

## LEARNING ASSESSMENT

### Background:

The Division is committed to ensuring ongoing, meaningful, reliable and valid assessment for all students. Assessment is the process of gathering evidence designed to:

- improve student learning;
- guide effective instruction;
- make professional judgements about student achievement;
- provide information for reporting; and
- make informed decisions about student programming.

Assessment practices will:

- recognize the student as integral to the process;
- focus on student learning through ongoing descriptive feedback in reference to the curricular outcomes;
- ensure open and timely communication of assessment with students and parents/guardians; and
- include multiple sources of evidence from a variety of assessments.

The *Education Act* requires:

- the Board of Trustees to give students the opportunity to meet the standards of education set out by the Minister of Education by providing policy direction to the Superintendent and holding the Superintendent accountable for policy implementation;
- the Superintendent, as the Chief Educational Officer, to give students the opportunity to meet the standards of education set out by the Minister of Education and to implement the Board of Trustees' policy as it relates to this responsibility by establishing an Administrative Procedure that assigns responsibility for various aspects of policy implementation;
- the Principal to ensure students are given the opportunity to meet the standards of education set out by the Minister of Education and to supervise the evaluation and advancement of students;
- teachers to give students the opportunity to meet the standards of education set out by the Minister of Education and to regularly evaluate students and periodically report results of the evaluation to the student, their parent/guardian and the Principal;
- students to be ready to learn and actively engage in and diligently pursue their education; and
- parents/guardians to take an active role in their child's educational success.

### Definitions:

#### Formative Assessment:

Opportunities to collect a variety of evidence and provide feedback to further student

understanding and to inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

**Summative Assessment:**

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

**Procedures:**

**1. Students will:**

- 1.1. be active learners demonstrating their learning through opportunities provided by the teacher;
- 1.2. complete tasks to the best of their ability to demonstrate their achievement; and
- 1.3. fulfill the requirements of a missed summative assessment or demonstrate a different level of understanding through a reassessment opportunity.

**2. Teachers will:**

- 2.1. ensure assessment practices are aligned to curriculum expectations and learning outcomes and, when in place, Instructional Support Plan (ISP)/ Individualized Program Plan (IPP) outcomes, criteria and standards;
- 2.2. gather evidence of student knowledge, skills and understanding from assessment practices based on high-quality teaching and learning. Teachers:
  - 2.2.1. plan so they can assess students both formatively and summatively as part of the teaching and learning process
  - 2.2.2. develop a variety of high-quality assessment tasks and tools to yield reliable evidence of student achievement
  - 2.2.3. collect evidence of learning from multiple sources—including observations, conversations and products—to ensure valid and reliable evidence of student achievement
  - 2.2.4. provide opportunities for students to demonstrate a different level of understanding through various reassessment methods, within a reasonable time frame
  - 2.2.5. can assign a zero, in consultation with the Principal, at the end of the reporting period when there is no demonstrated evidence of outcome achievement, despite multiple attempts with the student and parents/guardians to fulfill the requirements of a missed summative assessment
  - 2.2.6. will determine the student’s most consistent level of achievement with consideration given to the most recent or comprehensive evidence
  - 2.2.7. will determine a student’s grade based on the above criteria and informed professional judgment;
- 2.3. share assessment information through:
  - 2.3.1. instructional outlines identifying assessment plans
  - 2.3.2. ongoing descriptive feedback to students that is clear, specific, meaningful and timely to support improved learning and achievement

- 2.3.3. timely and ongoing communication with students, parents/guardians and school administration;
- 2.4. provide opportunities for parents/guardians to be involved in their child’s learning.
- 3. Principals will:
  - 3.1. formally review and communicate the Division’s Administrative Procedure and Board Policy regarding student assessment with staff, students and parents/guardians annually;
  - 3.2. develop and share school assessment plans that include performance measures, reporting format and philosophy in support of Board Policy and Administrative Procedure with the school community;
  - 3.3. align assessment practices in the school with current Division Administrative Procedures, Board Policies and practices;
  - 3.4. monitor and engage in ongoing dialogue with teachers to ensure the collection of reliable and valid evidence that supports teacher judgment about students' achievement; and
  - 3.5. ensure there is ongoing communication with parents/guardians that occurs in addition to formal reporting.

**4. Communication and Reporting**

- 4.1. The Superintendent prescribes Division standards for communicating student achievement and growth.
- 4.2. The following tables provide the grade/mark and learner attribute descriptors to be used for students in kindergarten to Grade 12.

**4.2.1. Elementary (K-6) Achievement Scales**

Table 360.1

	Achievement Level	At this time, the learner is:
Meeting Expectations	5	- Excelling in learning expectations - Applying concepts in <b>new or unique</b> learning situations - <b>Independently</b> using skills and strategies
	4	- Meeting learning expectations - Applying concepts in <b>new</b> learning situations - With <b>minimal</b> support, using skills and strategies
	3	- Meeting learning expectations - Applying concepts in <b>familiar</b> learning situations - With <b>reasonable</b> support, using skills

		and strategies
Below Expectations	2	- Approaching learning expectations - Applying concepts when <b>rehearsed and highly structured</b> - With <b>high</b> levels of support, using skills and strategies
	1	- Below learning expectations - Having difficulty applying concepts <b>even when rehearsed and highly structured</b> - <b>Despite high</b> levels of support, is having difficulty using skills and strategies
	U	Unable to Assess - Personalized comment to explain the student couldn't be assessed (ISP, vacation, illness, other circumstance, key assessments incomplete or missing)
	ISP	Student is on an Instructional Support Plan and may have achievement reported in an alternative format

#### 4.2.2. Elementary (K-6) Learner Attribute Scale

Table 360.2

Below Expectation		Meeting Expectation	
<b>1</b> high levels of support required  "inconsistently"	<b>2</b> reasonable support required  "with prompting"	<b>3</b> little support required  "...often..."	<b>4</b> independently required  "...consistently.." ."

