

PEACE WAPITI PUBLIC SCHOOL DIVISION NO. 76

POLICY HK – Student Assessment

The Board believes that assessment of student achievement is an essential component of a sound educational system.

GUIDELINES & PROCEDURES

1. For the educational welfare of the student, it is important that:
 - a) public confidence in its school be maintained at a high level;
 - b) all students be treated in a fair and just manner and have the opportunity to appeal decisions which affect their education;
 - c) there be a high degree of consistency between programs in different schools;
 - d) there be a relative uniformity in the processes and criteria employed in the assessment of students; and
 - e) teachers and administrators work cooperatively with Alberta Education to administer provincial achievement and diploma examinations.
 - f) assessment be used as a meaningful learning tool.
 - g) student marks shall be based on all aspects of the learning process and arrived at in a fair and just manner using assessment for learning and assessment of learning. This may include the following: daily work, i.e. short assignments, projects, portfolios, other learning activities (written or unwritten), major assignments, unit tests and quizzes.
2. Student Achievement will be evaluated in all programs offered in the Peace Wapiti school system and will serve as a basis for:
 - a) directing meaningful group instruction and individual student programming;
 - b) reliable, continuous reporting to students and parents;
 - c) promotion, grade and/or course placement; and
 - d) accurate educational records.
3. Assessment of student progress shall be the professional responsibility of the individual teacher.
4. Assessment shall be based upon the objectives of the curricula at specific grade or course levels.
5. Assessment shall be continuous and reflect the individual student's progress.
6. Assessment should occur, where appropriate, in consultation with other teachers.
7. Assessment in subjects consisting largely of participation in practical learning experiences should reflect the characteristics of these programs.

8. Students may appeal assessments.

9. Primary/Elementary:

- a) Long range or year plans will include an assessment statement outlining the procedures to be used in each course.
- b) During the first month of instruction in each subject, a course outline which includes an assessment statement will be made available upon request to the parent or guardian of each student in grade one through six.
- c) Principals will ensure that the assessment criteria is consistent and processes used for assessment are relatively uniform for each grade level within their school.
- d) A wide variety of techniques will be used to assess student achievement.

10. Junior High:

- a) During the first month of instruction in a subject, the student shall be given a statement of course objectives for the subject, as well as an explanation of how their final standing shall be determined.
- b) Final examinations shall be administered in all core courses with the exception of Physical Education and Health and Personal Development;
- c) Any final exam given at the junior high level shall have a maximum value of 30%.
- d) Any teacher wishing to deviate from the above guidelines shall submit, by September 30 in the first term and February 28 in the second term, a clear statement of assessment methods and rationale to the Principal for review and approval.

11. Senior High- Non-Diploma Courses

- a) During the first fifteen days of instruction in a subject, the student shall be given a statement of course objectives for the subject as well as an explanation of how the final standing shall be determined.
- b) Final examinations shall be administered in English, Math, Science and Social Studies courses.
- c) Any final exam given at the high school level shall have a maximum value of 40%.
- d) A copy of each final examination and the answer key shall be submitted to the Principal.
- e) Any teacher wishing to deviate from the above guidelines shall submit, within the first fifteen days of instruction in each semester, a clear statement of assessment methods and rationale to the Principal for review and approval.

12. Senior High – Diploma Exam Courses

- a) During the first fifteen days of instruction in a subject, the student shall be given a statement of course objectives for the subject as well as an explanation of how the final standing shall be determined
- b) For courses in which a diploma examination will be written:
 - i) a teacher-prepared final examination is not compulsory;
 - ii) any teacher-administered final examination shall not carry a weighting which constitutes greater than 20% of the teacher-assessed school mark. N.B. This would result in a maximum of 10% of the final blended course mark issued by Alberta Education being weighted on the teacher's final examination.
- c) A copy of each final examination shall be submitted to the Principal.
- d) Any teacher wishing to deviate from the above guidelines shall submit, within the first fifteen days of instruction in each semester, a clear statement of assessment methods and rationale to the Principal for review and approval.

REFERENCES

Cross References: links to **Guide to Education**

Legal Reference:

BM#: 357-96