



**Student Evaluation, Assessment
and Achievement Policy**

Student Evaluation, Assessment and Achievement Policy

Objective

To ensure understanding of the responsibilities for student evaluation as outlined in the *School Act* and the *Private School Regulation*.

Purpose

The purpose of the policy is to encourage and enhance the use of assessment to guide instruction and improve learning. Assessments provide teachers with information to understand what students know and do not know in relation to programs of study outcomes. This information is then used to guide instruction and provide support for students to achieve the College's Purpose and Promise.

The College's Purpose: "we unleash the potential of passionate and creative problem solvers, ready to contribute to a better world," and it's Promise; "we challenge, inspire and support one another as we imagine and create our best futures." The Purpose and Promise refer to each student learning and achieving at the highest levels maximizing his or her potential.

WIC expects students to be diligent in their studies and develop the attributes of responsibility, creativity and accountability while completing their studies. These attributes will assist students in their transition to post-secondary and/or the world of work, and are crucial for students to achieve their full potential and contribute to their community. Assessment practices based on individual educational needs will assist and enhance the development of these attributes and the completion of individual student programs. In addition, the *School Act* requires that schools and school authorities report on student achievement and growth.

Definitions

Achievement — a student's demonstration of knowledge, skills and attitudes relative to grade level learner outcomes in the Alberta programs of study.

Assessment — the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving within the Alberta programs of study.

- **Assessment as learning:** The process of developing and supporting student engagement in the assessment process by monitoring their own learning, using assessment feedback from teacher, peers and self to determine next steps, and setting individual learning goals.
- **Assessment for learning:** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and to adjust instruction appropriately.
- **Assessment of learning:** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning based on established criteria, and to assign a value to represent that quality.

Evaluation — the process of judging the quality of student learning based on 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.

Graded Curriculum — the grade-specific Alberta programs of study for Kindergarten to Grade 12

Growth — changes in student learning over time, measured against the relevant programs of study

Education Plan (EP) — a concise plan of action, when required, designed to address students' educational needs, and is based on diagnostic information which provides the basis for intervention strategies

Performance — how well a student demonstrates grade level learner outcomes represented by a grade. Grades are represented by percentages 0—100%.

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

Reliable — the extent that assessment results are repeatable; giving similar results in similar situations over time

Summative Assessment — the process of collecting and interpreting evidence for evaluation. This is also known as "assessment of learning" which refers to information used for evaluation.

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

Policy

The College is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students' individual educational needs. Assessments and evaluations shall be based on evidence of learning demonstrated throughout the course of the term. Information on achievement and growth shall be related to learner outcomes stated in the Alberta programs of study. Assessment information is required for students, parents, and teachers to track and understand individual student progress, and also informs a student's performance, grade/course placement, and/or level of programming.

As an accountable institution, the College believes that our community should be provided with information about the growth and achievement of students on an annual basis. The College believes the communication of valid, accurate, and meaningful information about student achievement and growth to students, parents/guardians, and community members helps to build confidence in the educational services that it provides.

Evaluation and Assessment Expectations include the following:

1. The development, implementation and monitoring of consistent assessment practices and progress reports are to be:
 - fair, transparent, and equitable for all students
 - supportive of all students
2. A range of bias—free assessments that are respectful of student differences
3. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study
4. Teacher(s) shall make grade level programming or course of study decisions. These decisions are based on student achievement.
5. All staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.

6. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the course outline assessment/evaluation plan.
7. Students enrolled in a course of studies shall complete assignments to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:
 - communicating to students and parents/guardians when assignments are absent or incomplete and
 - communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement
8. Evaluation and assessments are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
9. Expectations are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.
10. Evaluation and assessments are ongoing, varied in nature, and provide multiple opportunities for students to demonstrate the full range of their learning.
11. Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
12. Develop students' self—assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Reassessment Policy

A student needs to be able to demonstrate his or her understanding of concepts and skills. We believe that each student should have more than one opportunity to demonstrate what he or she has learned. A student, who wishes to improve his or her score on a summative assessment, will be provided with a second chance to demonstrate his or her knowledge, under the conditions listed below. (*Summative assessments* determine student understanding of long-term learning goals. Assessments include tests, essays, and/or projects.)

