Policy - Assessment of students

The Board of RTD Math Academy is committed to the accurate gathering of information about student achievement and growth, as it is related to the learner outcomes stated in the Alberta programs of study. In its endeavor to meet the needs of all students and to ensure high quality instruction, the Board supports the careful use of student assessment and evaluation information for tracking and understanding individual student progress, communicating with parents and helping students themselves take responsibility for improved learning.

Legal Reference

- Education Act, Section 29, 30
- Alberta Regulation (AR 93/2019) Sections 3 (Requirements), 9 (Policies), 10 (Programs and Standards),13 (Principal)

Definitions

a) Achievement – means a student's demonstration of knowledge and competencies related to grade level outcomes in approved programs of study or in Individual Program Plans.
b) Assessment – means the process of gathering information or observable evidence of what the student can do relative to the learner outcomes identified in the program of studies.
c) Evaluation – means the process of making judgments based on interpreting assessment information at strategic times throughout a course of study, often at the end of a period of learning.
d) Formative Assessment – means a range of assessment experiences, not used for evaluation but, rather, designed to help both students and teachers understand a student's progress toward identified learner outcomes.
e) Individual Program Plans – means a learning plan of action designed to provide programming guidelines for a student in need of specialized supports and services needs and used as a benchmark for determining student progress, either independently or in conjunction with a school-based report card.
f) Programs of Study – means, for this Administrative Procedure, provincial documents that define the learning outcomes for all students working on the graded curriculum or the outcomes identified in an alternative body of study approved by the Minister.
g) Reporting – means the sharing and communication of assessment information and evaluative judgments.
h) Student in Need of Specialized Supports and Services – means a student recognized and served with special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, or a combination of these characteristics.
i) Summative Assessment – means the process of collecting and interpreting evidence for the purpose of evaluation.

Procedures

Principal Responsibilities

1. The principal shall work with staff to develop and share with students and parents an assessment plan that describes the school's philosophy with respect to student assessment and evaluation, the kinds of performance measures to be used, report card format and expectations related to communication about student learning and achievement with parents;

2. Principals, in consultation with staff, shall ensure that the school procedures are developed and communicated in accordance with the following principles.
    2.1. Effective assessment practice helps the student and also helps to inform the teaching process;
    2.2. Students should have the opportunity to learn from mistakes
    2.3. Students benefit greatly from instant feedback
    2.4. Student achievement is reported in relation to learning outcomes.

3. The principal shall ensure formal written communication of student achievement a minimum of three times per year or two times per high school semester, with opportunities for a minimum of two scheduled parent-teacher interviews per year;

4. The principal shall ensure that student learning activities, including the range of assessments used, are linked to the learner outcomes in an approved Alberta program of study;

5. The principal must ensure that students enrolled in the school are included in any applicable provincial assessments under programs established by the Minister;

6. The principal shall ensure that school-based student assessment and evaluation strategies are fair, appropriate and evidence-based; and

7. The principal is ultimately responsible for making grade level or course placement decisions, in consultation with staff and parents.

Teacher Responsibilities

With leadership, guidance and support provided as may be necessary by the principal, teachers are responsible for the following undertakings:

8. Teachers shall provide information about learning outcomes (statements of expected learner outcomes) and about the assessment and evaluation methods to students and to parents in the first month of each school year and/or semester;

9. Teachers shall ensure that their professional judgments about student achievement and performance are based on:

    9.1. Appropriate programming;

    9.2. Clearly stated curricular or individualized program plan outcomes and criteria;

    9.3. The use of a variety of assessment strategies;

    9.4. Direct evidence of student work; and

    9.5. The student's most consistent level of achievement as measured against the learner outcomes.

10. Teachers reporting student performance information in relation to non-academic areas such as work habits, effort or attitude shall do so only in a manner that is, as much as possible, separate from the reporting on academic areas;

11. Consistent with the *Teaching Quality Standard*, teachers shall apply student assessment and evaluation practices that:

    11.1. accurately reflect the learner outcomes within the approved programs of study;

    11.2. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;

    11.3. provide a variety of methods through which students can demonstrate their achievement of learning outcomes;

    11.4. provide accurate, constructive and timely feedback on student learning; and

    11.5. support the use of reasoned professional judgment about the evidence used to determine and report the level of student learning.

Accountability

12. Teacher records of student final marks shall be archived by the principal at year end and/or end of semester;

13. The principal and staff shall consider the report card as a legal document intended to communicate a summative assessment to students and parents:

    13.1. A record of end of year or final term student marks for each year shall be maintained within the student record;

    13.2. For students in need of special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, an Individualized Program Plan may serve as both the programming and reporting guideline.

14. The principal and staff shall ensure that confidentiality of student assessment information is respected;
15. The principal shall ensure that parents and students, where applicable, have access to information about how to appeal matters related to, or arising from, student assessment and evaluation; and

16. The principal of the school shall ensure that assessment information arising from student results on provincial tests and other achievement measures is:

    16.1. reported to the board;

    16.2. recorded in the school's Annual Education Results Report; and

    16.3. publicly reported in a manner that shares overall results, assesses school achievement and indicates the extent to which improvement has taken place.