

## Administrative Procedure 360

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# STUDENT EVALUATION

### Background

The evaluation of student achievement, in both the cognitive and affective domains, is an essential component of the teaching-learning process. This includes identifying clear and reasonable expectations for student achievement, and accurate, equitable, and fair assessment of student progress in meeting these expectations. The evaluation process is to also provide students with a sense of hope, affirmation and success, strengthening their confidence in their abilities and self-worth.

The School Act holds various individuals accountable for achieving results in the important area of student achievement. The Division has an obligation to ensure appropriate policies are in place so that Alberta Education policies are met and all students in the jurisdiction have an opportunity to meet the standards of education set by the Minister. Principals have similar responsibilities for all students in the school.

The achievement of all students shall be evaluated regularly to ensure curriculum goals are being achieved.

### Procedures

11. The primary purposes of the student evaluation program are to:
  - 1.1 Assist students to build self-confidence and realize their full potential;
  - 1.2 Provide information relative to the degree to which intended learning outcomes have been realized;
  - 1.3 Provide a basis for student placement and promotion decisions;
  - 1.4 Provide information to assess the effectiveness of instructional programs and to provide a basis for program improvement;
  - 1.5 Communicate appropriate information to parents and students to help guide their educational decisions;
  - 1.6 Establish comparative standards for student achievement;
  - 1.7 Communicate the quality of education to the School Councils and other stakeholders;  
and
  - 1.8 Provide students with information required by other educational institutions and prospective employees.
2. Student evaluation procedures must be fair, equitable and valid, reflecting desired curricular outcomes and taking into account individual student needs and abilities.
3. The evaluation of student achievement is to be based on course objectives as defined by Alberta Education and the jurisdiction, which have been disclosed to students.

4. Student achievement is to be described in terms of individual, group or standards performance.
5. The evaluation of student achievement shall be formative (on-going and developmental) and summative (final and judgmental).
6. Evaluation shall address the cognitive and affective components of the student's experience within the curriculum.
7. Evaluation shall be used to assist the student, through self-awareness and self-knowledge, to realize his/her creative, emotional, spiritual, social and physical growth, as well as his/her intellectual growth.
8. Confidentiality of information on individual student evaluation shall be respected and safeguarded.
9. Evaluation shall include an assessing, reporting and record management system that is designed to provide uniformity and consistency between grade levels and schools within the jurisdiction.
10. A variety of evaluation procedures shall be used to assess student achievement throughout the school year.
11. Evaluation procedures used shall recognize student needs and abilities.
12. Teachers and administrators shall communicate evaluation procedures to students, parents, and School Councils.
13. All student evaluation documents need to be retained according to the Freedom of Information and Protection of Privacy (FOIP) Act.
14. Roles and Responsibilities: The evaluation of student achievement shall be a shared responsibility of the student, teacher, parents, school administrator, Superintendent and Division.
  - 14.1 Students are responsible for:
    - 14.1.1 Actively participating in the learning process;
    - 14.1.2 Cooperating with the teacher to develop appropriate work habits and a positive attitude towards education and schooling;
    - 14.1.3 Developing appropriate personal characteristics and social skills; and
    - 14.1.4 Ultimately, their own personal achievement.
  - 14.2 Parents are responsible for:
    - 14.2.1 Actively involving themselves in the child's learning process;
    - 14.2.2 Cooperating with the teacher in developing appropriate work habits and a positive attitude toward education and schooling with their child(ren);
    - 14.2.3 Assisting in developing the appropriate personal characteristics and social skills of their child(ren); and

14.2.4 Encouraging their child(ren) to achieve to their potential.

14.3 Teachers are responsible for:

14.3.1 Working with the student to develop appropriate work habits and a positive attitude towards education and schooling;

14.3.2 Providing a clear statement of course or program objectives, content and evaluation procedures:

- To the student within three weeks of commencement of the course at the secondary level