- The student must participate in additional preparation prior to the reassessment. The student is responsible for planning with the appropriate teacher to determine a date and time to redo/retake the assessment, no later than one week after the original assessment is returned to the student.
- Only the higher of the two scores will count toward the student's content grade.
- The reassessment will cover the same material, but it may have different questions and/or a different format; however, the content will be consistent.
- Alternate assessments may be required at the teacher's discretion as some scenarios are impossible to replicate. For example: computer lab assignments, experiments, guest speakers, projects, formal essay, etc.
- It is important to note that the redo/retake policy is not intended to be used as a regular practice by a student.
- Students who refuse to take the original test and/or who purposefully mark random answers are not eligible for a redo/retake.
- Because the goal is for each student to master the material, teachers will consider extenuating circumstances.

Accountability

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the Programs of Study. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year.

Each year, the College reports student achievement data in the Accountability Pillar reflecting

student achievement in provincial categories which include preparation for lifelong learning, world of work, citizenship and achievement on Provincial Achievement Tests and Diploma exams.

The Annual Education Results Report (AERR) is posted annually on the school website.

Regulation

1. Evaluation of student learning must be valid and reliable.
2. Teachers must ensure that professional judgments about student achievement and performance are based on:
 - a. appropriate programming
 - b. clearly stated curricular outcomes, criteria and standards
 - c. the use of a variety of assessment strategies
 - d. direct evidence of student work completed
 - e. the student's most consistent level of achievement against a broad range of learner outcomes, with consideration given to the most relevant evidence
3. Teachers must provide:
 - a. opportunities for parents/guardians to be engaged as partners in their child's learning
 - b. multiple opportunities and ways for students to demonstrate their learning
 - c. timely and ongoing communication
4. Heads of Junior and Head of Senior Schools must work with their teachers to comply with the following:
 - a. evidence of student achievement has been collected by the teacher
 - b. communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with college-wide assessment and intervention plans
 - c. a student has been given multiple opportunities and ways to demonstrate his/her learning
 - d. follow-up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided
 - e. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning
 - f. teachers will engage in ongoing, timely communication with parents/guardians/students and the Head of Junior and Head of Senior Schools regarding missing or incomplete work
 - g. providing that steps 4. b - f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.)
5. To determine a grade/mark for a student at the end of each reporting period, teachers use their professional judgment based on all relevant evidence.

References:

- School Act
- Private School Regulation
- Alberta Education – Guide to Education
- Alberta Education – Programs of Study
- Dueck, Myron (2014) *Grading Smarter Not Harder*. ASCD.

“Redos and Retakes Done Right” by Rick Wormeli November 2011 | Volume 69 | Number 3
Effective Grading Practices Pages 22—26

Appendix 1

Strategies for Supporting Student Success

We all have a role to play in helping your child be successful.

You can support your child's learning by:

- working in partnership with school staff
- providing a quiet place for your child to study at home
- staying informed and keeping in touch with school staff; this includes reading newsletters and other school materials; and
- going to parent-teacher conferences

Teachers will help your child succeed by:

- providing programming that's suitable for your child
- providing many opportunities and different ways for students to show what they know
- giving students who have missed important assessments and activities the chance to complete the work
- clearly explaining what is expected of students in all courses and how student work will be graded/graded (i.e., course outline)
- keeping detailed, accurate notes describing your child's successes and challenges
- communicating with you regularly about your child's progress and achievement
- providing opportunities for you to be involved in your child's learning

Students have a responsibility for their own learning and are expected to:

- come to school every day and on time
- finish their assignments, projects and tasks to the best of their ability
- participate in activities to celebrate learning
- show that they are learning
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills