division's Mandated Records Administrative Procedure 318.
10. If a student withdraws prior to the end of the year, it is obligatory to run a report card and upload it to PASI.

### Individualized Program Plans and Accommodation Checklists:

1. The report card and the Individualized Program Plan (IPP) are complementary documents for accommodated, adapted or modified programming.
2. A student with an accommodation checklist is functioning in the regular program of studies working on grade-level learner outcomes with specific supports.
3. Where graded curriculum is used as the basis for IPP planning, the IPP must communicate the student's grade level of achievement in each curriculum area in the current level of functioning.
4. If a formal IPP has been prepared for a student on an Adapted Program in one or more subject areas, his/her progress shall be reported on the IPP in relation to the IPP goals. The comment on the report card should read 'Refer to IPP'. The report card will communicate the student's achievement on any specific grade-level learner outcomes the student is pursuing.
5. If a formal IPP has been prepared for a student on a Modified Program (coded students on a non-graded curriculum), their progress shall be reported solely on an IPP and will not receive a report card.

**Summative and Formative Assessments:**

- Will happen continuously throughout the year and inform current programming.
- Should be assessed in a timely manner so that students are able to use the information to grow and improve prior to the next assessment. Teachers will keep electronic gradebooks current, with both formative and summative assessments.

**Reporting on Student Progress:**

Teachers have a responsibility to report on student achievement and will do so in the following ways:

- The Parent Portal in PowerSchool will contain:
  - Student grades and formative feedback that is updated regularly and frequently.
  - A single year-end, summative report card, with comments, will be generated at the end of each school year.
    - Essential outcomes that are consistent across the division for literacy and numeracy will be reported on the year-end report card.
  - Teachers will clearly indicate if the assessment is formative or summative and will provide detailed descriptions of assessments.
  - Unofficial results from Provincial Achievement Tests at the end of grade 6 will be communicated to parents.
  - Report cards can be generated for individual students during the school year if required.
  - Final grades for option courses will be entered when the course is completed. (November, March)
- Teachers will report on Knowledge, Understandings, Skills and Procedures (KUSP) which fall under General Learning Outcomes. These are intended to offer specific feedback to parents/guardians and students in regards to areas of strength and areas for growth.

The following grading scales will be used:

**Kindergarten:**

For students in Kindergarten, the following set of descriptors will be used for each program area identified in the Kindergarten Program Statement.

SI	Skill is consistently demonstrated independently.
SM	Skill is developing with minimal support.
SD	Skill is emerging with direct support.
N/A	No assessment possible.

### Grades 1-6:

Please note that for formative assessments, teachers may use the SI / SM / SD descriptors to communicate progress and stage of development. See above.

Summative assessments will be communicated using the 1-4 grading scale for Mathematics, English Language Arts and Literature, French Language Arts and Literature, Science and Social Studies.

- The 1-4 grading scale is not indicative of a percentage and scores are not averaged to determine final grade.

Religion, Physical Education and Wellness, Music, Art, French as a Second Language, and other optional courses offered will be assessed using the M / NYM scale.

Achievement Level	Descriptor
4	Work is <b>excellent at grade level</b> and provides evidence of an in-depth understanding and application of the learner outcomes. The student can demonstrate these skills and understandings consistently and independently.
3	Work is <b>proficient at grade level</b> and provides evidence of a well-developed understanding and application of the learner outcomes. The student is most often able to demonstrate these skills and understandings independently, but may require minimal direction.
2	Work is <b>adequate at grade level</b> and provides evidence of a basic understanding and application of the learner outcomes. The student is sometimes able to demonstrate these skills and understandings independently, but requires direction to do so successfully.
1	Work is <b>not yet at grade level</b> and demonstrates a beginning understanding of the grade level learner outcomes. The student requires direct support to demonstrate these skills or understandings.
M	Work meets or exceeds the expectations of the learner outcome.
NYM	Work does not yet meet the expectations of the learner outcome.
N/A	No assessment possible due to lack of evidence.
IPP	Refer to the Individual Progress Plan.

### Growth as A Christian Learner:

Teachers will evaluate students' personal and spiritual growth three times per year. This will be communicated to parents/guardians during conferences as well as on the final report card at the end of the year. The following criteria and grading scales will be used to communicate each child's growth as a faith-filled learner.



## Growth in Catholic Values

<b>Learner Attributes</b>	<b>Criteria</b>	<b>Consistently</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
Respectful at prayer time	Quiet and attentive during prayer time Refrains from activity that prevents others from praying	Most often demonstrates Frequently	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates
Contributes positively to school community	Smiles, friendly Encourages others Cooperates with others Doesn't swear or gossip	Most often demonstrates Frequently	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates
Demonstrates service to others	Lends a helping hand Volunteers Takes part in school service projects/charity	Most often demonstrates Frequently	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates

## Growth as a Learner

<b>Learner Attributes</b>	<b>Criteria</b>	<b>Consistently</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>
Completes assignments/Projects on time	High degree of accuracy Completed in a timely manner Works independently while waiting for others to finish Focused and on task	Most often demonstrates <b>Frequently</b>	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates
Follows Directions	Reads carefully and listens attentively to directions Able to work independently after instructions Rarely needs reminders	Most often demonstrates Frequently	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates
Organizes materials and space	Is able to find materials Puts materials away Keeps desk tidy Recognizes and respects personal space of others	Most often demonstrates Frequently	<i>Often Demonstrates</i>	Occasionally Demonstrates	Seldom Demonstrates
Participates positively in classroom activities and discussions	Eyes always on speaker-Body still, in desk and attentive Limited interruptions Interacts when speaker is finished Responses and comments demonstrate respect	Most often demonstrates Frequently	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates
Strives for quality work	Uses extra time to improve work My work is completed legibly for others to read Revises and edits work	Most often demonstrates Frequently	<i>Often Demonstrates</i>	Occasionally Demonstrates	Seldom Demonstrates

### **Summative Assessments:**

Summative assessments are also called Assessments of Learning. They serve as an opportunity for students to demonstrate their learning. These assessments can be, but are not limited to exams, quizzes, presentations, writing assignments, projects, etc. Summative assessments will receive a weighted grade and be counted toward the student's average.

### **Summative Assessments should be:**

- A reflection of the outcomes of the Alberta curriculum (program of studies).
- Presented in formats that are consistent and appropriate with the respect to the subject matter and how students were taught in class.
- Clearly scheduled and communicated to offer students an appropriate amount of time to prepare.
- Varied in format to provide multiple modalities for students to demonstrate their understandings.
- Largely be completed in class or in a synchronous learning environment to maintain the integrity of the task and assurance that the work produced is that of the student.
- Assessed in a timely manner so that students are able to use the information to grow and improve prior to the next assessment.
  - Timely feedback may not be possible when assignments are submitted beyond the due date.
- Results of summative assessments will be shared with students and parents the Parent Portal in PowerSchool throughout the semester.

### **Formative assessments should be:**

- Similar in format and delivery to summative assessments in order to properly prepare students.
- Will be shared with students and parents the Parent Portal in PowerSchool throughout the semester.
- Informative for the student to better understand the material and potential gaps in learning - although the feedback may not provide a grade.
- Be completed in time to guide student prior to a summative assessment.

### **Final Assessments or Exams:**

Final exams will have the following weightings:

- 10% for grade 7 courses
- 10% for grade 8 courses

- 15% for grade 9 courses
  - Provincial Achievement Tests will act as a final exam for grade 9 students.
- No individual summative assessment during the course should exceed the weighting of the final assessment.
- Teachers can choose to assign a summative project or alternate assessment to replace a final exam (excluding the Provincial Achievement Test) that follows the division standard blueprint for a final assessment.
- Final exams and assessments must be current and reflective of the course that was taught.
- Final assessments are cumulative.

### **Reluctant Zero Approach:**

It is the responsibility of teachers to assess and communicate student progress. Completion of summative assessments is necessary for teachers to determine if students are progressing in relationship to the outcomes in the Alberta Program of Studies. When students do not submit work or are absent for exams and/or quizzes, assessing progress can be difficult. Educators know that assigning zeros to students decreases motivation and can impact their ability to achieve success, and should be done only in the following circumstances:

- A student completed a summative assessment and did not demonstrate any understanding of the concepts evaluated.
- In spite of sufficient school support and repeated opportunities, students do not submit work, and teachers do not have sufficient evidence to assess a student's level of understanding or skill.
- When an assignment is late, a zero (NHI) will be entered into PowerSchool as a place marker. This will allow students and parents to understand the impact that the zero will have on the overall grade, should the student not complete the assessment. When the assessment is completed the mark will be adjusted accordingly.
- Teachers will communicate with parents when a zero is assigned for a summative assessment.
- Cut-off points will be identified and well communicated throughout the year. These will serve as thresholds where teachers will no longer accept late assignments beyond that point. After a certain time has elapsed, assessments will lose their educational value and it is no longer reasonable to ask a teacher to assess those skills.

