Student Assessment, Evaluation and Reporting
AP 60-10

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Definitions

(The following definitions are a representation of the attempts by many authors for definitive descriptions, and while some remain open to interpretation, these working definitions will serve Division staff well.)

1. **Assessment:** The process of collecting information on student achievement and performance to improve student learning.
   1.1. **Formative Assessment:** An interactive assessment process where information about learner progress towards a clearly specified outcome is collected with the learner and shared with the learner.
      1.1.1 **Assessment As Learning:** An assessment process performed with the intention of helping the learner understand their own growth and to improve learning behaviours.
      1.1.2 **Assessment For Learning:** An assessment process performed with the intention of providing the teacher with information about the effectiveness of instruction and to improve learning behaviours.

1.2. Summative Assessment: An assessment activity determining a student's degree of mastery relative to a specific learning outcome used to provide information to those outside of the classroom.

  1.2.1 Assessment Of Learning: An evaluation process summarizing information about student learning judged in relation to learner outcomes at a specific point in time to provide information to those outside classrooms.

2. Evaluation: The process of making judgments about the quality, value, or worth of a response, product, or performance based on established criteria.

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

  2.2. Criterion-reference: Evaluation relative to grade level learner outcomes.

  2.3. Grade Level of Achievement: A teacher's judgment, based on the results from a variety of classroom assessments throughout the school year, expressed in relation to learner outcomes in a subject area after a course for a specific grade level has been completed.

3. Assessment Activities: Activities selected and utilized by the teacher that involve students for the purpose of gathering evidence of student learning.

  3.1. Diagnostic Assessment: An assessment activity designed to establish appropriate starting points for instruction.

  3.2. Peer Evaluation: An activity where a student considers the quality of another's work and provides feedback by applying criteria to help improve performance.

  3.3. Self-Evaluation: An activity where a student considers the quality of one's own work by applying criteria.

  3.4. Self-Reflection: A meta-cognitive activity where a student considers their learning through guided reflection.

  3.5. Authentic or Performance Assessment / Transfer Tasks: Are meaningful tasks that enable students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people work.

  3.6. Proficiency/Mastery Assessments: An assessment activity (usually summative) designed to measure a student's level of ability or knowledge compared to clearly defined standards and criteria, and which is used after or at the end of a unit of instruction.

  3.7. Standardized Assessment: An assessment activity designed by the Ministry of Education, primarily Student Learning Assessments, Provincial Achievement Tests and Provincial Diploma Exams.

  3.8. Psycho-Educational Assessment: Intelligence and achievement assessments such as the WIAT or WISC, Behavior Assessments such as the BASC-2, and other Assessments like Speech, Occupational Therapy, or medical… performed by specifically trained staff, based on a collaborative referral.

4. Reporting: Process of communicating with people outside the classroom about both student progress and summative results students achieve.

  4.1. Parent contacts: Communication with a parent; face to face, by phone or electronically; during which the progress of their student is discussed, or depicted, as can occur through the use of secure digital sharing media (e.g. FreshGrade).

  4.2. Parent-Teacher-Student Interviews: Meetings between the teacher and parent, or teacher and parent and student (preferred), where the progress of a student is

discussed with specific reference to the products of assessment activities previously performed by the student.

    4.3. Student Led Conferences: Meetings involving the teacher, parent and student where the student leads their parent through a demonstration of their recent work on learning and/or assessment activities.

    4.4. Interim / Mini reports: Hard copies of reports that describe student progress on recent assessment activities. These may be anecdotal descriptions or lists of marks received for associated assessment activities. Interim and Mini reports may summarize a student's results on a completed unit of study.

    4.5. Mark: A representation of the level of mastery demonstrated by a student on any one assessment activity. (A mark on a test. A mark on an assignment.)

    4.6. Grade: A summary statement of student achievement as compared to specific standards described in the Programs of Study. (A grade in social studies.)

    4.7. Report Card: An official written communication to parents documenting student progress relative to the Alberta Programs of Study.

5.   **Programs of Study:** Programs of Study are legal documents, approved by the Minister of Education, mandatory for use in schools offering the particular program. The development of Programs of Study is guided by provincial standards and processes. They are intended to set grade appropriate learner outcomes and high standards for all Alberta students.

    5.1. Outcomes: Descriptions of levels of achievement that students are expected to learn, defined by the Programs of Study; the knowledge, skills and attitudes a student demonstrates as a result of schooling.

    5.2. Adapted Programs: Programming that retains the learner outcomes of the Programs of Study and where adjustments to the instructional process are provided to address the special education needs of the student.

    5.3. Modified Programs: Programming in which the learner outcomes are significantly different from the Programs of Study and are specifically selected to meet students' special education needs. For more information about communicating progress of students with Modified Programs, please refer to [AP 60-12 Inclusive Practices (Student Placement and other Programming Decisions)](#), or contact Student Services directly.

Principles Regarding Student Assessment, Evaluation and Reporting

(These statements reflect the beliefs of the professional staff of the Division and approach the ideals described in current educational research.)

1.   **Assessment**

    1.1. <u>Formative Assessment</u>

        1.1.1   In the process of instruction, teachers continuously assess the progress of their students using a variety of tools, strategies and perspectives. Progress is assessed in relation to Programs of Study - learner outcomes. The information that teachers acquire from these processes contribute significantly to the teacher's subsequent decisions about instruction.

        1.1.2   Formative assessment activities are risk-free and should <u>not</u> be used in the summary calculation of a grade.

        1.1.3   Students should be active participants in formative assessment.

        1.1.4   Diagnostic assessments should be used to establish starting points for instruction.

      1.1.5   Teachers should select a variety of assessment activities that respond to students' varying learning styles, cognitive modalities and rates at which they learn.

