

ASSESSMENT, EVALUATION AND REPORTING

Background and Purpose

Battle River School Division (BRSD) establishes and implements student assessment and evaluation in accordance with the expectations of Alberta Education and with the needs of students attending schools in the Division. BRSD believes that both high-quality teaching and optimum student learning depend upon ongoing assessment that is both formative and summative. Therefore, BRSD expects all assessments to provide accurate information about student achievement in relation to the learner outcomes in the Alberta Education Programs of Study. Student learning and growth are promoted through assessment, evaluation, and reporting of student achievement and positive, thoughtful and meaningful experiences.

Assessment, evaluation, and reporting in Battle River School Division will follow these guiding principles:

Adapted Program: The student is on a graded curriculum and is working towards the learning outcomes of the Alberta Program of Study, but may be at a grade level different from their enrollment grade in one or more subject areas and/or require adaptations so they can participate actively.

English as an Additional Language (EAL): English as an Additional Language students will receive an additional EAL Progress Report.

Evidence of Learning: Assessment provides clear evidence of progress through diverse methods.

Learner Outcomes: The specific, detailed, learning expectations that are outlined in the Alberta Programs of Study.

Modified Program: The student does not follow a graded curriculum but receives programming focused on life skills, foundational skills, and academic readiness. Learning outcomes are specifically selected to meet the student's special education needs.

Multiple Forms of Evidence: Learning is assessed through conversations, observations, and student work.

Outcome-Specific Feedback: Feedback is clear, targeted to outcomes, and used to improve learning.

Real-Time Reporting (RTR): Provides parents/guardians with a comprehensive and up-to-date view of their child's academic progress, fostering collaboration between parents/guardians and teachers to support student success. By emphasizing regular gradebook updates, clear communication, and detailed feedback, RTR enables a continuous focus on growth and learning achievements.

Rubric: A standardized measurement tool that outlines criteria and describes the quality of work or performance, used to assess a student's achievement.

Student Support Plan (SSP): The plan addresses students' specific education needs. This document communicates student growth and progress throughout the year.

Triangulation of Evidence: Learning is assessed using multiple sources, including conversations, observations, and student work.

Procedures

Under the Principal's leadership, teachers will align assessment and evaluation practices with the Education Act, Alberta Education's *Guide to Education*, and Division Procedures. Teachers and administrators will also ensure these procedures are clearly communicated to students and parents.

1. Formative Assessment

Guiding Principles for Effective Formative Assessment:

- 1.1 Aligned with Learning Outcomes: Curriculum, instruction, and assessment are aligned with learner outcomes.
- 1.2 Informing Students and Parents: Students and parents are informed about learning progress and achievement.
- 1.3 Adjusting Instruction: Instruction is continuously adjusted based on assessment data.
- 1.4 Delivering Feedback: Timely, specific, and descriptive feedback is provided to enhance learning.

2. Summative Assessment

Guiding Principles for Effective Summative Assessment:

- 2.1 Aligned with Learning Outcomes: Students are assessed based on learning outcomes from Alberta's Programs of Study, including locally developed courses.
- 2.2 Individual Mastery: Grades reflect a student's progress toward mastering learning outcomes, not peer comparisons.
- 2.3 Academic and Non-Academic Separation: Attitude, effort, behavior, work habits, and attendance are reported separately unless tied to specific learner outcomes.
- 2.4 Evidence-Based Reporting: Grades are based on sufficient, high-quality evidence of achievement.
- 2.5 Consistent Accommodations: Universal accommodations from Alberta Education are consistently applied and do not impact grades.
- 2.6 Focus on Recent Learning: Priority is given to the most recent evidence of learning.
- 2.7 No Bonus Marks: Bonus marks are not used to assess learning outcomes.
- 2.8 Deducting marks for late work: Marks must not be deducted for late submission of student work.

3. Screener Assessments

When students complete provincial and local literacy and mathematics screener assessments, the results are used to:

- 3.1 Plan programming for individual students,
- 3.2 Form intervention groups, and
- 3.3 Help teachers identify learning gaps and opportunities for differentiated instruction.

4. Roles and Responsibilities in Assessment, Evaluation and Reporting

Successful assessment is a collaborative effort among administrators, teachers, students, and parents.

