

### **Vision**

Medicine Hat Catholic Board of Education believes in valid assessment practices to guide individual student learning, improve instruction, and provide feedback to support continuous growth and achievement relative to curriculum outcomes.

### **Common Understandings**

Assessment, evaluation and reporting on an ongoing and timely basis are essential components of the instructional process.

The primary purpose of assessment is to gather information about student progress in order to improve teaching and support continuous learning.

The primary purpose for evaluating student achievement is to measure the extent to which curricular objectives are being met.

The primary purpose of reporting is to provide students and parents with an accurate evaluation of student performance and growth in relation to the learning outcomes.

Common understandings guiding Medicine Hat Catholic Board of Education's assessment practices are as follows:

1. All assessment shall be based on curricular outcomes.
2. Assessment shall form the basis for effective instruction.
3. Student involvement in assessment is essential to support learning.
4. Learner attributes such as effort, participation, behavior, attitude, work habits and attendance are communicated separately from achievement unless stated in curriculum standards.
5. Punitive grading or distorted grading is not part of sound assessment practices.
6. There shall be clear communication among parents, students, teachers and administrators of assessment standards, criteria, and student achievement of learning outcomes.
7. Teachers are professionally educated and responsible for making judgements regarding evidence of student learning through a triangulation of assessment involving observation, communication, and student work.

## Definitions

Formative Assessment	provides information about a student's progress and direction for steps in learning; teaching and learning are indistinguishable from assessment.
Summative Assessment	provides information to make judgments about student achievement at the end of a period of instruction; achievement data are usually compiled into a single number, score, mark or comment
Assessment <b>of</b> Learning:	the collection and use of assessment information by teachers to make judgments about students' achievement at key points during and at the end of a cycle of instruction for the purpose of grading and reporting. This is also known as summative assessment.
Assessment <b>for</b> Learning:	the collection and use of assessment information by teachers to adjust teaching for the purpose of improving students' learning. This process involves the ongoing exchange of information among the teacher and students. This is a component of formative assessment.
Assessment <b>as</b> Learning:	the collection and use of assessment information by students to learn about their learning processes in order to plan, regulate, and reflect on their own learning.

Other assessment definitions – please click here: [Further Definitions](#)

## Procedures

Principals will support and ensure that the following guidelines and procedures are in place within the school to support assessment of, for, and as learning:

### A. Assessment of Learning

Principals ensure that teachers' instructional plans include assessment of learning.

- Teachers assess students' performance and determine their achievement across the range of essential learning outcomes. While we need to teach every outcome, not every outcome can be formally assessed.
- Teachers assess students' performance and determine their achievement of learning outcomes at the grade level or program assigned for their instruction or their Individual Support Plan (ISP).



- Teachers select assessment methods that are varied and compatible with the learning outcomes being assessed.

Principals ensure teachers inform and actively involve students in their own assessment of learning.

- Teachers establish with students what they need to know and be able to do based on the Alberta curriculum learning outcomes.
- Teachers inform students on an ongoing basis of how their achievement will be determined.
- Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.

Principals ensure teachers provide students with opportunities to demonstrate their best achievement.

- Teachers use a variety of assessment methods.
- Teachers ensure students with special education needs receive appropriate accommodations to complete assessments.
- Teachers ensure students have sufficient assessment for learning opportunities before assessment of learning occurs.
- Teachers allow opportunity for students, in a timely manner, to re-submit evidence of learning as stated in the second chance policy.
- Teachers determine students' achievement independently of the achievement of others. That is, if students meet the standard, they receive the grade regardless of how many other students meet the same learning outcomes.

Principals ensure that procedures and supports are in place within the school to enable the collection of a reliable body of evidence to determine students' summary grades.

- Teachers retain assessment records in indirect forms such as, anecdotal notes, recordings, rubrics, percentages, and scores.
- Teachers use the evidence that accurately indicates their students' achievement of the learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade or determine the final grade on the most recent assessment evidence.
- A final assessment is comprehensive and may be administered to students in several forms.
- When a student fails to submit a sufficient number of summative assessments for grading purposes, and every effort has been exhausted, teachers in consultation with the principal use professional judgment to determine students' marks (failing grade, zero mark, or incomplete status) for missing, unfinished, plagiarized or late assessments.

## **B. Assessment for Learning**

Principals ensure that procedures are in place within the school to support assessment for learning.

- Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment.
- Teachers use ongoing assessment to inform instructional design and respond to students' learning needs.
- Teachers provide time and opportunities for students to internalize their learning through the use of feedback and guided practice to independence. Teachers provide assessment for learning tasks that allow risk taking and exploration in learning.
- Teachers prepare students for assessment of learning by providing assessment for learning tasks that are similar in form and content.
- In some cases, when mastery of learning outcomes is noted during assessment for learning, a teacher may use this assessment of learning as evidence.

## **C. Assessment as Learning**

Principals ensure teachers use assessment as learning strategies as an integral part of instruction and learning.

- Teachers ensure that assessment as learning is an integral part of students' learning experiences and teach students to use a variety of assessment as learning strategies to move from support to independence.
- Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to curriculum outcomes.
- Teachers teach students to become aware of their own learning strength and needs and to identify their own progress toward curriculum outcomes.
- Teachers support students in establishing achievable personal learning targets.

