

Administrative Procedure 360

ASSESSMENT

Background

The District understands assessment to be integral to student learning. The primary purpose of assessment is to gather evidence about student progress to guide instruction and improve student learning. Key components of assessment include ongoing communication and reporting of student performance to students and parents in relation to the outcomes of the Alberta Programs of Study.

Assessment practices will:

- Recognize the student as integral to the process;
- Focus on student learning through ongoing descriptive feedback with dialogue in reference to the outcomes;
- Be based on learner outcomes (knowledge, skills, processes) from the Alberta Education Programs of Study with reference to the competencies as per the Ministerial Order on Student Learning (#001/2013);
- Support programming that meets the needs of diverse learners;
- Ensure open and timely communication of assessment and reporting systems with students and parents;
- Include a variety of formative assessment strategies and provide opportunity for self and peer assessment and for developing metacognitive strategies;
- Report student learning which represents consistent demonstration of understanding of the learner outcomes, based on multiple sources of evidence over time, with consideration given to relevant and recent evidence informed by the teacher's reasoned judgement;
- Be aligned with District core values and affirm the student's dignity and respect;
- Reflect responsibilities outlined by Alberta Education *Teaching Quality Standard*; and
- Provide a process for appeal.

Definitions

The following definitions are consistent with those used by Alberta Education, endorsed by the Alberta Assessment Consortium and informed by current research:

Achievement a student's demonstration of knowledge, skills and competencies relative to the Alberta Programs of Study learner outcomes

Assessment the process of collecting information on student achievement and performance which includes formative and summative assessment

Assessment for learning (formative assessment) the process involving ongoing, frequent, and purposeful exchange of information between students and teachers about student progress toward clearly specified learning goals, for the purpose of improving learning and informing instruction; formative assessment includes opportunities for students to practice and demonstrate their understanding and skills prior to summative assessment

Assessment of learning (summative assessment) assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction; may be in the form of a mark, descriptors on a rubric or level of achievement

Evaluation making informed professional judgment and decisions about student understanding and the quality of a student's work over a period of time

Grade multiple sources of data compiled into a summative statement of student achievement, and progress relative to the learner outcomes, reported as a level of achievement, number or a percentage

Learner outcomes the provincially mandated knowledge, skills and processes, from the Alberta Programs of Study, which students are expected to demonstrate

Metacognitive strategies processes designed to help students understand the way they learn, to think about their thinking and recognize and apply next steps that enhance their learning

Procedures

1. The Principal shall formally review and communicate the District Administrative Procedures regarding student assessment, with staff, students, and parents, yearly.
2. The Principal, in collaboration with teachers, shall align assessment practices in the school with current District Administrative Procedures, including District standards for reporting.
3. The Principal shall monitor and engage in ongoing dialogue regarding implementation of assessment practices throughout the school year to support alignment with current District Administrative Procedures, including District standards for reporting.
4. The teacher, with the support of the Principal and the learning team, shall employ assessment practices that:
 - 4.1 Are aligned with provincial, District and school policy, standards and procedures;
 - 4.2 Illustrate student performance in reference to the learner outcomes from the Alberta Programs of Study;
 - 4.3 Actively involve students in the process of their learning (to understand learning targets, to reflect upon their progress, to co-construct criteria and to apply next steps that enhance their learning); and
 - 4.4 Are responsive to the needs of the learner and allow for each student to progress in their learning.

5. The teacher shall provide ongoing communication to students and parents regarding assessment criteria and results related to learner outcomes.
6. The Principal, in collaboration with teachers, shall ensure that there is ongoing informal communication about student achievement and progress to parents, which occurs in addition to the formal reporting periods.
7. A student's grade (summative statement of achievement and progress) will be based solely on learner outcomes (knowledge, skills, processes) from the Alberta Programs of Study and will not reflect factors such as effort and punctuality.
8. The teacher will determine a student's grade based on the body of evidence informed by summative assessments and reasoned professional judgement. This information will be collected from multiple sources, including observations, conversations and products, to ensure valid and reliable evidence of student achievement.
9. In alignment with the District assessment procedures and research-based assessment practices,
 - 9.1 Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame.
 - 9.2 A student's grade represents his/her relevant, consistent and recent learning and achievement; a zero, as part of a student's grade, will only be used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available. Dialogue with the Principal is advised.
 - 9.3 No single assessment shall be weighted more than 25% of a student's final grade, with the exception of grade 12 diploma exams, course challenges, or in exceptional circumstances.
 - 9.4 When determining a Level of Achievement for a Key Learner Outcome (KLO), multiple sources of assessment (such as observations, conversations and products) will be used.
10. The teacher, in collaboration with the Principal and school learning team, shall ensure that programming is implemented that meets the needs of diverse learners, in accordance with District standards.
 - 10.1 Accommodations or adaptations shall be provided as necessary and will be discussed with parents and indicated in progress reports.
 - 10.2 *Accommodations* to support student learning indicates that programming adjustments are in place which allow the learner to achieve grade level outcomes.
 - 10.3 *Adapted programming* to support student learning indicates that significant differentiation is in place which allows the learner to achieve outcomes at his/her individually identified level. The educational goals specified in the PLP/IPP shall be congruent with the key learner outcomes selected for each reporting period on the progress report.
 - 10.4 When a student requires a PLP/IPP to guide programming, the teacher will work in collaboration with the parent(s), seeking their consent.

- 10.5 The PLP/IPP shall indicate the specific grade level of the outcomes from the Alberta Programs of Study if different than the enrolled grade level.
- 10.6 A student with special needs, whose entire program is directed by an Individual Program Plan (IPP), and whose learning needs cannot be reflected by any graded curriculum from the Alberta Education Programs of Study 1-12, shall have their progress reported solely on the IPP.
- 10.7 For English Language Learners with level one or two Benchmark assessments, programming will be adapted as necessary. This includes working along the continuum of language learning and may involve establishing a PLP/IPP.
11. The teacher shall report student learning using levels of achievement and/or percentage grades according to District standards for reporting. As per the Guide to Education, for students achieving below grade level, the teacher shall ensure the information is communicated to parents about the specific grade level the child has achieved in relation to the programs of study for Language Arts and/or Mathematics.
 - 11.1 For a student with an IPP/PLP, this information will be updated at year end.
 - 11.2 For all other applicable students, this shall be communicated as indicated in the District standards for reporting.
12. The Principal shall follow the district assessment and reporting structures in determining reporting as outlined in the District standards for reporting documents.
13. The Principal shall ensure that provisions are made for teachers to confer with parents within the conferencing structure organized by the school.
14. The Canadian Cognitive Abilities Test (CCAT) shall be administered to students in grades 3, 6, 9, and 11.
15. The teacher shall administer District exams following the protocol of the District.
16. The Principal, in consultation with teachers and parents, shall make decisions with respect to student placement and/or promotion. These decisions must be demonstrated to be in the best interest of the student, with consideration given to the factors outlined in Administrative Procedure 361 – Promotions and Student Placement (academic achievement and skill, age, social adjustment, health, and general intelligence).
17. The Principal shall provide students and parents with a process for appeal.

Adopted: April 3, 2000
 Reviewed/Revised: June 12, 2002, March 15, 2005, September 7, 2005, April 4, 2006, June 28, 2013, September 9, 2016, June 30, 2017

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School 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
Alberta Assessment Consortium; Alberta Student Assessment Network <<http://www.aac.ab.ca/>>.
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