4.1 Administrators shall:

- 4.1.1 Provide instructional leadership in the school (*Education Act s.197 (a)*);
- 4.1.2 Provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging (*Education Act s.197 (a.1)*);
- 4.1.3 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses and programs of study prescribed, approved or authorized pursuant to this Act (*Education Act s.197 (b)*);
- 4.1.4 Evaluate or provide for the evaluation of programs offered in the school (*Education Act s.197 (c)*);
- 4.1.5 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister (*Education Act s.197 (d)*);
- 4.1.6 Create opportunities for parents/guardians, as partners in education, to take an active role in their children's education (*Leadership Quality Standard, Standard 1*);
- 4.1.7 Communicate a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership (*Leadership Quality Standard, Standard 3*);
- 4.1.8 Develop a shared responsibility for the success of all students (*Leadership Quality Standard, Standard 4*);
- 4.1.9 Establish opportunities and expectations for the positive involvement of parents/guardians in supporting student learning (*Leadership Quality Standard, Standard 4*);
- 4.1.10 Build the capacity of teachers to respond to the learning needs of all students (*Leadership Quality Standard, Standard 6*);
- 4.1.11 Establish transparent, fair, and consistent assessment practices, while supporting teachers with resources and professional development;
- 4.1.12 Ensure the school's philosophy and procedures for assessment, evaluation, and reporting align with the following principles:
 - i. Student achievement is based solely on curricular outcomes from the Program of Studies or the SSP;
 - ii. The primary purpose of assessment is to support student learning and improve performance;
 - iii. Timely feedback is provided to students and parents; and

- 4.1.13 Within the first two weeks of the course start date, ensure all course outlines reflect principles of fair, consistent assessment, provide meaningful feedback, and uphold student dignity while aligning with Alberta Curriculum outcomes.

4.2 Teachers shall:

- 4.2.1 Provide instruction competently to students (*Education Act s.196 (a)*);
- 4.2.2 Teach the courses and programs of study that are prescribed, approved or authorized according to this Act (*Education Act s.197 (b)*);
- 4.2.3 Promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act (*Education Act s.197 (c)*);
- 4.2.4 Encourage and foster learning in students (*Education Act s.197 (d)*);
- 4.2.5 Regularly assess students and periodically report the results of the assessment to the students, the students' parents and the board (*Education Act s.197 (e)*);
- 4.2.6 Build positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning (*Teaching Quality Standard 1*);
- 4.2.7 Engage in career-long professional learning and ongoing critical reflection to improve teaching and learning (*Teaching Quality Standard 2*);
- 4.2.8 Apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student (*Teaching Quality Standard 3*);
- 4.2.9 Establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe (*Teaching Quality Standard 4*);
- 4.2.10 Develop and apply foundational knowledge about the diverse First Nations, Métis and Inuit histories and people, for the benefit of all students (*Teaching Quality Standard 5*);
- 4.2.11 Demonstrate an understanding of, and adherence to, the legal frameworks and policies that provide the foundations for the Alberta education system (*Teaching Quality Standard 6*);
- 4.2.12 Design and implement regular assessments that are fair, transparent, consistent, and aligned with curriculum outcomes, while addressing diverse student needs;
- 4.2.13 Regularly review and adjust assessment methods to ensure they are appropriate for the learning objectives, align with the nature of the learning task, and accurately measure the intended outcomes;
- 4.2.14 Provide prompt, constructive feedback to support learning and keep parents informed and engaged in the process;
- 4.2.15 Based upon the teacher's professional judgment, students may be given a second opportunity to complete a summative assessment, provided there is adequate time for additional learning between attempts. Semester and year-end final exams are excluded from this practice; and
- 4.2.16 Use culturally responsive, unbiased assessments that respect student diversity and reflect the varied backgrounds of the student population.

4.3 Students

The *Education Act* identifies the learning responsibilities of the student (s. 31) as follows:

- 4.3.1 Students shall attend school regularly and punctually (*Education Act s. 31(a)*);
- 4.3.2 Students shall be ready to learn and actively engage in and diligently pursue the student's education (*Education Act s. 31(b)*);
- 4.3.3 Cooperate with everyone authorized by the Board to provide education programs and other services (*Education Act s. 31(g)*); and
- 4.3.4 Students shall positively contribute to the student's school and community (*Education Act s. 31(f)*).

