

East Central Alberta Catholic Schools believes that the primary purpose of assessment is to gather evidence about student progress to guide instruction and improve student learning. Quality Catholic education programming ensures all students' gifts and talents are celebrated and nurtured. As a faith-filled educational community, the assessment, evaluation and reporting process are done pastorally, compassionately, and in a manner that is life-giving and promotes growth and optimism.

Definitions

Clarity around the many terms associated with assessment, evaluation and reporting is key to ensure consistency in understanding and practices across the division. The following definitions are consistent with those used by Alberta Education and Childcare, endorsed by the Alberta Assessment Consortium, and informed by current research:

Assessment: the process of collecting information on student achievement and performance that includes a variety of tasks designed to monitor and improve student learning.

Formative Assessment (assessment for learning): assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes. Information gathered through formative assessments are never graded but always assessed.

Descriptive Feedback: part of an ongoing, specific, constructive conversation about learning that relates directly to learning outcomes. Descriptive feedback is a key component of formative assessment.

Summative Assessment (assessment of learning): assessment experiences designed to collect information about learning to make judgements about student performance and achievement at the end of a period of instruction. Summative assessments are used to determine an achievement grade which will be reported as a level of achievement or a percentage.

Triangulation of Assessment: the use of formal and informal observations, conversations and products to arrive at a final evaluation of student achievement.

Criteria: what students will need to do to show they have achieved the learner outcomes.

Rubric: a fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate student work.

Metacognitive strategies: Processes designed to help students understand the way they learn, to think about their thinking and recognize and apply next steps to enhance their learning.

Evaluation: making informed professional judgment and decisions about student understanding and the quality of student work over a period of time.

Accommodations: programming retains the learning outcomes of the grade-level provincial curriculum and student receives additional supports

Adapted Programming: programming that retains the learning outcomes of the grade-level provincial curriculum and where adjustments to the instructional process, supports and/or accommodations are provided to address the special education needs of the student.

Modified Programming: programming in which the learning outcomes are significantly different from the grade-level provincial curriculum and are specifically selected to meet students' special education needs.

Individual Program Plans (IPPs): used with students who have been diagnosed with a disability or disorder by a qualified professional and require specialized supports and services. The purpose of an IPP is to provide meaningful and successful learning opportunities, using the program of study/curriculum as the starting point of instruction.

EAL Proficiency Benchmarks (Benchmarks 2.0): measures the English abilities of English as an Additional Language Learners in four areas: listening, speaking, reading and writing. Teachers use the benchmark information to determine programming and instruction needed to support language acquisition so students can successfully complete the grade-level provincial curriculum.

Guiding Principles

Assessment, Evaluation and Reporting practices will:

- Be aligned with Division core values, affirm the worth and dignity of the individual and be founded on the Catholic view of fairness and justice.
- Recognize the student as integral to the process.
- Focus on student learning through ongoing descriptive feedback and dialogue in reference to the learning outcomes of the provincial curriculum.
- Be based on learner outcomes from the grade-level provincial curriculum with reference to mastery, foundational knowledge, and skills as per the Ministerial Order on Student Learning #28/2020.
- Ensure open and timely communication of assessment with students and parents.
- Include a variety of assessment strategies with a focus on triangulation of assessment and opportunities for self and peer assessment and developing metacognitive strategies.
- Reflect responsibilities outlined by Alberta Education Teaching Quality Standard.

Division Expectations

All schools and teachers will adhere to the following expectations:

- A maximum of 5 category bins will be used in PowerSchool. Should a teacher believe more than 5 categories are necessary, they are to speak with the principal, explain their reasons, and acquire permission.
- Formative assessment and triangulation of assessment are to be actively used where formative assessment will be similar in format and delivery to summative assessments and will be used to inform next steps for students and teachers. Descriptive feedback will be provided (written and/or verbal) and formative assessments are always assessed but never graded.
- Formative assessment helps illustrate the learning journey so teachers will collect evidence through formative assessments and be able to show the evidence to administrators and parents.
- Entries into PowerSchool will consist of summative assessments only and each assessment should address multiple learner outcomes.

- Summative assessments are to be one to five per month, include cumulative review, and be entered into PowerSchool in a timely manner (within 10 workdays).
- Effort, participation, attitude, work habits, attendance, and behaviour shall not be used to determine a student's grade unless indicated in the Program of Study.
- Report cards will be issued twice a year (January and June) with conferences held in October/November and March/April.

Kindergarten to Grade 6

- Outcome based reporting is used for all K-6 courses. Outcome based reporting measures student performance against provincially identified learner outcomes.
- Division Levels of Achievement are used in PowerSchool to report on achievement of the learner outcomes from the provincial curriculum. Triangulation of assessment (conversations, observations and product) are considered when determining the level of achievement of the student. Kindergarten Grades 1 - 6
- Growth as a Learner are the skills, habits and attitudes that set young people up for success. These are reported using a frequency scale with an overall comment which identifies strengths, area for continued growth and suggestion on next steps for improvement. Growth As A Learner
- Comments are to identify areas of strength, areas of growth and next steps for improvement. Comments are required for literacy and numeracy. Teachers have the option of providing a comment for Social and Science.
- Gradebooks will be set up according to the Division expectations.

Grade 7 - 9

- Achievement is reported as a percentage with each assessment being linked to the learner outcome. Report card comments are to provide information on areas of strength, areas of growth and next steps for improvement. Comments will be made for every course on the report card.
- Gradebooks will be set up with Percents as the score type and points set to 100.
- Grades are to be calculated cumulatively.
- Grade 7 and Grade 8 final exams will be weighted no less than 20% and no more than 30%.
- Grade 9 PAT courses will include the PAT results as 30% of the course mark.
- End of course marks will reflect Alberta Education's rounding process. If a student's school-based final year-end mark is 48% or 49%, it will be rounded to 50%.

Grade 10 - 12

- Achievement is reported as a percentage. Report card comments are to provide information on areas of strength, areas of growth and next steps for improvement. Comments will be made for every course on the report card.
- Gradebooks will be set up with Percents as the score type and points set to 100.
- Grades are to be calculated cumulatively.
- Grade 10 and Grade 11 final exams will be weighted at 30% of the course mark.
- If there is a teacher designed culminating assessment at the end of a Diploma course, it will carry the same weighting as the provincial diploma exams (30%).
- End of course marks will reflect Alberta Education's rounding process. If a student's school-based final year-end mark is 48% or 49%, it will be rounded to 50%.

Late and Missing Summative Assessments

Consistent with the Division's commitment to accurate and meaningful reporting of student learning, late and missing work policies must reflect what a student knows and can do in relation

to the learner outcomes — not serve as a punitive measure. At the same time, students are expected to develop responsibility and meet reasonable deadlines as part of their growth as learners.

Late Summative Assessments

- Summative assessment deadlines will be communicated clearly to students and parents in advance. Teachers are expected to establish and maintain consistent submission deadlines as part of their course outline.
- Penalties applied to late work must not distort a student's grade to the point that it no longer reflects their actual level of achievement of the learner outcomes. Academic penalties for lateness (e.g., percentage deductions) shall not be applied unless they are outlined in the course outline and approved by administration.
- Should a student be late with a summative assessment without prior communication or approval, the teacher, student and parent will work together to establish a revised submission date. Teachers are encouraged to address patterns of late submission through pastoral conversation and, where appropriate, school support systems.

Missing Summative Assessments (NHI Placeholder)

- When a summative assessment is not completed due to absence or other circumstances, a placeholder of NHI (Not Handed In, recorded as zero) will be entered into PowerSchool. An NHI is a temporary placeholder only and does not represent a final judgment of the student's achievement.
- Upon entry of an NHI, the teacher will contact parents/guardians within 3 school days to communicate the missing assessment and establish a plan and timeline for completion.
- School support and repeated opportunities will be provided to assist the student in completing the assessment. The NHI placeholder must be replaced with an earned mark as soon as the assessment is completed. NHI placeholders must be resolved prior to the issuance of each formal reporting period.
- If a student persistently avoids completing outstanding assessments despite school support and parental contact, the principal will be involved to determine next steps. In such cases, an NHI may remain on a final report card only as a last resort and only after all reasonable supports have been exhausted and documented.

Extenuating Circumstances

Teachers will respond pastorally and with professional judgment when a student's inability to complete or submit assessments on time is related to extenuating circumstances such as illness, family crisis, or special needs as identified in an IPP. In such cases, flexible timelines and alternative arrangements will be made in accordance with the student's needs and, where applicable, their Individual Program Plan.

Academic Integrity

East Central Alberta Catholic Schools is committed to fostering honesty, integrity, and respect as foundational virtues of Catholic character formation. Academic dishonesty undermines the assessment process, misrepresents student learning, and is contrary to the Division's core values. All members of the school community share responsibility for upholding academic integrity.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

- Plagiarism: presenting another person's words, ideas, images, or work as one's own without appropriate acknowledgement, whether from print, digital, or peer sources.
- Cheating: using unauthorized materials, information, or assistance during an assessment, including copying from another student's work.

- The use of Artificial Intelligence (AI) in student assessments is governed by AP 139 – Responsible Use of Artificial Intelligence (AI). Unless explicitly authorized by the teacher in advance, academic work is assumed to be completed without AI assistance. Unauthorized use of AI to generate submitted work constitutes academic dishonesty. Consequences are addressed in accordance with AP 139 and AP 305 – Student Conduct and Discipline.
- Fabrication: inventing or falsifying data, sources, citations, or experimental results.
- Unauthorized Collaboration: working with others on an assessment that has been designated as individual work.

Consequences of Academic Dishonesty

Academic dishonesty does not reflect authentic evidence of student learning. When a confirmed incident of academic dishonesty occurs, the following will apply:

- The teacher will notify the principal and parent/guardian of the incident.
- The student will be required to complete an alternative or replacement assessment to demonstrate their actual learning of the outcomes assessed. The replacement assessment grade will be used in lieu of the dishonest submission.
- Repeated incidents of academic dishonesty will be addressed through the school's student conduct process in accordance with applicable Division administrative procedures.

