

Background: Principles Regarding Student Assessment, Evaluation and Reporting

This Administrative Procedure (AP) is a result of research and dialogue undertaken by a committee of teachers and principals led by Pembina Hills School Division Administration. The majority of this work occurred during the 2009-10 and 2010-11 school years.

During the development of this AP, the committee recognized that the implementation of effective practices in student assessment, evaluation and reporting are constrained by various factors such as traditional practices and mindsets, limitations of software, and expectations of parents. The committee decided that the Principles of student assessment, evaluation and reporting must be a part of the document. The Principles were maintained as a reference and a response to questions of “why” a particular practice was expected. The Principles would also remain present as a reminder of the ideal when practices could not align perfectly with the principles that guided them.

As time has progressed, some prescribed practices remain disparate from the Principles that guide them but most of the practices and procedures described by this AP have become normalized. Therefore, the 2019 revision of this document no longer includes a section describing the Principles. This Principles section is now a separate ‘Exhibit’ in the online Policy Manual. The bibliography remains as a reminder of the research base that has informed the expectations in this Administrative Procedure.

This procedure includes the following contents

- Definitions
 - [1. Assessment](#)
 - [2. Evaluation](#)
 - [3. Assessment Activities](#)
 - [4. Reporting](#)
 - [5. Programs of Study](#)
- Procedures
 - [1. Assessment](#)
 - [2. Evaluation](#)
 - [3. Assessment Activities](#)
 - [4. Reporting](#)
- [Bibliography](#)

Definitions

(The following definitions are a representation of the attempts by many authors for definitive descriptions, and while some remain open to interpretation, these working definitions will serve Division staff well.)

1. **Assessment**: The process of collecting information on student achievement and performance to improve student learning.
 - 1.1. **Formative Assessment**: An interactive assessment process where information about learner progress towards a clearly specified outcome is collected with the learner and shared with the learner.
 - 1.1.1 **Assessment As Learning**: An assessment process performed with the intention of helping the learner understand their own growth and to improve learning behaviours.
 - 1.1.2 **Assessment For Learning**: An assessment process performed with the intention of providing the teacher with information about the effectiveness of instruction and to improve learning behaviours.
 - 1.2. **Summative Assessment**: An assessment activity determining a student's degree of mastery relative to a specific learning outcome used to provide information to people who are external to the learning environment (such as, but not limited to parents/guardians, or other staff).
 - 1.2.1 **Assessment Of Learning**: An evaluation process summarizing information about student learning judged in relation to learner outcomes at a specific point in time to provide information to people who are external to the learning environment (such as, but not limited to parents/guardians, or other staff).
2. **Evaluation**: The process of making judgments about the quality, value, or worth of a response, product, or performance based on established criteria.
 - 2.1. **Criteria**: What students need to do to show they have achieved the learner outcomes (e.g. compare and contrast, explain, analyze).
 - 2.2. **Criterion-reference**: Evaluation relative to grade level learner outcomes.
 - 2.3. **Level of Achievement**: A teacher's judgment, based on the results from a variety of classroom assessments throughout the school year, expressed in relation to learner outcomes in a subject area after a course for a specific grade level has been completed.
3. **Assessment Activities**: Activities selected and utilized by the teacher that involve students for the purpose of gathering evidence of student learning.
 - 3.1. **Diagnostic Assessment**: An assessment activity designed to establish appropriate starting points for instruction.
 - 3.2. **Peer Evaluation**: An activity where a student considers the quality of another's work and provides feedback by applying criteria to help improve performance.
 - 3.3. **Self-Evaluation**: An activity where a student considers the quality of one's own work by applying criteria.
 - 3.4. **Self-Reflection**: A meta-cognitive activity where a student considers their learning through guided reflection.
 - 3.5. **Authentic or Performance Assessment / Transfer Tasks**: Are meaningful tasks that enable students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people work.

- 3.6. **Proficiency/Mastery Assessments:** An assessment activity (usually summative) designed to measure a student's level of ability or knowledge compared to clearly defined standards and criteria, and which is used after or at the end of a unit of instruction.
 - 3.7. **Standardized Assessment:** An assessment activity designed by the Ministry of Education, primarily Student Learning Assessments, Provincial Achievement Tests and Provincial Diploma Exams.
 - 3.8. **Psycho-Educational Assessment:** Intelligence and achievement assessments such as the WIAT or WISC, Behavior Assessments such as the BASC-2, and other Assessments like Speech, Occupational Therapy, or medical... performed by specifically trained staff, based on a collaborative referral.
4. **Reporting:** Process of communicating with people outside the classroom about both student progress and summative results students achieve.
 - 4.1. **Parent contacts:** Communication with a parent; face to face, by phone or electronically; during which the progress of their student is discussed, or depicted, as can occur through the use of secure digital sharing media (e.g. FreshGrade).
 - 4.2. **Parent-Teacher-Student Interviews:** Meetings between the teacher and parent, or teacher and parent and student (preferred), where the progress of a student is discussed with specific reference to the products of assessment activities previously performed by the student.
 - 4.3. **Student Led Conferences:** Meetings involving the teacher, parent and student where the student leads their parent through a demonstration of their recent work on learning and/or assessment activities.
 - 4.4. **Interim / Mini reports:** Hard copies of reports that describe student progress on recent assessment activities. These may be anecdotal descriptions or lists of marks received for associated assessment activities. Interim and Mini reports may summarize a student's results on a completed unit of study.
 - 4.5. **Mark:** A representation of the level of mastery demonstrated by a student on any one assessment activity. (A mark on a test. A mark on an assignment.)
 - 4.6. **Grade:** A summary statement of student achievement as compared to specific standards described in the Programs of Study. (A grade in social studies.)
 - 4.7. **Report Card:** An official written communication to parents documenting student progress relative to the Alberta Programs of Study.
 5. **Programs of Study:** Programs of Study are legal documents, approved by the Minister of Education, mandatory for use in schools offering the particular program. The development of Programs of Study is guided by provincial standards and processes. They are intended to set grade appropriate learner outcomes and high standards for all Alberta students.
 - 5.1. **Outcomes:** Descriptions of levels of achievement that students are expected to learn, defined by the Programs of Study; the knowledge, skills and attitudes a student demonstrates as a result of schooling.
 - 5.2. **Adapted Programs:** Programming that retains the learner outcomes of the Programs of Study and where adjustments to the instructional process are provided to address the special education needs of the student.
 - 5.3. **Modified Programs:** Programming in which the learner outcomes are significantly different from the Programs of Study and are specifically selected to meet students' special education needs. For more information about communicating progress of students with Modified Programs, please refer to [AP 60-12 Inclusive Practices \(Student Placement and other Programming Decisions\)](#), or contact Student Services directly.