1.2. <u>Summative Assessment</u>
- 1.2.1   Summative assessments should be criterion-referenced to the learning outcomes described in the Programs of Study.
- 1.2.2   Students generally complete summative assessment activities at the conclusion of a learning cycle.
- 1.2.3.   Teachers distinguish for students which activities are formative and which are summative.
- 1.2.4   The student's performance on summative activities can be used to determine a student's grade, which in turn, can be summarized and recorded on a student's report card and/or on their transcript.
- 1.2.5   Teachers should use several types of assessment activities to effectively and accurately evaluate a student's level of knowledge, skill and/or ability.
- 1.2.6   Summative assessments are authentic when they closely parallel in style and type the learning activities that led up to the assessment.
- 1.2.7   Summative assessments should not include value judgments about student's effort, attitude or other behaviors not specifically identified in the learner outcomes defined in the Programs of Study.
- 1.2.8   Punitive uses of summative assessments have no positive impact on student achievement.

2.   Evaluation
- 2.1. Teachers are professionally trained and responsible for making judgments about student responses, student work, products created by students, and other evidence of student learning.
- 2.2. Judgments about the quality and pace of student learning should be in direct reference to criteria described in the Programs of Study.
- 2.3. Teacher evaluation of student work should be continuous.
- 2.4. Teachers should use multiple evaluations, over time, to summarize a student's grade level of achievement.

3.   Assessment Activities
- 3.1. Teachers integrate assessment activities into their instructional design process to evaluate student growth towards specified outcomes.
- 3.2. <u>Peer Evaluations</u> provide students with the opportunity to apply the assessment criteria to peer work with the purpose of helping each other improve performance, as well as to build the understanding of the application of criteria.
- 3.3. <u>Self-Evaluations</u> provide students with the opportunity to apply assessment criteria to their own work with the intent of developing the student's understanding of the application of criteria, and to improve the quality of the work being examined.
- 3.4. <u>Self-Reflection</u> provides students with a guided opportunity to identify personal strengths, challenges and to determine goals. Reflection reveals insights into the content, processes involved in developing understanding, and the learner's attributes.
- 3.5. The purpose of assessment activities range on a continuum from formative to summative. Some activities are only formative, some are only summative. Many can be either, dependent on the timing, application and subject area. (Appendix 1 of this Administrative Procedure provides a guideline for teachers to select and plan assessment activities.)

3.6. Teachers should use assessment activities which are meaningful and supportive of learning. They should closely align with the developmental activities that are used during instruction.

3.7. Teachers should ensure that students are fully aware of the expectations of an assessment and how they can be successful.

3.8. Generally, the following <u>Types of Assessment Activities</u> should be used:
   3.8.1 <u>Diagnostic</u> assessment activities should occur at the beginning of instruction.
   3.8.2 <u>Observations and Reflective</u> assessment activities should occur through the phases of instruction during which students acquire the skills or knowledge associated with the subject.
   3.8.3 <u>Assignments and Projects</u> provide teachers with feedback regarding student ability and should occur while students are still in 'practice' phase.
   3.8.4 <u>Proficiency/Mastery Assessments</u> provide teachers with specific information about the levels of ability at the end of an instructional unit.

3.9. Teachers use a variety of <u>Assessment Tools</u> to measure a student's acquisition of knowledge, skills and abilities. (Checklists, Rubrics, Portfolios, Illustrative examples (criteria), Observations, Conversations.)
   3.9.1 Classroom tests and exams (teacher-made, or those published with resources) are common and acceptable for use as formative or summative assessment activities.
   3.9.2 The best classroom tests and exams contain a variety of question types that replicate learning experiences, as well as items that explore students' higher order thinking skills.

3.10. Standardized tests (Student Learning Assessments, Provincial Achievement Tests and Provincial Diploma Exams) represent a valid and criteria referenced assessment of the Programs of Study and therefore are an important element in the student's assessment story.

3.11. <u>Exemptions from Final Exams</u>. Students in junior high may have the opportunity to be exempted from writing final exams in grades 7 and 8; however, exemptions are not appropriate at grades 9 -12. *Return to Contents*

4. Reporting (Communication)

4.1. Students and parents should be implicitly involved with the formative assessment process.
   4.1.1 Teacher initiated communication with parents needs to occur at regular and consistent intervals.
   4.1.2 Teacher initiated communication with parents can include impromptu meetings, phone calls, emails, letters, meetings, student-led conferences, mini reports, and progress reports.
   4.1.3 Teachers may use secure digital media tools (e.g. FreshGrade) to share examples of student progress directly with parents.
   4.1.4 Grades may be appealed as per AP 20-03 External Communication Protocol.

4.2. Regular communication between parents and teachers is essential to positive character development.

4.3. Summative reports provide people outside the classroom with criterion referenced information about an individual's achievement.

4.4. <u>Report Cards</u>

4.4.1   The report card is the standard document and primary tool used to communicate summative assessments to people outside the classroom (parents and other educational institutions).

4.4.2   The report card is a document standardized to the Division's needs as described in this Administrative Procedure.

4.5   For information about communicating progress of students with Modified Programs, please refer to AP 60-12 Inclusive Practices (Student Placement and other Programming Decisions).

4.6   The word **'Adapted'** refers to a program**, NOT** student achievement.

4.6.1   It relates to a student whose program remains within the realm of the Alberta Program of Studies, but not at the enrolled grade level.

It is absolutely imperative that the parents of ANY student whose program has been adapted, are fully aware and informed of the adaptation before and during the time the adaptation is implemented.

4.6.2   At no time should a parent learn of an adaptation after the fact.

4.6.3   A progress report should NOT be the first time an adaptation is communicated.

5.   Programs of Study

5.1.   The Programs of Study is the only source of standards and criteria that teachers should use to guide instruction and against which teachers should measure student growth.