4.4 Parents

The *Education Act* identifies the learning responsibilities of the parent (s. 32) as follows:

- 4.4.1 Parents shall act as the primary guide and decision-maker with respect to the child's education (*Education Act s. 32(a)*);
- 4.4.2 Parents shall take an active role in the child's educational success, including assisting the child in complying with section 31 (*Education Act s. 32(b)*);
- 4.4.3 Parents shall ensure that the child attends school regularly (*Education Act s. 32(c)*);
- 4.4.4 Parents shall cooperate with school staff to support the delivery of supports and services to the child (*Education Act s. 32(e)*);
- 4.4.5 Parents shall encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school (*Education Act s. 32(f)*); and
- 4.4.6 Parents shall engage in the child's school community (*Education Act s. 32(g)*).
- 4.4.7 Families shall respect the teacher's role, recognizing that while teachers support students who miss class, they cannot create individualized plans for extended absences (e.g., vacations). Students are responsible for catching up on missed learning.

5. Course Outlines and Assessment Alignment

- 5.1 Course outlines must be reviewed within the first week of the new semester with students and should emphasize fair, consistent assessments that uphold student dignity, provide meaningful feedback, and align with Alberta Curriculum outcomes.
- 5.2 Consistency: When multiple teachers at the same school teach the same course, assessment practices and weightings must be aligned.

6. Culminating Assessments

- 6.1 Culminating assessments are teacher-created, outcome-aligned summative tasks conducted near the end of the learning process (e.g., unit, course) where students demonstrate their understanding through application, analysis, synthesis, or evaluation.
- 6.2 A variety of formats can be used for culminating assessments to better capture student learning, enhancing validity by broadening the evidence base.
- 6.3 Culminating assessments can be personalized and differentiated to meet student needs, with options for variety and choice.

- 6.4 At the teacher's discretion, Grade 6 provincial achievement test (PAT) results may contribute up to 10% of the final grade.
- 6.5 Grades 7-9, culminating assessments at the end of a course may contribute a maximum of 15% to the final grade, including at the teacher's discretion, the PAT.
- 6.6 Grade 10-12 non-diploma final assessments:
 - 6.6.1 Classroom-based final assessments may contribute up to 30% of the school-awarded mark; and
 - 6.6.2 Teachers must ensure that assessments within a 1-2 week period do not collectively equate to or exceed the weight of a final course assessment. This ensures the integrity and balance of course evaluations, preventing undue emphasis on a single set of assessments.
- 6.7. For a course in which a diploma exam will be written:
 - 6.7.1 A teacher will not use a teacher-prepared final assessment. Instead, the focus should be on preparing students for the final Diploma Exam, ensuring alignment with provincial requirements and supporting students in demonstrating their learning through the standardized examination.
- 6.8 Provincial Achievement Test exemptions may be granted by the Superintendent or designate for the following reasons:
 - 6.8.1 medical conditions, special education needs, or exceptional personal situations that prevent a student from writing the test (PAT General Information Bulletin);
 - 6.8.2 the student is unable to access the provincial assessment in its original form, or with accommodations and/or unique accommodations due to behavioural, intellectual, learning, communication, or physical characteristics or any combination of any of them that impair the student's ability and opportunity to learn (PAT General Information Bulletin); and
 - 6.8.3 participation would be harmful to the student (PAT General Information Bulletin).
- 6.9 Students who are absent from the writing of a Diploma Examination may communicate with the school to apply for a provincially approved deferment or exemption.
- 6.10 The principal and teachers will ensure that instructional time is utilized for all students if year-end assessments are not part of a junior/senior high school plan.

7. Special Considerations

- 7.1 Students with Diverse Learning Needs: Assessments align with goals in their SSP.

8. Missing Work

- 8.1 When a student has missing work, the teacher will:
 - 8.1.1 Meet with the student to develop a plan for completing the work or an alternate assessment, scheduled at the teacher's discretion;
 - 8.1.2 Provide reasonable support, such as extra time or teacher assistance, to help the student complete and submit the work;

- 8.1.3 Adapt or modify the task to support the student's success;
- 8.1.4 Communicate with parents/guardians about concerns through student agendas, phone calls, or emails; and
- 8.1.5 If the work remains incomplete after a reasonable timeframe agreed upon by the teacher and student, the assignment may be marked as incomplete, and a grade of zero can be assigned. This process ensures students have a fair opportunity to demonstrate their learning.

