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## **ADMINISTRATIVE PROCEDURE 360**

### **STUDENT EVALUATION**

#### **Background**

Students must be conscious of their own learning. The evaluation of student achievement is vital to the development of such learning and must determine what a student knows and can do. Student evaluation, therefore, must be continuous, integral to effective teaching, designed to consider individual needs, and be carried out within the parameters of the Program of Studies and the Grande Yellowhead Public School Division Learning Competencies.

#### **Procedures**

1. Student evaluation informs the starting point for program planning regarding content, skill development and teaching methodology.
  - 1.1 In the development of programs of instruction for students, consideration will be given to individual needs. The programs will be consistent with the Program of Studies and designed to achieve the Grande Yellowhead Public School Division Learning Competencies.
  - 1.2 The starting point for program planning shall be a result of:
    - 1.2.1 A determination of what a student knows and can do, and
    - 1.2.2 A determination of how a student learns.
  - 1.3 The teacher shall provide learning experiences that allow students to progress continuously and develop a positive self-concept and a positive attitude toward learning.
  - 1.4 Course outlines including long-range objectives, basic resources and evaluation procedures shall be completed in accordance with school policy, but not later than September 15.
2. Student evaluation provides information for making decisions about a student's education.
  - 2.1 Parents or guardians shall be provided with the opportunity to be involved in decision-making regarding their child.
  - 2.2 A student will progress year to year with his/her age peers until they reach senior high at which time age is not used as a criterion for placement in courses.

- 2.3 A student may require services offered by agencies outside the school. The following procedures shall be utilized in the decision to access resources from outside the school:
  - 2.3.1 The teacher shall discuss the needs of the child with the Principal and/or designate;
  - 2.3.2 The teacher and/or the Principal or designate shall discuss the needs of the child with the parents or guardians;
  - 2.3.3 The Principal shall ensure that all the resources of the school have been employed;
  - 2.3.4 Services shall be requested using divisionally established procedures.
- 2.4 The Principal shall have the final responsibility for determining the placement of a student.
3. Student evaluation determines the degree to which a student has demonstrated the Learner Expectations mandated in the Alberta Program of Studies.
  - 3.1 Achievement of curricular objectives shall be measured in a manner consistent with child development. The methods and the grading systems used to evaluate achievement shall demonstrate a continuous transition from kindergarten through grade twelve.
  - 3.2 In addition to teacher knowledge of what a student knows and can do, Provincial and Division standards shall be used.
  - 3.3 Students working on an Individual Education Plan (IEP) shall be evaluated on the basis of that plan.
4. Student evaluation determines the degree to which a student has demonstrated competency in the outcomes identified in the Information and Communication Technology (ITC) Program of Studies.
  - 4.1 Students competencies in the ICT outcomes shall be evaluated within the core subjects and courses.
  - 4.2 Achievement of ICT outcomes shall be measured in the manner used to measure other curricular objectives in Procedure 3.1, 3.2 and 3.3.
  - 4.3 Achievement of ICT outcomes shall be reported as a separate entry in any student report.
5. Student evaluation determines the degree to which a student can demonstrate through a dossier the achievement for the Grande Yellowhead Public School Division Learning Competencies.

- 5.1 Demonstrations of Learning Competencies shall be evaluated through the use of the Grande Yellowhead Public School Division Learning Competency standards (Appendix 360A) and project specific rubrics based on the Learning Competency standards.
  - 5.2 The Learning Competencies Standards Student Profile – Grande Yellowhead Public School Division Form 360-01 shall be used to record a student’s growth in the demonstration of Learning Competencies. A minimum of one demonstration per Learning Competency shall be documented annually.
  - 5.3 Evidence to support a student’s demonstration of the Learning Competencies shall be maintained in the student’s dossier that shall provide evidence of growth from Kindergarten to Grade 12.
  - 5.4 The final evaluation of a student’s demonstration of the Learning Competencies shall be documented on the Grande Yellowhead Public School Division Learning Competency Document.
  - 5.5 The Grande Yellowhead Public School Division Learning Competency Handbook shall be the standard reference.
6. Student evaluation includes opportunities for students to be involved in self-evaluation.
    - 6.1 Opportunities shall be provided where students reflect upon their successes in achieving the Learning Competencies and compare their performance to previous efforts. The goal will be to train students in effective strategies for self-evaluation.
7. Student evaluation provides the information required to report student progress.
    - 7.1 The purpose of reporting a student’s progress shall be:
      - 7.1.1 To assist the student in the development of a consciousness of his/her learning;
      - 7.1.2 To regularly provide the student with feedback on their learning and achievements within the school setting; and
      - 7.1.3 To regularly inform the parent or guardians about their child’s learning and achievements of the provincially determined Learner Expectations and the Grande Yellowhead Public School Division Learning Competencies.
    - 7.2 Students and parents or guardians shall be kept informed about progress on a regular and ongoing basis throughout the school year.
    - 7.3 Information about student progress at the Kindergarten level shall be reported to parents a minimum of three times per year.
    - 7.4 Information about student progress in grades 1-12 shall be reported to parents a minimum of five times per year. Reports on student progress shall be evenly

