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		DEVELOPED: 2019-04 REVISED: 2021-01

POLICY

The Board is committed to quality education and believes that student assessment is an integral part of the instructional process.

The Board expects assessment practices to provide the information necessary to guide teachers, students and parents/guardians in their educational decisions.

The Board believes that student learning is enhanced through a continuous process of assessment and communication about student progress towards achieving curricular learner outcomes.

DEFINITIONS

Assessment – a 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 – assessment experiences that result in an ongoing exchange of information between student and teacher about student progress toward clearly specified learner outcomes.


Grade – 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 summative assessments.

Summative Assessment – assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with audiences outside classrooms.

PROCEDURES

Student Assessment

1. Measures used to assess and evaluate student achievement will be based on the learner outcomes outlined in the program of study.
2. Teachers will use a variety of strategies to facilitate formative and summative assessment in order to provide ongoing feedback to the student and to assess individual student achievement and growth.
3. The methods of assessing and evaluating student achievement and growth and the procedures and criteria used to determine summative grades will be communicated to students and parents/guardians prior to assessment.
4. Teachers must keep meaningful records of evidence that indicates what the students know and are able to do, relative to subject/grade level learner outcomes.
5. Teachers will utilize information from formative assessment to plan learning experiences for students in order to enhance student learning.
6. Principals shall ensure that assessment practices and evaluation standards are consistent with Unlimited Potential Community Services School Administration Regulations.

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7. Students and parents/guardians will receive timely and accurate information with respect to student achievement and growth relative to subject/grade level learner outcomes.
8. Each school shall have at least three (3) regular reporting periods during each school year.
9. Each school will provide a written progress report containing information about the student's achievement relative to subject/grade level learner outcomes.
 - 9.1 Student progress will be reported using the ETO established report card.

Record and Testing Programs

1. Schools are required to maintain accurate records pertaining to student evaluation.
2. Schools are required to respect the confidentiality of student evaluation records and to release them only to those entitled to receive them in accordance with the provisions of the *Education Act*, Student Records.
3. Schools are required to make provision for the administration of tests and examinations as mandated by Alberta Education.