## **Reporting Practices**

Medicine Hat Catholic Board of Education believes that the following guidelines shall form the basis for reporting student progress:

1. Our reporting must provide feedback to stakeholders on all elements of learning. Reporting may be in the form of, but not limited to, report cards, online progress reports, portfolios, interviews and student-led conferences. Academic achievement shall be reported separately from personal growth and work habits.
2. Students receiving adapted programming or modified programming shall have that information reflected within the reporting.

3. The symbolic representation of student learning relative to curriculum learning outcomes is less important than the process by which it was determined. Standards or indicators of success will be utilized as a means for outcomes-based reporting in Kindergarten to grade 6. Percentages and letter grades are acceptable methods of reporting in grades 7 to 12 if the process by which they were determined was outcomes-based reporting. All methods of reporting are intended to display student progress towards mastery.
4. As per Alberta Education directives, preliminary Provincial Achievement Test results for grades 6 and 9 must be communicated to parents/guardians and students.
5. Report card comments give the student and family a picture of what the student knows and can do, areas for growth, and next steps in learning. Three criteria have been developed for report card comments to support the development of coherent system practices. These criteria apply to report card comments for all students, from Kindergarten to grade twelve (K to 12).  
Comments for all grades (K - 12) shall:
  - a. focus on what students have learned;
  - b. describe significant strengths; and
  - c. identify next steps for improvement

## **Appeal Process**

### **Background**

Students have the right to appeal school awarded marks.

### **Procedures**


1. The Principal is responsible for:
  - 1.1 Ensuring teachers provide each student a clear statement of:
    - 1.1.1 Course objectives
    - 1.1.2 Course content
    - 1.1.3 Evaluation and assessment procedures
    - 1.1.4 Other criteria to be used in evaluation
    - 1.1.5 Appeal procedures
  - 1.2 Ensuring comparable assessment from one class to another in the same course within a school in terms of:
    - 1.2.1 Course outcomes, objectives, and content
    - 1.2.2 Evaluation/assessment procedures and criteria
    - 1.2.3 Standards of achievement



- 1.2.4 Ensuring teachers understand administrative procedure on Student Assessment Evaluation and Reporting, so as to increase the likelihood of consistent assessment procedures and practices across Division schools.
2. A student, or guardian acting on the student's behalf, shall have the right to appeal the final standing awarded in any subject and information about the appeal process is to be communicated to students/guardians annually.
  - 2.1 Appeal of school grades at the school level.
    - 2.1.1 Normally, after consulting with the subject teacher, the first appeal shall be made in writing to the Principal within one week of the time final standings are released by the school to students. The written appeal shall outline the reason or reasons for making the request. The Principal shall acknowledge receipt of the appeal and indicate to the student the expected date when a decision with regard to the appeal will be reached. For schools on the semester system, the Principal's ruling of appeals of grades awarded during the first semester of high school will be conveyed to the student within one week of the student's appeal. For second semester appeals, the Principal's ruling will be made available to the student within one week of the opening of the next school year.
    - 2.1.2 Teachers shall make available to the Principal all final examinations and other pertinent material used in the evaluation of their students as directed by the Principal. Keep final examinations until the end of September.
    - 2.1.3 The Principal shall employ as many of the following procedures as may be necessary when reviewing the final grade awarded to a student:
      - 2.1.3.1 Consultation with teacher(s) involved.
      - 2.1.3.2 A check of records.
      - 2.1.3.3 A personal hearing of the student's appeal.
      - 2.1.3.4 A review of evaluation procedures followed.
      - 2.1.3.5 The granting of permission to the student to see the graded final examination.
    - 2.1.4 The Principal shall confirm in writing the outcome for the appeal to the student and keep a copy of the response and supporting documentation on file for seven years.
    - 2.1.5 If there is an urgent reason for an appeal, such as scholarships, entry into a post-secondary institution, or job placement, the following procedures will be used:
      - 2.1.5.1 The student wishing to appeal marks must do so upon receipt of his/her report card by the last day of the semester in question.
      - 2.1.5.2 The Principal shall rule on the urgency of the appeal.
      - 2.1.5.3 Where the appeal is deemed urgent by the Principal, he/she shall acknowledge the urgency and process the appeal according to 2.1.3.3 and 2.1.3.4. The results will be forwarded immediately to the student and the student's parents or guardian.



- 2.1.5.4 Although principals and teachers are not required to be available for appeal purposes during their regular vacation periods, each Principal or designate is expected to make arrangements to deal with urgent appeals.
- 2.2 Appeal of grades at the school system level.
  - 2.2.1 Should a student and/or parent or guardian not be satisfied with the outcome of an appeal made to the Principal, the student or parent may request a hearing from the Superintendent or designate.
- 2.3 Appeal of Diploma Exam Marks
  - 2.3.1 The student has the right of appeal to the Learner Assessment Branch of Alberta Education, in accordance with the Guide to Education.
    - 2.3.1.1 The Principal will provide the student with the procedures for contacting the Learner Assessment Branch.
  - 2.3.2 The student has the right to request that his/her diploma examination be re-scored or to re-write the examination at a later date.

<b>References:</b> Education Act Section 196(1)(e)	<b>Approved:</b> 
	<b>Date Approved:</b> August 2006
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*Note: References shall be updated as required and do not require additional approval*

