

STUDENT ASSESSMENT, EVALUATION AND REPORTING

PRINCIPLE

The Board believes that the primary purpose of assessment is to gather information about student progress in order to improve teaching and learning. The primary purpose of reporting is to provide students and parents with an accurate evaluation of student performance in relation to the goals and objectives of every program of studies.

Student assessment practices shall be consistent in the district based on the following principles:

1. Assessment is based on the learner outcomes as outlined in the Alberta Program of Studies.
2. Evidence of learning is collected throughout the year in the following ways:
 - 2.1 Student products that demonstrate learning including but not limited to:
 - exams
 - projects
 - student self-reflections
 - personal response journals
 - assignments
 - performance tasks
 - 2.2 Observations of student learning:
 - anecdotal records
 - checklists
 - conferences
3. Collection and interpretation of assessment information shall be ongoing.
4. Students are actively involved in the assessment process.
5. Formative and summative assessment informs the teaching process.
6. Formative assessment (assessment for learning) is used by teachers to modify their teaching practice and student learning experiences.
 - 6.1 Teachers monitor students' actions and performance on an ongoing basis to determine and respond to their learning needs and to adopt a variety of assessment for learning methods.

- 6.2 Teachers and students adopt a continuous cycle of feedback and adjustment.
 - 6.3 Teachers prepare students for assessment of learning (summative assessment) by administering assessment for learning tasks that are similar in form and content.
 - 6.4 Teachers use a variety of diagnostic assessments to determine students' readiness for instruction and to determine the optimal way to begin a unit, term or course of instruction.
 - 6.5 Teachers use a variety of methods such as inventories, observations, discussions, and/or work samples to gain insights into students' interests and learning profiles for the purpose of planning instruction and to facilitate differentiation.
 - 6.6 Assessment information gathered for formative purposes shall not be used for summative purposes. If marks are recorded for formative assessments, these marks are not to be included in grades. Homework assignments generally are considered formative. In some cases, when mastery of the learner outcomes is observed a teacher may use this assessment evidence as a summative assessment.
7. Summative assessment (assessment of learning) informs evaluation and reporting.

GUIDELINES

School based decisions about student assessment and reporting shall be guided by the following expectations:

1. All schools employ strategies to ensure the development of a quality student assessment environment, designed to improve both teaching and learning.
2. All teachers shall provide to students and parents during the first month of each course, program, or unit, a course syllabus, parent handbook, newsletter and or the website. These options will provide students and parents an overview of the learner outcomes and assessment methods. A course outline (JH/SH) shall include an explanation of how a student's course mark will be determined, an overview of the outcomes for the course and other specific expectations. Course outline may include proposed units or sections of study, proposed timelines, proposed formative and summative assessments, explanation of opportunities for students to rewrite or replace summative assessments, student behaviour expectations, and/or recommended school supplies. It shall not include marks policies that distort achievement.
3. The reporting system of Greater St. Albert Catholic Schools shall include:
 - 3.1 ongoing communication of student learning in relation to curriculum standards (learner outcomes);
 - 3.2 communication of student effort and behaviour separate from achievement;

- 3.3 opportunities for conferences throughout the course of the year between students, teachers and parents;
- 3.4 the provision of regular and timely access to information about student achievement, may include interim reports or on-line access (JH/SH) and,
- 3.5 report cards and/or IPP.

PROCEDURES

1. School principals shall provide staff with a written copy and annually review with staff the District and school philosophy and procedures regarding student assessment, evaluation and reporting in accordance with the following principles:
 - 1.1 A student's achievement of stated learning (curriculum) outcomes is the only fair basis for grades.
 - 1.2 Effective grading practices separate effort, participation, attitude and other behaviours, that may not be curriculum based, from academic achievement.
 - 1.3 The primary purpose of student assessment and evaluation is to support student learning and to have all students improve their performance. Punitive grading practices are inconsistent with GSACRD mission, vision and values. Practices that distort achievement include:
 - extra credit or bonus points
 - penalties for student work submitted late
 - penalties for student absences
 - an automatic grade of zero when evidence is missing or as a punishment

The school and/or teacher will provide a continuum of supports and services to achieve learner outcomes

- 1.4 The best formative assessment is risk-free and not tied to a student's grade.
- 1.5 Good formative assessment practice informs the teaching process.
- 1.6 Only those marks derived from summative assessment should be used to determine grades.
- 1.7 The Alberta Education's Teaching Quality Standard (TQS) and Guide to Education Alberta Education clearly outlines teachers' classroom responsibilities pertaining to student assessment. The final grade is the responsibility of the teacher and based on his/her professional judgement.
- 1.8 Student learning is enhanced when students are provided the opportunity to have a second chance at a summative assessment when deemed appropriate by the teacher. Re-writes may be provided according to a teacher's professional judgement. A teacher may deem it appropriate to administer a re-write in the following instances:

- the result of a summative assessment does not correspond with results from previous assessments and/or classroom performance;
- the summative assessment is deemed invalid for the majority of the class; and
- extenuating circumstances deemed by the teacher and/or principal.

1.9 Section 123 of the School Act indicates that where a decision of an employee of the Board significantly affects the education of a student, the decision is appealable. 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 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.

1.10 Teachers are required to respect the confidentiality of student assessment and evaluation data and must release information in accordance with FOIPP regulations.

