

ASSESSMENT AND REPORTING OF STUDENT LEARNING

Background

The Board of Trustees believes the purpose of assessment is to gather information to guide and improve student learning and instruction. The Board believes the purpose of reporting is to communicate student achievement.

Definitions

Achievement level:

a student's demonstration of knowledge, skills and understanding relative to grade-level learner outcomes.

Assessment:

the process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

formative assessment:

assessments that collect a variety of evidence, provide feedback to refine student understanding and inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

summative assessment:

assessments that measure student knowledge, skill and understanding to make informed professional judgments about student achievement in relation to learning outcomes.

Descriptive feedback:

part of an ongoing communication that is clear, specific, meaningful and timely to support improved learning and achievement.

Evaluation:

to make decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Grades:

a letter, number or comment reported at the end of a period of time as a summary statement of student performance based on a variety of assessments. Grades represent teachers' cumulative judgments about a student's competencies or levels of achievement at a specific point in time.

Grading:

a process to determine a student's performance level.

Instructional Support Plan (ISP):

all students with special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP). An ISP is a plan of action designed to address the student's special education needs and is based on diagnostic information, which provides the basis for intervention strategies.

Learner outcomes:

what students are expected to learn and the provincially mandated knowledge, skills and understanding students are expected to demonstrate as a result of schooling.

Guidelines**1. Expectations**

- 1.1. [Administrative Procedure 360: Learning Assessment](#) shall state expectations for the development and sharing of individual school assessment plans with the school community.
- 1.2. The school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents and guardians.
- 1.3. All forms of formative and summative assessments shall link to the learner outcomes in the programs of study and/or an ISP.
- 1.4. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
- 1.5. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population shall be employed.
- 1.6. Student progress will be communicated in both formal and informal ways throughout the school year.
- 1.7. All decisions regarding grade and course placement shall be based on student achievement.
- 1.8. Students enrolled in a program of studies shall complete assignments to demonstrate their learning throughout the term of their course of studies. When assignments are missing or incomplete, communication with students and parents and guardians shall occur.
- 1.9. Formal reporting of student achievement shall be on Board-approved progress report templates.

2. Accountability

- 2.1. The *Guide to Education* requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP.
- 2.2. An individual student's progress and growth shall be communicated regularly with the student and the students' parents and guardians throughout the year.

- 2.3. The information shall be outlined in the school assessment plan and monitored by the Superintendent to ensure consistency of practice.

References

[Alberta Education Guide to Education: ECS to Grade 12](#)

[Alberta Education Programs of Study](#)

Last reviewed:	Last updated:
June 18, 2015	June 18, 2015
Dec. 12, 2016	
Feb. 12, 2018	
Feb. 19, 2019	March 14, 2019
Feb. 11, 2020	Feb. 11, 2020
Feb. 9, 2021	March 18, 2021
March 1, 2022	March 17, 2022
April 11, 2023	April 26, 2023