

Evaluation is the collection, analysis, and judgment of a student's body of work that a teacher uses to determine the student's achievement in an educational program. The *School Act* requires that the teacher, under the supervision of the principal, is responsible for assessing, evaluating and reporting student achievement. Teachers are also required to respect the confidentiality of student evaluation records and must release information in accordance with FOIP regulations.

Definitions

Assessment is collecting and interpreting student work to measure the progress students are making in attaining the required knowledge and skills.

Reasonable body of evidence is a variety of assessments including tests, learning logs, criterion-based observations, performance tasks, projects, rubrics and written, visual or oral reports. These assessments are based on the *Program of Studies* and weighted according to how well the student has met the expectations of the program.

Evaluation means the judgment about the student's level of performance in relation to standards set by Alberta Education. There are two kinds of evaluation, formative and summative.

Formative evaluation lets the teacher and student know what concepts the student has learned and which skills still need to be learned before a final summative evaluation is made.

Summative evaluation refers to how well a student meets grade level expectations based upon a reasonable body of evidence that is described by letters, percentages, or descriptors. Reports cards are a summative evaluation that communicates progress to students and parents.

Procedures

1. The teacher's evaluation of student achievement must be measured against the outcomes in the *Program of Studies* or on the material that has been modified in the IPP to meet the needs of an individual student. The teacher must use various instructional approaches, guided by best practices, and communicated to students and parents so that they understand how work is graded.
 - 1.1 Locally Developed / Acquired and Authorized Junior and Senior High School Optional Courses require a rationale for assessment of learning outcomes that must be reviewed by the Director of the Curriculum Branch and approved by the Board.
2. Students must be told why and how assessment information is being collected, how the information will be used in the grading process, and what criteria will be measured.
 - 2.1 Students must be provided an opportunity to review performance assessments that have been collected by the teacher in establishing a grade. Feedback to

students must be presented in a manner that encourages self-confidence and builds capability as learners.

- 2.2 Students must have the right to appeal an assessment in any subject. When students question a grade, a teacher must address the concern constructively. A student who is dissatisfied with the outcome of an appeal to the teacher may appeal to the principal. If this appeal process fails, the student may request a hearing from the Office of the Superintendent. The decision of the superintendent will be considered final.
3. Achievement of the outcomes in the *Program of Studies* is the only basis for the report card mark.
 - 3.1 If participation is a learning outcome in a program of studies, substantiation of participation must be clearly apparent to the student and weighting must be appropriate to curriculum outcomes.
4. The following factors shall not be used to determine a student's grade:
 - 4.1 only one test or an arbitrary high stakes evaluation;
 - 4.2 an evaluation that holds the "element of surprise";
 - 4.3 an evaluation that is based on a limited body of evidence;
 - 4.4 any formative assessment that provides diagnostic information that lets the teacher and student know what concepts have been learned, and which skills still need to be developed before a summative assessment is made;
 - 4.5 extraneous and arbitrary factors such as effort, participation, attitude, work habits, attendance, and behavior. These characteristics, while being extremely important aspects of a student's education, should be evaluated and reported in a separate category on the report card;
 - 4.6 Punitive grading shall be considered an unacceptable and indefensible practice. **Punitive grading** is a mark deduction that significantly minimizes evidence of student achievement due to behaviors extrinsic to the body of evidence collected by a teacher. A student's failure to submit work is a critical behavioral and discipline issue as defined by Section 31 (b) of the *School Act* which states that "a student has the responsibility to be ready to learn and actively engage in and diligently pursue the student's education;
 - 4.7 Evaluation must not be viewed as a snapshot, nor a one shot exercise. Students may need to be provided additional opportunities to demonstrate learning if individual students and or groups of students are not meeting the learning expectations. As a general rule, if 15% or more of a class have not meet learning requirements, re-teaching those students who have not met the acceptable standards is needed;

- 4.8 Teachers must not assign a zero as a first recourse in evaluating students' work. A zero clearly does not promote success, represent what students have learned, nor provide incentive to improve learning.

4.8.1 Schools, under the leadership of the principal, must establish intervention processes to ensure that students are committed to learning and complete work when expected to do so.

5. Course Challenge of Summative Assessments: Students acquire proficiency under various circumstances and at different rates. Students may wish to challenge the completion of a course through a process that does not require mandatory attendance in the course. The principal will be responsible for following the guidelines for course challenges in compliance with *Alberta Education Course Challenge Policy 1.9.1*, which requires that

- 5.1 the student provides a portfolio or "body of evidence" to the principal or designate that demonstrates he/she has the skills as outlined in the *Program of Studies* to challenge a summative assessment of the course;
- 5.2 the student is afforded an interview with a committee established by the principal, or an advisor designated by the principal in order to determine eligibility;
- 5.3 the student participates in a summative assessment process that will accurately reflect core competencies within the course.
- 5.4 the student is afforded the opportunity to participate in the regular course program in the event that he/she does not meet the course challenge process.

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References

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