- To the parents as requested or required at the elementary level

14.3.3 Maintaining confidential, legible and accurate records documenting the student's progress;

14.3.4 Using a sufficient number and variety of formal and informal evaluation mechanisms on a regular basis;

14.3.5 Using both formative and summative evaluative techniques;

14.3.6 Ensuring that evaluation methods reflect local or provincial course objectives;

14.3.7 Communicating results of evaluative procedures to parents and students on a regular, ongoing basis; and

14.3.8 Using evaluation results to modify programs in response to student needs and abilities.

14.4 School administrators are responsible for:

14.4.1 Providing assistance to teachers as required in the following areas - course outlines, evaluation procedures, record keeping, grading and reporting procedures, appeal procedures;

14.4.2 Ensuring that teachers provide a clear statement of course or program objectives, content and evaluation procedures;

14.4.3 Developing, designing and implementing appropriate formats and procedures to communicate student achievement to parents, students, and School Councils;

14.4.4 Ensuring uniform and consistent evaluation standards within and across grade levels;

14.4.5 Storing and filing confidential records accessible to specified personnel; i.e. legal guardians, professional school staff, probation officers and other agencies as authorized by the legal guardian;

14.4.6 Ensuring that parents and guardians are accurately informed of student progress on an ongoing basis;

14.4.7 Ensuring that students in the school have the opportunity to meet provincial standards (together with School Council and Superintendent);

14.4.8 Supervising the education and advancement of students; and

14.4.9 Reporting provincial school achievement results to the school community and the School Councils.

- 14.5 The Superintendent is responsible for:
- 14.5.1 Establishing and maintaining appropriate student evaluation procedures that address local needs and which satisfy the requirements of Alberta Education;
  - 14.5.2 Monitoring student evaluation practices at the school and system level;
  - 14.5.3 Recommending to the Board programs to be utilized to enhance student achievement;
  - 14.5.4 Ensuring that students have the opportunity in the jurisdiction to meet provincial standards and report annually to the Minister of Education in this regard;
  - 14.5.5 Preparing a summary and analysis of student achievement; and
  - 14.5.6 Ensuring that all stakeholders are informed of current procedures;
  - 14.5.7 Requiring that school programs offered meet the conditions for continuing accreditation of Alberta Education;
  - 14.5.8 Establishing procedures and administering student evaluation practices in schools in the Division; and
  - 14.5.9 Receiving and responding to reports from School Councils on student achievement results.
- 14.6 The Board is responsible for:
- 14.6.1 Establishing, with the assistance of the Superintendent, programs to be utilized to enhance student achievement.
15. Appeal Procedures: The student, parent or legal guardian may appeal school-awarded marks as follows:
- 15.1 The initial appeal shall be made to the teacher.
  - 15.2 If the concerns of the appeal are not addressed satisfactorily through the initial contact with the classroom teacher, a further appeal may be made to the office of the principal (in writing).
  - 15.3 If the matter is not satisfactorily resolved at the school level, a further appeal in writing stating the facts of the case may be made to the office of the Superintendent (in writing). The Superintendent has the power to make a final and binding decision on the appeal.
  - 15.4 School-awarded marks during the year must be appealed within two weeks of the receipt of the mark.
  - 15.5 Final grades must be appealed within ninety (90) days.
16. Contact with Parents of Students Experiencing Difficulty: Principals are to ensure that parents of students functioning below grade level are contacted as early as possible to discuss their child's program.

Reference: Section 12, 18, 20, 22, 23, 39, 60, 61, 113, School Act  
Ministerial Order 016/97 – Teaching Quality Standard  
Freedom of Information and Protection of Privacy Act  
Practice Review of Teachers Regulation 4/99

Student Record Regulation 71/99  
Student Evaluation Regulation 169/98  
Student Evaluation Policy 2.1.2  
Use and Reporting of Results on Provincial Assessments Policy 2.1.3