Procedures

(These are the procedures that school administrations and staff follow to ensure that assessment and reporting activities closely manifest the ideals described by the guidelines.)

1. Assessment

1.1. Formative Assessment

- 1.1.1 Teachers shall use formative assessment activities frequently and consistently. Formative assessment, by definition, evokes adjustments to instruction. Formative assessment must be aligned to learner outcomes in the Programs of Study, and/or to a student's Individualized Program Plan (IPP).
- 1.1.2 Formative assessment activities do not require numerical marks. Feedback is reflective of the assessment tool used. It is not acceptable to average marks from several formative assessments.
- 1.1.3 Teachers shall not use the results of student work on formative assessment activities as part of the student's summative grade for the outcome or course.
- 1.1.4 Teachers shall involve students in the process of formative assessment.
- 1.1.5 Teachers shall use diagnostic assessments to establish starting points for instruction.
- 1.1.6 Teachers shall use a variety of assessment activities that reflect different learning styles, cognitive modalities and rates at which students learn.
- 1.1.7 Principals shall guide, support and acknowledge teachers' application of the principles of formative assessment.
- 1.1.8 Schools will inform their community about the principles of formative assessment.

1.2. Summative Assessment

- 1.2.1 Teachers shall use summative assessments that are criterion-referenced to learning outcomes described in the Programs of Study.
- 1.2.2 Teachers shall use summative assessments at the conclusion of the learning cycle.
- 1.2.3 Teachers shall clearly distinguish summative assessment activities from formative assessment activities. (See course outlines below.)
- 1.2.4 Teachers can use the results of student performance on summative assessments in the determination of a summative grade, which then can be summarized and recorded on a report card and/or on a transcript.
- 1.2.5 It is a teacher's responsibility to evaluate student performance on summative assessments.
 - 1.2.5.1 Program assistants might gather data for the teacher but teachers must evaluate the data.
 - 1.2.5.2 Peer assessments and self assessments cannot be included as part of the summative grade.
- 1.2.6 Teachers shall use summative assessment activities that closely parallel in style and type, the learning activities that led up to the assessment.
- 1.2.7 Teachers will not include value judgments about a student's effort, attitude or behavior in summative assessments not specifically associated with the Learning Outcome that is being assessed.
- 1.2.8 Teachers will not use academic marks to punish or reward the anti-social or pro-social behaviors of students.

1.3. Course Outlines

- 1.3.1 Teachers shall provide students and parents with a course/grade outline within two weeks of the start of the course/grade.
- 1.3.2 Teachers shall include the following items on their course/grade outlines:
 - 1.3.2.1 A general description of the content and topics.
 - 1.3.2.2 A list of the general Learning Outcomes from the Programs of Study.
 - 1.3.2.3 A list of the resources (texts) and other materials required.
 - 1.3.2.4 A general description of formative assessment activities and how they differ from the summative assessments.
 - 1.3.2.5 A general description of summative assessment activities (with approximate weighting defined where weightings are used).
- 1.3.3 Principals will review teachers' course outlines.

1.4. Homework as an assessment activity

- 1.4.1 Teachers can use homework as an opportunity for students to practice skills, complete activities or to research information.
- 1.4.2 Teachers can assess homework to measure a student's performance as compared to the standards defined with the intended learning outcome, thus homework can be effectively used as a formative assessment activity. Homework of this nature is not summative.
- 1.4.3 Teachers should not assign summative assessments to be solely completed at home.
- 1.4.4 Teachers can expect students to complete portions of summative assessments independently, as appropriate to students' levels of development.
- 1.4.5 The percentage of homework completed by a student (that is, a measurement of the rate at which they complete homework assignments) cannot be included as part of the calculation of a summative grade.
- 1.4.6 Schools should consider homework completion as a work habit, a life skill or a behavioral element that can be referenced when communicating with the parents and the student regarding strategies that can improve student achievement. (See "1.6 Incomplete Work / Assignments" below.)

1.5. Plagiarized Work

- 1.5.1 Incidents of cheating on formative assessments and relatively minor summative assessments are typically more behavioural than they are related to a student's achievement levels. Teachers should address the behaviour and attempt to minimize the impact on the student's assessed level of achievement.
- 1.5.2 If a student has cheated, plagiarized work and/or made other attempts to avoid the effort of completing an assignment or assessment activity on their own, the product they submit should not be evaluated by the teacher. The assignment or assessment activity will be considered temporarily "Incomplete". This naturally places the student's final grade in jeopardy since an Incomplete will convert to a Zero at the end of the course (see section 1.6 below).
- 1.5.3 Students must re-do the assignment or assessment activity (or an alternative as determined by the teacher) in order to demonstrate their knowledge or skill. This must be done within a time period set by the teacher.

