

Administrative Procedure 201

STUDENT ASSESSMENT AND REPORTING

Background

The Education Act outlines in Section 196 (e) that “teachers must”, “regularly assess students and periodically report the results of the assessment to the students, the students’ parents and the board”. The Board of Trustees have set high expectations, in Board Policy 1, for themselves and the staff of NGPS to ensure student success. With students at the core of the work, the Division’s operating guiding principles include:

- The Division, schools, administrators, and teachers will use evidence to establish specific short -and-long term goals to improve achievement.
- Staff will regularly monitor, and review evidence gathered during their practice to assess the success of their improvement goals.
- Staff will be encouraged to adopt new strategies to support student learning, monitor their progress in a timely fashion, and adapt their strategy in unsuccessful; and,
- We will regularly share, celebrate, and recognize the success achieved by both our students and staff.

Definitions

Assessment for Learning: assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learning outcomes (also called diagnostic and formative assessment).

Assessment as Learning: assessment experiences where the use of a task or an activity allows students to further their own learning through reflection, identifying areas of strength and need and goal setting (also called diagnostic and formative assessment).

Assessment of Learning: assessment experiences designed to collect information about learning to make professional decisions about student performance at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment).

Cross-Curricular Competencies: interrelated set of attitudes, skills, and knowledge that are drawn upon and applied to a particular context for successful learning and living; developed by every student in every grade across every subject/discipline area.

Grade: a letter, number or comment reported at the end of a period of time as a summary statement of student performance.

Curricular Outcomes: what students are expected to learn as stated in the Alberta Education Programs of Study.

Validity: an assessment method is valid if it measures student achievement of the learner outcomes that the assessment was intended to measure. It also means that a professional decision of student achievement is based on a representative and varied body of assessment information.

Purpose

This Administrative Procedure ensures that:

- Assessment practices are consistent, fair, and collaborative across division classrooms.
- Assessments are constructed from the Alberta curriculum learning outcomes.
- Assessment practice informs instruction and supports student growth and achievement.
- Assessment practices are aligned with current evidence-based assessment practices.
- Communication of growth and achievement is consistent and clear to both student and parent

Procedures

1. The Principal Ensures:
 - a. Formal review and communication of the Division Administrative Procedure, the Quality Learning Environment and Division Policy 1.
 - b. Assessment practices are aligned to learning outcomes and are based on research.
 - c. Ongoing monitoring of teacher assessment practices.
 - d. Ongoing timely and frequent communication between teacher, student and parent(s) focused on student growth and achievement.
 - e. There is an established process to support clear understanding and application of achievement indicators on report cards.
 - f. The application of zero or Not yet Demonstrated aligns with Division guidelines.
 - g. Anecdotal comments are personalized, accurate and constructive.
 - h. Competencies are reported through comments and competency descriptors.

2. Teacher assessment practices will:
 - a. Align with provincial, division, and school based assessment expectations:
 - i. Teacher Quality Standard
 - ii. Curriculum Learning Outcomes
 - iii. NGPS Quality Learning Environment
 - b. Accurately reflect the learning outcomes of the curriculum.
 - c. Employ the school's ongoing reporting procedure to ensure parents consistently receive information that communicates student growth and achievement.
 - d. Actively engage students in their learning by providing accurate, constructive, and timely feedback.
 - e. Align with the established school and or Division practice of applying zero or not yet demonstrating in summative assessments.
 - f. Enhance learning by providing alternative or additional opportunities for students to demonstrate understanding.
3. Division Report Cards
 - a. Communicate academic achievement and competency development.
 - b. Are distributed formally at the end of each term or semester.
 - c. Include achievement indicators.
 - d. Include personalized, accurate and constructive comments.
 - e. Include attendance comment should attendance be negatively impacting development.
4. Students will acquire proficiency in different contexts and at different rates. Consequently, students may wish to challenge the completion of a course through a process that does not require mandatory attendance. The Principal will be responsible for establishing guidelines and procedures for course challenges. Guidelines and procedures regarding course challenges are in compliance with Alberta Education's Course Challenge Policy 1.9.1.
5. Appropriate procedures will be used to interpret and assess information derived from the results of provincial achievement and diploma exams to improve the quality of educational programs.
6. Where curricula have been specifically adapted for an individual student, assessment standards shall be set in relation to the outcomes and time frames identified in the Instructional Support Plan (ISP).

7. Assessment information on individual students shall be accessible only to students, parents, teachers or other authorized personnel who may require it.
8. Appeal procedures regarding student assessment and evaluation shall be made available to both students and parents. See Administrative Procedure 203 *Student Appeals of School Awarded Marks*.

<p>Reference: Education Act 196, 197, 222 Teaching Quality Standard, Alberta Education 2019 Leadership Quality Standard, Alberta Education 2019 Alberta Education Standards for Special Education Amended June 2004 Guide to Education - Alberta Education - Student Assessment ECS to Grade 9 (page 103-106) September 2020 Guide to Education - Alberta Education - Student Assessment In Senior High School (page 123 -128) September 2020 Alberta Education Funding Manual for School Authorities 2020-21</p>	<p>Date Approved: April 1, 2021</p> <p>Reviewed or Revised: May 2025</p>
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