Student Evaluation

Updated: September 9, 2024
Approved by: Board of Directors
Applies to: All Alberta Certified Teaching staff, ECE Staff, Specialists, student/children, parents and Volunteers

Objective: The purpose of this policy is to guide all teaching staff in carrying out appropriate assessment, evaluation and communication of student performance results.

Policy: It is a primary goal of the School Authority to maximize student academic and individual performance. Student evaluation is to be carried out so that current teachers, future teachers and school leaders are aware of a student's progression through the Alberta Education Program. The results of student evaluation are to be communicated by the teachers to parents or guardians in a timely manner.

Procedure:

1. Assessment
   The teacher or specialist is to carry out an assessment of each student at least as frequently as 3 times/year. The teacher or specialist can employ various methods to assess a student's academic and individual performance to ensure he or she is progressing or learning the Alberta Education Program of Studies. Tests, quizzes, oral assessment and observation of a student within the school environment are some of the ways a teacher or specialist may assess a student.

   (i) Assessment within classroom
   This evaluation is based on best practices employed across the School Authority to gauge a student's academic and social performance. Tests, quizzes and oral assessments are to be designed to help the teacher understand the student's learning progress in accordance with the Curriculum. Method of assessment should be compatible with maximizing student learning outcomes and enhancing his or her knowledge, skills and attitude.

   Oral assessments can be group or individual based. Individual assessment is to be done whenever a teacher or specialist believes a student can benefit from one-on-one assessment. It is the teacher or specialists responsibility to report any significant challenges experienced by the student during regular assessment. The teacher or specialist has the option to communicate the situation to the parents or guardians and advise them on involving other professionals to address any challenges.

(ii) Assessment outside of classroom

Teachers and specialists are to routinely observe the students in the school environment outside the classroom. This includes their behaviour towards themselves by choosing safe choices and in a group settings on the playground. Teachers and specialist should monitor students to ensure they comply with the Code of Conduct Policy. The result of these assessments should be kept in mind when compiling the report cards and IPP's and can be optionally included.

2. Evaluation

Students are to be evaluated three times in an academic year using report cards or IPP's; November, March and June.

Student report cards and IPP's are designed to reflect achievement in specific areas of achievement. Kindergarten students are primarily evaluated in Language Arts, Mathematics, Science and Social. Comments will also comprise a part of the report card or IPP where qualitative evaluation is necessary. The report card or IPP is designed so that it conveys to the parent, and any future teachers the student-level achievement in the core concepts of the Curriculum or as outlined in the IPP.

Students are to be evaluated using a numeric system for achievement in core subject areas. The combined score is to be averaged and reported on the report card. These metrics ensure student outcomes are conveyed and achieved at a level acceptable by Alberta Education with a focus towards continuous improvement. Qualitative observations also form a portion of the report card and can draw upon the observational, analytical, emotional, behavioral, physical and social progress of each student.

3. Communication

It is essential that parents understand the short and long term intent of the report card or IPP for their child. Parents benefit from three reporting periods in a year to help them understand their child's academic or individual progress over time. It is also critical that parents attend parent-teacher and IPP meetings to understand the quantitative as well as the qualitative evaluation of their child, the ranking in comparison to other children and future areas of improvement. Parent teacher interviews and IPP meetings will also be utilized as a venue by teachers and specialists to inform parents about how their child may benefit from the services of specialists/professionals.

Parents are to be advised of meeting with their child's teacher or team by the school within thirty (30) days of issuance of a report card for November and March. No parent teacher interviews are to take place as a result of the report cards issued in June. Teachers are not expected to meet with parents for an extended period of time outside of scheduled interviews.