- 1.5.4 Teachers can determine additional consequences (detentions, etc.) for the behaviour (cheating, plagiarizing, etc.) which are not directly associated with the student's grade in the course.
- 1.5.5 Incidents of cheating on more substantial events, such as final assessment activities for the course, final unit exams, or final course exams warrant more substantial consequences. The consequence however shall not exceed that which occurs when students violate Diploma Examination rules. (See *Diploma Exams: General Information Bulletin - Security and Examination Rules*.) Alberta Education expects the Superintendent and the principal to determine the degree of consequence. Local procedures should emulate this practice at a scale commensurate with the grade level, the degree of the breach, and in consideration of the student's behavioural history (i.e. has the student cheated before?).
- 1.5.6 Students caught cheating (or who violate examination rules, interfere with the security of final assessments, or disrupt other students during a final assessment event) at this level of assessment may:
- Be evicted from the examination room.
 - Have their exam / assessment invalidated (and therefore counted as a zero).
 - Be suspended from participation in school events.
- 1.5.7 Immediately upon the breach of exam protocol:
- The parents of the offending students must be contacted and informed.
 - The principal must prepare a written statement of the event
- 1.5.8 The selection of the consequence is determined by the school principal and the teacher.
- 1.6. Incomplete Work / Assignments Not Handed In
- 1.6.1 Teachers are expected to guide students to develop effective work habits. Teachers are expected to regularly discuss with students the effective work habits relative to the course or grade.
- 1.6.2. Students need to submit their work for both formative and summative assessments in a timely manner. (See 1.7 Late Penalties below.)
- 1.6.3 Teachers can choose to set Deadlines for the completion of formative and summative assessment activities.
- 1.6.3.1 Deadlines are set to provide students the opportunity to demonstrate their knowledge and skill within the time span of the course.
- 1.6.3.2 Deadlines recognize the time required by the teacher to evaluate the student work, calculate and record the grade.
- 1.6.4 Teachers can temporarily record an "Incomplete" for a formative assessment activity that has not been submitted by the set deadline. Since formative assessments are not averaged together, nor included as part of the summative grade, there is no need to designate a numerical value or mark, zero or otherwise, to represent "Incomplete". (See Table 3.A below.)
- 1.6.4.1 Teachers shall communicate with students and parents regarding work completion issues as soon as possible, before it becomes a chronic problem.
- 1.6.4.2 If the student chronically does not submit work, then they should be referred to the school's completion program, a school counselor or other supports as needed.

- 1.6.4.3 Teachers may choose to temporarily withhold the opportunity for students to attempt a summative assessment activity until the formative assessment activity is completed. This decision must be accompanied by a conversation with the student and possibly the parent.
- 1.6.5 Teachers can temporarily record an “Incomplete” for a summative assessment activity that has not been submitted by the set deadline. (See Table 3.A below.)
 - 1.6.5.1 The teacher and student will need to develop a specific plan for submitting the expected work as soon as possible. Teachers can choose to assign a “Late Penalty” when such a practice is known and understood by students. (See 1.7 Late Penalty, below.)
 - 1.6.5.2 Teachers should refer to the school’s completion program any students who chronically do not complete and/or submit summative assessments for evaluation. (See “1.8 School Completion Programs” below.)
- 1.6.6 Teachers must allow students the opportunity to attempt summative assessment activities despite the student not having completed developmental activities. This “Last Chance” should only be available to students when the course nears completion. The time period for the ‘Last Chance’ is determined by the time required by the teacher to evaluate the work, record the marks and submit the marks to school and/or provincial authorities.
- 1.6.7 Teachers can permanently record a mark of Zero for a summative assessment activity only:
 - 1.6.7.1 After the student has spent reasonable time in the School Completion Program,
 - 1.6.7.2 Or the student has neglected to take the ‘Last Chance’ opportunity,
 - 1.6.7.3 Or when the reporting period/semester ends.
- 1.7. Late Penalties
 - 1.7.1 Teachers can choose to use Late Penalties given the following considerations. O’Conner (1999) says that stiff penalties, such as losing 10% per day up to a maximum of 50% distort student achievement and result in a grade that does not reflect what the student has actually learned. Penalties of 1 or 2 % per day up to a lower maximum are more effective in encouraging on-time work while still accurately reflecting student achievement. Before establishing a practice of late penalties, the teacher needs to consider the following:
 - 1.7.1.1 The age, grade and developmental levels of students. (With the exception of upper grade levels, students in most grades are still learning time-management skills, and do so at different paces.)
 - 1.7.1.2 Will the penalty produce on-time work in subsequent assignments or will it become a disincentive for completing subsequent work?
 - 1.7.1.3 Does the late penalty practice allow for individual learning needs, personal challenges, or unusual circumstances?
 - 1.7.2 Teachers must ensure that Late Penalty practices are known and understood by students and parents.
- 1.8. School Completion Programs
 - 1.8.1 Schools develop specific programs to ensure that students complete courses/grades.

- 1.8.2 Programs can include mandatory tutorials, designated support times, or extensions to the semester, as fits the situation.
- 1.8.3 Counseling is likely to be a key aspect of school completion programs.
- 1.8.4 These programs should be considered mandatory interventions for all students who have not completed summative assessment activities by set deadlines.
- 1.8.5 The Division will support school completion programs through provision of staff that will monitor at risk students and provide specialized supports.

[Return to Contents](#)

2. Evaluation

- 2.1. Teachers are expected to use their professional knowledge of the Programs of Study to judge the work students do to demonstrate their knowledge.
- 2.2. Teachers must evaluate student work in relation to the Learning Outcomes described in the Programs of Study.
- 2.3. Teachers are expected to continuously evaluate student work.
- 2.4. Teachers will be able to summarily state a student's Level of Achievement based on the comprehensive understanding of each student's capabilities and knowledge that they have built through their evaluations of student work.

3. Assessment Activities

- 3.1. Teachers are expected to integrate into their plans, a variety of assessment activities to gather evidence for their evaluation of student growth towards specified outcomes. Triangulation of student products, teacher observations, and classroom conversations is encouraged.
- 3.2. Teachers can use Peer Evaluation as an opportunity to teach students about the application of assessment criteria and/or as a process in improving the quality of work produced.
 - 3.2.1 Any marks derived from a Peer Evaluation are NOT to be used as part of the cumulative grade for any course. Peer Evaluation may be used in the phases of a summative assessment activity, but should not contribute in any way to the teacher's designation of a mark or grade.
- 3.3. Teachers can use Self Evaluation as an opportunity to teach students about the application of assessment criteria and/or as a process in improving the quality of work produced.
 - 3.3.1 Any marks derived from a Self Evaluation are NOT to be used as part of the cumulative grade for any course. Self Evaluation may be used in the phases of a summative assessment activity, but will not contribute in any way to the teacher's designation of a mark/grade.
- 3.4. Teachers can use Self Reflection activities to help students identify personal strengths, challenges and to identify personal goals.
 - 3.4.1 Teachers can evaluate self reflections when they are associated with specific learner outcomes and in those instances can consider self-reflections when determining summative grades.
- 3.5. Teachers are expected to plan a range of assessment activities for each instructional unit to include many formative assessments and specific summative assessments.
- 3.6. Teachers shall use assessment activities that align closely with the developmental activities used during instruction.
- 3.7. Teachers shall clearly explain to students the expectations of each assessment including how students can be successful at the assessment.

