

Administrative Procedure 360

STUDENT ASSESSMENT

Background

The Principal, in consultation with the Associate Superintendent, Learning Services, is responsible for all aspects of student assessment that take place within the school. The classroom teacher will regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the Board. The Principal ensures that student assessment and evaluation practices are fair, appropriate, balanced and evidence formed.

Procedures

1. Student assessment is to be designed to encompass the following characteristics:
 - 1.1 Facilitate student learning;
 - 1.2 Enhance public confidence in the Division's schools;
 - 1.3 Founded on the values of fairness and justice;
 - 1.4 Recognize the worth and dignity of the individual;
 - 1.5 Provide for consistency and comparability throughout the Division;
 - 1.6 Provide for consultation among parent/guardian, student and school;
 - 1.7 Provide for effective reporting and communication procedures and for meaningful and permanent records;
 - 1.8 Provide for adherence to Programs of Study established by Alberta Education;
 - 1.9 Provide for Alberta Education examinations and
 - 1.10 Provide for appropriate review and appeal procedures for students and parents/guardians.
2. Principals will ensure that staff is fully cognizant of these procedures.
3. Principals will be responsible for the development of the Assessment Plan in collaboration with school staff each year (refer to Appendix B).
 - 3.1 The Assessment Plan will articulate the formal report format, formal report timelines, scheduled opportunities for parents/guardians to meet with teachers, PowerSchool access, and review and appeal procedures.
 - 3.2 The Assessment Plan will be posted on the school website prior to the first day of classes each year.

4. Teachers will be proficient in the use of the PowerTeacher Pro module of PowerSchool. Ongoing training and support will be available for teachers.
5. Teachers will make themselves fully aware of the outcomes and content prescribed in Programs of Study for each course for which they are responsible.
6. Prior to the commencement of instruction, teachers will share with the Principal, parents/guardians and students, an outline of what students will be learning and how student grades are determined for each course for which the teacher is responsible.
7. Black Gold School Division grade scales will be used when assessing individual student achievement of learning outcomes (refer to Appendix A).
8. Teachers will use a variety of formative and summative assessment procedures appropriate to the needs of the students and the learning outcomes.
9. The teacher will use appropriate assessment tools and criteria to accurately assess and report student achievement of learning outcomes.
10. Collaboration among teachers is encouraged in order to achieve expectations for consistency, fairness and comparability.
11. Reporting Student Achievement:
 - 11.1 All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students.
 - 11.2 Assessment is ongoing and cumulative.
 - 11.3 Teachers will keep electronic gradebooks current and ensure that learning outcomes are attached to each assignment in the gradebook.
 - 11.4 Formal Reports of student achievement must include comments and may take the form of any of the following:
 - 11.4.1 Email communication to parents/guardians to indicate that a reporting period has ended and PowerTeacher Pro comments and student achievement are available.
 - 11.4.2 Email communication which includes a document of student achievement.
 - 11.4.3 A printed document of student achievement sent home to parents/guardians.
 - 11.4.4 Upon parent/guardian request, a printed document of student achievement will be available in addition to email communication.
 - 11.5 For children and students who receive adapted programming (working towards learning outcomes from any Alberta Program of Studies), teachers will use PowerTeacher Pro and the Alberta Education Template A or C Instructional Support Plan as the Formal Report.
 - 11.6 For children and students who receive modified programming (the learning outcomes are significantly different from the provincial curriculum), teachers will use the Alberta Education Template B Instructional Support Plan as the Formal Report. Principals may also require teachers to use PowerTeacher Pro as part of the Formal Report.

- 11.7 Principals will ensure that students' Instructional Support Plans (ISP) include information about students' current level of performance and academic achievement relative to identified learner outcomes.
 - 11.8 Principals will ensure that formal reports are available regularly.
 - 11.8.1 For full year courses, a minimum of two (2) formal reports of student achievement are required.
 - 11.8.2 For semestered courses, a minimum of two (2) formal reports of student achievement are required.
 - 11.8.3 For courses that are less than one semester, a minimum of one (1) formal report of student achievement is required.
 - 11.9 Each school will provide a minimum of two separate opportunities per year for parents/guardians to meet with teachers to discuss student achievement and progress.
12. Many methods can be chosen to communicate student progress but often face-to-face methods are the most successful for achieving clear and open communication. Teachers are encouraged to communicate regularly with parents/guardians in person, by phone or in writing to share information with respect to classroom operation and student achievement.
13. An annual summary of student achievement, including their Instructional Support Plan (ISP), will be uploaded to PASI at the end of the school year. Should a student transfer out of a school prior to the end of the school year, their achievement to date and their ISP will be uploaded to PASI.

Reference: Section 11, 18, 31, 32, 33, 41, 52, 53, 55, 56, 196, 197, 222 Education Act
Achievement Testing Program Grades 6 and 9 General Information Bulletin
Alberta Education - Instructional Support Plan Templates
Diploma Examinations Program General Information Bulletin
Guide to Education ECS to Grade 12
Information Bulletin Standards for Special Education Amended 2004
Leadership Quality Standard
Ministerial Order #028/2020 – Student Learning
Student Evaluation Regulation 177/2003
Student Record Regulation 97/2019
Teaching Quality Standard

Template: Guide to Student Assessment and Achievement (school year)