

## **Administrative Procedure 360 - Assessment and Reporting of Student Learning**

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### **Background**

It is a fundamental belief that each student is to be provided with opportunities to gain skills, knowledge and attitudes necessary to function to the best of his/her ability level, and to proceed to succeeding levels. To ensure that the basic concepts of a course have been learned, assessment (including feedback for learning/teaching and communicating achievement at a point in time) of each student's progress and reporting to students and parents (except where students qualify as independent students) is necessary. This system is to enhance the effective communication between the home and school, and also, to a great extent, provide the kind of information necessary, in a manner that is clear and understandable.

The Board considers assessment of individual student progress an integral part of the educational process, and an important component of accountability. Formative and summative assessment measures are to be used in helping students progress in their learning. Students are to be encouraged to participate in the assessment of their own progress in learning.

The fair and just treatment of students is of the utmost importance in the practices, procedures, policies, and judgements involved with student assessment, therefore the right to appeal the final standing awarded in any subject or grade exists.

The right of appeal may be exercised by the student and/or parent (except where students qualify as independent students). Such appeal shall be made first to the Principal.

### **Procedures**

1. Principals are to have in place their own school student assessment procedures which outline clearly how students will be assessed at all grade/course/program levels. This school procedure shall be given to students and parents (except where students qualify as independent students) on an annual basis and shall also be available at the school upon request.
2. Within the first 10 school days of each course/program a clear statement of learner expectations and assessment methods and procedures shall be given to students and parents (except where students qualify as independent students). This information shall also be available at the school upon request.
3. Principals shall employ strategies to ensure the development of a quality student assessment environment, designed to improve both teaching and learning. Such strategies need to include both formative (ongoing assessment for learning) and summative (assessment for grading and report card and final grade purposes).
4. Assessment of students must be based on the Alberta *Program of Studies*.

5. Assessment of students shall be an ongoing process, and shall include multiple opportunities for conferences between students, teachers and parents (except where students qualify as independent students), in particular for those students experiencing difficulties.
6. Percentages, letter/number grades, other indicators, and teachers' comments on progress must be substantiated by a carefully kept set of records, and arrangements shall be made to ensure that students and parents (except where students qualify as independent students) have the opportunity to discuss these with teachers, including the results of any standardized, provincial or other testing that may have taken place.
7. Assessment is to recognize individual differences in mode of responding related to student abilities and learning styles.
8. Comments regarding student progress are encouraged for each subject area and could outline student strengths, areas for growth, and strategies for improvement.
9. Principals shall prepare, in written form and annually review with staff, the school's philosophy and procedures (which are research-based) regarding student assessment and reporting, in accordance with the following principles:
  - 9.1. a student's achievement of stated learning (curriculum) outcomes is the only fair basis for grades;
  - 9.2. effective grading practices separate effort, participation, attitude and other behaviours that may not be curriculum based, from academic achievement;
  - 9.3. punitive grading practices are inconsistent with the Division's desire to have all students improve their performance;
  - 9.4. the best formative assessment is feedback for learning, risk free and not tied to a student's grade;
  - 9.5. formative assessment (feedback for learning) practices inform the learning and teaching processes;
  - 9.6. only those marks derived from summative assessment are to be used to determine grades.
10. The reporting of student achievement shall adhere to the following:
  - 10.1. each Principal shall establish at least three (3) summative reporting periods per school year. A written progress report shall be provided for these reporting periods or two times per high school semester. Statements of final grades may constitute one written report;
  - 10.2. there will be provision for at least two (2) conferences during each school year and one (1) per high school semester;

- 10.3. Principals are expected to make provisions for proficient interpreter services to facilitate effective conferencing or interviews with deaf parents and students, or where language differences hinder effective conferencing;
  - 10.4. if a formal Individualized Program Plan (IPP) has been prepared for a student in one or more subject areas his/her progress shall be reported on the IPP in relation to the IPP goals;
  - 10.5. in subject areas where the IPP is not relevant, the report card shall be used to communicate the student's achievement;
  - 10.6. 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;
  - 10.7. students with special needs whose entire programs are directed by an IPP shall have their progress reported solely in an IPP. If student progress is not being measured against grade level curriculum standards, appropriate alternate descriptors may be used to describe student performance;
  - 10.8. each student's final grades shall be recorded in the student record (cumulative folder) annually.
11. The report card shall include the following:
    - 11.1. school name, address, and phone number;
    - 11.2. Division logo and motto;
    - 11.3. statement of school mission;
    - 11.4. names of the Principal and student's teacher(s);
    - 11.5. record of student attendance and punctuality;
    - 11.6. Alberta student identification number and legal name of student, or preferred alternative student name where both names are recorded in the Student Information System;
    - 11.7. grade or program placement level of student, including an indication where the program has been modified to meet individual student needs;
    - 11.8. provision for parent and student input and response;
    - 11.9. provision for conference request by school staff, student or parent (except where students qualify as independent students);
    - 11.10. year end program placement recommendation for K-9 students
    - 11.11. Principals are responsible for developing their own report card formats or other reporting procedures. Any proposed revisions/changes shall receive prior advisory input from the School Council and the Superintendent;

- 11.12. the marking/grading system shall be clearly indicated on the report card.
12. Upon request, students and parents (except where students qualify as independent students) shall have the opportunity to review examinations and assignments prepared in the school which have been completed by the student.
  13. The final grades awarded in all subjects shall be endorsed by the Principal prior to being released to students and/or parents.
  14. All final standings awarded to high school students shall be forwarded to Alberta Education in accordance with Departmental requirements.
  15. Students and parents (except where students qualify as independent students) who feel the final grading to be unreasonable shall follow the appeal process outlined in the appeals policy for the school and/or Division.
  16. The student and parent (except where students qualify as independent students) are to be advised of the right to an appeal, on an annual basis by the Principal.

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Reference: Section 11, 18, 31, 32, 33, 41, 52, 53, 55, 56, 196, 197, 222 Education Act  
Freedom of Information and Protection of Privacy Act  
Practice Review of Teachers Regulation 92/2019  
Student Evaluation Regulation 177/2003  
Student Record Regulation 97/2019  
Ministerial Order 015/2004 – Standards for Special Education  
Ministerial Order 028/2020 – Student Learning  
Teaching Quality Standard  
Guide to Education ECS to Grade 12  
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin  
Diploma Examinations Program General Information Bulletin  
Principles for Fair Student Assessment Practices for Education in Canada

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