

# ***Fort McMurray Catholic Schools Operating Policies and Procedures***

## ***OP 322 – Student Assessment, Evaluation and Reporting Policy***

### **Policy**

In accordance with our Core Values and beliefs, the Fort McMurray Catholic School Board shall ensure ongoing, meaningful, consistent and fair assessment for all students. Assessment shall improve student learning, guide effective instruction, support self-directed learning and determine placement decision. Assessment, evaluation and reporting practices will be embedded within and aligned with instruction as outlined in the Alberta Learning Programs of Study. The Board believes the primary purpose of assessment and evaluation is to improve student learning while acknowledging the requirement to communicate the achievement of students to parents/guardians, students and other stakeholders.

### **Definitions**

- Assessment for learning means ongoing exchange of information between students and teachers about student progress toward clearly specified learning goals for the purpose of improving learning and informing instruction (formative assessment).
- Assessment of learning means summarizing information collected about student achievement in order to share that information with students and others (summative assessment).
- Evaluation means making informed professional judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating student achievement.
- Reporting refers to the act of providing information at term-end or year-end through a report card and/or Individual Program Plan about student achievement, progress and growth.
- A balanced assessment includes a variety of assessment tasks such as observations, conversations and products. Ongoing diagnostic assessment provides information to inform instruction and improve student performance.
- Independent student refers to a student 16 years of age or older who has declared themselves independent from their parents.

- Authentic assessment refers to an evaluation of student learning by means of tasks that are similar to the work students normally do in the classroom or may encounter outside the classroom in real life situations.
- Cognitive domain refers to the knowledge skills, use of reasoning, intuition, perception, thinking processes.
- Affective domain includes factors such as student motivation, attitudes, perceptions, values or emotional areas.

### **Guiding Principles**

- Student assessment, evaluation and reporting are integral components of teaching and learning.
- Assessment for/of learning philosophy guides the teaching and learning process.
- Assessment evidence compiled from a variety of methods supports professional judgments made about student achievement.
- Students are actively involved in assessment.
- Regular feedback to students and parents is crucial to learning.
- Student evaluation procedures must be authentic, taking into account individual student needs and abilities.
- Student achievement is determined by performance which is norm-referenced (Provincial Achievement Tests, Diploma), criterion-referenced (curriculum) and self-referenced (individual pre and post testing).
- Assessment shall address both the cognitive and affective domains of student learning.
- Reporting to parents must be accurate and guided by authentic assessment.

### **Responsibilities**

#### **The School Board is responsible for:**

- Requiring the school programs offered meet the condition for continuing accreditation of Alberta Education; and

- Ensure an evaluation policy governing student assessment, evaluation and reporting exist in their jurisdiction.

**The Superintendent is responsible for:**

- Establishing and maintaining appropriate student assessment, reporting and evaluation policy, guidelines and procedures that address local needs and which satisfy the requirements of Alberta Education;
- Monitoring and reporting on student assessment and evaluation practices at the school and system level;
- Preparing a summary and analysis of student achievement upon the request of the board;
- Ensuring that all stakeholders are informed of current policy.

**Principals are responsible for:**

- Ensuring that teachers are aware of and adhere to the guiding principles of the Student assessment, evaluation and reporting policy.
- Ensuring that teachers follow the approved Alberta Education curriculum, provide a clear statement of course or program objectives, and disclose assessment procedures.
- Ensuring that confidentiality of information on student evaluation is respected and safeguarded.
- Ensuring that parents receive regular communication and timely access to information about student achievement, including traditional methods and emerging technologies, including on-line access to information.
- Ensuring that the assessment policy is communicated to students and parents.
- Ensuring that teachers maintain accurate and authentic assessment records.
- Ensuring that teachers and parents are aware of the appeal policy.
- Ensuring that graded final examinations shall be secured at each school for a reasonable period of time for appeal purposes (three months).

## **Teachers are responsible for:**

- Adhering to the guiding principles of the Student Assessment, Evaluation and Reporting policy.
- Providing a clear statement of course or program objectives, content and assessment procedures to students, parents and school administration
- Assessing student achievement based on multiple references: [norm-referenced (Provincial Achievement Tests, Diploma); criterion-referenced (curriculum); and self-referenced (individual pre and post testing)].
- Ensuring that assessment and evaluation methods reflect local or provincial curricular objectives.
- Maintaining confidential and accurate records documenting the student's progress
- Implementing balanced assessment utilizing a significant number and variety of authentic assessment methods reflecting assessment for/of learning philosophy.
- Using assessment information to guide and inform teaching practice.
- Using assessment results to modify programs in response to student needs and abilities.
- Communicating regular and timely information to parents and students regarding achievement, utilizing traditional methods and emerging technologies, including on-line access.
- Ensuring assessment and authentic reporting of special needs students on Individual Program Plans.
- Engaging students in the assessment process.
- Making a professional judgment on both the cognitive and the affective development of the child.

## **Appeal Procedures**

An independent student, parent or legal guardian may appeal school-awarded marks as follows:

### **Appeals at the School level**

- The principal will notify all students and parents regarding the right to appeal a final mark.

- The first appeal shall be made in writing to the principal within one week of the time final standings are released to students. The written appeal shall outline the reason(s) for the appeal. The principal shall acknowledge receipt of the appeal and indicate to the parent or independent student the expected date when a decision with regard to the appeal will be reached.
- The principal shall employ one or more of the procedures listed below to review the basis of any final standing awarded to a student:
  - Consultation with teachers involved;
  - A check of records;
  - A personal hearing of the student's appeal;
  - A review of assessment and evaluation procedures followed;
  - Allow the student to see the graded final examination.
- The School Principal shall confirm in writing the outcome of the appeal to the parent or independent student.

#### **Appeals at the School System Level:**

- Should a parent or independent student not be satisfied with the outcome of an appeal made to a school principal, the parent may request that the Superintendent convene an appeal committee to review the appeal.
- The appeal committee appointed shall consist of three or more members not directly involved in the case (i.e. the principal and teachers whose decision is being appealed).
- The appeal committee shall:
  - Arrange a personal hearing of the complaint;
  - Review the circumstances and the assessment and evaluation procedures followed in determining the final standing; and
  - Submit a report and a recommendation to the Superintendent with regard to the appeal.
- The decision of the Superintendent shall be considered final.

#### **Final Examinations:**

- To enhance the validity of final standings awarded to any school subject, all division three and division four students shall normally be required to complete an appropriate final examination, unless exempted by the school principal.

- The principal shall review and approve all final evaluation results prior to being released to the students.
- All final standings awarded to grade 10 to 12 high school students shall be forwarded to Alberta Education in accordance with departmental requirements.

<b>References:</b>	<b>Approved:</b>
	Date Approved: August 2001 Revision: May 17, 2010
<b>Cross References:</b>	