



301.1AP Assessment and Reporting

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LEGAL REFERENCE:

- *Education Act, Section 18, 196*
- *Alberta Education Teaching Quality Standard*

CROSS REFERENCE:

- [301.1AP Exhibit 9 Learning Skills Rubrics K-12](#)
 - [201.6AP Student Records](#)
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PROCEDURES:

1. Students and parents will receive accurate reporting of what students know and are able to do in a clear and understandable format.
 - 1.1 Communication must be clear and representative of the student's level of performance.
 - 1.2 Grades should be independent of non-curricular indicators such as behavior, attitude, etc.
2. Student performance reports will have two separate components:
 - 2.1 Academic achievement which is an accurate assessment of what a student knows and is able to do in relation to the targeted curricular outcomes.
 - 2.2 Learning skills which describe the actions and behaviors that support what a student knows and is able to do.
3. The grading and reporting process must be open and transparent for all stakeholders.
 - 3.1 An electronic system will allow parents to view the marks that reflect what a student knows and is able to do in relation to targeted curricular outcomes.
 - 3.2 The schools will provide parents and students with information regarding

the grading process for the targeted curricular outcomes and marks for the learning skills at the beginning of each course.

4. The division, in consultation with staff, is expected to have in place a system for grading and reporting that provides consistency based on targeted curricular outcomes and learning skills.

4.1 Late Work

- 4.1.1 Students should be assessed on academic outcomes of the Program of Studies.
- 4.1.2 Academic and learning skills should be evaluated and reported separately; therefore, students' summative work that is submitted late should not have a punitive mark due to its lateness.
- 4.1.3 Formative work that is late or incomplete should be addressed at the classroom level, again separating academic outcomes, and learning skills.
- 4.1.4 Patterns of lateness and/or incomplete work should be documented and plans for intervention must occur for student success.

4.2 Homework

- 4.2.1 The purpose of homework is to support classroom learning. When classroom learning and homework are carefully planned, homework needs to consist of quality tasks.
- 4.2.2 Homework can indicate whether a student has mastered a concept, or identify a learning problem that requires investigation, diagnosis, and support.
- 4.2.3 If homework is used as part of a summative assessment, it must be marked for demonstration of curricular outcomes, and not for completion.

4.3 Exemptions

- 4.3.1 Exemptions need to be based solely on evidence, collected from quality formative and summative assessments completed throughout the academic term, that demonstrate students have mastered the objectives presented in the course.

4.4 Incomplete Work

- 4.4.1 The primary purpose of communicating student achievement is to communicate a student's level of performance based on a program of studies and to improve learning.
- 4.4.2 The use of zeros and penalties for late or missing work should be avoided.
- 4.4.3 Grades should be based on clearly defined, pre-established criteria, known to students in advance, and be based on evidence related to achievement towards learning goals.
- 4.4.4 Attitude, effort, participation, and other behaviors should be reported separately (unless specifically rated as part of the program of studies – Phys. Ed. Music, Drama, French, Food Studies, etc.)
- 4.4.5 It is recognized that in some instances student work that is to be marked and given a summative grade has not been handed in, is incomplete or is missed.
- 4.4.6 A "reluctant or earned zero" may be assigned at some point. Evidence of repeated communication to students and parents needs to support the awarding of a zero.

4.5 Academic Dishonesty

- 4.5.1 A student's grade should be based on evidence of the student's understanding and

achievement of the academic outcomes for that course.

4.5.2 While academic dishonesty is a serious offense by a student, consequences should be behavioral, as this is a behavioral issue.

4.5.3 Assigning a mark of zero for academic dishonesty is not an appropriate consequence because it is a misrepresentation of the student's achievement of the outcomes.

5. Responsibilities for the implementation of the Assessment and Reporting will be shared among the following:

5.1 Administration will:

5.1.1 Ensure Alignment with Curriculum Standards: Administrators must verify that assessment strategies are aligned with the Alberta Program of Studies, ensuring that learner expectations are assessed on an ongoing basis.

5.1.2 Promote Varied Assessment Methods: Encourage teachers to employ a variety of assessment strategies, including formative, performance-based, and summative assessments, to address diverse student needs.

5.1.3 Facilitate Ongoing Communication: Ensure timely communication with parents and students regarding assessment schedules, student progress, and achievement standards.

5.1.4 Oversee Reporting Procedures: Administrators should ensure that report cards are issued according to the established schedule and that they accurately reflect students' academic achievement, separate from effort or learner attributes.

5.1.5 Support Teacher Development: Provide professional development opportunities for teachers to enhance their assessment literacy and effectively implement outcomes-based grading practices.

5.1.6 Monitor Assessment Practices: Regularly review and evaluate the assessment methods used by teachers to ensure consistency, fairness, and alignment with established procedures.

5.1.7 Ensure Inclusivity in Assessments: Ensure that assessment strategies are developmentally appropriate and differentiated to equitably meet diverse student needs.

5.1.8 Maintain Assessment Records: Oversee the accurate and secure maintenance of student assessment records, ensuring confidentiality and compliance with relevant policies.

5.1.9 Encourage Student Involvement: Promote practices that involve students in their own assessment, fostering self-awareness and responsibility for their learning.

5.2 Teachers will:

5.2.1 Align Assessments with Curriculum Outcomes: Design and implement assessments that directly correspond to the learner outcomes specified in the Alberta Programs of Study.

5.2.2 Employ Diverse Assessment Strategies: Utilize a variety of assessment methods, including formative and summative assessments, to accurately gauge student learning and progress.

- 5.2.3 Provide Timely and Specific Feedback: Offer students prompt, descriptive, and specific feedback to support and enhance their learning journey.
 - 5.2.4 Maintain Transparent Communication with Parents: Regularly inform parents about their child's progress, assessment results, and any areas needing improvement.
 - 5.2.5 Develop Clear Assessment Criteria: Create and share clear assessment criteria, such as rubrics or exemplars, so students understand the expectations and standards against which their work will be evaluated.
 - 5.2.6 Document and Report Student Progress: Keep accurate records of student assessments and report their progress in a timely manner, ensuring that evaluations reflect their achievement of learner outcomes.
 - 5.2.7 Adapt Assessments for Diverse Learners: Modify assessment methods as needed to accommodate the diverse learning needs of students, ensuring equitable opportunities to demonstrate understanding.
- 5.3 Students will:
- 5.3.1 Engage Actively in Learning – Participate in classroom activities, discussions, and assignments to demonstrate understanding of learning outcomes.
 - 5.3.2 Complete Assignments on Time – Submit all required work, projects, and assessments by the given deadlines to provide an accurate reflection of learning progress.
 - 5.3.3 Seek Clarification and Support – Ask questions and seek help from teachers when unsure about learning expectations, assessment criteria, or feedback.
 - 5.3.4 Self-Assess and Reflect – Regularly review personal progress, set learning goals, and reflect on areas that require improvement.
 - 5.3.5 Use Feedback Constructively – Apply teacher feedback to make improvements in learning and performance on future assessments.
 - 5.3.6 Demonstrate Academic Integrity – Complete all assessments honestly, avoiding plagiarism, cheating, or any other forms of academic dishonesty.
 - 5.3.7 Respect Assessment Guidelines – Follow teacher-provided instructions and assessment criteria to ensure that work accurately reflects learning outcomes.
 - 5.3.8 Collaborate Respectfully – Work effectively with peers in group projects and discussions while contributing individual efforts.
 - 5.3.9 Take Ownership of Learning – Show initiative in learning by setting academic goals, managing time effectively, and using available resources to enhance understanding.
 - 5.3.10 Communicate with Teachers and Parents – Keep parents informed about learning progress and engage in discussions with teachers about challenges and successes in learning.
- 5.4 Parents will:
- 5.4.1 Communicate with Teachers – Maintain open communication with teachers to discuss student progress, concerns, and areas for improvement.
 - 5.4.2 Encourage Student Responsibility – Support children in developing time management skills, completing assignments on time, and setting academic goals.
 - 5.4.3 Review Student Progress Regularly – Check report cards, assessment results, and teacher feedback to stay informed about academic performance and growth.
 - 5.4.4 Participate in School Meetings and Conferences – Attend parent-teacher

conferences and school meetings to understand how assessments are conducted and how to support student learning.

5.4.5 Promote Academic Integrity – Reinforce the importance of honesty in schoolwork and discourage plagiarism or other forms of academic dishonesty.

6. At the beginning of the year these processes and procedures shall be communicated to students and parents.