

## Administrative Procedure 201

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### STUDENT ASSESSMENT AND REPORTING

#### Background

The primary purpose of assessment is to gather information about student progress in order to improve teaching and learning. The primary purpose of reporting is to provide students and parents with an accurate evaluation of student performance in relation to the curricular outcomes.

The basic principles guiding Northern Gateway's assessment procedures are as follows.

- Assessment for learning shall form the basis for effective instruction. Each part of the process should be a positive experience for students and promote growth. Practices should be carried out in such a way that they support continuous learning and development, and should be congruent with current research-based principles.
- Assessment shall include clear communication among parents, students, and teachers of standards, criteria, and student achievement of curricular outcomes.
- Student involvement in assessment for learning is essential.
- All assessment shall be based on curricular outcomes.

#### Definitions

Assessment for Learning: assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learning outcomes (also called diagnostic and formative assessment).

Assessment as Learning: assessment experiences where the use of a task or an activity allows students to further their own learning through reflection, identifying areas of strength and need and goal setting (also called diagnostic and formative assessment).

Assessment of Learning: assessment experiences designed to collect information about learning to make professional decisions about student performance at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment).

Cross-Curricular Competencies: interrelated set of attitudes, skills, and knowledge that are drawn upon and applied to a particular context for successful learning and living; developed by every student in every grade across every subject/discipline area.

Grade: a letter, number or comment reported at the end of a period of time as a summary statement of student performance.

Curricular Outcomes: what students are expected to learn as stated in the Alberta Education Programs of Study.

Triangulation of Evidence: describes how evidence accumulated from observations, products and conversations over a period of time is considered collectively to ensure validity and reliability of assessment.


Validity: an assessment method is valid if it measures student achievement of the learner outcomes that the assessment was intended to measure. It also means that a professional decision of student achievement is based on a representative and varied body of assessment information.

## **Procedures**

1. Achievement of learner outcomes must be assessed in a manner consistent with the curriculum outcomes from the Alberta Programs of Study.
2. Use triangulation of evidence to ensure validity and reliability of student achievement as part of a fair and thorough assessment plan.
3. Achievement of the learner outcomes in the Alberta Programs of Study must be the only basis for grades. The reported grade shall be substantiated through fair assessment practices.
  - 3.1 Effort, participation, attitude, work habits, attendance and behavior are reported separately.
4. Student learning is enhanced when students are provided with opportunities to have another chance at a summative assessment. Alternative or additional opportunities to demonstrate understanding enhance learning.
5. Assessment for Learning is designed to let the teacher and student know what has been learned, and which concepts need to be further developed.
6. Students who know the purpose of an assessment are in a better position to respond in a successful manner. Students must be told why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Scoring guides, rubrics, benchmarks, exemplars, and long range plans, course outlines (grades 7 – 12) and assessment plans are essential. (See Appendix I and Appendix II)
  - 6.1 A course outline is distributed to senior high students within the first three days of the course and to junior high students within the first two weeks, at a date to be determined by the administrator.

7. To enable the student's continuous improvement, students must be provided with an opportunity to review summative assessments and receive feedback in order to establish an understanding of the grade.
8. Effective grading practice is based on the collection of evidence of student learning.
9. Students will acquire proficiency in different contexts and at different rates; consequently, students may wish to challenge the completion of a course through a process and protocol that do not require mandatory attendance in the course to be challenged. The Principal will be responsible for establishing guidelines and procedures for course challenges. Guidelines and procedures regarding course challenges are in compliance with Alberta Education's Course Challenge Policy 1.9.1.
10. Appropriate procedures will be used to interpret and assess information derived from the results of provincial achievement and diploma exams to improve the quality of educational programs.
11. Teachers shall involve students in regular conferences where student self-assessment and goal setting activities are emphasized.
12. No summative assessment should exceed a weighting of 20% of the course grade. In grade twelve, courses that are completed with Provincial Diploma Exams should not have in-class final exams.
  - 12.1 A portion of the student's final summative grade may include the results of the grades six and nine Provincial Achievement Test. For grade six the proportion cannot exceed 10% of the student's grade. For grade nine, the proportion cannot exceed 20% of the student's grade.
13. Student assessment information shall be communicated to parents regularly through the parent portal in PowerSchool.
14. Where curricula have been specifically adapted for an individual student, assessment standards shall be set in relation to the outcomes and time frames identified in the Instructional Support Plan (ISP).
15. Assessment information on individual students shall be accessible only to students, parents or guardians, teachers or other authorized personnel who may require it.
16. Appeal procedures regarding student assessment and evaluation shall be made available to both students and parents. See **Administrative Procedure 203 Student Appeals of School Awarded Marks.**



<p>Reference: Education Act 196, 197, 222 Teaching Quality Standard, Alberta Education 2019 Leadership Quality Standard, Alberta Education 2019 Alberta Education Standards for Special Education Amended June 2004 Guide to Education - Alberta Education - Student Assessment ECS to Grade 9 (page 103-106) September 2020 Guide to Education - Alberta Education - Student Assessment In Senior High School (page 123 -128) September 2020 Alberta Education Funding Manual for School Authorities 2020-21</p>	<div style="text-align: center;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Date Approved:</td> <td>April 1, 2021</td> </tr> <tr> <td>Reviewed or Revised:</td> <td>Executive: April. 2021</td> </tr> </table>	Date Approved:	April 1, 2021	Reviewed or Revised:	Executive: April. 2021
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References shall be updated as required and do not require additional approval.

