

Medicine Hat Public School Division

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**MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"**

SECTION 600 – Students

ADMINISTRATIVE PROCEDURE: ASSESSMENT AND REPORTING

PROCEDURE CODE:	616 P 001
Policy Reference: 616 – Student Assessment	Exhibits: 616 E 001 Application Form: Student-Initiated Challenge Assessment 616 E 002 Challenge Assessment Summary Sheet

ASSESSMENT FOR LEARNING

Teachers will use assessment for learning to improve student achievement. Assessment is an ongoing process that adheres to the following principles:

1. Curriculum, instruction, and assessment are aligned.
2. Assessment informs the teacher, student, and parents about the learning and achievement in relation to the learner outcomes.
3. Teachers continually use classroom assessment information to adjust instruction.
4. Teachers provide timely, descriptive, and specific feedback to students to support learning.

ASSESSMENT OF LEARNING – GRADING PRACTICES

1. Students will be assessed on the basis of learner outcomes as stated in the Alberta programs of study, including locally developed courses and electives designed at individual school sites.
2. Student grades are determined relative to how each student is progressing toward mastery of the learning outcomes and not in relation to how they are progressing as compared to their peers.
3. Attitude, effort, work-habits, behavior, and attendance are reported separate from grades reporting academic achievement unless identified in the learner outcomes.
4. Reporting on student grades requires sufficient quality evidence and should reflect student achievement relative to the learning outcome - not a reflection of incomplete and/or

missing work. Schools and individual teachers must identify supports and/or processes to address concerns regarding late or incomplete work.

5. Accommodations identified by Alberta Education to be made universally available for standardized assessment should be available to students throughout the course of study and not impact the determination of grades.
6. Recent assessment information is more accurate than using data from initial attempts prior to improved learning. Teachers are to use their professional judgement through the triangulation of evidence in determining summative course marks.
7. Formative Assessment (assessment for learning), is separate from summative assessment (assessment of learning). Therefore, formative assessment information should inform instruction and student learning and should not be included as part of determining achievement on a final grade.
8. Teachers need to provide students with guidelines for multiple opportunities to demonstrate their ability to meet learner outcomes. School Assessment plans should outline a common approach to reassessment.

REPORTING REQUIREMENTS

1. School Administrators will identify in the school assessment plan, the processes used for communicating informally and formally with parents and students. This plan will identify both the frequency of, and approach to formal communication.
2. Reporting mechanisms may be in the form of, but not limited to, report cards, progress reports, portfolios, interviews and student led conferences.
3. Reporting mechanisms are to provide information on the elements of learning: academic achievement, academic growth, and behavioural characteristics and/or learner attributes.
4. Academic Achievement will reflect only individual progress relative to learner outcomes.
5. Academic Growth reflects how the student has progressed relative to his/her initial understanding of outcomes taught and/or ability to perform any skills inherent in the outcomes. This information could be provided in a 'comments box' on the report card; in the student portfolio; in communication with the parent; or whatever for is most appropriate to the school site and individual student.
6. Behavioural Characteristics such as learner attributes, reflect student work habits in relation to achieving the learning outcomes. Elements such as attendance, assignment completion, listening skills, effort level, etc. are reported through the area related to learner attributes and/or through teacher comments.
7. The student report produced through the Division Student Information System will include the following:
 - 7.1. School name and logo;
 - 7.2. Division logo



- 7.3. Name of Principal and student's teacher(s)
- 7.4. Record of student attendance and punctuality;
- 7.5. Alberta Student Identification Number and legal name of student, or preferred alternative name where both names are recorded in the Student Information System;
- 7.6. Grade or program placement level of student including an indication if the program has been adapted or modified (as per Alberta Education guidelines), to meet individual needs;
- 7.7. Teacher comments, as appropriate regarding student progress;
- 7.8. Identification of the level of achievement in all subject areas according to the learner outcomes and reported by Achievement Indicator Scale (applicable to grades 1 through 9) and/or percentages (applicable to grades 10 – 12).

APPEALS

- 1. Rights of Appeal
 - 1.1. To ensure that student evaluation procedures followed in a school have been fair and just, a student will have the right to appeal the final grade awarded to any subject.
 - 1.2. The right of appeal may be exercised by a parent or guardian acting on a student's behalf.
- 2. Procedures for Appeals
 - 2.1. Appeals at the School Level
 - 2.1.1. The first appeal will be made to the teacher.
 - 2.1.2. The second appeal will be made in writing to the Principal within one (1) week of the time final grades are released to students.
 - 2.1.3. The written appeal will outline the reason or reasons for making the appeal.
 - 2.1.4. The Principal will acknowledge receipt of the appeal and indicate to the party submitting the appeal (student and/or parent/guardian), the expected date when a decision with regard to the appeal will be reached.
 - 2.1.5. To review the basis of any final grade awarded to a student, the Principal will consult with the teachers involved and employ one (1) or more of the procedures listed below:
 - 2.1.5.1. A check of accumulated records
 - 2.1.5.2. A personal hearing of the student's appeal
 - 2.1.5.3. A review of evaluation procedures followed; and
 - 2.1.5.4. Allow the student or parent/guardian to see the graded final examination
 - 2.1.5.5. The Principal will confirm in writing, the outcome of the appeal to the student and/or parent/guardian.