- 3.8. Teachers are expected to use:
- 3.8.1 Diagnostic assessments early in the instructional unit.
 - 3.8.2 Teacher’s Observations of students at work, Conversations with students and Reflective assessments are expected to occur regularly during instruction when students are acquiring knowledge and/or skills.
 - 3.8.3 Assignments and Projects to assess students’ skills and knowledge, while time remains to make corrections and adjustments to learning.
 - 3.8.4 Proficiency and/or Mastery assessments at the end of a unit of instruction, when both teachers and students have a reasonable level of certainty for success (based on the information derived from previous formative assessments).
- 3.9. Teachers are expected to use a variety of Assessment Tools to measure student progress. Teachers shall explain these instruments to students, and share the results of what they have measured. (Assessment tools can include, but are not limited to, Checklists, Rubrics, Additive Assessment Scales, Portfolios (including electronic-portfolios), Blogs (web log posts), Illustrative examples (criteria), Observations, Conversations.)
- 3.9.1 Marks are one commonly used form of providing feedback to students and parents. If the assessment activity is measured by a mark, Table 3.A Assigning Marks as Feedback for Assessment Activities, (included below) shall be used to represent various levels of performance. Please note that feedback should take many forms and not be limited to marks alone.
 - 3.9.2 When teachers use classroom tests or exams, whether they are teacher-made or accompaniments to published resources, the teacher shall ensure that the tests or exams contain a variety of question types that replicate learning experiences, as well as items that explore students’ higher order thinking skills.
- 3.10 Teachers will administer Standardized Tests (Student Learning Assessments, Provincial Achievement Tests and Provincial Diploma Exams), according to the regulations and procedures defined by the Department of Education’s Learner Assessment Branch.
- 3.10.1 Schools are required to report the ‘unofficial’ score from the selected response section on the Provincial Achievement Tests in grades 6 and 9. (Teachers are required to use the marking tool provided by Learner Assessment to mark the Selected Response section of the PATs. This mark is considered ‘unofficial’ until after the test is marked by Learner Assessment.)
- 3.11 Teachers are required to record student marks using software selected by the Division (PowerSchool - GradeBook). This software provides parents and students with access to view records of assessment activities. The intention of recording marks for parent and student access is to provide effective feedback, to maintain student engagement and to facilitate communication of student progress. Parent and student access to PowerSchool – GradeBook shall not be the sole method of communicating student progress and achievement. **(See also #4 “Reporting (Communication)” below.)**
- 3.11.1 Teachers are expected to select an appropriate number of assessment activities to record in order to effectively communicate information about student progress for the grade and age level of the student.
 - 3.11.2 Teachers should record a reasonable amount of formative assessments to effectively communicate information about student progress for the grade and age level of the student.

- 3.11.3 Teachers are encouraged to use secure digital software to record conversations with students about their learning, and or to provide students with opportunities to record their reflections about their learning for inclusion in a digital portfolio.
- 3.11.4 Teachers will clearly identify and record all summative assessments.
- 3.11.5 The frequency of record input ranges by grade and subject. It is reasonable to expect updates to student assessment records for core subjects (Language Arts, Social Studies, Mathematics, Sciences, and Physical Education) at least every 3-4 weeks. Other courses should be updated as is naturally appropriate for the subject and grade level, given the intention of effective feedback and communication.
- 3.11.6 While the software provides the opportunity to generate an on-going average grade, this calculation is not appropriate for grades 1-6 and should be used with considerable caution in grades 7-9. Teachers assigned to teach Grade 10-12 courses should clarify the process for calculating final grades in course outlines.
- 3.11.7 **Communicating “Adapted” in PowerSchool:**
- To be clear, we insist that teachers include the word ‘Adapted’ in the comment of each and every task that is actually adapted.
 - The comment should contain a description of the student’s individualized expectation of achievement.
- 3.12 Final summative assessments assess student retention over time and are an integral part of evaluating student achievement. Teachers will designate a proportion of the student’s final summative grade according to the guidelines described in Table 3.C Determining the Weighting for Final Summative Assessments as a Proportion of a Summative Grade, included below.
- 3.12.1 Final assessments for the grades indicated, should apply to English (and French) Language Arts, Mathematics, Social Studies and the Sciences, consistent with the Province’s assessment of these courses through the PAT’s and PDE’s.
- 3.12.2 Final assessments should include elements that address higher-order thinking and should not be limited to selected response questions (selected-choice, matching, fill-in-the-blank, and true/false).
- 3.12.3 Summative, year-end assessments do not need to be limited to a single final exam event in the final days of the school year. Schools and teachers are encouraged to offer a range of final assessments over a period of time at the end of the school year (or semester). For example, teachers may require students complete cumulative final assessments such as final projects, writing activities, presentations and so on, during the 2-6 weeks prior to the end of the school year.
- 3.12.4 Planning earlier summative assessments can help teachers determine which students do and do not require supplementary instruction prior to the conclusion of the school year.
- 3.13 Exemptions from Final Exams.
- 3.13.1 Individual students may be exempted from writing exams for reasonable issues associated with health and family, at the principal’s discretion.
- 3.13.2 Exemption practices designed by the school for students who have consistently demonstrated excellence in achievement and behavior **may** be offered in grades 7, 8 and 10 but not in grades 9, 11 and 12. A school’s exemption practices must be well described in the school’s handbook.

Table 3.A Assigning Marks as Feedback for Assessment Activities

**This standard is to be used if/when teachers choose to use marks as feedback. Please note that feedback should take many forms and not be limited to marks alone.*

** Note that while this language is growth oriented, it presumes that instruction has occurred before the assessments were administered. Therefore, the references to risk and intervention are critical to ensuring students and parents have clarity about the student's demonstrated ability with regard to Learning Outcomes.*

This table describes how teachers will define growth evidenced by students' work on assignments and assessment activities. It can also be used to describe the progress of identified students who have specific and individualized learning outcomes that may or may not be aligned with grade level learning outcomes.

Notice how Table 3.A differs slightly from Table 4.B.

- Table 3.A refers to *identified learner outcomes* and can be used for all students and all assessment activities.
- Table 4.B defines language used to summarize the levels of achievement with specific reference to *grade level expectations*. It is intended to be used at the conclusion of a course or unit of study and is meant to provide consistency of reporting of final grades.