5.2.   Where student programs have to be altered or modified to meet specialized and individual student needs, assessment activities and reporting should parallel the adjustments, and be altered or modified as well.   *Return to Contents*

Procedures

(These are the procedures that school administrations and staff follow to ensure that assessment and reporting activities closely manifest the ideals described by the guidelines.)

1.   Assessment

1.1.   Formative Assessment

1.1.1   Teachers use formative assessment activities frequently and consistently. Formative assessment, by definition, evokes adjustments to instruction. Formative assessment is aligned to learner outcomes in the Programs of Study.

1.1.2   Formative assessment activities do not require numerical marks. Feedback is reflective of the assessment tool used. Therefore it is not acceptable to average marks from several formative assessments.

1.1.3   Teachers do not use the results of student work on formative assessment activities as part of the student's summative grade for the outcome or course.

1.1.4   Teachers involve students in the process of formative assessment.

1.1.5   Teachers use diagnostic assessments to establish starting points for instruction.

1.1.6   Teachers use a variety of assessment activities that reflect different learning styles, cognitive modalities and rates at which students learn.

1.1.7   School Principals support and acknowledge teachers' application of the principles of formative assessment.

1.1.8 Schools will inform their community about the principles of formative assessment.

1.2. Summative Assessment
    1.2.1 Teachers use summative assessments that are criterion-referenced to learning outcomes described in the Programs of Study.
    1.2.2 Teachers use summative assessments at the conclusion of the learning cycle.
    1.2.3 Teachers clearly distinguish summative assessment activities from formative assessment activities. (See course outlines below.)
    1.2.4 Teachers can use the results of student performance on summative assessments in the determination of a summative grade, which then can be summarized and recorded on a report card and/or on a transcript.
    1.2.5 Teachers evaluate student performance on summative assessments.
        1.2.5.1 Program assistants can gather the data, teachers must evaluate the data.
        1.2.5.2 Peer and self assessments can not be included as part of the summative grade.
    1.2.6 Teachers use summative assessment activities that closely parallel in style and type, the learning activities that led up to the assessment.
    1.2.7 Teachers will not include value judgments about a student's effort, attitude or behavior in summative assessments not specifically associated with the Learning Outcome that is being assessed.
    1.2.8 Teachers will not use academic marks to punish or reward the anti-social or pro-social behaviors of students.

1.3. Course Outlines
    1.3.1 Teachers should provide students and parents with a course/grade outline within two weeks of the start of the course/grade.
    1.3.2 Teachers include the following items on their course/grade outlines:
        1.3.2.1 A general description of the content and topics.
        1.3.2.2 A list of the general Learning Outcomes from the Programs of Study.
        1.3.2.3 A list of the resources (texts) and other materials required.
        1.3.2.4 A general description of formative assessment activities and how they differ from the summative assessments.
        1.3.2.5 A general description of summative assessment activities (with approximate weighting defined where weightings are used).
    1.3.3 Administrators will review teachers' course outlines.

1.4. Homework as an assessment activity
    1.4.1 Teachers can use homework as an opportunity for students to practice skills, complete activities or to research information.
    1.4.2 Teachers can assess homework to measure a student's performance as compared to the standards defined with the intended learning outcome, thus homework can be effectively used as a formative assessment activity. Homework of this nature is not summative.
    1.4.3 Teachers should not assign summative assessments to be solely completed at home.
    1.4.4 Teachers can expect students to complete portions of summative assessments independently, as appropriate to students' levels of development.

1.4.5 The percentage of homework completed by a student (that is, a measurement of the rate at which they complete homework assignments) can not be included as part of the calculation of a summative grade.

1.4.6 Schools should consider homework completion as a work habit, a life skill or a behavioral element that can be referenced when communicating with the parents and the student regarding strategies that can improve student achievement. (See "1.6 Incomplete Work / Assignments" below.)

1.5. Plagiarized Work

1.5.1 Incidents of cheating on formative assessments and relatively minor summative assessments are typically more behavioural than they are related to a student's achievement levels. Teachers should address the behaviour and attempt to minimize the impact on the student's achievement grade.

1.5.2 If a student has cheated, plagiarized work and/or made other attempts to avoid the effort of completing an assignment or assessment activity on their own, the product they submit should not be evaluated by the teacher. The assignment or assessment activity will be considered temporarily "Incomplete". This naturally places the student's final grade in jeopardy since an Incomplete will convert to a Zero at the end of the course (see section 1.6 below).

1.5.3 Students must re-do the assignment or assessment activity (or an alternative as determined by the teacher) in order to demonstrate their knowledge or skill. This must be done within a time period set by the teacher.

1.5.4 Teachers can determine additional consequences (detentions, etc.) for the behaviour (cheating, plagiarizing, etc.) which are not directly associated with the student's grade in the course.

1.5.5 Incidents of cheating on more substantial events, such as final assessment activities for the course, final unit exams, or final course exams warrant more substantial consequences. The consequence however shall not exceed that which occurs when students violate Diploma Examination rules. (See Diploma Exams: General Information Bulletin - Security and Examination Rules.) Alberta Education expects the Superintendent and the School Principal to determine the degree of consequence. Local procedures should emulate this practice, at a scale commensurate with the grade level, the degree of the breach, and in consideration of the student's behavioural history (i.e. has the student cheated before?).

1.5.6 Students caught cheating (or who violate examination rules, interfere with the security of final assessments, or disrupt other students during a final assessment event) at this level of assessment may:
- Be evicted from the examination room.
- Have their exam / assessment invalidated (and therefore counted as a zero).
- Be suspended from participation in school events.