spaced throughout the year. There will be a minimum of one written report. The reporting procedures and the reporting schedule shall be outlined in the school education plan and communicated to parents or guardians.

- 7.5 Informal reporting shall take place on an ongoing basis in whatever form the teacher deems appropriate.
  - 7.6 Students working on an individual education plan shall have their progress reported in a manner reflecting the modified program. During the development of the individual education plan, the parent or guardians shall be given a clear indication of the grade level at which the student is working and reports to parents shall indicate how well the student is doing relative to that grade level. Achievement shall be reported in written anecdotal form and discussed with parents or guardians at appropriate intervals.
8. Student evaluation provides for an appeal process.
- 8.1 Schools shall establish evaluation procedures that are a fair and just appraisal of student achievement.
  - 8.2 Fairness and justness shall be achieved for both student and teacher in the following manner:
    - 8.2.1 The teacher shall have available and the student, where appropriate, shall be provided in advance of instruction with:
      - ◆ A clear statement of course objectives; and
      - ◆ A description of standards to be attained and the criteria to be used in any evaluation.
    - 8.2.2 The student or his/her parents or guardians shall expect:
      - ◆ An opportunity to appeal the evaluation the student has received;
      - ◆ Reasonably similar treatment as all other students in a given program;
      - ◆ Reasonably similar treatment (evaluation) from teacher to teacher in various sections of a subject; and
      - ◆ That all schools shall follow the Alberta Program of Studies.
  - 8.3 In the event of a dispute over marks, consultation among student, his/her parents or guardians, and the teacher shall be the first avenue of appeal. This shall occur within one week of the student receiving the grade.
  - 8.4 In the event that no resolution is reached between teacher and parent or guardians, the first formal request of appeal shall be made in writing to the Principal within two weeks of the student receiving his/her final grade. The written appeal shall contain the reasons for the appeal.

- 8.5 Appeals of marks on any work except the final grade must occur by the end of the next school day following the return of the assessment, test, report, etc. Thus, it is expected that an appeal of the final standing involving term work will be accepted only if there is reason to believe that the calculations of the term work weighting were inaccurate.
- 8.6 The Principal shall initiate whatever steps are deemed necessary to review the basis for the original evaluation including the following:
  - 8.6.1 Consultation with the teachers involved;
  - 8.6.2 A check of the records;
  - 8.6.3 A personal hearing of the student's appeal;
  - 8.6.4 An investigation of the evaluation procedures followed;
  - 8.6.5 Allowing the student and his/her parents or guardians to see his/her final examination.
- 8.7 Following the investigation and/or any subsequent appeal, the Principal shall report the findings to the appellant, in writing, within two weeks of the receipt of the appeal.
- 8.8 A copy of each appeal and a record of its final disposition shall be forwarded to the Superintendent.
- 8.9 In the event that the student, and/or parent or guardians are not satisfied with the Principal's findings, an appeal may be made to the Superintendent. This appeal must be made in writing and within one week of receiving the report from the Principal.

Reference: Section 12, 18, 20, 22, 39, 60, 61, 113 School Act  
Ministerial Order 016/97 – Teaching Quality Standard  
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)  
Practice Review of Teachers Regulation 4/99  
Student Evaluation Regulations 169/98  
Student Evaluation Policy 2.1.2

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