

## **370 ASSESSMENT AND EVALUATION OF STUDENTS**

### **Background**

Canadian Rockies School Division believes that assessment and evaluation of students is an important component of educational delivery and an integral part of the teaching-learning process. Teachers consistently design and assess to ensure that all students develop, create and find joy in learning. Inherent in evaluation and assessment practice is the view that the student is an active participant.

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet student's learning needs. Students use assessment to establish personal expectations and set learning goals. Students learn through practice and from ongoing feedback from teachers, peers, parents and others. Success breeds hope and motivation to learn, which, in turn, results in greater effort.

### **Purpose of Assessment**

The assessment of student progress in relation to the outcomes outlined in the programs of study is important for the following reasons:

1. The information is essential so that teachers can assist in meeting the learning needs of students.
2. The information is required for reporting student progress clearly to students and parents.
3. The information is used in making decisions regarding student placement.
4. The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

### **Definitions**

#### **Achievement level**

A student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes.

#### **Assessment**

Process of collecting evidence of student learning that includes a variety of assessment tasks designed to monitor and improve student learning.

**Assessment for learning**

Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes.

**Assessment of learning**

Assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared with those outside classrooms.

**Checklist**

A two-point evaluation tool that indicates if a student has achieved a learner outcome (yes or not yet).

**Communication of student learning**

An ongoing process that involves students, parents, and teachers in making sense of a student's learning: progress, areas of strengths and areas requiring improvement, as well as next steps, in relation to provincial learning expectations for each grade level.

**Criteria**

What students need to do to show they have achieved the learner outcomes (e.g. compare and contrast, explain, analyze).

**Evaluation**

The process of judging student achievement based on the curriculum standards from the Alberta Program of Studies

**Grade (mark)**

A letter, number, achievement level or comment reported at the end of a period of time as a summary statement of student performance based on a variety of summative statements

**Grade level of achievement**

The grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study

**Grading**

A process to determine a student's performance

**Performance level**

How well a student demonstrates grade level learner outcomes

**Rating scale**

An evaluation tool of three or more points that illustrates how frequently, consistently or independently a student demonstrates a learner outcome

## Rubric

A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance

## Procedures:

1. The Superintendent will:
  - a. ensure school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.
2. School principals will work with their teachers to comply with the following:
  - a. evidence of student achievement has been collected by the teacher;
  - b. summative grades will reflect only the learning of outcomes as presented in the Alberta Programs of Study;
  - c. punitive grading practices are not acceptable. Punitive grading does not meet the goal of evaluation. It shall be considered an unacceptable and indefensible practice;
  - d. a student has been given multiple opportunities and ways to demonstrate their learning;
  - e. school-wide intervention processes are established to ensure that students are committed to learning and completing work when expected to do so;
  - f. teachers will engage in ongoing, timely communication with parents/guardians/students and the Principal regarding missing or incomplete work and will keep a record of these communications;
  - g. follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;
  - h. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;
  - i. providing that aforementioned c-h have been followed and documented, the teacher can assign the student a mark, based on their professional discretion, for the missed summative assessment item (assignment, test, project, etc.) upon course completion. A zero as a final grade for an assignment, test, etc. will only

become an option when a final grade must be entered at the end of a term or course. The use of zeros is seen as a punitive grading practice that is not an accurate reflection of what a student knows and is able to do and shall only be used as a last resort at the end of a course;

- j. schools will develop and communicate their expectations with regard to assignment completion, including the aforementioned points c, e, g and h at the beginning of the school year;
  - k. communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;
3. As assessors of learning teachers will demonstrate instructional excellence by:
- a. consistently and purposefully assessing knowledge, skills, processes and attitudes;
  - b. recognizing that authentic learning is assessment rich and reveals a student's learning journey;
  - c. developing authentic assessment that is related to clearly stated, challenging learning goals;
  - d. ensuring students have consistent and frequent opportunities to use a variety of means to demonstrate their learning;
  - e. consistently involving students as active participants in their assessment;
  - f. developing students' self efficacy to improve their own performance through asking questions, establishing goals, and self-evaluation;
  - g. determining areas and strategies for growth by providing timely, ongoing descriptive feedback and guiding comments;
  - h. refining and focusing instruction based on evidence of learning and the needs of each student;
  - i. using multiple sources of evidence to clearly and accurately describe and communicate students' performance relative to individual learner outcomes;
4. As evaluators of learning teachers will apply student assessment and evaluation practices that:
- a. accurately reflect the learner outcomes within the programs of study;

- b. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
  - c. provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
  - d. provide accurate, constructive and timely feedback on student learning; and
  - e. support the use of reasoned judgment about the evidence used to determine and report the level of student learning.
5. At the beginning of each school year, or school course, each teacher shall provide to the student and make available to the parent(s) the criteria upon which the evaluation will be based, including course objectives, content, and weighting of the various components.
- a. The detail of explanation will vary with the level of the grade being taught.
  - b. These criteria are to be on file in the Principal's office.
6. Final Examinations
- a. All students in grades 10 and 11, will sit for year-end tests in the core curriculum areas which include: Mathematics, Language Arts, Social Studies and the Sciences. Assessment of the final standing in the complementary course areas will remain at the discretion of the school.
  - b. In the preparation of final exams, the school will give primary consideration to materials currently available through Alberta Education and the Alberta Assessment Consortium.
  - c. It is expected that the majority of Grades 6, 9, and 12 students will write Achievement Tests (grades 6, 9) or Diploma Exams (grade 12) under the conditions as set by Alberta Education.
  - d. Achievement Test results will comprise 25% of the student's final mark in the subject area at the grade 9 level only.
  - e. The final examination shall encompass work covered in a course and shall be congruent with the curriculum outlined in the current Program of Studies.
  - f. All final examinations in grades 10 and 11 will be approved by the school Principal prior to being administered.
  - g. The weighting attached to the year end final examinations for achievement tests at the grade 9 level shall be set at 25% of a student's final standings with term work constituting the balance. At grades 10 and 11 the weighting attached to the

year end final exam may vary between 25 and 40% as set by the school and approved by the Superintendent at the beginning of each school year.

- h. The length of final examinations shall not be less than one hour at all grades.
  - i. The Principal shall develop a complete summary of all final standings awarded to students in each school term (semester) and provide such report to the Superintendent within 10 working days of the posting of the results.
  - j. Exemptions for medical and/or extraordinary circumstances may be granted by the Superintendent or designate.
  - k. All final standings awarded to high school students shall be forwarded to Alberta Education.
  - l. Graded final examinations shall be stored at the school for a period of one year.
  - m. Documents for Career Technology Studies (C.T.S.) and other special courses must be kept for the duration of the student's high school experience
  - n. All teacher mark/grade books or records shall be provided to the school Principal no later than the final day of the school year.
7. Students have the right to appeal any final grade received in a class in accordance with
- a. Administrative Procedure 390: Appeals Concerning Student Matters.
  - b. Administrative Procedure 374: Promotion and placement

## References

Sections 11,18,31,56,196,197,222 Education Act  
Teaching Quality Standard  
Leadership Quality Standard  
Superintendent Quality Standard  
Shared Vision of Instructional Excellence (CRPS)  
Guide to Education ECS to Grade 12  
Alberta Assessment Consortium

## History

Developed: August 2003  
Amended: September 2009  
Amended: May 2020