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**HORIZON SCHOOL DIVISION**

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Evaluation and Reporting  
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2.1.2  
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**POLICY HANDBOOK****POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT THE PRIMARY PURPOSE OF ASSESSMENT, EVALUATION, AND REPORTING IS TO IMPROVE STUDENT LEARNING. IT SHOULD ALSO BE USED TO IMPROVE TEACHING, PROGRAMS, STANDARDS, AND STUDENT ACHIEVEMENT.

**DEFINITIONS**

Assessment: the ongoing process of collecting evidence, both formative and summative, related to students' learning with regard to the Programs of Study and may be teacher-developed, provincially-developed, and/or externally-developed.

- Summative Assessment (Assessment of learning): aligns, visibly and verifiably, with learner outcomes from the Programs of Study and counts towards student grades.
- Formative Assessment (Assessment for learning): is used to coach students into deeper understanding and higher achievement of learner outcomes. Formative evidence is often recorded, but is not calculated in student grades.

While student learning is measured in relation to learner outcomes from the Alberta Programs of Study, some students' programs are adapted or modified via an Individual Program Plan (IPP) or Individual Support Plan (ISP) in one or more subjects to meet their individual learning needs.

- Adapted programming: means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the unique needs of the student. Often learning outcomes of the Alberta Programs of Study are at a grade level different from the enrollment grade. Adapted programming provides additional resources so a student can participate actively.
- Modified programming: means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the unique needs of the student. Students receiving modified programming are not on graded curriculum but receive programming that focuses on life skills, foundational skills and academic readiness skills
- Accommodations: any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment to accommodate the unique needs of the student.

Evaluation: judgment regarding the quality, value or worth of assessment evidence. Evidence of learning, formative and summative, is recorded on a regular basis using a meaningful system of data (e.g. symbols, numbers, colours, categories, etc.) and reported to students and parents.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

### **GUIDELINES**

1. Assessment, evaluation, and reporting provide, in varying degrees, information that enables:
  - 1.1. A student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
  - 1.2. Parents to have meaningful conversations with their child and their child's teacher(s);
  - 1.3. A teacher to effectively meet the learning needs of a student;
  - 1.4. A principal to strategically support instructional practices and address the organizational needs within the school;
  - 1.5. A school council to give advice about the learning opportunities, resources, and services provided by the school;
  - 1.6. A superintendent to allocate resources appropriately and advocate for effective instructional practices;
  - 1.7. Trustees to create or amend policies;
  - 1.8. The Province to inform the implementation and delivery of provincial curriculum at the local level;
  - 1.9. The public to receive assurance that the education system is meeting its goals;
2. Students who know the purpose of an assessment are in a better position to respond in a successful manner. Students must be told why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Instructional strategies such as scoring guides, rubrics, benchmarks, exemplars, and detailed course outlines are essential for student success.
3. Students and parents have the right to expect that all evaluations will be based upon the learning outcomes provided in Alberta Education's Programs of Study and assessment and evaluation procedures are conducted in a fair and equitable manner.
4. Report cards provide a legal written record that summarizes information that should have already been shared in other ways. Communication efforts should be such that there are no surprises on the report card for either the parent or the student.
5. All matters relating to individual and group achievement shall be made public in accordance with FOIPP and Alberta Education regulations.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

### **REGULATIONS**

#### **1. Assessment**

- 1.1. Student assessment is established in accordance with the expectations of Alberta Education and the needs of the students;
- 1.2. The teacher(s) of the class or course, using their professional judgment, is/are responsible for individual student assessment.
- 1.3. Assessment evidence should be broad-based: include a variety of evidence gathered over time using varied assessment methods (e.g. observations, conversations, products, and student reflections) to ensure validity and reliability of student achievement as part of a fair and thorough assessment plan;
- 1.4. Schools will establish consistent, student success-driven policies to support and ensure achievement of student learning outcomes. Policies will outline proactive and responsive steps to be taken in situations where evidence of student learning is insufficient. These policies will include parameters,
  - 1.4.1. for when and how a zero may be assigned in relation to a student's performance.
  - 1.4.2. for when and how insufficient evidence of student learning will be assessed and communicated
  - 1.4.3. where subsequent opportunities to demonstrate learning may be necessary or beneficial for a student. The subsequent assessment may take a similar or varied form. Prior to a re-assessment, it is recommended that students participate in specified learning activities to increase the likelihood of success (e.g. study session, learning contract, previous assignment completion, and conference with teacher, etc.).
- 1.5. Where students are served according to an individualized program plan or instructional support plan, Assessment standards for students on adapted or modified programs will reflect the outcomes and time frames identified in their support plans
- 1.6. Provincial assessments shall be used to complement procedures used to assess the quality and effectiveness of education provided to students, and to inform teacher instruction as the assessment data allows.
- 1.7. The Superintendent shall be responsible to monitor student assessment in all schools in the Division.