### **Reporting on Student Progress:**

Teachers have a responsibility to report on student achievement and will do so in the following ways:

- Student grades will be visible to students and parents through the Parent Portal in PowerSchool.
- Percentages will be used to reflect student achievement for the following subjects:
  - Mathematics
  - English Language Arts
  - French Language Arts (for students in the French Immersion program)
  - Science
  - Social Studies
- A 1-4 grading scale will be used to reflect student achievement for the following subjects:
  - Religious Studies
  - Physical Education
  - Health
  - Option Courses
- Grade 9 students at Morinville Community High School will receive percentages for all their courses to remain consistent with the grade 10-12 students.
- Final grades for option courses will be entered when the course is completed. (November, March)

<b>Achievement Level</b>	<b>Descriptor</b>
4	Work is excellent at grade level and provides evidence of an in-depth understanding and application of the learner outcomes.
3	Work is proficient at grade level and provides evidence of a solid understanding and application of the learner outcomes.
2	Work is adequate at grade level and provides evidence of a basic understanding and application of the learner outcomes.
1	Work is limited at grade level and demonstrates a beginning understanding of the grade level learner outcomes.

- Report cards are issued at the end of the school year.
- Comments submitted when a course is completed should include:
  - recommendations for further class placement or program consideration (typically in grade 9).
  - any accommodations that were given for the final exam.

- if the student is on an Individual Program Plan (IPP).
- Teachers will put the following information in PowerSchool:
  - Due date of the assignment.
  - Detailed description of the assignment.
  - Indication if it is formative or summative.

### **Reassessment Practices:**

The purpose of reassessment is to provide students an opportunity to redo a summative assessment where they feel they have not demonstrated their full understanding or mastery of the material. Reassessments are valuable to student learning because they contribute to a growth mindset, by encouraging students to view errors as an opportunity to learn and improve.

- Reassessments will be granted at the discretion of the teacher, when it is reasonable to do so.
- Students can request a reassessment, or one can be required by the teacher.
- The grade of a reassessment will replace the grade on the original assessment only if it is higher.
- Reassessments must be completed in a timely manner.
- Schools will encourage structures that facilitate the administration of reassessments.
- Reassessment opportunities are provided if the student shows they have engaged in learning activities that increase likelihood of success.
- Teachers can choose to have students redo a complete assessment or a portion of an assessment.
- Teachers can choose to have the student complete an alternate assessment. This indicates that the student has missed a summative assessment, and that this has been graded and returned to students and as such it would no longer be considered valid. This may be accompanied by a code of AAR (Alternate Assessment Required) in PowerSchool.

Being present for summative assessments is an important part of the responsibility of the student. Frequent absences during summative assessments is a trend that creates many issues for both the student and the teacher.

- Students who demonstrate frequent absences during summative assessments will require a meeting with parents/guardians and administration prior to being granted permission to write their assessment.
- Students will be required to write an alternate assessment if the class has already reviewed the initial assessment.

**Weighting of assessments:**

- Teachers will communicate the weighting and organization of assignments in their course outline, which is shared with students and parents at the beginning of the year.
- Weighting of assessments reflects the importance placed on that assessment and will be relative to the outcomes in the program of studies.

**Growth as a Learner:**

Teachers will report on students’ growth as a learner using the criteria below. This will be done for students in each of their classes, three times per year, in alignment with conferences and conclusion of option courses.

**Growth as A Learner for Junior High**

<i>Learner Attributes</i>	<i>Criteria</i>	<i>Consistently</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>
Strives to enhance the quality of the learning environment by demonstrating values consistent with the Catholic faith.	Respectful and positive participant in all aspects of school life. Interacts with staff and peers in a way that is consistent with Catholic values.	Most often demonstrates	Often Demonstrates	Occasionally Demonstrates	Seldom Demonstrates

### **Summative Assessments:**

Summative assessments are also called Assessments of Learning. They serve as an opportunity for students to demonstrate their learning. These assessments can be, but are not limited to exams, quizzes, presentations, writing assignments, projects, etc. Summative assessments will receive a weighted grade and be counted toward the student's average.