- Personal information of students shall not be disclosed when students mark each other's tests and/or assignments.
- This disclosure is permitted only when it is done for an educational purpose. Group learning activities may be used in the classroom, and students can learn from critiquing the work of other students. This is defined as peer coaching.
- Schools should consider the merits of this practice in the classroom and use it at the discretion of teachers.
- If this method of marking is convenient, but not educational, it should not be used.

1.11 The most important assessment is classroom based. Weighting of the summative assessments is determined by a teacher's professional judgement. In the calculation of final course marks, Provincial Achievement Tests and District exams should count for no more than 20% of the student's final grade.

1.12 The parent or guardian, may request to review a copy of their child's examination papers.

2. The reporting of student achievement shall adhere to the following:

2.1 Regular communication between home and school is based on the ongoing assessment of each student's progress.

- 2.2 Each school shall establish at least three (3) summative reporting periods per school year at the Elementary, Junior High and High School level.
 - 2.3 There will be provision for at least two (2) conferences during each school year.
 - 2.4 Parents of students at risk of not achieving the learner outcomes must be contacted in a timely manner.
 - 2.5 Principals shall review and sign report cards before distribution.
3. The Student report card shall include the following:
- School name, address, and phone number;
 - School district logo and motto;
 - Statement of school mission;
 - Name of the school principal and student's teacher(s);
 - Principal Signature;
 - Record of student attendance and punctuality;
 - Alberta student identification number and legal name of student are recorded in the Student Information System;
 - Grade or program placement level of student, including an indication where the program has been accommodated, adapted or modified to meet individual needs;
 - Provision for parent and student input and response;
 - Provision for conference request by school, student or parent;
 - Year end program placement recommendation for K-9 students;
 - Comments (except November K-6 reports) regarding student progress which outline student strengths, areas for growth, and strategies for improvement; and
 - Identification of the quality of performance in all subject areas compared to provincial curriculum standards and reported by achievement levels from K-6 and percentages from Grades 7-9.
4. At the elementary level, a copy of all report cards will be included in the student record (Cumulative folder). At the Junior and Senior High levels, final grades shall be recorded in the student record (Cumulative folder) annually.

At the Elementary Level – Kindergarten

For students in Kindergarten, the following set of descriptors shall be used for each program area *identified in the Kindergarten Program Statement*:

SI	Consistently demonstrates the skill independently
SM	Skill is emerging with minimal support
SD	Skill is emerging with direct support
N/A	No Assessment Possible

At the Elementary Level – Grades 1-6

For students in Grades 1-6, the following set of descriptors shall be used for each program area *identified in the Alberta Program of Studies*. Achievement levels 1-4 will be used for Language Arts, Social Studies, Mathematics and Science. All other programs will use M or NYM as per the chart below.

Achievement Level Conversion	Descriptor	Percentage Conversion
4	Work is excellent at grade level and provides evidence of an in-depth understanding and application of the learner outcomes	80% - 100%
3	Work is proficient at grade level and provides evidence of a solid understanding and application of the learner outcomes	65% – 79%
2	Work is adequate at grade level and provides evidence of a basic understanding and application of the learner outcomes	50% - 64%
1	Work is limited at grade level; however, work demonstrates a beginning understanding of the grade level learner outcomes	Below 50%
M	Work meets or exceeds the expectations of the learner outcomes	
NYM	Work does not yet meet the expectations of the learner outcomes	
N/A	No evaluation possible due to lack of evidence	
IPP	Refer to IPP for goals and progress	

Percentage conversions are based upon Alberta Education standards. Teachers are not required to use percentages.

At the Junior and Senior High Level

The reporting of student achievement will be based upon percentages. Teachers will use percentages to reflect student achievement. A rubric will be used to assess student effort, participation, attitude and other behaviours.

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. If an accommodation checklist is prepared for a student, their progress shall be reported on the report card. 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 (following the general program of studies but with specific learner outcomes at, below or above grade level) 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.

DEFINITIONS

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. **assessment for learning:** process of receiving from and giving information to students, on an ongoing basis, with respect to their progress towards a clearly specified learning destination (formative assessment)
5. **assessment of learning:** process of summarizing information collected about learning in order to share that information with those outside classrooms (summative assessment)
6. **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.
7. **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
8. **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
9. **grade (mark):** a summary statement of student achievement relative to curriculum standards
10. **learner outcomes:** what we expect students to learn in the curriculum provided by the Alberta Program of Studies
11. **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.
12. **performance:** how well a student demonstrates grade-level learner outcomes
13. **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
14. **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.

REFERENCES

Legal References: School Act, Sections 18(e), 20(h), 23, 39, 47
Alberta Regulation #71/99 Student Records
Alberta Regulation #177/2003 Student Evaluation
Alberta Education Policy 2.1.2 Student Evaluation
Alberta Education Policy 1.6.1 Education Placement of Students with Special Needs
Alberta Education Policy 1.6.2 Special Education
Alberta Education Policy 2.1.3 Use and Reporting of Results on Provincial Assessment
Alberta Education Policy 4.2.1 Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Guide to Education ECS to grade 12 - Alberta Education
Ministerial Orders and Directives 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta
Cross References: H27 Fair and Just Treatment of Students – Student Appeals
I1 Fostering Positive Character Development in Students
I19 Student Records Management
H17 Programming for Students with Exceptional Needs
System Documents: Standards for Student Assessment
Standards for Student Citizenship and Social Responsibility

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