

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 to students, and parents or guardians.

Definitions

Achievement level:

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

Assessment:

the process of gathering evidence of knowledge, skill and understanding by a certificated teacher on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

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.

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):

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. All students with diagnosed special education needs, from severely disabled to the gifted and talented, require an Instructional Support Plan (ISP).

Learner outcomes:

provincially mandated knowledge, skills and understanding that students are expected to learn and demonstrate.

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 and 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. Decisions regarding student placement shall be made by school administration.
- 1.8. Students enrolled in a program of studies shall complete assigned learning activities to demonstrate their learning throughout the term of their course of studies. When assigned learning activities are missing or incomplete, communication with students and parents and guardians shall occur.
- 1.9. Significant changes to formal reporting templates shall be shared with the Board prior to implementation.

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. School assessment plans shall be posted on school websites 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	
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