### **Summative assessments should be:**

- A reflection of the outcomes of the Alberta curriculum (program of studies).
- Presented in formats that are consistent and appropriate with the respect to the subject matter and how students were taught in class.
- Clearly scheduled and communicated to offer students an appropriate amount of time to prepare.
- Varied in format to provide multiple modalities for students to demonstrate what their understandings.
- Largely be completed in class or in a synchronous learning environment to maintain the integrity of the task and assurance that the work produced is that of the student.
- Assessed in a timely manner so that students are able to use the information to grow and improve prior to the next assessment.
  - Timely feedback may not be possible when assignments are submitted beyond the due date.
- Results of summative assessments will be shared with students and parents in an on-going format throughout the semester.

### **Final Assessments or Exams:**

- Final exams will have the following weightings:
  - 20% for 10 level courses;
  - 25% for 20 level courses ;
  - 30% for 30 level non-diploma courses.
- The weighting of Diploma exams are determined by Alberta Education. The weighting of Diploma exams will be considered when determining the weighting final exams for 10 and 20 level courses.
- No individual summative assessment during the course should exceed the weighting of the final assessment.
- Teachers can choose to assign a summative project or alternate assessment to replace a final exam in non-diploma courses that follows the division standard blueprint for a final assessment.
- Final exams and assessments must be current and reflective of the course that was taught.
- Final assessments are cumulative.

### **Reluctant Zero Approach:**

It is the responsibility of teachers to assess and communicate student progress. Completion of summative assessments is necessary for teachers to determine if students are progressing in relationship to the outcomes in the Alberta Program of Studies. When students do not submit work or are absent for exams and/or quizzes, assessing progress can be difficult. Educators know that assigning zeros to students decreases motivation and can impact their ability to achieve success, and should be done only in the following circumstances:

- A student completed a summative assessment and did not demonstrate any understanding of the concepts evaluated.
- In spite of sufficient school support and repeated opportunities, students do not submit work, and teachers do not have sufficient evidence to assess a student's level of understanding or skill.
- When an assignment is late, a zero will be entered into PowerSchool as a place marker. This will allow students and parents to understand the impact that the zero will have on the overall grade, should the student not complete the assessment. When the assessment is completed the mark will be adjusted accordingly.
- Teachers will communicate with parents when a zero is assigned for a summative assessment.

### **Reporting on Student Progress:**

Teachers have a responsibility to report on student achievement and will do so in the following ways:

- Student grades will be visible to students and parents through the Parent Portal in PowerSchool.
- Percentages will be used to reflect student achievement.
- Report cards are issued at the end of the school year.
- Comments submitted at the end of each term will include recommendations for further class placement.
- Teachers will put the following information in PowerSchool:
  - Due date of the assignment
  - Description of the assignment
  - Indication if it is formative or summative

### **Reassessment Practices:**

The purpose of reassessment is to provide students an opportunity to redo a summative assessment where they feel they have not demonstrated their full understanding or mastery of the material. Reassessments are valuable to student learning because they contribute to a growth mindset, by encouraging students to view errors as an opportunity to learn and improve.



- Reassessments will be granted at the discretion of the teacher, when it is reasonable to do so.
- Students can request a reassessment, or one can be required by the teacher.
- The grade of a reassessment will replace the grade on the original assessment only if it is higher.
- Reassessments must be completed in a timely manner.
- Schools will encourage structures that facilitate the administration of reassessments.
- Reassessment opportunities are provided if the student shows they have engaged in learning activities that increase likelihood of success.
- Teachers can choose to have students redo a complete assessment or a portion of an assessment.

#### **Weighting of assessments:**

- Teachers will communicate the weighting and organization of assignments in their course outline, which is shared with students and parents at the beginning of the year.
- Weighting of assessments reflects the importance placed on that assessment and will be relative to the outcomes in the program of studies.

#### **Course extensions and Opportunities for Improvement:**

- When a student requires additional time to complete a course successfully, they may be granted a course extension. This would allow a student to continue (typically into the following semester) the course work without redoing the entire course. The course would then be submitted to Alberta Education in the following semester.
- In situations where students are unsuccessful in a course, and it is in the best interest of the student, they may be offered the opportunity to redo portions of the course rather than the entire course.

#### Reference:

Legal References: Education Act  
 Alberta Education. Teaching Quality Standard, Leadership Quality Standard  
 Alberta Education. Guide to Education  
 Policy 13: Appeals and Hearings Regarding Student Matters