1.5.7 Immediately upon the breach of exam protocol:
- The parents of the offending students must be contacted and informed.
- The School Principal must prepare a written statement of the event

1.5.8 The selection of the consequence is determined by the school administration and the teacher.

1.6. Incomplete Work / Assignments Not Handed In

1.6.1 Teachers guide students to develop effective work habits. Teachers regularly discuss with students the effective work habits relative to the course or grade.

1.6.2. Students need to submit their work for both formative and summative assessments in a timely manner. (See 1.7 Late Penalties below.)

1.6.3 Teachers can choose to set <u>Deadlines</u> for the completion of formative and summative assessment activities.

    1.6.3.1 Deadlines are set to provide students the opportunity to demonstrate their knowledge and skill within the time span of the course.

    1.6.3.2 Deadlines recognize the time required by the teacher to evaluate the student work, calculate and record the grade.

1.6.4 Teachers can temporarily record an <u>"Incomplete" for a formative assessment activity</u> that has not been submitted by the set deadline. Since formative assessments are not averaged together, nor included as part of the summative grade, there is no need to designate a numerical value or mark, zero or otherwise, to represent "Incomplete". (See Table 3.9 below.)

    1.6.4.1 Teachers communicate with students and parents regarding work completion issues as soon as possible, before it becomes a chronic problem.

    1.6.4.2 If the student chronically does not submit work, they should be referred to the school's completion program, a school counselor or other supports as needed.

    1.6.4.3 Teachers may choose to temporarily withhold the opportunity for students to attempt a summative assessment activity until the formative assessment activity is completed. This decision must be accompanied by a conversation with the student and possibly the parent.

1.6.5 Teachers can temporarily record an <u>"Incomplete" for a summative assessment activity</u> that has not been submitted by the set deadline. (See Table 3.9 below.)

    1.6.5.1 The teacher and student will need to develop a specific plan for submitting the expected work as soon as possible. Teachers can choose to assign a "Late Penalty" when such a practice is known and understood by students. (See 1.7 Late Penalty, below.)

    1.6.5.2 Teachers should refer to the school's completion program any students who chronically do not complete and/or submit summative assessments for evaluation. (See "1.8 School Completion Programs" below.)

1.6.6 Teachers must allow students the opportunity to attempt summative assessment activities despite the student not having completed developmental activities. <u>This "Last Chance" should only be available to students when the course nears completion</u>. The time period for the 'Last Chance' is determined by the time required by the teacher to evaluate the work, record the marks and submit the marks to school and/or provincial authorities.

1.6.7 Teachers can permanently record a mark of Zero for a summative assessment activity only:

    1.6.7.1 After the student has spent reasonable time in the School Completion Program,

    1.6.7.2 Or the student has neglected to take the 'Last Chance' opportunity,

                1.6.7.3 Or when the reporting period/semester ends.

1.7. <u>Late Penalties</u>

    1.7.1   Teachers can choose to use Late Penalties given the following considerations. O'Conner (1999) says that stiff penalties, such as losing 10% per day up to a maximum of 50% distort student achievement and result in a grade that does not reflect what the student has actually learned. Penalties of 1 or 2 % per day up to a lower maximum are more effective in encouraging on-time work while still accurately reflecting student achievement. Before establishing a practice of late penalties, the teacher needs to consider the following:

        1.7.1.1 The age, grade and developmental levels of students. (With the exception of upper grade levels, students in most grades are still learning time-management skills, and do so at different paces.)

        1.7.1.2 Will the penalty produce on-time work in subsequent assignments or will it become a disincentive for completing subsequent work?

        1.7.1.3 Does the late penalty practice allow for individual learning needs, personal challenges, or unusual circumstances?

    1.7.2   Teachers must ensure that Late Penalty practices are known and understood by students and parents.

1.8. <u>School Completion Programs</u>

    1.8.1   Schools develop specific programs to ensure that students complete courses/grades.

    1.8.2   Programs can include mandatory tutorials, designated support times, or extensions to the semester, as fits the situation.

    1.8.3   Counseling is likely to be a key aspect of school completion programs.

    1.8.4   These programs should be considered mandatory interventions for all students who have not completed summative assessment activities by set deadlines.

    1.8.5   The Division will support school completion programs through provision of staff that will monitor at risk students and provide specialized supports.

2.   Evaluation

2.1. Teachers use their professional knowledge of the Programs of Study to judge the work students do to demonstrate their knowledge.

2.2. Teachers evaluate student work in relation to the Learning Outcomes described in the Programs of Study.

2.3. Teachers continuously evaluate student work.

2.4. Teachers will be able to summarily state a student's Grade Level of Achievement based on the comprehensive understanding of each student's capabilities and knowledge that they have built through their evaluations of student work.

3.   Assessment Activities

3.1. Teachers integrate assessment activities to evaluate student growth towards specified outcomes into their instructional plans.

3.2. Teachers can use <u>Peer Evaluation</u> as an opportunity to teach students about the application of assessment criteria and/or as a process in improving the quality of work produced.

    3.2.1   Any marks derived from a Peer Evaluation are NOT to be used as part of the cumulative grade for any course. Peer Evaluation may be used in the phases of a summative assessment, but should not contribute in any way to the teacher's designation of a mark or grade.

3.3. Teachers can use <u>Self Evaluation</u> as an opportunity to teach students about the application of assessment criteria and/or as a process in improving the quality of work produced.

    3.3.1   Any marks derived from a Self Evaluation are NOT to be used as part of the cumulative grade for any course. Self Evaluation may be used in the phases of a summative assessment, but will not contribute in any way to the teacher's designation of a mark/grade.

3.4. Teachers can use <u>Self Reflection</u> activities to help students identify personal strengths, challenges and to identify personal goals.

    3.4.1   Teachers can evaluate self reflections when they are associated with specific learner outcomes, and can therefore be used in determining summative grades.

3.5. Teachers plan a range of assessment activities for each instructional unit to include many formative assessments and specific summative assessments.

