



STUDENT ASSESSMENT

Background

The assessment of student achievement is an essential component of the teaching-learning process. This includes identifying reasonable expectations for student achievement, and accurate assessment of student progress in meeting these expectations.

The Division has an obligation to ensure appropriate procedures are in place so that Alberta Education policies are met and students in the Division have an opportunity to meet the standards of education set by the Minister. Principals have similar responsibilities for students in the school.

The achievement of students shall be evaluated regularly to ensure education program goals are met.

Procedures

1. The primary purposes of the student assessment program are to:
 - 1.1 Assist students to build self-confidence and realize their potential.
 - 1.2 Provide information relative to the degree to which intended learning outcomes have been realized.
 - 1.3 Provide a basis for student placement and promotion decisions.
 - 1.4 Provide information to assess the effectiveness of instructional programs and to provide a basis for program improvement.
 - 1.5 Communicate appropriate information to parents and students to help guide their educational decisions.
 - 1.6 Establish comparative standards for student achievement.
 - 1.7 Communicate the quality of education to the School Councils and other education partners.
 - 1.8 Provide students with information required by other educational institutions and prospective employers.
2. Student assessment procedures must be fair, equitable and valid, reflecting desired curricular outcomes and consider individual student needs and abilities.
3. The assessment of achievement is to be based on course objectives as defined by Alberta Education and the Division.
4. Student achievement is to be described in terms of individual, group or standards performance.



5. The assessment of student achievement shall be formative (on-going and developmental) and summative (final and judgmental).
6. Assessment shall address the cognitive and affective components of the student's experience within the curriculum.
7. Assessment shall be used to assist the student, through self-awareness and self-knowledge, to realize creative, emotional, spiritual, social and physical growth, as well as intellectual growth.
8. Confidentiality of information on individual student assessment shall be respected and safeguarded.
9. Assessment shall include a reporting and record management system which is designed to provide uniformity and consistency between grade levels and schools within the Division.
10. A variety of assessment procedures shall be used to assess student achievement throughout the school year.
11. Assessment procedures used shall recognize student needs and abilities.
12. Assessment procedures shall be communicated to students, parents and School Councils by teachers and administrators.
13. Roles and Responsibilities

The assessment of student achievement shall be a shared responsibility of the student, teacher, parent/guardian, Principal, Superintendent and Division.

13.1 Students are responsible for:

13.1.1 Actively participating in the learning process.

13.1.2 Cooperating with the teacher to develop appropriate social skills, work habits and a positive attitude towards education and schooling.

13.2 Parents are responsible for:

13.2.1 Actively involving themselves in their child's learning process and encouraging their child to achieve their potential.

13.2.2 Cooperating with the teacher in developing appropriate social skills, work habits and a positive attitude toward education and schooling with their child.



13.3 Teachers are responsible for:

- 13.3.1 Working with students to develop appropriate social skills, work habits and a positive attitude towards education and schooling.
- 13.3.2 Providing a clear statement of program objectives, content and assessment procedures to:
 - 13.3.2.1 The student within three (3) weeks of commencement of the course at the secondary level.
 - 13.3.2.2 The parents as requested or required at the elementary level.
- 13.3.3 Maintaining confidential, legible and accurate records documenting the student's progress.
- 13.3.4 Using a sufficient number and variety of formal and informal assessment mechanisms on a regular basis.
- 13.3.5 Using both formative and summative evaluative techniques.
- 13.3.6 Ensuring that assessment methods reflect local or provincial course objectives.
- 13.3.7 Communicating results of evaluative procedures to parents/guardians and students on a regular, ongoing basis.
- 13.3.8 Using assessment results to modify programs in response to student needs and abilities.

13.4 Principals are responsible for:

- 13.4.1 Providing assistance to teachers as required in the following areas:
 - 13.4.1.1 Course outlines,
 - 13.4.1.2 Assessment procedures,
 - 13.4.1.3 Record keeping,
 - 13.4.1.4 Grading and reporting procedures,
 - 13.4.1.5 Appeal procedures.
- 13.4.2 Ensuring that teachers provide a clear statement of program objectives, content and assessment procedures.



13.4.3 Developing, designing and implementing appropriate formats and procedures to communicate student achievement to parents and students.

13.4.4 Ensuring uniform and consistent assessment standards within and across grade levels;

13.4.5 Storing, filing and maintaining confidential records accessible to specified personnel.

13.4.6 Ensuring that parents and guardians are accurately informed of student progress on an ongoing basis.

13.4.7 Ensuring that students in the school have the opportunity to meet provincial standards.

13.4.8 Supervising the education and advancement of students.

13.4.9 Reporting school achievement results to the community and the School Councils.

13.5 The Superintendent is responsible for:

13.5.1 Establishing and maintaining appropriate student assessment procedures that address local needs and which satisfy the requirements of Alberta Education.

13.5.2 Monitoring student assessment practices at the school and system level.

13.5.3 Ensuring that Division students can meet provincial standards and report annually to the Minister of Education in this regard.

13.5.4 Preparing a summary and analysis of student achievement upon the request of the Board.

14. Appeal Procedures

School-awarded marks may be appealed by the student, parent or legal guardian as follows:

14.1 The initial appeal shall be made to the teacher.

14.2 If the concerns of the appeal are not addressed satisfactorily through the initial contact with the classroom teacher, a further appeal, in writing, may be made to the Principal.

14.3 If the matter is not satisfactorily resolved at the school level, a further appeal in writing stating the facts of the case may be made to the office of the Superintendent. The Superintendent has the power to make a final and binding decision on the appeal.

14.4 School awarded marks during the year must be appealed within two (2) weeks of the receipt of the mark.

14.5 Final grades must be appealed within ninety (90) days.



15. Contact with Parents/Guardians of Students Experiencing Difficulty

Principals are to ensure that parents/guardians of students functioning below grade level are contacted as early as possible to discuss their child's program.

Reference: Section 11, 18, 31, 32, 33, 41, 52, 53, 55, 56, 196, 197, 222 Education Act
Ministerial Order 016/97 – Teaching Quality Standard
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Student Evaluation Regulation 177/2003
Education Placement of Students with Special Needs Policy 1.6.1
Special Education Policy 1.6.2
Student Evaluation Policy 2.1.2
Use and Reporting of Results on Provincial Assessments Policy 2.1.3
Ministerial Directive 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta