

Asasa Learning School Authority 0235

Student Evaluation 1.0
Updated: July 10, 2018
Approved by: Board of Directors
Applies to: All Alberta Certified Teaching Staff, Students, Parents

Objective: The purpose of this policy is to guide all teaching staff in carrying out appropriate assessment, evaluation and communication of student performance results.

Policy: It is a primary goal of the School Authority to maximize student academic performance. The School Authority has the following mission, “to sculpt the inner and outer worlds of our students to reflect only the best in academics, physical activity and morality. This will be achieved through superior curriculum delivery, developing an outstanding personality and providing convincing role models in our day to day interaction with students.”

In order to demonstrate the value promised in the School Authority’s mission to all stakeholders, it is important to carry out regular student evaluation. Furthermore, student evaluation is to be carried out so that current teachers, future teachers and principal are aware of a student’s progression through the Alberta Education Program of Studies within and across grades and steps taken to maximize performance in PAT’s. The results of student evaluation are to be communicated by the teachers to parents or guardians in a timely manner.

Procedure:

1. Assessment

The teacher is to carry out an assessment of each student at least as frequently as once a month. The teacher can employ various methods to assess a student’s academic performance to ensure he or she is learning the Alberta Education Program of Studies (hereafter referred to as the “Curriculum”). Tests, quizzes, oral assessment and observation of a student within the school environment are some of the ways a teacher may assess a student.

(i) Assessment within classroom

This evaluation is based on best practices employed across the School Authority to gauge a student’s academic and social performance. Tests, quizzes and oral assessments are to be designed to help the teacher understand the student’s learning progress in accordance with the Curriculum. The principal has the final authority in deciding if the teacher’s method of assessment is compatible with maximizing student learning outcomes and enhancing his or her knowledge, skills and attitude.

Oral assessments can be group or individual based. Individual assessment is to be done whenever a teacher believes a student can benefit from one-on-one assessment. It is the teacher's responsibility to escalate any significant challenges experienced by the student to the principal during regular assessment. The principal has the option to communicate the situation to the parents or guardians and advise them on involving other professionals to address any learning challenges.

(ii) Assessment outside of classroom

Teachers are to routinely observe the students in the school environment outside the classroom. This includes their behaviour towards themselves by choosing safe choices, in a group setting in the playground or gymnasium and in the hallways. Teachers should monitor students to ensure they comply with the Code of Conduct Policy 6.0. The result of these assessments should be kept in mind when compiling the report cards and can be optionally included in the report cards. The report cards, however, are not the primary means of communication of breaches of Code of Conduct to the parents or guardians. These are to be handled according to the Student Discipline, Suspension and Expulsion Policy 5.0.

2. Evaluation

Students are to be evaluated three times in an academic year using report cards; November, March and June. Students in grade 3, 6 and 9 will write a Provincial Achievement Test (PAT). The curriculum standards as defined by Alberta Education for each grade are available at <http://www.education.alberta.ca/parents/resources/summaries.aspx>

Student report cards should be designed to reflect achievement in specific areas of achievement. For example, grade 1 students are primarily evaluated in Language Arts, Mathematics, Science and Social. Optional comments should also comprise a part of the report card where qualitative evaluation is necessary. The report card should be designed so that it conveys to the parent, principal and any future teachers the student-level achievement in the core concepts of the Curriculum as outlined for that specific grade.

Students are to be evaluated using a numeric system for achievement in core subject areas. The combined score is to be averaged and reported conspicuously on the report card. These metrics should enable the principal to ensure student outcomes are achieved at a level acceptable by Alberta Education with a focus towards continuous improvement. Qualitative observations may also form a portion of the report card and can draw upon the observational, analytical, emotional, behavioral, physical and social progress of each student.

3. Communication

It is essential that parents understand the short and long term intent of the report card for their child. Parents benefit from three reporting periods in a year to help them understand their child's academic and extra-curricular progression over time. It is also critical that parents attend parent-teacher meetings to understand the quantitative as well as the qualitative evaluation of their child, the ranking in comparison to other children and future areas of improvement. Parent teacher interviews should also be utilized as a venue by teachers to inform parents about how their child may benefit from adherence to timely homework completion, behaviour improvement or discuss the possibility of obtaining the services of outside professionals.

Parents are to be advised of meeting with their child's teacher by the school within thirty (30) days of issuance of a report card for November and March. No parent teacher interviews are to take place as a result of the report cards issued in June. Teachers are not expected to meet with parents for an extended period of time outside of scheduled interviews.