3.6. Teachers use assessment activities which align closely with the developmental activities used during instruction.

3.7. Teachers clearly explain to students the expectations of each assessment including how students can be successful at the assessment.

3.8. Teachers use:

    3.8.1   <u>Diagnostic</u> assessments early in the instructional unit.

    3.8.2   <u>Observations and Reflective</u> assessments regularly during instruction when students are acquiring knowledge and/or skills.

    3.8.3   <u>Assignments and Projects</u> to assess students' skills and knowledge, while time remains to make corrections and adjustments to learning.

    3.8.4   <u>Proficiency and/or Mastery</u> assessments at the end of a unit of instruction, when both teachers and students have a reasonable level of certainty for success (based on the previous formative assessments).

3.9. Teachers use a variety of <u>Assessment Tools</u> to measure student progress. Teachers explain these instruments to students, sharing the results of what they have measured. (Assessment tools can include, but are not limited to, Checklists, Rubrics, Portfolios (including electronic-portfolios), Blogs (web log posts), Illustrative examples (criteria), Observations, Conversations.)

    3.9.1   Marks are one commonly used form of providing feedback to students and parents. If the assessment activity is measured by a mark, <u>Table 3.9 Assigning Marks as Feedback for Assessment Activities</u>, (included below) shall be used to represent various levels of performance. Please note that feedback should take many forms and not be limited to marks alone.

    3.9.2   When teachers use classroom tests or exams, whether they are teacher-made or accompaniments to published resources, the teacher ensures that the tests or exams contain a variety of question types that replicate learning experiences, as well as items that explore students' higher order thinking skills.

Table 3.9 Assigning Marks as Feedback for Assessment Activities

*This standard is to be used if/when teachers choose to use marks as feedback. Please note that feedback should take many forms and not be limited to marks alone.

Kindergarten	
Feedback summaries to parents are very specific to the experience and developmental progress, based on what the student can or cannot do.	
Grades 1-6	
Excellent	Achievement that is **refined**. The student **consistently** demonstrated **an in-depth** and **broad** achievement of Learner Outcomes.
Proficient	Achievement that is **competent**. The student **usually** demonstrated **well-developed** achievement of Learner Outcomes.
Satisfactory	Achievement that is **adequate**. The student demonstrated a **basic** but **partial and/or inconsistent** achievement of Learner Outcomes.
Marginal	**At Risk.** Achievement that is **marginally adequate**. The student demonstrated **minimally acceptable** achievement of Learner Outcomes.
Limited	**Intervention is necessary.** Achievement that is **not** yet at an acceptable level. The student demonstrated **inadequate** achievement of Learner Outcomes.
Grades 7-12	
Student achievement will be summarized using a percentage scale. This is largely due to the grade reporting requirements of Alberta Education for senior high courses.	
At enrolled Grade Level	Levels of achievement range from 50% to 100%.
Below enrolled grade level	Below 50%
Incomplete	When the student has not submitted all Summative Assessments for evaluation, and therefore has not demonstrated their knowledge or skills, the student will be assigned an "**I**" for Incomplete. The school, student and the student's parent/guardian will have a specific plan for completion.
Withdrawal	The student has, after consultation with school counseling staff and parents/guardians, chosen to withdraw from a course in which they were registered. A "**W**" will be recorded. A withdrawal is not an incomplete course and therefore does not require a plan for completion.

3.10 Teachers will administer Standardized Tests (Student Learning Assessments, Provincial Achievement Tests and Provincial Diploma Exams), according to the regulations and procedures defined by the Department of Education's Learner Assessment Branch.

    3.10.1 Schools are required to report the 'unofficial' score from the selected response section on the Provincial Achievement Tests in grades 6 and 9. (Teachers are required to use the marking tool provided by Learner Assessment to mark the Selected Response section of the PATs. This mark is considered 'unofficial' until after the test is marked by Learner Assessment.)

3.11 Teachers will record student marks using software selected by the Division (PowerSchool - GradeBook). This software provides parents and students with access to view records of assessment activities. The intention of recording marks for parent and student access is to provide effective feedback to maintain student

engagement and to facilitate communication of student progress. As noted in # 4 below, parent and student access to PowerSchool – GradeBook <u>shall not be the sole method</u> of communicating student progress and achievement. **(See also #4 "Reporting (Communication)" below.)**

- 3.11.1 Teachers select an appropriate number of assessment activities to record in order to effectively communicate information about student progress for the grade and age level of the student.
- 3.11.2 Teachers should record a reasonable amount of <u>formative assessments</u> to effectively communicate information about student progress for the grade and age level of the student.
- 3.11.3 Teachers will clearly identify and record all <u>summative assessments</u>.
- 3.11.4 The <u>frequency of record input</u> ranges by grade and subject. It is reasonable to expect updates to student assessment records for core subjects (Language Arts, Social Studies, Mathematics, Sciences, and Physical Education) at least every 3-4 weeks. Other courses should be updated as is naturally appropriate for the subject and grade level, given the intention of effective feedback and communication.
- 3.11.5 While the software provides the opportunity to generate an on-going average grade, this calculation is not appropriate for grades 1-6 and should be used with considerable caution in grades 7-9. Grade 10-12 courses should clarify the process for calculating final grades in course outlines.
- 3.11.6 **Communicating "Adapted" in PowerSchool:**
  - To be clear, we insist that teachers include the word 'Adapted' in the comment of each and every task that is actually adapted.
  - The comment should contain a description of the student's individualized expectation of achievement.

3.12 Final summative assessments assess student retention over time and are an integral part of evaluating student achievement. Teachers will designate a proportion of the student's final summative grade according to the guidelines described in <u>Table 3.13 Determining the Weighting for Final Summative Assessments as a Proportion of a Summative Grade</u>, included below.

