

	<b>Chinook's Edge School Division – Administrative Procedure</b>	
	<b>AP 3 – 22 Assessment, Evaluation and Reporting of Student Learning</b>	
<b>Related Policies:</b>		<b>Initial Approval:</b>
<b>Related Procedures:</b>		<b>Last Amended:</b> 2019 November 26
<b>Exhibits:</b>		<b>Last Reviewed:</b> 2022 January 25

## PURPOSE

Chinook's Edge School Division establishes and implements student assessment and evaluation in accordance with the expectations of Alberta Education and with the needs of students attending schools in the Division. The Division believes that both high quality instruction and sound educational decision making depend upon high quality ongoing, actionable feedback, and assessment that is both formative and summative. The Division, therefore, expects all assessments to provide accurate information about student achievement in relation to the learning outcomes in the Alberta Education Programs of Study.

Student learning and growth is promoted through assessment, evaluation, and communication of student achievement as well as positive, thoughtful and meaningful experiences.

Student learning in education programs shall be assessed to assist in:

- Supporting students to move forward in their learning progression,
- Guiding teaching practices congruent with research-based principles,
- And establishing and maintaining standards.

## SCOPE

This procedure applies to all teaching staff.

## DEFINITIONS

**Learning Outcomes:** students' learning expectations based on the curriculum standards from the Alberta Program of Studies.

**Assessment:** the process of collecting evidence of student learning.

**Evaluation:** the process of judging student achievement based on curriculum standards from the Alberta Program of Studies.

**Formative Assessment (Assessment for Learning):** occurs during teaching and learning and is used to inform teachers and students of what has been learned and to provide direction for improvement.

**Summative Assessment (Assessment of Learning):** reports on the status of learning at the end of a period of instruction.

**Grade:** a summary statement of student achievement based on the learning outcomes, usually indicated as a number, letter or indicator. Grades are based on summative assessments, except in rare situations where information from existing summative assessments are not sufficient to determine a grade.

**Grade Level:** an age appropriate level of Alberta Education Programming.

**Mark:** a number, letter or indicator assigned to any learning task that may be used to determine a grade.

## PROCEDURES

1. Under the leadership of the Principal, teachers will ensure that assessment and evaluation practices are consistent with the *Education Act*, *Alberta Education's Guide to Education* and Division Procedures. Teachers and Administrators shall communicate assessment and evaluation procedures to students and parents.
2. To ensure accurate, fair, consistent and equitable student assessment and evaluation, school level procedures developed under the leadership of the Principal and consistent with Division procedures, shall be developed and maintained.
3. The assessment and evaluation of student learning in Chinook's Edge School Division schools shall be viewed as an ongoing process, serving both formative and summative functions.
4. A variety of assessment methods shall be used to ensure comprehensive, reliable and valid evaluation of student performance.
5. Teachers shall ensure that students are informed about the learning targets, the standards or criteria that will be used for assessment, and the means of evaluation. In addition, parents or guardians shall have access to this same information.
6. The evaluation of student progress shall be based upon the curriculum outcomes as outlined in the Alberta Program of Studies.
7. Grade practices must ensure the accurate measurement of learning as defined by curriculum outcomes and not behaviour.
8. Teachers, under the leadership of the Principal, will establish consistent, student success-driven processes to support and ensure completion of student work, and to develop and implement alternatives to zero, and late marks, through the pyramid of intervention.
9. Academic dishonesty and incomplete evidence of learning will be dealt with on a case-by-case basis.
10. Under the direction of the Principal, schools shall develop procedures for interpreting and using assessment information (including that derived from the results of Provincial Achievement Tests, Diploma exams and Satisfaction Surveys from parents, students and teachers) to improve the quality of educational programs.
11. Where students require an Individualized Program Plan or where curricula have been specifically adapted or modified for an individual student, assessment standards shall be set in relation to the outcomes and time frames identified in the Individual Program Plan.
12. Assessment information on individual students shall be accessible only to students, parents or guardians, teachers or other education personnel who may require it to inform their practice.
13. **Appeals:** Appeal procedures regarding student assessment and evaluation, available to both students and parents, include the following:
  - 13.1 If a student or a parent/guardian believes an error has been made, he or she may appeal the grading to the teacher.
  - 13.2 In the event that a student or parent/guardian is not satisfied with the outcome of the appeal to a teacher, the grading may be appealed to the Principal.
  - 13.3 The Principal shall report the results of the review to the appellant, in writing, within one week of the receipt of the appeal. A copy of the appeal and record of the Principal's decision shall be forwarded to the Superintendent.
  - 13.4 The student or parent/guardian may appeal, in writing, the Principal's decision to the Superintendent. The Superintendent shall review the case and render a decision in writing within ten days of receiving the appeal.
  - 13.5 In the case of Diploma examinations, the student has the ultimate right to appeal to Alberta Education whose decision on the appeal is binding on both parties.
14. **Communicating Student Progress**
  - 14.1 Schools that have transitioned to online gradebooks and report cards, will have the ability to provide students and parents with continuous access to academic progress.
  - 14.2 At a minimum of two times per year, the end of Semester 1 (January) and end of Semester 2 (June) schools will formally report student achievement to students and parents/guardians. As a result of electronic gradebooks, students and parents will have continuous access to progress on student learner outcomes.

14.3 All schools will formally report a student's final mark on a report card at the end of each semester (grades 9-12) and year in grades K-8.

14.4 Student marks shall not be withheld from a student.

## 15 Student Placement

15.1 Decisions with respect to placement are the responsibility of the Principal, in consultation with teachers and parents/guardians, with the final decision resting with the Principal and Liaison Superintendent.

15.2 Students are to be placed with their age appropriate peers (K-9), except in situations where it is determined through consultation with the parents/guardians, school and Division Office staff that this placement would not be in the best interest of the student.

15.3 Authority for placement in specific senior high school programs rests with the senior high school Principal, in consultation with the parents/guardians and staff. Senior high school promotion is by course as per Alberta Education policy.

15.4 When a child is placed in a certain grade level, but demonstrates a level of achievement below that which would be normally expected in the core subject areas of that grade level, the student's teacher or teachers shall report this discrepancy to parents.

15.5 Placement of students with learning or behavioral individualized programs will occur through procedures established by the Associate Superintendent of Student Services.

16 Retention of teacher gradebooks, is for one school year, after which they can be discarded.

## REFERENCE AND LINKS

*Education Act*

*Freedom of Information and Protection of Privacy Act*

## HISTORY

2018 May 08 Reviewed

2019 June 12 Revised

2019 Nov 26 Reviewed

2021 Feb 04 Reviewed

2022 Jan 25 Revised