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The Calgary Girls Charter School believes in ongoing quality assessment, evaluation, and reporting practices based on current research. This informs best practice for the broad purpose of improving student learning.

## **DEFINITIONS**

Learning Outcome: the provincially mandated statements of knowledge, skills and attitudes students are expected to demonstrate as a result of schooling.

Criteria: summary statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Programs of Study; developed by teachers as part of the process of planning for assessment and instruction.

Assessment: assessment process of collecting information on student performance that includes a variety of assessment tasks designed to provide information to monitor and improve student learning.

Assessment for Learning: assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes; this information is not used for grading purposes.

Assessment of Learning: assessment experiences designed to collect information about student learning in order to make judgments about student performance and achievement at the end of a period of instruction; this information is shared with students, parents/guardians, and others who have a right to know.

Assessment as Learning: occurs when students participate in developing criteria, rubrics and exemplars. The process of guiding a student through self-reflection and peer coaching is also assessment as learning.

Student Self-Reflection: a process of considering the quality of one's own work by reflecting on criteria derived from learner outcomes; requires that a student feels safe enough to be honest in making objective observations about the work; also referred to in the literature as self-assessment or self-evaluation. Please note: Teachers have a professional responsibility to evaluate student work and as such, student self-reflection is used for feedback only and should never contribute to a student's grade.

Peer Coaching: a process whereby one student considers the quality of another's work and provides feedback based on criteria derived from learner outcomes for the purpose of helping to improve

performance; requires a non-threatening and supportive relationship between the peers; also referred to in the literature as peer- assessment, peer-feedback, peer-tutoring, or peer-editing.

Grade/Category: a grade (mark) representing how well a student demonstrates grade level learner outcomes.

Grading: a process to determine a student's performance level.

IPP: Individualized Program Plan (IPP) a student on an IPP will may receive accommodations to support learning and will be assessed on grade level expectations. These may not be at grade level.

English Language Learner (ELL): A student who is identified by Alberta Education will receive support in language acquisition and will be assessed on grade level expectations.

Modified: A student on a modified plan will be assessed on modified expectations. These are not at grade level.

Evaluation: a process of making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and/or marks(summative).

## **GUIDING PRINCIPLES FOR ASSESSMENT, EVALUATION AND REPORTING**

Assessment: Teacher must incorporate a variety of formative and summative assessments to inform and direct their practice for the purpose of improving, evaluating and reporting student learning.

Evaluation: Evaluation procedures must be designed so they are fair, just and equitable, motivating to students, instilling confidence in students' abilities to learn and to succeed, and testing a variety of skills and levels of skills. Teachers use a variety of assessments to determine Student achievement including performance assessments, projects, written work, demonstrations, portfolios, observations and examinations.

Performance levels are derived from teacher professional judgement informed by a body of evidence that is a consistent, accurate and a meaningful summary of each student's achievement of grade level learning outcomes at a given time in a school year.

Reporting: The purpose of reporting is to provide ongoing information in relation to student academic achievement and characteristics of responsible learners.

## **PROCEDURES**

1. The school principal will consult with staff to develop specific procedures that will guide assessment, evaluation and reporting of student learning in the school in accordance with this Administrative Procedure. These procedures will be clearly communicated in writing to parents and students by September 30 each school year.

2. The CGCS Report Card communicates student progress to parents and students and will be prepared and sent to parents a minimum of three times per year or two times per school semester. The report card can be in a variety of formats including, but not limited to, electronic, hard copy produced electronically and/or online. The report card will include the following:
  - 2.1. Individual Student achievement in relation to grade level expectations/modified goals;
  - 2.2. Individual Student progress in relation to the *Personal Growth and Social Responsibility*;
  - 2.3. Program modifications or adaptations;
  - 2.4. Attendance and punctuality;
  - 2.5. Student placement (end of year).
3. Principals are responsible for implementation of provincial and school authority policies and procedures related to assessment, evaluation and reporting of student learning, including:
  - 3.1. Provincial Achievement Tests (Preliminary results for PAT's grades 6 and 9) during each school year or per semester.
4. Student Led Conferences provide an opportunity for each girl to showcase her work and learning progress. A student led conference is an important way to give the student a voice in her own learning progress.
5. Parent-Teacher-Student conferences provide a unique opportunity for the teacher's professional voice to inform parent and student understanding of the student's learning achievement, evaluation and growth as a learner from the expertise of the teacher's professional judgement. Holding Student-led and Parent-teacher and Student conferences together is efficient; however, the school may choose to separate these events in order to allow a clear focus on the merits of each.
6. Opportunity for Student Led Conferences and/or Parent-Teacher-Student conferences will be provided in each reporting period following as soon as possible after the issuing of the Report Card.

Reference:

Education Act, s. 196, 197

Guide to Education

Alberta Education Programs of Study

Accountability Pillar

Alberta Education - Teaching Quality Standard