- 3.12.1 Final assessments for the grades indicated, should apply to English (and French) Language Arts, Mathematics, Social Studies and the Sciences, consistent with the Province's assessment of these courses through the PAT's and PDE's.
- 3.12.2 Final assessments should include elements that address higher-order thinking and should not be limited to selected response questions (selected-choice, matching, fill-in-the-blank, and true/false).
- 3.12.3 Summative, year-end assessments do not need to be limited to a single final exam event in the final days of the school year. Schools and teachers are encouraged to offer a range of final assessments over a period of time at the end of the school year (or semester). For example, teachers may require students complete cumulative final assessments such as final projects, writing activities, presentations and so on, during the 2-6 weeks prior to the end of the school year.
- 3.12.4 Planning earlier summative assessments can help teachers determine which students do and do not require supplementary instruction prior to the conclusion of the school year.

Table 3.13 Determining the Weighting for Final Summative Assessments as a Proportion of a Summative Grade (ADLC has specific reasons to be exempt from this standard)

Grade Level	Summative Assessments
1 and 2 **4 and 5**	Teachers collect classroom summative assessments all year and may use final assessment activities, but these should not be administered in a formal exam setting. Evaluation of student achievement is made by comparing student results on the classroom summative assessments to the expectations defined in the Programs of Study. There should be no formal selected response exams at these grade levels.
3	Teachers collect classroom summative assessments all year and may use final assessment activities, but these would not be administered in a formal exam setting. Evaluation of student achievement is made by comparing student results on the classroom summative assessments to the expectations defined in the Programs of Study. The Student Learning Assessment can be administered early in the school year and the information from these assessments is intended to be used in the refinement of programming goals for students. The Grade 3 SLA is available to teachers as a tool to use at their discretion.
6	Teachers collect classroom summative assessments all year and may use final assessment activities, but these would not be administered in a formal exam setting. Use of and reliance on the results of selected response assessments should be minimal or not used at all. Evaluation of student achievement is made by comparing student results on the classroom summative assessments to the expectations defined in the Programs of Study. No specific weighting is applied to PAT results. PAT results will contribute to the teacher's informed judgment of overall student achievement. 'Unofficial' PAT results must be reported distinctly on the report card according to Ministry of Education Regulations.
7 and 8	No less than **80%** of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios may be included. A written or practical component of a final exam may be included. A selected response component of a final exam may be included as well. **No more than 15%** of a student's grade should be derived from a selected response, formal exam. A summative evaluation process completed over two or more sessions at the end of the year is appropriate, as long as the selected response sections **do not exceed 15%** of the final grade.
9	**75-80%** of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios may be included. Students must complete PATs in Language Arts, Social Studies, Science and Math. The Ministry requires that schools report the 'unofficial' PAT results distinctly on the Report Card. **A minimum of 10%** of the final grade in a subject should be derived from the selected response section of the PATs. **No more than 15%** of the final grade in a subject should be derived from the selected response section of the PATs. (Including the PAT results in the final mark is intended to add authority and value to the PAT such that students participate fully and with effort). **The remaining 10-15 %** of the final grade should be derived from year-end summative assessments that do not rely on selected response style exams. These may include cumulative work completed near the end of the learning cycle, final practical or written summative assessments, (which can include the written response sections of the PATs), or other summative performance assessments that allow the student to demonstrate mastery.

Grade Level	Summative Assessments
	These assessments do not have to occur in the final days of the school year, but should be collected within 4-6 weeks of the end of the school year.
10	**75-80%** of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios, final practical or written summative assessments, or other summative performance assessments that allow the student to demonstrate mastery may be included.
	20-25% of the student's grade should come from a formal final exam. The exam can occur over more than one event. **No more than 15%** of the final grade in a subject should be derived from the selected response section of a final exam.
11	**70-75%** of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios, final practical or written summative assessments, or other summative performance assessments that allow the student to demonstrate mastery may be included.
	25-30% of the student's grade should come from a formal final exam. The exam can occur over more than one event. **No more than 20%** of the final grade in a subject should be derived from the selected response section of a final exam.
12	In grade 12, courses that are completed with Provincial Diploma Exams do not require in-class final exams. Unit tests are expected. Provincial Diploma Exams weightings in the course are determined by the Learner Assessment. Currently School Awarded Marks are worth 70% of the Final Grade and Diploma Exam Marks are worth 30% of the Final Grade.
	Generally, most other grade 12 (30 level) courses are not conducive to final exams (Physical Education 30, Drama 30, etc.). Some courses such as Math 31 and French 30 can appropriately schedule final exams. The weighting of these exams is best determined by the instructor and should be reflective of the standards and expectations described in the Program of Studies, and align with the values of Diploma Exams.

Though helpful in the overall analysis, the determination of the final grade need not rely entirely on a mathematical calculation. Averaging marks over 10 months does not adequately recognize student growth over time. Teachers use their discretion to finalize marks according to individualized circumstances.

The student's final mark is ultimately based on the teacher's professional judgment of the student's achievement of the learning outcomes.

3.13 Exemptions from Final Exams. Schools will develop procedures and expectations regarding exemption from final exams.

3.13.1 Individual students may be exempted from writing exams for reasonable issues associated with health and family, at the School Principal's discretion.

3.13.2 Exemption practices designed by the school for students who have consistently demonstrated excellence in achievement and behavior **may** be offered in grades 7, 8 and 10 but not in grades 9, 11 and 12. This is a school based decision which must be well described in the school's handbook.

4. Reporting (Communication)

4.1. There are three elements to report: 1. Student Progress; 2. Behavior and Effort; 3. Student Achievement. Teachers maintain continuous communication with students and their parents in regard to their formative assessment of student progress, behavior and effort, and achievement.

