
STUDENT EVALUATION

Background

The evaluation of student achievement is vital to the development of learning and must determine what a student knows and can do. Student evaluation, therefore, must be continuous, guide effective instruction, make informed decisions about student programming, provide information for reporting and be carried out within the parameters of the Programs of Study.

Definitions

Formative Assessment

Assessment experiences that result in a continuous exchange of information between student and teacher about student achievement towards clearly specified learner outcomes.

Summative Assessment

Assessment experiences designed to collect information about learning and make judgements about student performance and achievement at the end of an instructional period. The information is shared with those outside the classroom.

Procedures

1. Student evaluation informs the starting point for program planning regarding content, skill development and teaching methodology.
 - 1.1 The principal, in collaboration with school staff, will be responsible for the development of a school assessment plan that outlines the manner in which students will be assessed.
 - 1.2 In the development of programs of instruction for students, consideration will be given to individual needs. The programs will be in alignment with the Alberta Programs of Studies.
 - 1.3 The starting point for program planning will be a result of:
 - 1.3.1 A determination of what a student knows and can do, and
 - 1.3.2 A determination of how a student learns.
 - 1.4 The teacher will provide learning experiences that allow students to progress continuously and develop a positive self-concept and a positive attitude toward learning.
 - 1.5 Course outlines including long-range objectives, basic resources and evaluation procedures will be completed in accordance with school procedures, but not later than September 15.
2. Student evaluation provides information for making decisions about a student's education.

- 2.1 A student will progress year to year with their peers until they reach senior high at which time age is not used as a criterion for placement in courses.
- 2.2 A student may require services offered by agencies outside the school. The following procedures will be utilized in the decision to access resources from outside the school:
 - 2.2.1 The teacher will discuss the needs of the child with the principal;
 - 2.2.2 The teacher and/or the principal will discuss the needs of the child with the parents;
 - 2.2.3 The principal will ensure that all the resources of the school have been employed;
 - 2.2.4 Services will be requested using Division established procedures.
- 2.3 The principal will have the final responsibility for determining the placement of a student.
3. Student evaluation determines the degree to which a student has demonstrated the learner expectations mandated in the Alberta Programs of Study.
 - 3.1 Achievement of curricular objectives will be measured in a manner consistent with child development. The methods and the grading systems used to evaluate achievement will demonstrate a continuous transition from Kindergarten through Grade 12.
 - 3.2 In addition to teacher knowledge of what a student knows and can do, provincial and Division standards will be used.
 - 3.3 Students working on an Individual Support Plan (ISP) will be evaluated on the basis of that plan.
4. Student evaluation determines the degree to which a student has demonstrated competency in the outcomes identified in the Information and Communication Technology (ICT) Programs of Study.
 - 4.1 Students' competencies in the ICT outcomes will be evaluated within the core subjects and courses.
 - 4.2 Achievement of ICT outcomes will be measured in the manner used to measure other curricular objectives in clauses 3.1, 3.2 and 3.3.
5. Student evaluation includes opportunities for students to be involved in self-evaluation.
 - 5.1 Opportunities will be provided where students reflect upon their successes in achieving the learning competencies and compare their performance to previous efforts.
 - 5.2 The goal will be to train students in effective strategies for self-evaluation.
6. Student evaluation provides the information required to report student progress.
 - 6.1 The purpose of reporting a student's progress will be to:
 - 6.1.1 Assist the student in the development of a consciousness of their learning;
 - 6.1.2 Regularly provide the student with feedback on their learning and achievements within the school setting; and
 - 6.1.3 Regularly inform the parent about their child's learning in relation the Alberta

Program of Studies.

- 6.2 Information about student progress at the Kindergarten level will be reported to parents a minimum of three (3) times per year.
- 6.3 Information about student progress in grades 1-12 will be reported to parents a minimum of five (5) times per year.
 - 6.3.1 Reports on student progress will be evenly spaced throughout the year.
 - 6.3.2 There will be a minimum of one (1) written report.
 - 6.3.3 The reporting procedures and the reporting schedule will be communicated to parents.
- 6.4 Informal reporting will take place on an ongoing basis in whatever form the teacher deems appropriate.
- 6.5 Students working on an Individual Support Plan (ISP) will have their progress reported in a manner reflecting the modified program.
 - 6.5.1 Achievement will be reported in written anecdotal form and discussed with parents at appropriate intervals.
- 7. Student evaluation provides for an appeal process.
 - 7.1 Principals will establish evaluation procedures that are a fair and just appraisal of student achievement.
 - 7.2 Fairness and justness will be achieved for both student and teacher in the following manner:
 - 7.2.1 The teacher will have available and the student, where appropriate, will be provided in advance of instruction with:
 - 7.2.1.1 A clear statement of course objectives; and
 - 7.2.1.2 A description of standards to be attained and the criteria to be used in any evaluation.
 - 7.2.2 The student or his/her parents will expect:
 - 7.2.2.1 An opportunity to appeal the evaluation the student has received;
 - 7.2.2.2 Reasonably similar treatment as all other students in a given program;
 - 7.2.2.3 Reasonably similar treatment (evaluation) from teacher to teacher in various sections of a subject; and
 - 7.2.2.4 That all schools will follow the Alberta Programs of Study.
 - 7.3 In the event of a dispute over final grades, consultation among the student, their parents, and the teacher will be the first avenue of appeal.
 - 7.3.1 This will occur within one (1) week of the student receiving the final grade at the end of a course or school year.
 - 7.4 In the event that no resolution is reached between teacher and parent, the first formal request of appeal will be made in writing to the principal within two (2) weeks of the student receiving his/her final grade. The written appeal will contain the reasons for the appeal.

- 7.5 Appeals of marks on any work except the final grade must occur within five school days following the return of the assessment, test, report, etc. Thus, it is expected that an appeal of the final standing involving term work will be accepted only if there is reason to believe that the calculations of the term work weighting were inaccurate.
- 7.6 The principal will initiate whatever steps are deemed necessary to review the basis for the original evaluation including the following:
- 7.6.1 Consultation with the teachers involved;
 - 7.6.2 A check of the records;
 - 7.6.3 A personal hearing of the student's appeal;
 - 7.6.4 An investigation of the evaluation procedures followed;
 - 7.6.5 Allowing the student and his/her parents to see their final examination.
- 7.7 Following the investigation and/or any subsequent appeal, the principal will report the findings to the appellant, in writing, within two (2) weeks of the receipt of the appeal.
- 7.8 A copy of each appeal and a record of its final disposition will be forwarded to the Superintendent.
- 7.9 In the event that the student, and/or parents are not satisfied with the principal's findings, an appeal may be made to the Superintendent.
- 7.9.1 This appeal must be made in writing and within one (1) week of receiving the report from the principal.

Reference: Education Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010 Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 015/2004 – Standards for Special Education Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – 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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