9. Communicating Student Achievement:

- 9.1 All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students.
- 9.2 Assessment is ongoing and cumulative.
- 9.3 Teachers will keep electronic gradebooks current (minimum: bi-weekly).
- 9.4 Entries must have clear, descriptive titles that are easily understood by students and parents. They must also include assessment dates, evaluated outcomes, and activity descriptions and may include links to rubrics or additional details.
- 9.5 Teachers will provide comments in the PowerTeacher Gradebook that are primarily for the parent/guardian. Comments will be specific to the assessment and provide insight for the parent in describing how the student has done. Teachers are not required to comment on every assessment for every student; however, they must provide multiple comments for each student throughout the semester or year.
- 9.6 Parent conferences shall be scheduled at least twice in the school year, and principals are encouraged to hold student-led conferences involving students, parents, and teachers.
- 9.7 Grades 1-6 Reporting
 - 9.7.1 The following table represents the descriptors used to report student progress and work habits on the BRSD end-of-year grade 1-3 report cards. Student marks are based on achievement to the outcomes in the Alberta Education Programs of Study.

Descriptors	Grade 1-3 Academic Achievement of Provincial Expectations
Proficient	Demonstrates a good understanding and application of concepts and skills.
Achieving	Demonstrates basic understanding and application of concepts and skills.
Developing	Demonstrates limited understanding and application of concepts and skills.
Not Meeting	Does not yet demonstrate the required understanding and application of concepts and skills.

- 9.7.2 The following table represents the descriptors used to report student progress and work habits on the BRSD end-of-year grade 4-6 report cards. Student marks are based on achievement to the outcomes in the Alberta Education Programs of Study.

Descriptors	Grade 4-6 Academic Achievement of Provincial Expectations
Exemplary	Demonstrates a very good to excellent understanding and application of concepts and skills.
Proficient	Demonstrates a good understanding and application of concepts and skills.
Achieving	Demonstrates basic understanding and application of concepts and skills.
Developing	Demonstrates a limited understanding and application of concepts and skills.
Not Meeting	Does not yet demonstrate the required understanding and application of concepts and skills.

9.8 Grades 7-12 Reporting

9.8.1 In grades 7-12 student progress will be reported by percentage.

9.9 At the end of Semester One and Semester Two, BRSD will electronically remind parents/guardians to log into PowerSchool to view their child's grades.

9.10 In addition to email communication, a printed record of student achievement will be provided upon request from a parent or guardian.

9.11 Teachers shall complete EAL benchmarking of students by November 30 and will provide a written report of progress by the first week of March.

10. Communication Methods

10.1 Effective and proactive communication between parents and teachers plays a key role in helping students succeed.

10.2 The gradebook **must not** be the primary means to communicate issues or concerns with students and/or parents/guardians, this is best facilitated through direct communication.

11. Promotion and Retention of Students

11.1 Promotion means that a student proceeds to the next grade level in the subsequent school year. Grade retention means that a student is required to repeat the same grade due to lack of achievement.

11.2 Research strongly supports alternatives to grade retention, such as adapting or modifying programming at the next learning level. Studies highlight long-term negative effects of retention, including higher dropout rates and challenges in predicting which students might benefit from it.

11.3 By March 1, a learning team (e.g. teacher(s), Principal and/or Assistant Principal, Director of Inclusion, and Director of Education Services) will meet with the parents/guardians to consider promotion/retention for the coming school year. The Director of Education Services and Director of Inclusion will be notified of students being considered for retention.

11.4 School Administrators are responsible for completing forms 361-1 and 361-2.

12. Record Keeping

- 12.1 A copy of each student's final written report card will be uploaded into the Student's PASI Digital Student Record.
- 12.2 PowerSchool: Teachers use PowerSchool to maintain legal records of student achievement.
- 12.3 Retention: Records are retained by the school for seven (7) years ([AP 320 Student Record - Appendix A List of Documents](#)).

13. Appeals Procedures

- 13.1 To ensure that student evaluation procedures followed in a school have been fair and just, a student will have the right to appeal the final grade awarded to any subject (refer to *Administrative Procedure 155*).

Reference: Sections 31, 32, 196, 197 Education Act
Bill 33 - the *Protection of Privacy Act*
Bill 34 - the *Protection of Privacy Act*
BRSD [Real Time Reporting Guideline](#)
General Information Bulletin - Diploma Examinations Program
General Information Bulletin - Provincial Achievement Test
Guide to Education ECS to Grade 12
Teaching Quality Standard 001/2018, Leadership Quality Standard 04/2023

Related APs: Dispute Resolution 155
Student Records 320 and Appendix B - List of Documents

Related Forms: Student Placement and Promotion Recommendation 361-1
Student Placement and Promotion Conversation Guide and Checklist 361-2