



## Edge School

### **POLICY TITLE:**

Evaluation of Students

**Board Approval:** December 21, 2012

### **LEGAL REFERENCE:**

Guide to Education: ECS to Grade 12 2012-2013  
School Act, Section 18(1), Chapter S-3, p. 24  
Teaching Quality Standard Ministerial Order, 1997

### **RATIONALE:**

The School 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. 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:**

- A. Assessment will be in accordance with current Alberta programs of study.
- B. All students in Grades 6 and 9 must write the annual provincial achievement tests.
- C. Assessment of work habits, effort, and behavior will be distinct from assessment of academic performance.
- D. Teachers will use a variety of assessment strategies to gather diverse information to provide feedback that is useful to parents, students, and teachers.
- E. Assessment will be an ongoing process rather than a set of isolated events.
- F. Assessment will identify strengths and encourage improvement in areas of difficulty.
- G. Students will be involved in their own assessment.
- H. 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.
- I. The Edgeway Assessment Document will be used as a reference to guide the assessment process.



## **PROCEDURES:**

1. The Principal and Teachers will reassess reporting practices each year on an ongoing basis and will collectively decide upon any changes.
2. Teachers will work together to develop consistent standards.
3. Teachers will review general information bulletins and subject area bulletins to familiarize themselves with the purposes, content, and administration of provincial achievement tests.
4. Teachers will analyze and interpret the results of provincial achievement tests and will report their findings to the school administration.
5. Report cards will include categories that separately address inquiry, work habits, and behavior. Both content and cognitive skills must be addressed.
6. Report cards will be issued two times per year.
7. Checkpoint meetings will be held as a means of facilitating parent-school communication.
8. Teachers will provide ongoing feedback to students and parents between reporting periods.
9. If necessary, teachers will provide information to the counsellor and school administrators so that they may request expert assessment or diagnostic information that strengthens teaching and student learning.