

**Purpose and Goals:**

1. *The Edmonton Catholic Separate School District No. 7 believes that the primary purpose of assessment is to gather information about student achievement and performance in order to improve student learning. This process involves a partnership between teachers, students, administrators, and parents/guardians along with other support teams when necessary, with the teacher having overall responsibility for assessment, evaluation and reporting. In order to maximize student access to the knowledge, skills and attributes outlined in the Alberta Education programs of study, assessment, evaluation and reporting practices will be embedded within and aligned with instruction.*
2. *The primary purpose of evaluation and reporting is to communicate the achievement status of students to parents/guardians, students, and others.*
3. *Assessment, evaluation and reporting practices will:*
 - a. *Affirm the dignity and respect of the student, and be aligned with all other district core values;*
 - b. *Be based on learner outcomes from the Alberta Education programs of study;*
 - c. *Indicate what students know, understand and are able to demonstrate;*
 - d. *Be communicated openly to students and parents/guardians;*
 - e. *Result in fair and balanced assessment, evaluation and reporting of students' progress and achievement;*
 - f. *Assist students in recognizing their strengths, areas for growth, and strategies to improve achievement through the ongoing practice of metacognition;*
 - g. *Provide a process for appeal.*

Definitions:

Achievement is a student's demonstration of knowledge, skills and attributes relative to grade level curriculum standards as outlined in the approved programs of study (Alberta Assessment Consortium, 2005).

Assessment means the collection of information on student achievement and performance to improve student learning (Alberta Assessment Consortium, 2005), and may be further defined as:

- ❑ **Assessment for learning:** ongoing exchange of information between students and teachers about student progress toward clearly specified learning goals for the purpose of improving learning and informing instruction (formative assessment) (adapted from Alberta Assessment Consortium, 2005).
- ❑ **Assessment of learning:** summarizing information collected about student achievement in order to share that information with students and others (summative assessment) (adapted from the Alberta Assessment Consortium, 2005).
- ❑ **Diagnostic assessment:** provides reliable and valid information to teachers about student learning and progress, and direction for improvement and/or adjustment to a program.
- ❑ **Formative assessment:** provides information to students and teachers about student learning and progress, and direction for improvement and/or adjustment to a program. Formative assessment includes opportunities for practice and is not part of an achievement grade (adapted from O'Connor, 2002).
- ❑ **Summative assessment:** provides information to students, parents/guardians, and teachers about student achievement at the end of a period of instruction. Summative assessment is used to determine an achievement grade.



Evaluation means making informed professional judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating student achievement (adapted from O'Connor, 2002).

Grade means a summary statement of student achievement relative to the curriculum standard (Alberta Assessment Consortium, 2005), and may be reported as a level of achievement or a percentage.

Mark means the score (number, letter, or descriptive category) given on any single test or performance. (O'Connor, 2002)

Metacognition refers to higher order thinking skills which involves active control over the cognitive processes engaged in learning.

Reporting refers to the act of providing information at term-end or year-end through a report card and/or an Individual Program Plan about students' achievement, progress, and growth.

References:

Alberta Assessment Consortium. *A Framework for Communicating Student Learning*. Edmonton, AB: Alberta Assessment Consortium, 1999.


Alberta Assessment Consortium. *A Framework for Student Assessment, 2nd Edition*. Edmonton, AB: Alberta Assessment Consortium, 2005.

Alberta Assessment Consortium. *Smearing Data: Grading, More than Number Crunching*. Edmonton, AB: Alberta Assessment Consortium, 2001.

Flavell, J. H. (1987). Speculations about the nature and development of metacognition. In F. E. Weinert & R. H. Kluwe (Eds.), *Metacognition, Motivation and Understanding* (pp. 21-29). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Joint Advisory Committee of Professional Organizations. *Principles for Fair Student Assessment Practices for Education in Canada*. (1993). University of Alberta, Centre for Research in applied Measurement and Evaluation, Edmonton, AB.

O'Connor, Ken. *How to Grade for Learning: Linking Grades to Standards*. Glenview, IL: Corwin Press, 2002.

Reference: School Act Section 18(e),20(h) Alberta Education Policy 2.1.2 Alberta Regulations A.R. 169/98	Approved: 
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