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**Table 3.A
Assigning Marks as Feedback for Assessment Activities**

Kindergarten	
Feedback summaries to parents are very specific to the experience and developmental progress, based on what the student can or cannot do.	
Grades 1-6	
Extending (Excellent)	The student has integrated and made complex connections with the knowledge and skills related to <i>identified</i> Learner Outcomes. <ul style="list-style-type: none"> • Evidence reveals the student’s ability to transfer the knowledge, understanding and skills in multiple and/or novel contexts. • The student’s path to achievement of <i>identified</i> Learner Outcomes is advanced.
Mastering (Proficient)	The student has applied mastery of the <i>identified</i> Learner Outcomes. <ul style="list-style-type: none"> • Evidence reveals the student’s proficiency with knowledge, understanding and skills. • The student’s path to achievement of <i>identified</i> Learner Outcomes is well developed.
Developing (Satisfactory)	The student has acquired competency with the <i>identified</i> Learner Outcomes <ul style="list-style-type: none"> • Evidence reveals the student’s basic competency with knowledge, understanding and skills. • The student’s path to achievement of <i>identified</i> Learner Outcomes is satisfactory.
Beginning (Marginal)	The student has begun to demonstrate achievement of the <i>identified</i> Learner Outcomes <ul style="list-style-type: none"> • Evidence reveals the student’s partial competency with knowledge, understanding and skills. • The student’s path to achievement of <i>identified</i> Learner Outcomes may be at risk. • Intervention is recommended.
Emerging	The student has not yet demonstrated achievement of the <i>identified</i> Learner Outcomes <ul style="list-style-type: none"> • Evidence reveals the student’s level of knowledge, understanding and skills are at an introductory level. • The student’s path to achievement of <i>identified</i> Learner Outcomes is at risk. • Intervention is necessary.
Grades 7-12	
Student achievement will be summarized using a percentage scale. This is in alignment with the grade reporting requirements of Alberta Education for senior high courses.	
At enrolled Grade Level	Levels of achievement range from 50% to 100% with parallels to definitions used in grades 1-6 for “Beginning”, “Developing”, “Mastering” and “Extending”.
Below enrolled grade level	Below 50% with a parallel to the definition of “Emerging” used in grades 1-6.
Incomplete	When the student has not provided evidence for evaluation (including but not limited to not submitting completed or attempted assessment activities for marking), and therefore has not demonstrated their knowledge or skills, the student will be assigned an “I” for Incomplete. The school, student and the student’s parent/guardian will have a specific plan for completion.

Table 3.B Interpreting and Using Achievement Levels

People may seek to understand achievement definitions by how they line up with traditional percentage ranges. Teachers may choose to apply an additive assessment tool to guide students to higher levels of competency. The following table describes an **example** of how definitions of achievement levels align with traditional percentages and an additive assessment scale. This table can be used to help parents and students understand their achievement progress. These percentage ranges should NOT replace the use of words describing achievement levels.

Table 3.B Interpreting and Using Achievement Levels			
Achievement Level	Key words	Estimated percentage range	Additive assessment scale (Max 20)
Extending (Excellent)	<ul style="list-style-type: none"> integrate complex connections transfer multiple and/or novel contexts advanced 	90% - 100%	Plus 2
Mastering (Proficient)	<ul style="list-style-type: none"> applied mastery proficiency well developed 	80% - 89%	Plus 3
Developing (Satisfactory)	<ul style="list-style-type: none"> acquired basic competency satisfactory 	70% - 79%	Plus 5
Beginning (Marginal)	<ul style="list-style-type: none"> begun to demonstrate partial competency at risk Intervention is recommended 	50% - 69%	10
Emerging	<ul style="list-style-type: none"> not yet demonstrated introductory at risk Intervention is necessary 	< 50%	

Teachers can use the image below to help students and parents understand the growth perspective:

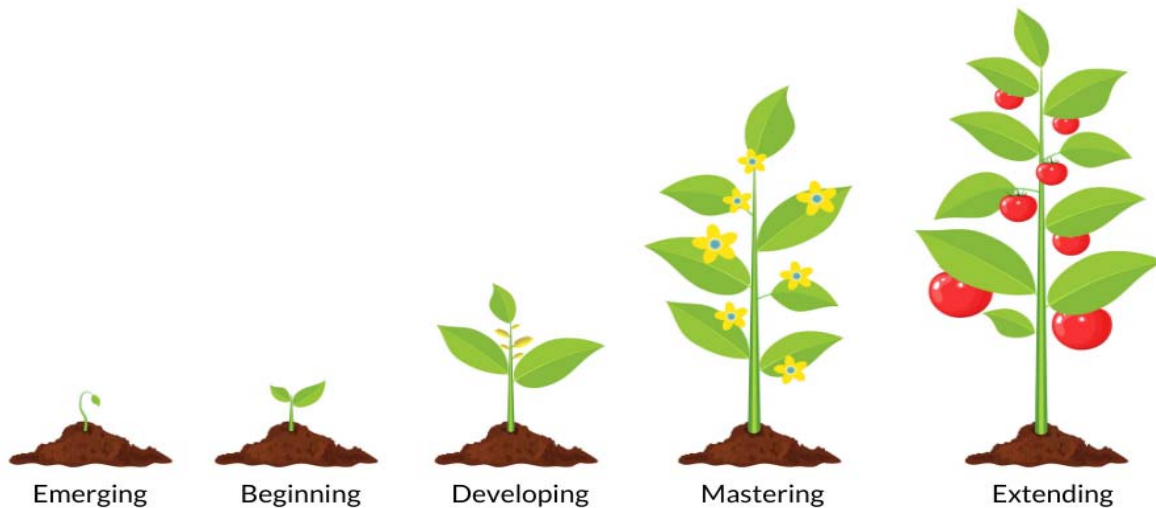


Table 3.C Determining the Weighting for Final Summative Assessments as a Proportion of a Summative Grade (ADLC has specific reasons to be exempt from this standard)