    4.1.1 Parents and students have 'read-only' access to the records of student progress, attendance and achievement available on-line.

    4.1.2 For information about communicating progress of students with Modified Programs, please refer to AP 60-12 Inclusive Practices (Student Placement and other Programming Decisions), or contact Student Services directly.

    4.1.3 Grades may be appealed as per AP 20-03 External Communication Protocol.

4.2. Communication of Student Progress (all grades):

    4.2.1. Teachers describe Student Progress in reference to specific evidence of student work, developed over a period of time. This is formative, developmental and measurable against the standards of the Programs of Study.

    4.2.2. Teachers use mini reports, progress reports and/or the actual assessment products (tests, projects or assignments if these have clearly identified learner outcomes), as means of communicating Student Progress.

    4.2.3 Teachers are encouraged to use electronic-portfolios, shared with parents and individual students, to collect and communicate student work including multi-media or electronic / digital products (e.g. FreshGrade).

    4.2.4 Student blogs (web logs) can also be shared with the student's parents when they represent progress related to a learning outcome.

    4.2.5 It is the teacher's responsibility to ensure that parents have received the information about their children's progress. **Teachers should not rely on just one form of communication**. Communication should be multi-faceted and aligned both to the age and level of the students and the parent's capacity to receive (particularly digital) communication.

4.3. Communication of Student Behavior and Effort (All grades)

    4.3.1 Teachers discuss Student Behavior and Effort in dialogue with parents and students.

    4.3.2 Teachers regularly communicate information regarding the character development of a student. Teachers describe student performance in relation to citizenship, social responsibility expectations and life skills that are integrated into the Programs of Study using as criteria:

- The Programs of Study for Health and Life Skills, Kindergarten to Grade 9, and Career and Life Management 20 in high school.
- Descriptions of behaviors that demonstrate student growth in relation to citizenship and social responsibility expectations found throughout the Programs of Study (e.g. Social Studies Learning Outcomes).

    4.3.3 Teachers use Growth as a Learner indicators and/or comments on mini reports, progress reports and on summative report cards to describe student behavior and effort.

    4.3.4 The table below (Table 4.2 Growth as a Learner) can appear on progress reports and on the report card to represent the student in all classes in general, and / or with any subject, representing the student in that particular class. Teachers can also select some or all of the work habits on which to report.

Table 4.2 Growth as a Learner
(These are recommended attributes)

Growth as a Learner	Excellent	Proficient	Satisfactory	Marginal	Limited
Demonstrates a positive attitude					
Contributes to class discussions					
Demonstrates respect for others					
Works well with peers					
Makes appropriate use of class time					
Completes homework and assignments					
Other…					

Performance Scale

Excellent: Achievement that is **refined**. The student **consistently** demonstrated **an in-depth** and **broad** achievement of the expected behavior.

Proficient: Achievement that is **competent**. The student **usually** demonstrated **well-developed** achievement of the expected behavior.

Satisfactory: Achievement that is **adequate**. The student demonstrated a **basic** but **partial and/or inconsistent** achievement of the expected behavior.

Marginal: **At Risk.** Achievement that is **marginally adequate**. The student demonstrated **minimally acceptable** achievement of the expected behavior.

Limited: Intervention is necessary. Achievement that is **not** yet at an acceptable level. The student demonstrated **inadequate** achievement of the expected behavior.

4.4   Frequency of Communication regarding Student Progress and Student Effort and Behavior (K-9): As stated in 4.2.5 above, it is the teacher's responsibility to ensure that parents have received information about their children's progress. **Teachers should not rely on just one form of communication.**

The guidelines for frequency of communication described below assume contacts PER CHILD, not necessarily by each teacher. (Frequently, a child has multiple teachers.) Schools will establish procedures to meet the guidelines described below, appropriate to their context.

NOTE: When behavior, academic progress and or the student's social emotional well-being is a concern, the frequency of communication with the parent should increase with the degree and level of the concern. Immediacy is a priority when the situation is severe and/or chronic.

If conditions make some of the following guidelines difficult or impossible to achieve, teachers should increase the frequency of the other forms of communication.

4.4.1   Two (2) or more Conference/Meetings per year between parent, teacher and preferably the student.

4.4.2   Plus two (2) or more Teacher Initiated contacts per year (phone call, email, note, letter or impromptu meeting) per student.

4.4.3   Plus four (4) or more Mini/Progress Reports per year.

4.4.3.1 These reports should reflect the teacher's records of the student's formative assessment activities, work habits, attendance and summative assessment activities.

4.4.3.2 Mini/Progress Reports do not need to be generated for all subjects at one time since it is unlikely that themes or units of study in several subjects all reach a conclusion at the same time. It is more appropriate and makes more sense to communicate progress at the conclusion of a theme or unit of study.

4.4.3.3 The use of secure shared digital media (e.g. FreshGrade or e-portfolios) enhance but do not replace formal conferences, teacher initiated contacts or mini/progress reports.

4.5 Frequency of Communication regarding Student Progress and Student Effort and Behavior (10-12): As stated in 4.2.5 above, it is the teacher's responsibility to ensure that parents have received information about their children's progress. **Teachers should not rely on just one form of communication.**

The guidelines for frequency of communication described below assume contacts PER CHILD, not necessarily by each teacher. (Frequently, a child has multiple teachers.) Schools will establish procedures to meet the guidelines described below, appropriate to their context.

NOTE: When behavior, academic progress and or the student's social emotional well-being is a concern, the frequency of communication with the parent should increase with the degree and level of the concern. Immediacy is a priority when the situation is severe and/or chronic.

If conditions make the following guidelines difficult or impossible to achieve, teachers should increase the frequency of the other forms of communication.

