

Title: Assessment and Reporting of Student Learning

Policy Statement:

The Board is committed to ensuring ongoing, meaningful, consistent, and accurate assessment for all students. The Board believes the primary purpose of assessment is to gather information in order to guide and improve student learning and instruction. The Board believes the primary purpose of reporting is to communicate student achievement to students, parents, and other stakeholders.

Approved: M. Lynn Gullackson
(Chair of the Board)

May, 2016
(Date)

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Stakeholders Consulted (Date): April 17, 2018

Reference Documents:

Trinity Christian School Association's *WISDOM Home Schooling Assessment and Reporting of Student Learning Policy (2010)*

Elk Island Public Schools *Assessment and Reporting of Student Learning (2015)*

AAC Assessment Glossary

Alberta Education Guide to Education (2014)

Gusky (2015) *On Your Mark: Challenging the Conventions of Grading and Reporting Home Education Regulation 145/2006 Section 5*

Principles:

To ensure assessment and reporting of student learning is used to guide instruction and improve learning. The Trinity Christian School Association Board believes communication of valid, accurate, and meaningful information about student achievement and growth to parents and guardians helps to build confidence in Trinity Christian School Association and its WISDOM home schooling program.

Definitions

Achievement Level is a student's demonstration of knowledge, skills, and attitudes relative to grade level learner outcomes.

An **assessment** is the process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

Formative Assessment are assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward

clearly specified learner outcomes. (Also called assessment for learning and diagnostic; refers to information not used for grading purposes).

Summative Assessments are assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms. (Also called assessment of learning; refers to performance data compiled as a grade).

Descriptive Feedback is part of an ongoing, specific, and constructive conversation about learning that relates directly to the learner outcomes.

An **evaluation** is to make decisions about the quality, value, or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Grades can be a letter, number, or comment reported at the end of a period of time as a summary statement of student performance based on a variety of summative assessments. Grades represent teachers' cumulative judgments about students' competencies or level of achievement at a specific point in time.

Grading is the process to determine a student's performance level.

An **Instructional Support Plan (ISP)** is a requirement for in-school students with severe special education. ISPs are a plan of action designed to address the student's special education needs, and are based on diagnostic information which provides the basis for intervention strategies.

Learner Outcomes are what students are expected to learn; the provincially mandated knowledge, skills, and attitudes students are expected to demonstrate as a result of schooling.

Principal means a principal as defined in the School Act, a superintendent or designee in respect to fulfilling obligations under section 113 of the School Act.

Teacher means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the School Act.

Facilitator means a certificated teacher who facilitates home education student learning by offering assistance and advice to parents providing home education program under section 5 of the Home Education Regulation.

A. Accountability

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the programs of study and/or ISP.

1. An individual student's progress and growth shall be communicated regularly to the student and the student's parents/guardians throughout the year.
2. This information will be outlined in the school assessment plan, and monitored by the Principal to ensure consistency of practice.

B. In-school Expectations

1. The in school assessment plan shall articulate the school's performance measures, summative reporting format, philosophy in support of the policy and expectations for communication of student learning to parents/guardians.
2. All forms of formative and summative assessment are linked to the learner outcomes in the programs of study and/or an ISP.

3. Reliable and valid information is used to provide feedback to students to determine grades and achievement levels.
4. A range of bias-free assessments that are respectful of student differences and reflective of a diverse student population will be employed.
5. Student learning will be communicated in both formal and informal ways throughout the school year.
6. All decisions regarding grade and/or course placement will be based on student achievement.
7. Students enrolled in a program of studies shall complete assignments in order to demonstrate their learning throughout the term of their course of studies. When assignments are missing or incomplete, communication to students and parents/guardians will occur.
8. All incoming in-school students will undergo a Learning Potential Assessment.

C. Home Education Expectations

1. A Facilitator must:
 - a. assist parents in the development and implementation of an education program plan;
 - b. facilitate student learning by offering assistance and advice to parents providing home education programs;
 - c. notify the parent of any implications that a home education program may have on the student's eligibility to be granted high school credits;
 - d. be able to provide assistance in other ways as circumstances require.
2. Facilitation must assure that the parent:
 - a. at regular intervals, conducts an evaluation of the progress of the student by maintaining dated samples of student work and a general record of the student's activities, and by maintaining a record of the methods and dates of those evaluations;
 - b. is available for a regular review of the student's achievement with the facilitator at a time and place mutually agreeable;
 - c. ensures that the student is available in order that the facilitator may conduct an evaluation of the progress of the student.
3. A Facilitator shall:
 - a. ensure that a student at a level equivalent to grade 3, 6 or 9 is given the opportunity to write the grade 3, 6 or 9 Student Learning Assessment;
 - b. record in the student record the results of the tests, if written;
 - c. conduct at least two evaluations of the progress of the student in each school year;
 - d. advise the student's parent as to the progress of the student;
 - e. make recommendations to the student's parent on any matter that may assist the student in attaining a higher level of achievement, where necessary;
 - f. complete the Facilitator Assessment Form as a quantitative summary of each of the two evaluations per year, provide one copy to the parents and file one copy in the student file;

- g.** complete and place in the student file annually a year-end summary, indicating whether or not the student has fulfilled the learning objectives prescribed by the parent;
- h.** inform the parent that on the recommendation of a school principal, a student receiving a home education program that follows the Alberta Programs of Study is eligible to receive high school credits if the student achieves the course standards and outcomes prescribed by the Minister.