Grade Level	Summative Assessments
1-5	Teachers collect classroom summative assessments all year and may use final assessment activities, but these should not be administered in a formal exam setting. Evaluation of student achievement is made by comparing student results on the classroom summative assessments to the expectations defined in the Programs of Study. There should be no formal selected response exams at these grade levels.
	The Student Learning Assessment can be administered early in the school year and the information from these assessments is intended to be used in the refinement of programming goals for students. The Grade 3 SLA is available to teachers as a tool to use at their discretion.
6	Teachers collect classroom summative assessments all year and may use final assessment activities, but these would not be administered in a formal exam setting. Use of and reliance on the results of selected response assessments should be minimal or not used at all. Evaluation of student achievement is made by comparing student results on the classroom summative assessments to the expectations defined in the Programs of Study.
	No specific weighting is to be applied to PAT results. PAT results will contribute to the teacher's informed judgment of overall student achievement. 'Unofficial' PAT results must be reported distinctly on the report card according to Ministry of Education Regulations.
7 and 8	No less than 80% of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios may be included. A written or practical component of a final exam may be included. A selected response component of a final exam may be included as well.
	No more than 15% of a student's grade should be derived from a selected response, formal exam. A summative evaluation process completed over two or more sessions at the end of the year is appropriate, as long as the selected response sections do not exceed 15% of the final grade.
9	75-80% of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios may be included.
	Students must complete PATs in Language Arts, Social Studies, Science and Math. The Ministry requires that schools report the 'unofficial' PAT results distinctly on the Report Card. A minimum of 10% of the final grade in a subject should be derived from the selected response section of the PATs. No more than 15% of the final grade in a subject should be derived from the selected response section of the PATs. (Including the PAT results in the final mark is intended to add authority and value to the PAT such that students participate fully and with effort).
	The remaining 10-15 % of the final grade should be derived from year-end summative assessments that do not rely on selected response style exams. These may include cumulative work completed near the end of the learning cycle, final practical or written summative assessments, (which can include the written response sections of the PATs), or other summative performance assessments that allow the student to demonstrate mastery. These assessments do not have to occur in the final days of the school year, but should be collected within 4-6 weeks of the end of the school year.

Grade Level	Summative Assessments
10	<p>75-80% of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios, final practical or written summative assessments, or other summative performance assessments that allow the student to demonstrate mastery may be included.</p>
	<p>20-25% of the student's grade should come from a formal final exam. The exam can occur over more than one event. No more than 15% of the final grade in a subject should be derived from the selected response section of a final exam.</p>
11	<p>70-75% of the student's grade should come from a collection of summative classroom assessment activities collected over the course of the year. A portion of these would presumably be collected near the end of the year and would include a synthesis of outcomes. Cumulative projects or portfolios, final practical or written summative assessments, or other summative performance assessments that allow the student to demonstrate mastery may be included.</p>
	<p>25-30% of the student's grade should come from a formal final exam. The exam can occur over more than one event. No more than 20% of the final grade in a subject should be derived from the selected response section of a final exam.</p>
12	<p>In grade 12, courses that are completed with Provincial Diploma Exams do not require in-class final exams. Unit tests are expected. Provincial Diploma Exams weightings in the course are determined by the Learner Assessment. Currently School Awarded Marks are worth 70% of the Final Grade and Diploma Exam Marks are worth 30% of the Final Grade.</p>
	<p>Generally, most other grade 12 (30 level) courses are not conducive to final exams (Physical Education 30, Drama 30, etc.). Some courses such as Math 31 and French 30 can appropriately schedule final exams. The weighting of these exams is best determined by the instructor and should be reflective of the standards and expectations described in the Program of Studies, and align with the values of Diploma Exams.</p>

Though helpful in the overall analysis, the determination of the final grade need not rely entirely on a mathematical calculation. Averaging marks over 10 months does not adequately recognize student growth over time. Teachers are expected to use their discretion to finalize marks according to individualized circumstances.

The student's final mark is ultimately based on the teacher's professional judgment of the student's achievement of the learning outcomes.

4. Reporting (Communication)

- 4.1. There are three elements of student learning that must be reported: 1. Student Progress; 2. Behavior and Effort; 3. Student Achievement. Teachers are expected to maintain continuous communication with students and their parents in regard to their formative assessment of student progress, behavior and effort, and achievement.
 - 4.1.1 Parents and students will have 'read-only' access to the records of student progress, attendance and achievement available on-line.
 - 4.1.2 For information about communicating progress of students with Modified Programs, please refer to [AP 60-12 Inclusive Practices \(Student Placement and other Programming Decisions\)](#), or contact Student Services directly.
 - 4.1.3 Grades may be appealed as per [AP 20-03 School Dispute Resolution \(External Communication Protocol\)](#).
- 4.2. Communication of Student Progress (all grades):
 - 4.2.1. Teachers are expected to describe Student Progress in reference to specific evidence of student work, developed over a period of time. This is formative, developmental and measurable against the standards of the Programs of Study.
 - 4.2.2. Teachers can use secure interactive dynamic digital products and software (such as FreshGrade), mini reports, progress reports and/or the actual assessment products (tests, projects or assignments if these have clearly identified learner outcomes), as means of communicating Student Progress.
 - 4.2.3 Teachers are encouraged to use electronic-portfolios or other secure interactive dynamic digital products and software, shared with parents and individual students, to collect and communicate student work including multi-media or electronic / digital products (e.g. FreshGrade).
 - 4.2.4 Student blogs (web logs) can also be shared with the student's parents when they represent progress related to a learning outcome.
 - 4.2.5 It is the teacher's responsibility to ensure that parents have received the information about their children's progress. **Teachers should not rely on just one form of communication.** Communication should be multi-faceted and aligned both to the age and level of the students and the parent's capacity to receive (particularly digital) communication.
- 4.3. Communication of Student Behavior and Effort (All grades)
 - 4.3.1 Teachers are expected to discuss Student Behavior and Effort in dialogue with parents and students.
 - 4.3.2 Teachers are expected to regularly communicate information regarding the character development of a student. Teachers should describe student performance in relation to citizenship, social responsibility expectations and life skills that are integrated into the Programs of Study using as criteria:
 - The Programs of Study for Health and Life Skills, Kindergarten to Grade 9, and Career and Life Management 20 in high school.
 - Descriptions of behaviors that demonstrate student growth in relation to citizenship and social responsibility expectations found throughout the Programs of Study (e.g. Social Studies Learning Outcomes).
 - 4.3.3 Teachers can use Growth as a Learner indicators and/or comments on secure interactive dynamic digital products and software, mini reports, progress reports and on summative report cards to describe student behavior and effort.

4.3.4 The table below (Table 4.A Growth as a Learner) can appear on progress reports and on the report card to represent the student in all classes in general, and / or with any subject, representing the student in that particular class. Teachers can also select some or all of the work habits on which to report.