SCHOOL ASSESSMENT PLANS

School Administrators, in collaboration with teachers, will develop and communicate a school assessment plan. This plan will articulate the school progress report format, philosophy of



assessment in alignment with Division policy, and expectations for communication to parents/guardians.

School Assessment Plans may include but are not restricted to, the following:

1. Frequency and/or specified dates for progress reporting;
2. Frequency and/or specified dates for parent/teacher interviews and/or student led conferences;
3. Expected/Intended use of portfolio tools (online or any other organizing structure), and/or the Division Student Information System;
4. Expected frequency of ongoing communication regarding progress of student learning;
5. School wide approach to rewrites and/or reassessment for summative assessments;
6. School wide approach for supports and/or process to address missing and/or incomplete work.
7. Guidelines and expectations surrounding teacher comments as applicable to report cards.

PROVINCIAL ASSESSMENTS AND REPORTING

As per Alberta Education directives, preliminary Provincial Achievement Tests (PAT), results must be shared with parents/guardians and students. These preliminary results will be made available as appropriate on the final reporting mechanism.

Each year, the Division will report student achievement data in the Division Accountability Pillar Report. This data reflects student achievement in categories such as lifelong learning, world of work, citizenship and achievement on the Provincial Achievement Tests and Diploma Exams.

GLOSSARY OF TERMS

Achievement – a student’s demonstration of relative to grade level learner outcomes in the Alberta programs of study or as identified in programming reflected in Individual Support Plans (ISPs).

Achievement Indicator Scale – a scale consisting of four levels that indicate how frequently, consistently or well a student demonstrates criteria derived from learner outcomes. (i.e. Excelling, Meeting, Approaching, Beginning). This scale can be reflected on a report card and can be used to identify levels of achievement on individual assessments provided that criteria connected to the assessment have been identified by the teacher.

Assessment – the process of gathering, from a variety of sources, information designed to monitor and improve student learning and which accurately reflects how well a student is achieving the learning outcomes as outlines in Alberta programs of study.

Criteria – summary statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta programs of study; developed by teachers as part of the process of planning for assessment and instruction.



Evaluation – the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.

Formative Assessment – assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward learner outcomes. Formative assessment is also referred to as “assessment for learning” which refers to information NOT used for evaluation.

Grade (mark) – a letter number or performance level reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments.

Graded Curriculum – the grade-specific Alberta programs of study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the grade curriculum but proceed with an alternative set of goals and outcomes outlined in the Individual Support Plan.

Growth – changes in student learning over time, measured against the relevant programs of studies and/or ISP.

Individualized Support Plan (ISP) – a concise plan of action designed to address students’ special educational needs and is based on diagnostic information which provides the basis for intervention strategies

Learner Outcomes – what students are expected to know, understand, be able to do and put into action after planned learning experiences and based on the Alberta programs of study.

Performance – how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by letters on the Achievement Indicator Scale: E – Excelling, M – Meeting, A – Approaching, B – Beginning or in percentages: 0 – 100%.

Programs of Study – provincial documents that define the learning outcomes for all students working on the graded curriculum.

Summative Assessment – the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as “assessment OF learning” which refers to information used for evaluation.

Triangulation of Evidence – the process teachers use to determine student levels of achievement related to the learner outcomes. Triangulation of evidence involves products (tests, assignments, tasks, etc.), observations, and conversations with students to provide increased reliability in determining the student level of achievement.

Valid - the extent to which an assessment accurately measures what it is intended to measure.

TERMS ASSOCIATED

Universal Screens – standardized assessments that serve to identify a baseline of student performance in specific skills related to literacy and numeracy.



Diagnostic Assessments – are more intensive, individually administered, and focus on specific areas. These assessments provide in-depth information about a student’s prior learning and may help to identify strengths or areas of concern allowing a teacher to make informed decisions about instructional and program planning for the student.

Progress Monitoring – teachers assess the impact of the instruction and supports based on instructional planning. Progress monitoring may involve the use of both whole and individual classroom based assessments.

Approved: December 3, 2018

Revised: _____

