

**POLICY TITLE:**

Student Evaluation

Board Approval: April 17, 2019

Board Review: April 25, 2023

BACKGROUND:

Students must be conscious of their own learning. The evaluation of student achievement is vital to the development of such learning and must determine what a student knows and can do. Student evaluation, therefore, must be continuous, integral to effective teaching, designed to consider individual needs, and be carried out within the parameters of the Alberta Education Program of Studies.

PROCEDURES:

1. Student evaluation informs the starting point for program planning regarding content, skill development, and teaching methodology.
 - 1.1 In the development of programs of instruction for students, consideration will be given to individual needs. Objectives will be consistent with and designed to achieve the Alberta Education Program of Studies.
 - 1.2 The starting point for creating individualized objectives shall be a result of:
 - 1.2.1 A determination of what a student knows and can do, determined by initial literacy and numeracy assessments.
 - 1.2.2 A determination of how a student learns.
 - 1.3 The teacher shall build positive relationships with students and support students to allow them to progress continuously and develop a positive self-concept and a positive attitude toward learning.

1.4 Year plans, unit objectives, perception checks, unit tests, and rubrics shall be completed in accordance with the SWIS program no later than September 15. Modifications may be made throughout the year to continuously individualize objectives to enable students to scaffold learning and reinforce concepts as needed. Classroom resources including textbooks, approved websites, newspaper articles, dictionaries, and tactile materials shall be in each classroom no later than Sept. 15.

2. Student evaluation provides information for making decisions about a student's education.

2.1 Parents or guardians shall be provided with the opportunity to be involved in decision-making regarding their child. This will be accomplished by:

2.1.1 Student benchmarks for Grade 4-12 will be determined for each program of studies through a student-parent-teacher conference. Benchmark conferences shall take place no later than September 30.

2.1.2 Student-led interviews will take place following term one and term two report cards. Student-led interviews are required for Grade 3 and lower, and are available to Grades 4-12 as supplemental support to their interim reports. Student-led interviews assess benchmark levels, celebrate student successes, identify personal goals, and provide an avenue of discussion regarding a student's learning style and preferred teaching style.

2.2 A student will progress year to year with their aged peers until they reach senior high at which time age is not used as a criterion for placement in courses. Students will receive modified objectives based on their individual level of understanding.

2.3 The Principal shall have the final responsibility for determining the placement of a student.

3. Student evaluation determines the degree to which a student has demonstrated the Learner Expectations mandated in the Alberta Education Program of Studies.

3.1 Achievement of curricular objectives shall be measured in a manner consistent with child development. The methods and grading systems used to evaluate achievement shall demonstrate a continuous transition from kindergarten through to grade twelve.

- 3.2 In addition to teacher knowledge of what a student knows and can do, Alberta Provincial standards shall be used.
 - 3.3 Students working on an Individualized Program Plans (IPP) shall be evaluated on the basis of that plan.
4. Student evaluation determines the degree to which a student has demonstrated competency in the outcomes identified in the Information and Communication Technology (ITC) Program of Studies.
 - 4.1 Student competencies in the ICT outcomes shall be evaluated within the core subjects and courses.
 - 4.2 Achievement of ICT outcomes shall be measured in the manner used to measure other curricular objectives.
 - 4.3 Achievement of ICT outcomes shall be reported as a separate entry in any student report.
5. Student evaluation includes opportunities for students to be involved in self-evaluation.
 - 5.1 Opportunities shall be provided through Student-Led Interviews where students reflect upon their successes in achieving the Learning Competencies and compare their performance to previous efforts. The goal will be to train students in effective strategies for self-evaluation.
6. Student evaluation provides the information required to report student progress.
 - 6.1 The purpose of reporting a student's progress shall be:
 - 6.1.1 To assist the student in the development of a consciousness of their learning;
 - 6.1.2 To regularly provide the student with feedback on their learning and achievements within the school setting; and
 - 6.1.3 To regularly inform the parents or guardians about their child's learning and achievements of the provincially determined Learner Expectations.
 - 6.2 Students and parents or guardians shall be kept informed about progress on a regular and ongoing basis throughout the school year.
 - 6.3 Information about student progress at the Kindergarten to Grade 12 level shall be reported to parents a minimum four times per year. Reports on student progress shall be evenly spaced throughout the year. There will be a minimum of two written reports in addition to student-led interviews (Grades 3 and lower) and interim report cards (Grades 4-12). The

reporting procedures and the reporting schedule shall be outlined in the school education plan and communicated to parents or guardians.

- 6.4 Informal reporting shall take place on an ongoing basis in whatever form the teacher deems appropriate.
- 6.5 Students working on an Individualized Program Plans (IPP) shall have their progress reported in a manner reflecting the modified program. During the development of the IPP, the parent or guardians shall be given a clear indication of the grade level at which the student is working and reports to parents shall indicate how well the student is doing relative to that grade level. Achievement shall be reported in written and anecdotal form and discussed with parents or guardians at appropriate intervals.

7. Student evaluation provides for an appeal process.

- 7.1 Evaluation procedures are a fair and just appraisal of student achievement.
- 7.2 Fairness and justness shall be achieved for both student and teacher in the following manner:
 - 7.2.1 The teacher shall have available and the student, where appropriate, shall be provided in advance of instruction with:
 - Clear objectives for each unit of study indicating perception checks and unit tests; and
 - A description of standards to be attained and the criteria to be used in any evaluation.
 - 7.2.2 The student or their parents or guardians shall expect:
 - An opportunity to appeal the evaluation the student has received;
 - Reasonably similar treatment as all other students in a given program;
 - Reasonably similar treatment (evaluation) from teacher to teacher in various sections of a subject; and
 - That all schools shall follow the Alberta Education Program of Studies.
- 7.3 In the event of a dispute over marks, consultation among student, their parents or guardians, and the teacher shall be the first avenue of appeal. This shall occur within one week of the student receiving the grade.
- 7.4 In the event that no resolution is reached between teacher and parent or guardians, the first formal request of appeal shall be made in writing to the

Principal within two weeks of the student receiving their final grade. The written appeal shall contain the reasons for the appeal.

- 7.5 Appeals of marks on any work except the final grade must occur by the end of the next school day following the return of the assessment, test, report, etc. Appeals on final grades must occur within one week after report cards are released. Thus, it is expected that an appeal of the final standing involving term work will be accepted only if there is reason to believe that the calculations of the term work weighting were inaccurate. Appeals submitted after the deadline will be denied.
- 7.6 The Principal shall initiate whatever steps are deemed necessary to review the basis for the original evaluation including the following:
 - 7.6.1 Consultation with the teachers involved;
 - 7.6.2 A check of the records;
 - 7.6.3 A personal hearing of the student's appeal;
 - 7.6.4 An investigation of the evaluation procedures followed;
 - 7.6.5 Allowing the student and their parents or guardians to see their final examination.
- 7.7 Following the investigation and/or any subsequent appeal, the Principal shall report the findings to the appellant, in writing, within two weeks of the receipt of the appeal.
- 7.8 A copy of each appeal and a record of its final disposition shall be forwarded to the Executive Director.
- 7.9 In the event that the student, and/or parent or guardians are not satisfied with the Principal's findings, an appeal may be made to the Executive Director. This appeal must be made in writing and within one week of receiving the report from the Principal.