



EDUCATIONAL SERVICES 21 –Assessment, Evaluation and Reporting of Student Achievement

Date: Oct. 26, 2011 Revised: January 9, 2017 Responsible Administrator: Associate Superintendent, Education Services

1.0 RATIONALE

The Board believes that fair and just practices for assessment, evaluation and reporting of student achievement form an essential component of a quality educational system.

The Board believes in the importance of reporting to parents/guardians the assessment and evaluation criteria as well as student achievement information.

2.0 PROCESS

The Associate Superintendent, Education Services will be responsible to maintain this administrative practice.

3.0 GUIDELINES

3.1 The following terms for the use of this administrative practice and the interpretation of related documentation and actions are defined as:

3.1.1 “Fair” means free from bias or dishonesty, and “fairness” is concerned with addressing the student as an individual.

3.1.2 “Just” means deserved, and “justice” is concerned with assessing groups of students equitably, in accordance with standards or requirements.

3.1.3 “Assessment” refers to the process of collecting, interpreting, and communicating information about a student’s progress in relation to the learning outcomes.

3.1.3.1 “Formative assessment” or “assessment for learning” refers to assessments that take place during instruction and learning to:

3.1.3.1.1 inform students, on an ongoing basis, about their progress towards achieving the intended learning outcome,

3.1.3.1.2 identify the gains and difficulties students are experiencing in what they are being asked to learn or perform,

References:	<i>Board Policy:</i>	<i>D/I/6 Appeals</i>
		<i>F/III/4 Student Assessment, Evaluation and Reporting</i>
	<i>Admin Practice(s):</i>	<i>ES 1 – Protocol for Reporting of Provincial Achievement Test and Diploma Examination Results</i>
	<i>School Act:</i>	<i>Sections 18, 20</i>
	<i>Guide to Education</i>	



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- 3.1.3.1.3 provide specific, descriptive and meaningful feedback,
- 3.1.3.1.4 motivate students to learn by providing feedback on a continuous basis, and
- 3.1.3.1.5 monitor student performance toward the expected learning outcomes as set out in the programs of study and adjust instruction on the basis of the findings where necessary.

3.1.3.2 “Summative assessment” or “assessment of learning” refers to assessment that takes place after an instructional segment such as a group of integrated lessons, unit, reporting period or grade to:

- 3.1.3.2.1 describe the degree to which each student has achieved the learning outcomes as set out in the programs of study,
- 3.1.3.2.2 understand the students’ achievement at the end of the instructional segment and to inform future instructional planning,
- 3.1.3.2.3 synthesize assessment information and results obtained from assessments conducted for each instructional segment for the reporting period to form grades and comments, which summarize each student’s strengths and areas of need, to be communicated to students and parents/guardians at the end of the reporting period, and
- 3.1.3.2.4 evaluate the effectiveness of the instruction used during the reporting period.

3.1.4 “Evaluation” is judgment about the student’s level of performance in relation to standards or requirements.

3.1.5 “Reporting” refers to communication of student achievement; “formal reporting” refers to written reports for permanent records used to communicate student progress to parents and to assist in promotion decisions; “informal reporting” refers to written progress reports not kept in the student’s file or oral reporting to parents.

3.2 Assessment, evaluation and reporting of student achievement is the responsibility of a student’s teachers under the supervision of the school Principal.

References: *Board Policy:* D/I/6 Appeals
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- 3.3 Assessment shall include clear and timely communication between parent/guardians, students and teachers.
- 3.4 Principals shall ensure that the school has a clear and concise policy related to the assessment and evaluation of student achievement in accordance with Board policy and guidelines and Alberta Education regulations.
- 3.5 Principals shall ensure that teachers use the divisional reporting system to provide clear and concise information on student achievement to student, parents/guardians and school staff.
- 3.6 Principals shall ensure that:
 - 3.6.1 Each student receive a minimum of one written teacher comment concerning individual academic growth a minimum of three times per year, to coincide with two parent teacher conferences and the end of the school year.
 - 3.6.2 Teachers who teach a complementary course shall provide students with a minimum of one written comment in their complementary courses at the end of each term.
 - 3.6.3 Principals shall direct, at the school level, who is most responsible for grade level commenting based on the individual school's homeroom environment and the number of academic teachers at grade level.
- 3.7 Teachers shall ensure that learning outcomes for each course and/or program and the criteria for successful completion of each are clearly specified and communicated to students and parents/guardians at the beginning of each course or program.
 - 3.7.1 The course description, including learning outcomes, evaluation components and weighting, shall be placed in the section of the Teacher Gradebook provided for such description.
 - 3.7.2 The course description, evaluation components and weightings shall be updated annually or as otherwise required.

References: *Board Policy:* *D/I/6 Appeals*
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- 3.8 Teachers shall ensure that a variety of assessment techniques, both formative and summative, are used to measure student achievement and are included in the Teacher Gradebook.
 - 3.8.1 Descriptions shall be included for all assessment tasks shown in the Teacher Gradebook. The description shall also include the date on which the assigned assessment task is due, and include or reference, where applicable, any rubric, scale or other criteria used to judge student performance on the task.
 - 3.8.2 Notwithstanding the exercise of teacher judgment regarding the progress of any student, formative assessments shall not normally be included in the determination of a student’s final grade.
- 3.9 A student’s final standing in any course shall be based on a number of indicators of achievement throughout the term.
- 3.10 Evaluation of student growth as a learner and development of personal and social skills shall be reported separate from academic achievement of learner outcomes.
- 3.11 Using the electronic reporting system mandated by the Division, updating of student progress towards achievement of learning outcomes shall be undertaken by teachers on a regular basis as directed by the Superintendent and communicated through the Superintendent’s Administrator Council.
- 3.12 Student achievement shall be reported in writing to students and parents/guardians on a schedule approved as part of the school’s annual program planning by the Principal.
- 3.13 A schedule of parent-teacher interviews shall be approved as part of the school’s annual program planning by the Principal and be complemented by additional home contact as needed to support student growth and achievement.

References: *Board Policy:* D/I/6 Appeals
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- 3.14 The Principal shall develop and apprise students and parents/guardians of an appropriate school appeal policy for when a student or parent/guardian requests a review of a final achievement mark in a course.

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