4.4 Frequency of Communication regarding Student Progress and Student Effort and Behavior: As stated in 4.2.5 above, it is the teacher's responsibility to ensure that parents have received information about their children's progress.

Teachers should not rely on just one form of communication.

The guidelines for frequency of communication described below assume contacts PER CHILD, not necessarily by each teacher (when a child has multiple teachers.) Schools will establish procedures to meet the guidelines described below, appropriate to their context.

NOTE: When behavior, academic progress and or the student's social emotional well-being is a concern and or at risk, the frequency of communication with the parent should increase with the degree and level of the concern. Immediacy is a priority when the situation is severe and/or chronic.

Teachers are expected to ensure students and their parents are aware of and understand their progress and levels of achievement in each course of study, during and throughout the school year and or each semester.

If conditions make some of the following guidelines difficult or impossible to achieve, teachers should increase the frequency of the other forms of communication.

Guidelines for Frequency of Communication (grades K-9)

- 4.4.1 Two (2) or more Conference/Meetings per year between parent, teacher and preferably the student.
 - 4.4.1.1 The highest quality interaction for a parent – teacher conference is a face to face meeting.
 - 4.4.1.2 Schools are expected to work with their School Councils to create a schedule that best meets the needs of the community with the intent of completing a conversation before the end of the second week of October and another during the month of March, before the Spring Break.
 - 4.4.1.3 In October, K-9 schools are encouraged to create schedules for parents and teachers to meet to establish collaborative relationships and to set learning goals for students.
 - 4.4.1.4 In March, K-9 schools are encouraged to create schedules for parents and teachers to meet with the intent of reviewing students' learning goals, reviewing accomplishments to date and setting plans for the remainder of the year.
- 4.4.2 Plus two (2) or more Teacher Initiated contacts per year (phone call, email, note, letter or impromptu meeting) per student.

- 4.4.3 Plus four (4) or more Mini/Progress Reports per year.
 - 4.4.3.1 These reports should reflect the teacher's records of the student's formative assessment activities, work habits, attendance and summative assessment activities.
 - 4.4.3.2 Mini/Progress Reports do not need to be generated for all subjects at one time since it is unlikely that themes or units of study in several subjects all reach a conclusion at the same time. It is more appropriate and makes more sense to communicate progress at the conclusion of a theme or unit of study.
 - 4.4.3.3 Secure interactive dynamic digital products and software (such as FreshGrade) have the capacity to provide parents with ongoing information about student progress and achievement, when implemented with purpose and consistency. If the principal is satisfied that the parents are receiving consistent information regarding their children's academic progress and achievement through the use of a tool like FreshGrade, then the need for printed progress reports can be adjusted. This condition may or may not apply to an entire class of students. As always, teachers need to be certain that all parents have received and understand the information about their children's learning.

Guidelines for Frequency of Communication (grades 10-12)

- 4.4.4 Any combination of at least four (4) student specific contacts per semester (Conferences/Meetings, Teacher Initiated, or Mini/Progress Reports).
 - 4.4.4.1 The highest quality interaction for a parent – teacher conference is a face to face meeting.
 - 4.4.4.2 Schools are expected to work with their School Councils to create a schedule that best meets the needs of the community with the intent of completing a conversation before the end of the second week of October and another during the month of March, before the Spring Break. This timeline provides an opportunity for parents to meet with teachers in each semester, and it is aligned with expectations in grades K through 9.
 - 4.4.4.3 Mini/Progress reports should reflect the teacher's records of the student's formative assessment activities, work habits, attendance and summative assessment activities. Mini/Progress Reports do not need to be generated for all subjects at one time since it is unlikely that themes or units of study in several subjects all reach a conclusion at the same time. It is more appropriate and makes more sense to communicate progress at the conclusion of a theme or unit of study.
 - 4.4.4.4 The use of PowerSchool – Gradebook by teachers offers the opportunity to provide parents with ongoing information about student progress and achievement, when implemented with purpose and consistency. If the principal is satisfied that the parents are receiving consistent information regarding their children's academic progress and achievement through the use of PowerSchool – Gradebook, then the need for printed progress reports can be adjusted. This condition may or may not apply to an entire class of students. As always, teachers need to be certain that all parents have received and understand the information about their children's learning.

- 4.6. Communication of Student Achievement on Report Cards: Teachers will provide summative reports according to the procedures established regarding Report Cards, below. These describe Student Achievement with specific reference to Learner Outcomes defined within the Programs of Study.
- 4.6.1 Purpose of Report Cards: The report card is the standard document and primary tool used to communicate a summary of Student Achievements on summative assessments to people outside the classroom (parents and other educational institutions).
 - 4.6.2 The report card is standardized to the Division as described in this Administrative Procedure.
 - 4.6.3 Division community schools will use the standardized report card document, branded specifically to each school.
 - 4.6.4 Division community schools may choose to use unique formats for Kindergarten Report Cards as long as they reflect the principles of the Early Childhood Programs of Study.
 - 4.6.5 Standardized report cards are available using PowerSchool™
 - 4.6.6 The Achievement Indicators used in report cards identify levels of Student Achievement coded to a specific scale. They are described in Table 4.B.
 - 4.6.7 Teachers shall provide a final statement of a student's demonstrated performance relative to the General Learning Outcomes defined in each Program of Study.
 - 4.6.7.1 Teachers will assign summative grades, as per Table 4.B Assigning Grades to Summarize Student Achievement in a Course,
 - 4.6.7.2 Summative grades are based on teacher's professional judgment of Student Achievement relative to Learning Outcome criteria described in the Programs of Study.
 - 4.6.8 Frequency of Communication of Student Achievement by Report Cards: Given ongoing communication regarding students' formative progress, Division schools will issue one summative Report Card per school year for students in grades 1 - 9, and one summative Report Card at the end of each semester for students in grades 10 - 12.
 - 4.6.8.1 Note: As described above in 4.3, teachers maintain open and frequent communication about student progress, behavior and effort with parents and students throughout the learning process.
 - 4.6.8.2 High schools will create procedures for validating preliminary transcripts requested by students in preparation for entry into post-secondary institutions.

