




1. The principal shall ensure that the district policy and regulations regarding student assessment, evaluation and reporting are reviewed and implemented with staff, students, and parents/guardians.
2. The principal shall communicate at the beginning of each school year to staff, students and parents/guardians, the policy and regulations regarding student assessment, evaluation and reporting.
3. The principal shall ensure that the district report card format is used to report student achievement.
4. It is recommended that the district report card be distributed on official district paper.
5. The teacher shall ensure that assessment, evaluation and reporting methods shall be:
  - aligned with school, district and provincial policies;
  - supportive of student learning and success;
  - based on the outcomes from the Alberta Education programs of study;
  - responsive to the needs of the learner; and
  - compatible with the instructional approaches used.
6. The teacher shall make available to students and parents/guardians assessment, evaluation and reporting criteria, including the appropriately adapted/modified methods for students with exceptional learning needs.
7. The principal, in consultation with teachers, shall ensure consistency in assessment, evaluation, and reporting practices throughout the school. These practices shall be in alignment with current district assessment, evaluation, and reporting policy.
8. The teacher shall use a variety of classroom assessment strategies and instruments to ensure accurate and consistent evidence of student achievement.
9. The Canadian Cognitive Abilities Test (CCAT) shall be administered to students in grades 3, 6, 9, and 11.
10. The teacher shall administer district exams following the protocol of the district.
11. The teacher at the elementary level shall report the evaluation of learner outcomes at the end of each term using the district levels of achievement. This evaluation is based on the summative assessments that have been used during the term.
12. The teacher at the secondary level shall use summative assessments of learner outcomes to determine and report percentage grades.
13. No single evaluation component shall be weighted more than 25% of a student's final grade, with the exception of grade 12 diploma exams, course challenges, Career and Technology Studies modules, or in exceptional circumstances.



14. The principal, in consultation with teachers and parents/guardians, shall make decisions with respect to student promotion or placement. These decisions must be demonstrated to be in the best interest of the student, and shall consider the following factors: (See A.R. 107)
  - age-appropriateness
  - achievement
  - general ability
  - social and emotional adjustment
  - health and welfare
  - program continuity or availability
  
15. The principal, in consultation with teachers, shall ensure that effective evaluation practices *include* the following:
  - In alignment with Assessment For Learning practices, the use of zeroes in assessment is discouraged.
  - The appropriateness of various measures of central tendency (median, mean and mode) as a method of grade calculation; these measures are defined as follows:
    - Mean (average) is to find the mean (or arithmetic mean) add all the scores together and then divide by the number of assignments (tests) given. (Alberta Assessment Consortium, 2001)
    - Median is to find the median, place numbers in value order and find the middle number. (Alberta Assessment Consortium, 2001)
    - Mode is to find the mode (or modal value), put the numbers you are given in order and identify the number that appears most frequently. (Alberta Assessment Consortium, 2001)
  - The separation of achievement and non-academic factors (e.g. effort, work and study habits, social development)
  
16. The teacher shall ensure that information is made available at year end to parents/guardians and Alberta Education, about the grade level(s) the student has achieved in relation to the grade levels of the provincial programs of study in grades 1 – 9 language arts, mathematics, science, and social studies.
  
17. If an Individual Program Plan (IPP) has been prepared for a student in one or more areas of instruction and the student is on a graded curriculum, the principal shall ensure that their achievement and progress is reported on the report card at each reporting period.
  - The educational goals established in the IPP shall be congruent with the key learner outcomes on the report card, selected for each reporting period.
  - The report card shall be used to report assessment evidence for key learner outcomes towards which the student is currently working.
  - The IPP shall be used to specify the graded curriculum level(s) if different than the enrolled grade curriculum level.
  
18. A student with special needs, whose entire program is directed by an Individual Program Plan (IPP), and whose learning needs cannot be reflected by any graded curriculum, shall have their progress reported solely on the IPP.
  
19. The principal shall ensure a minimum number of three reporting periods per year or two reporting periods per semester.

20. In addition to the reporting periods, the principal shall ensure that there is ongoing and frequent communication about student achievement and progress to parents/guardians. This communication should be formative in nature.
21. The principal shall ensure that provisions are made for teachers to confer with parents/guardians within the conferencing structure organized by the school.
22. The principal shall provide students and parents/guardians with a process for appeal.

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