

CALGARY SCIENCE SCHOOL SOCIETY

Policy Title: **Student Assessment and Evaluation**

Policy No. **6.07**

Legal Reference: Guide to Education: ECS to Grade 12 (Sept. 2006; pp. 101-105)
School Act, Section 18(1), Chapter S-3, p. 24
Teaching Quality Standard Ministerial Order, 1997
Effective Student Assessment and Evaluation in the Classroom, 2006
Recognizing Diversity and Promoting Respect Policy
Calgary Science School Charter

RATIONALE: The Board recognizes the need to provide accurate and timely assessment and evaluation of student progress to both parents and students. This feedback is essential to optimize learning and make sound decisions regarding teaching and learning practice.

POLICY: Student assessment and evaluation practices shall be developed by the Principal and Teachers, with consideration given to parent input, consistent with the Principles of Student Assessment enunciated in Calgary Science School Charter. Student assessment and evaluation practices shall be clearly communicated to students and parents. Results shall be monitored on an ongoing basis to inform next steps in instruction and program improvement.

PRINCIPLES:

1. Assessment will be in accordance with current Alberta programs of study.
2. All students in Grades 6 and 9 must write the annual provincial achievement tests.
3. Teachers shall ensure that parents understand the grade level their child has achieved in relation to the grade levels of provincial programs of study for language arts, mathematics, science and social studies.
4. Assessment of inquiry-based learning will be central to assessment practice.
5. Assessment of work habits, effort, and behavior will be distinct from assessment of academic performance.

6. Teachers will use a variety of assessment strategies to gather diverse information to provide feedback that is useful to parents, students, and teachers.
7. Assessment will be an ongoing process rather than a set of isolated events.
8. Assessment will identify strengths and encourage improvement in areas of difficulty.
9. Students will be involved in their own assessment.
10. Teachers use their professional judgment to ensure that their assessments are relevant to and representative of the learning outcomes their students are expected to achieve.
11. Assessment practices must accommodate the backgrounds and prior experiences of the students, so that all students are provided with opportunities to display their strengths.

First Reading November 27, 2007

Adopted January 22, 2008

PROCEDURES:

1. The Principal and Teachers will reassess reporting practices each year before the end of September and will collectively decide upon alterations and / or additions.
2. Teachers will work together to develop consistent standards.
3. Grades 6 and 9 Teachers will review general information bulletins and subject area bulletins to familiarize themselves with the purposes, content, and administration of provincial achievement tests.
4. Grades 6, 7 and 9 Teachers will analyze and interpret the results of provincial achievement tests and will report their findings to the general teaching staff.
5. All teachers from grade 4 to 9 will provide Grade Level of Achievement information for Language Arts and Math to Alberta Education in June of each year.
6. Report cards will include categories that separately address inquiry, work habits, and behavior. Both content and cognitive skills must be addressed.
7. Report cards will be issued three times per year.
8. Student-led conferences will be held following Term 1 and 2 reporting periods.
9. Teachers will provide ongoing feedback to students and parents between reporting periods.
10. If necessary, teachers will provide information to the student services coordinator and school administrators so that they may request expert assessment or diagnostic information that strengthens teaching and student learning.