4.5.1 Any four (4) contacts per semester (Conferences/Meetings, Teacher Initiated, or Mini/Progress Reports).

4.5.1.1 These reports should reflect the teacher's records of the student's formative assessment activities, work habits, attendance and summative assessment activities.

4.5.1.2 Mini/Progress Reports do not need to be generated for all subjects at one time since it is unlikely that themes or units of study in several subjects all reach a conclusion at the same time. It is more appropriate and makes more sense to communicate progress at the conclusion of a theme or unit of study.

4.5.1.3 The use of secure shared digital media (e.g. FreshGrade or e-portfolios) enhance but do not replace formal conferences, teacher initiated contacts or mini/progress reports.

4.6. Communication of Student Achievement on Report Cards: Teachers provide summative reports according to the procedures established regarding Report Cards, below. These describe Student Achievement with specific reference to Learner Outcomes defined within the Programs of Study.

4.6.1 Purpose of Report Cards: The report card is the standard document and primary tool used to communicate a summary of Student Achievements on summative assessments to people outside the classroom (parents and other educational institutions).

4.6.2 The report card is standardized to the Division as described in this Administrative Procedure.

4.6.3   Division community schools will use the standardized report card document, branded specifically to each school.

4.6.4   Division community schools may choose to use unique formats for Kindergarten Report Cards as long as they reflect the principles of the Early Childhood Programs of Study.

4.6.5   Standardized report cards are available using PowerSchool™

4.6.6   Teachers provide a <u>final</u> statement of a student's demonstrated performance relative to the General Learning Outcomes defined in each Program of Study. Achievement Indicators identify levels of Student Achievement coded to a specific scale.

    4.4.6.1   Teachers assign achievement indicators and summative grades, following the descriptors in <u>Table 4.4 Assigning Grades to Summarize Student Achievement in a Course</u>, based on their professional judgment of Student Achievement relative to Learning Outcome criteria described in the Programs of Study.

4.6.7   <u>Frequency of Communication of Student Achievement by Report Cards</u>: Given ongoing communication regarding students' formative progress, Division schools will issue one summative Report Card per school year for students in grades 1 - 9, and one summative Report Card at the end of each semester for students in grades 10 - 12.

    4.6.7.1   Note: As described above in 4.1, teachers maintain open and frequent communication about student progress, behavior and effort with parents and students throughout the learning process.

    4.6.7.2   High schools will create procedures for validating preliminary transcripts requested by students in preparation for entry into post-secondary institutions.

Table 4.4 Assigning Grades to Summarize Student Achievement in a Course

Levels of Achievement:
- **Above** enrolled grade level: Unless specific assessment activities have been performed by the students to assess skills or knowledge at a grade level above that which they are enrolled, teachers cannot accurately determine whether students are above enrolled grade level expectations.
- **Below** enrolled grade level: **Intervention is necessary** when achievement is **not** yet at an acceptable level and or when the student demonstrated **inadequate** achievement of Learner Outcomes.
- **At** enrolled grade level: The teachers' professional judgements of student achievement are based on multiple observations and student assessment activities completed over a period of time.
  - Note that the determination of a summary grade is not simply a cumulative or averaged mathematical calculation.
  - Teacher's professional judgment is critical in determining the grade and supersedes automated calculations.

Kindergarten
Feedback summaries to parents are very specific to the experience and developmental progress, based on what the student can or cannot do.
Grades 1-6

Excellent	Achievement that is **refined**. The student **consistently** demonstrated **an in-depth** and **broad** achievement of Learner Outcomes.
Proficient	Achievement that is **competent**. The student **usually** demonstrated **well-developed** achievement of Learner Outcomes.
Satisfactory	Achievement that is **adequate**. The student demonstrated a **basic** but **partial and/or inconsistent** achievement of Learner Outcomes.
Marginal	**At Risk.** Achievement that is **marginally adequate**. The student demonstrated **minimally acceptable** achievement of Learner Outcomes.
Limited	**Intervention is necessary.** Achievement that is **not** yet at an acceptable level. The student demonstrated **inadequate** achievement of Learner Outcomes.
Grades 7-12	
Student achievement will be summarized using a percentage scale. This is largely due to the grade reporting requirements of Alberta Education for senior high courses.	
At enrolled Grade Level	Levels of achievement range from 50% to 100%.
Below enrolled grade level	Below 50%
Incomplete	When the student has not submitted all Summative Assessments for evaluation, and therefore has not demonstrated their knowledge or skills, the student will be assigned an "**I**" for Incomplete. The school, student and the student's parent/guardian will have a specific plan for completion.
Withdrawal	The student has, after consultation with school counseling staff and parents/guardians, chosen to withdraw from a course in which they were registered. A "**W**" will be recorded. A withdrawal is not an incomplete course and therefore does not require a plan for completion.

5. Programs of Study

    5.1   Teachers use the Programs of Study to determine the Learning Outcomes for the courses they have been assigned to instruct.

    5.2   Teachers follow the guidelines described in the Student Services Operating Manual for the development of Modified Programs for students with special needs.

- **Reference** Ministerial Order (#016/97). Teacher Quality Standard Applicable to the Provision of Basic Education in Alberta. May 1997.
- **Note:** In 1997, Alberta became the first province to introduce a *Teaching Quality Standard* (TQS). The revised *Teaching Quality Standard* is aligned with the *Leadership Quality Standard* and the *Superintendent Leadership Quality Standard*. On **September 1, 2019,** the TQS will come into effect and will apply to all certificated teachers in Alberta.
  - https://education.alberta.ca/professional-practice-standards/teaching-quality-standard/?searchMode=3
- K-12 Learning System Policy, Regulations and Forms Manual. Section 2 – Accountability in Education Policy Requirements. Policy 2.1.2 – Student Evaluation. January 2003.
- Guide to Education. Alberta Education. Student Assessment ECS to Grade 9

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