#### 4.2.3. Junior High (7-9) Grading Scales

Grades in junior high language arts, math, science and social studies courses shall be reported using percentages. Pursuant to Board motion 067/207, the use of grade percentages for grades 7-12 will continue unless there is a Board motion to do otherwise.

Table 360.3 (Adapted from the Alberta Education Programs of Study)

Percentage	Description
80-100%	<ul style="list-style-type: none"> <li>- Learning goals are met in an astute and comprehensive way</li> <li>- Assignments are well crafted, organized in a purposeful fashion and demonstrate attention to precise details</li> <li>- Demonstrates an in-depth understanding and degree of skill on summative assessments</li> <li>- Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
65-79%	<ul style="list-style-type: none"> <li>- Learning goals are met in a practical and thorough way</li> <li>- Assignments are complete, organized in a competent fashion and demonstrate attention to relevant details</li> <li>- Demonstrates a substantial understanding and degree of skill on summative assessments</li> <li>- Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
50-64%	<ul style="list-style-type: none"> <li>- Learning goals are met in an appropriate and reasonable way</li> <li>- Assignments are generally complete, organized in an acceptable fashion and demonstrate attention to predictable details</li> <li>- Demonstrates a satisfactory understanding and degree of skill on summative assessments</li> <li>- Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
0-49%	<ul style="list-style-type: none"> <li>- The student has demonstrated insufficient performance in relation to learner outcomes</li> </ul>

#### 4.2.4. Junior High (7-9) Complementary Courses Grade Scale

Table 360.4

Letter Grade	Description of Achievement Standards
A+	<ul style="list-style-type: none"> <li>- Achievement is highly sophisticated and adept</li> <li>- Consistent demonstration of a high degree of effectiveness that may surpass provincial standards for learning outcomes for</li> </ul>

	the subject and grade
A	<ul style="list-style-type: none"> <li>- Achievement is refined and skillful</li> <li>- Consistent demonstration of a high degree of effectiveness in relation to provincial standards for learning outcomes for the subject and grade</li> </ul>
B	<ul style="list-style-type: none"> <li>- Achievement is competent and methodical</li> <li>- Consistent demonstration of considerable effectiveness in relation to provincial standards for learning outcomes for the subject and grade</li> </ul>
C	<ul style="list-style-type: none"> <li>- Achievement is marginally adequate</li> <li>- Effectiveness falters occasionally in relation to provincial standards for learning outcomes for the subject and grade</li> </ul>
D	<ul style="list-style-type: none"> <li>- Inconsistently achieves at an acceptable level</li> <li>- Limited effectiveness or inconsistent performance is demonstrated in relation to provincial standards for learning outcomes for the subject and grade</li> </ul>
I	<ul style="list-style-type: none"> <li>- Required understanding and skills in relation to provincial standards for the learning outcomes are not demonstrated</li> </ul>

#### 4.2.5. Senior High (10-12) Grading Scale

All senior high courses shall be reported using percentages. Pursuant to Board motion 067/207, the use of grade percentages for grades 7-12 will continue unless there is a Board motion to do otherwise.

Table 360.5 (*Adapted from the Alberta Education Programs of Study*)

Percentage	Description
80-100%	<ul style="list-style-type: none"> <li>- Learning goals are met in an astute and comprehensive way</li> <li>- Assignments are well crafted, organized in a purposeful fashion and demonstrate attention to precise details</li> <li>- Demonstrates an in-depth understanding and degree of skill on summative assessments</li> <li>- Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
65-79%	<ul style="list-style-type: none"> <li>- Learning goals are met in a practical and thorough way</li> <li>- Assignments are complete, organized in a competent fashion and demonstrate attention to relevant details</li> <li>- Demonstrates a substantial understanding and degree</li> </ul>

	<p>of skill on summative assessments</p> <ul style="list-style-type: none"> <li>- Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
50-64%	<ul style="list-style-type: none"> <li>- Learning goals are met in an appropriate and reasonable way</li> <li>- Assignments are generally complete, organized in an acceptable fashion and demonstrate attention to predictable details</li> <li>- Demonstrates a satisfactory understanding and degree of skill on summative assessments</li> <li>- Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program</li> </ul>
0-49%	<ul style="list-style-type: none"> <li>- The student has demonstrated insufficient performance in relation to learner outcomes, will not earn credits and will not fulfill prerequisite requirements for higher-level courses</li> </ul>

## 5. International Baccalaureate Programming

- 5.1. International Baccalaureate (IB) Diploma Programme students will be assessed on both IB and Alberta provincial standards. Opportunities for reassessment are not permitted for IB informal and formal assessments. Section 2.2.4 above is nullified for the IB Programme.

### Reference:

Section 11, 18, 31, 33, 52, 53, 55, 56, 196, 197, 222 *Education Act*

*Freedom of Information and Protection of Privacy Act*

Practice Review of Teachers and Teacher Leaders Regulation 92/2019

Student Record Regulation 97/2019

Ministerial Order 015/2004 – Standards for Special Education

Ministerial Order 028/2020 – Student Learning

Ministerial Order 001/2020 – Teaching Quality Standard

Guide to Education ECS to Grade 12

Achievement Testing Program Grades 3, 6, and 9 General Information Bulletin

Diploma Examinations Program General Information Bulletin