[Return to Contents](#)

Table 4.A Growth as a Learner

(These are recommended attributes)

Growth as a Learner	Extending (Excellent)	Mastering (Proficient)	Developing (Satisfactory)	Beginning (Marginal)	Emerging
Demonstrates a positive attitude					
Contributes to class discussions					
Demonstrates respect for others					
Works well with peers					
Makes appropriate use of class time					
Completes homework and assignments					
Other...					

Performance Scale

Extending (Excellent): The student adapts behavior and applies skills in a variety of contexts.
For younger students: The student always shows this behavior, in all classes and out of class

Mastering (Proficient): The student applies well-developed achievement of the expected behavior.
For younger students: The student often shows this behavior (in class and out of class)

Developing (Satisfactory): The student has acquired competency for the behavior and applies it to a satisfactory level.
For younger students: The student shows this behavior as often as a typical student would.

Beginning (Marginal): The student has begun to demonstrate partial competency for the expected behavior.
For younger students: The student has shown this behavior, but not very often.

Emerging: The student has not yet demonstrated competency with the expected behavior.
For younger students: The student has not yet shown this behavior.

Table 4.B Assigning Grades to Summarize Student Achievement in a Course

Levels of Achievement:

- **Above** enrolled grade level: Unless specific assessment activities have been performed by the students to assess skills or knowledge at a grade level above that which they are enrolled, teachers cannot accurately determine whether student achievement is above enrolled grade level expectations.
- **Below** enrolled grade level: **Intervention is necessary** when achievement is **not** yet at an acceptable level and or when the student demonstrated **inadequate** achievement of Learner Outcomes.
- **At** enrolled grade level: The teachers’ professional judgements of student achievement are based on multiple observations of the student and the assessment activities completed over a period of time.
 - Note that the determination of a summary grade is not simply a cumulative or averaged mathematical calculation.
 - Teacher’s professional judgment is critical in determining the grade and supersedes automated calculations.

Note: In the case of identified students with individualized goals, the report card summary statement should say either “Modified” or “Adapted” and a summary of achievement on individualized goals must be identified and reported in the comment section or as an attachment to the report card.

Table 4.B differs slightly from Table 3.A.

- Table 3.A refers to *identified* learner outcomes and can be used for all students and all assessment activities.
- Table 4.B defines language used to summarize the levels of achievement with specific reference to *grade level* expectations. It is intended to be used at the conclusion of a course or unit of study and is meant to provide consistency of reporting of final grades.

Table 4.B	
Assigning Grades to Summarize Student Achievement in a Course	
All grade levels – Summarizing Achievement of Individualized Outcomes	
Adapted	Programming retains the learner outcomes of the Programs of Study and adjustments to the instructional process are provided to address the special education needs of the student. <ul style="list-style-type: none"> • Specialized summary required for final reports.
Modified	Programming in which the learner outcomes are significantly different from the Programs of Study and are specifically selected to meet students’ special education needs. <ul style="list-style-type: none"> • Specialized summary required for final reports.
Kindergarten	
Feedback summaries to parents are very specific to the experience and developmental progress, based on what the student can or cannot do.	

Grades 1-6	
Extending (Excellent)	<p>The student has integrated and made complex connections with the knowledge and skills related to <i>grade level</i> Learner Outcomes.</p> <ul style="list-style-type: none"> • Evidence reveals the student's ability to transfer the knowledge, understanding and skills in multiple and/or novel contexts. • The student's path to achievement of <i>grade level</i> Learner Outcomes is advanced.
Mastering (Proficient)	<p>The student has applied mastery of the <i>grade level</i> Learner Outcomes.</p> <ul style="list-style-type: none"> • Evidence reveals the student's proficiency with knowledge, understanding and skills. • The student's path to achievement of <i>grade level</i> Learner Outcomes is well developed.
Developing (Satisfactory)	<p>The student has acquired competency with the <i>grade level</i> Learner Outcomes</p> <ul style="list-style-type: none"> • Evidence reveals the student's basic competency with knowledge, understanding and skills. • The student's path to achievement of <i>grade level</i> Learner Outcomes is satisfactory.
Beginning (Marginal)	<p>The student has begun to demonstrate achievement of the <i>grade level</i> Learner Outcomes</p> <ul style="list-style-type: none"> • Evidence reveals the student's partial competency with knowledge, understanding and skills. • The student's path to achievement of <i>grade level</i> Learner Outcomes may be at risk. • Intervention is recommended.
Emerging	<p>The student has not yet demonstrated achievement of the <i>grade level</i> Learner Outcomes</p> <ul style="list-style-type: none"> • Assessments reveal the student's level of knowledge, understanding and skills are at an introductory level. • The student's path to achievement of <i>grade level</i> Learner Outcomes is at risk. • Intervention is necessary.
Grades 7-12	
<p>Student achievement will be summarized using a percentage scale. This is in alignment with the grade reporting requirements of Alberta Education for senior high courses.</p>	
At enrolled Grade Level	<p>Levels of achievement range from 50% to 100% with parallels to definitions used in grades 1-6 for "Beginning", "Developing", "Mastering" and "Extending".</p>
Below enrolled grade level	<p>Below 50% with a parallel to the definition of "Emerging" used in grades 1-6.</p>
Incomplete	<p>When the student has not provided evidence for evaluation (including but not limited to not submitting completed or attempted assessment activities for marking), and therefore has not demonstrated their knowledge or skills, the student will be assigned an "I" for Incomplete. The school, student and the student's parent/guardian will have a specific plan for completion.</p>
Withdrawal	<p>The student has, after consultation with school counseling staff and parents/guardians, chosen to withdraw from a course in which they were registered. A "W" will be recorded. A withdrawal is not an incomplete course and therefore does not require a plan for completion.</p>

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[Return to Contents](#)

Reference

[Exhibit: Principles Regarding Student Assessment, Evaluation and Reporting AP 20-03 School Dispute Resolution \(External Communication Protocol\)](#)
[AP 60-12 Inclusive Practices \(Student Placement and other Programming Decisions\)](#)

Ministerial Order (#016/97). Teacher Quality Standard Applicable to the Provision of Basic Education in Alberta. May 1997.

Note: In 1997, Alberta became the first province to introduce a *Teaching Quality Standard* (TQS). The revised *Teaching Quality Standard* is aligned with the *Leadership Quality Standard* and the *Superintendent Leadership Quality Standard*. On **September 1, 2019**, the TQS will come into effect and will apply to all certificated teachers in Alberta.

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