#### **2. Evaluation**

- 2.1. Evaluation information, including the purpose, key learner outcomes, topics and general assessment methods, shall be communicated in writing to students and parents/guardians within the first five instructional days of a course.
- 2.2. Evaluation practices must ensure the accurate assessment of learning. Assessment practices that distort the accuracy of measurement shall not be utilized. This includes:
  - 2.2.1 awarding extra credit or bonus points;

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

- 2.2.2 giving all members of a group a single grade for a demonstration of learning;
- 2.2.3 deducting marks for student work submitted after the due date;
- 2.2.4 applying a grade of zero as a punishment.
  - 2.2.4.1 A zero could be given as a place holder until evidence is collected, such as a redo of the assessment.
- 2.3. If used, final assessments shall provide for student demonstration of achievement relative to the key outcomes in the Programs of Study. It must also facilitate determination of grade level achievement in accordance with the outcomes in the Programs of Study. Individual students shall not be exempted from completing final assessments unless special needs or circumstances warrant it.
- 2.4. If used in grades 1 through 9, final assessments shall be weighted at a maximum of 20% of a student's grade in the course.
  - 2.4.1. Schools will develop policy regarding which subjects and which grades have final assessments
  - 2.4.2. The decision of how the Provincial Achievement Test contributes to the final assessment shall be part of the school policy. Student Learning Assessments should not be used for summative evaluative purposes.
- 2.5. At the high school level, (grades 10-12), final assessments are to be administered at the end of English, Mathematics, Social Studies, and Science where Alberta Education does not provide a diploma exam. When administered the following considerations will apply:
  - 2.5.1. School-based final Assessments shall be weighted at a maximum of 30% of the final school mark in non-diploma courses;
  - 2.5.2. School-based final assessments shall be weighted at a maximum of 15% of the final school mark for diploma exam courses. This culminating evaluation would therefore account for no more than 10.5% of the student's total final mark given that the diploma examination accounts for 30%;
- 2.6. Final assessments shall be retained for a period of 75 calendar days following administration.
- 2.7. Final grades are subject to appeal within 14 calendar days following release of the results. To accommodate summer holidays, appeals regarding June final grades are subject to appeal within 75 calendar days. Any appeal shall be carried out in harmony with policy IFH with the exception of diploma examinations which must be appealed directly to Alberta Education.
- 2.8. Students will acquire proficiency in different contexts and at different rates; consequently, students may wish to complete a course through a process and protocol that do not require mandatory attendance in the course. The Principal will be responsible for establishing guidelines and procedures for such requests. Guidelines and procedures regarding course challenges shall be in compliance with Alberta Education's policies, regulations, and practices.

## **Policy HK - Student Assessment, Evaluation and Reporting, Cont'd.**

- 2.9. Students and schools shall adhere to Alberta Education Student Evaluation Regulation A.R.177/2003 in the administration of provincial assessments, examinations, or other methods of evaluating a student's achievement. Eligible students will not be exempted from student learning assessments, achievement tests and diploma examinations unless exemption criteria established by Alberta Education are met.

### **3. Reporting.**

- 3.1. Communication between teachers and parents shall occur during the first six weeks of the school year or semester, and is expected more informally on an ongoing basis as needed. Initial communication should relate to the student's adjustment to the classroom environment and the teacher's preliminary sense of the student's academic response to the subject or grade level.
  - 3.3.1. Schools will develop policy regarding what this communication will look like
- 3.2. Schools will provide report cards to students and parents on a minimum of:
  - 3.3.2. two occasions per semester if the student's program is semestered; or
  - 3.3.3. three occasions annually if the student's program is non-semestered.
- 3.3. Where schools utilize the parent portal of the Student Information System to communicate information related to achievement and learning, and where all teachers enter assessment results in the gradebook component of the Student Information System in a timely and regular fashion as determined by school administration, parents and students may be provided the option of only receiving a report card upon completion of the course.
- 3.4. Reporting in Kindergarten shall be based on the seven learning areas identified in the Kindergarten Program Statement.
- 3.5. Adaptations or modifications to a student's program must be clearly reflected on the report card and indicate the grade level of outcomes achieved if different from the student's enrolled grade.
- 3.6. Non-achievement factors not outlined in the Program of Study such as attendance, behaviour, effort, attitude, homework completion, respect, etc. may be collected, recorded, and communicated separately from achievement-based evidence.
- 3.7. Communication about learning is criterion-referenced evidence (i.e. evidence aligned with learner outcomes). Norm-referenced information such as class or course averages (i.e. where students are measured in relation to peers) will not be communicated reported or published.
- 3.8. All junior and senior high teachers will use the gradebook component of the student information system.
- 3.9. Schools will develop policy in regard to communicating information about students to parents in addition to report cards, such as arranging and extending invitations for school-based conversations

**Policy HK - *Student Assessment, Evaluation and Reporting, Cont'd.***

(e.g. in person or via telephone or e-mail), showcases, or conferences about learning. Ideally, these are student-involved or led.

3.10. The school authority and schools shall report provincial assessment data by school or jurisdiction as required by Alberta Education.

3.11. The Superintendent shall provide a report regarding student achievement to the Board annually.