A zero will not be assigned solely as a punitive measure for academic dishonesty, as this does not reflect evidence of learning. The focus must remain on determining and communicating what the student knows and can do in relation to the learner outcomes.

Teacher Responsibilities – Academic Integrity

- In accordance with AP 139 (section 4.3), academic work is assumed to be completed without AI assistance unless the teacher explicitly states otherwise. Teachers must communicate clearly to students, at the outset of each assessment, whether AI tools are permitted, and if so, which tools and in what capacity they may be used.
- Design assessments that minimize opportunities for dishonesty, including using varied formats, personalized tasks, and in-class performance-based components where appropriate.
- Explicitly teach students about citation, attribution, and the responsible use of digital and AI tools as part of developing ethical and informed learners.
- Document and report all confirmed incidents of academic dishonesty to the principal and communicate with parents in a timely manner.

Procedures

1. The principal shall:
 - 1.1 Formally review and communicate Administrative Procedure 316 with staff, students, and parents yearly.
 - 1.2 Work with teachers to understand that the primary purpose of student assessment and evaluation is to support student learning and to have all students improve their performance.
 - 1.3 Ensure teacher gradebooks adhere to the expectations around the maximum number of category bins, entries of only summative assessments, frequency of entries, and are set up according to Division guidelines.
 - 1.4 Work with teachers to understand the importance of formative assessment to modify teaching practice and student learning experiences and to help guide students on their next steps for improvement.
 - 1.5 Work with Kindergarten to Grade 6 teachers so they understand outcome-based reporting and adhere to the Division guidelines.

- 1.6 Work with teachers to ensure report card comments are written according to the Division guidelines.
- 1.7 Ensure formative assessment and triangulation of assessment are being employed in all classrooms.
- 1.8 Work with teachers to understand the importance of descriptive feedback to improve learning by providing specific, actionable, and timely information on a student's current strengths and areas for growth.
- 1.9 Ensure cumulative review practices are part of classroom routines, including being on summative assessments. Cumulative review provides ongoing review of learner outcomes, continued application of concepts in new and different situations, and allows for demonstration of improved and/or consistent understanding and mastery.
- 1.10 Work with teachers to develop school practices around the support and repeated opportunities so students can replace the NHI place-holder with an earned mark that are aligned to Division expectations.
- 1.11 Work with teachers to develop school practices around reassessment of summative assessments that are aligned to Division expectations. Help teachers understand that reassessments are valuable to student learning because they contribute to a growth mindset by encouraging students to view errors as an opportunity to learn and improve.
- 1.12 Review and approve all course outlines prior to the outlines being shared with students and parents.
- 1.13 Ensure a copy of each student's final report card is properly uploaded to PowerSchool along with updated IPPs, Benchmarks, Behaviour Plans and Personal Care Plans.

2. The teacher shall:

- 2.1 Adhere to the Division expectations as outlined in Administrative Procedure 316 and maintain assessment, evaluation and reporting practices that align with the Division's core values and are founded on Catholic worldview.
- 2.2 Incorporate formative assessment, triangulation of assessment, and descriptive feedback practices into regular classroom routines.
- 2.3 Include high impact routines into classroom practices, such as intentional visuals, intentional talk opportunities, explicit instruction, high expectations, student engagement, cumulative review and data motivated practices.
- 2.4 Ensure assessments are blueprinted so all learner outcomes of the provincial curriculum are assessed with focus on the depth of knowledge of the questions.
- 2.5 Provide ongoing informal communication regarding student achievement and progress to parents which occurs in addition to the formal reporting periods.
- 2.6 Attend to the types of programming present in the classroom and ensure appropriate accommodations and supports are provided according to the needs of students.
- 2.7 Use scoring guides, rubrics, exemplars and detailed course outlines. Students who know the purpose of the assessment are in a better position to respond in a successful manner. Inform students why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Course outlines are to be submitted to the principal and receive administration approval prior to being shared with students and parents.
- 2.8 Communicate summative assessment criteria and administration date to students well in advance to allow for thorough preparation.

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References:

AP 139 – Responsible Use of Artificial Intelligence (AI)
 AP 305 – Student Conduct and Discipline
 Education Act, Sections 11, 18, 31, 32, 33, 41, 42, 196, 197, 222

Ministerial Order 028/2020 – Student Learning

Alberta Assessment Consortium. Communicating and Reporting Definitions. Taken from:

<https://aac.ab.ca/professional-learning/professional-learning-resources/summative-assessment/communicating-and-reporting>

Alberta Education. Teacher Quality Standard, Leadership Quality Standard

Alberta Education. Guide to Education

Edmonton Catholic Separate School Division AP #360

Elk Island Catholic Separate School Division AP #360

Greater St. Alberta Roman Catholic Separate School Division AP #365

Holy Family Catholic Regional Division AP #360

Alberta Education. (1997). Policy 1.9.1 Course Challenges.