



# Student Evaluation Policy 2.8

This policy is applicable to all Third Academy students, parent clients, volunteers, employees, directors, and the Executive Director.

## DOCUMENT CONTROL

<b>Managed by:</b> Sunil Mattu	<b>Responsible position:</b> Executive Director	<b>Version:</b> 4
<b>Approved by the Board of Directors:</b> Linda McKay-Panos, Chair	<b>Date approved:</b> 19 February 2020	<b>Next review date:</b> January 2022

## REVISION RECORD

Date	Version	Revision description
18 Feb 2015	2	Replaces Student Evaluation Policy 1998
29 Jan 2020	3	Replaces Student Assessment Policy 2015
19 Feb 2020	4	Replaces Student Evaluation Policy 2020

## 1. TITLE

## Student Evaluation Policy

### 2. OBJECTIVE

To ensure understanding of the responsibilities for student evaluation as outlined in the *Education Act* and the *Private School Regulation*.

To ensure that students receive fair and accurate determination in the assessment process ensuring validity. Students are further entitled to timely communication of assessment.

To ensure that students are entitled to appeal of assessment.

To ensure that assessment information shall be used for the improvement the quality of educational programs.

To ensure the assessment process possess a high degree of credibility such that the accredited status of the school authority not be brought into disrepute.

To ensure that students write SLAs, PATs, and Diploma examinations.

### 3. PURPOSE

The purpose of the policy is to encourage and enhance the use of assessment to guide instruction and improve student learning.

In so doing, Teachers shall be enabled to meet the *Teaching Quality Standard*.

Assessment practices based on individual educational needs will drive programming and enable student success.

In addition, the *Education Act* requires that schools and school authorities report on student achievement and growth.

### 4. DEFINITIONS

Term	Meaning
Achievement	A student's demonstration in attaining goals, standards, and outcomes in accordance with the <i>Ministerial Order (001/2013) Student Learning</i> and/or their Individualized Program Plan.
Assessment Process	The wide variety of methods or tools that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
Evaluation	The process of judging the quality of student learning

	based on established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course, often at the end of a period of learning.
Formative Assessment	Formative assessment is used in the first attempt of developing instruction. This assessment is carried out before the learning is provided to assess the level of existing knowledge based on which the learning to be provided takes shape. The goal is to monitor student performance to provide feedback.
Graded Curriculum	The grade-specific Alberta programs of study for Kindergarten to Grade 12.
Individualized Program Plan	A summation of a targeted program, building on strengths while focusing on needs, designed to address students' educational needs, and is based on diagnostic information which provides the basis for intervention strategies.
Student Success	Achievement relative to potential and baseline improvement
Summative Assessment	Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the learning have been reached. It is carried out after the learning has been provided. It measures the effectiveness of learning, reactions to the learning provided and the benefits on long-term learning.
Valid	The extent to which an assessment accurately measures what it is intended to measure.

#### 4. POLICY

Third Academy International Ltd. is committed to ensuring that information about student achievement and growth is used to inform instruction and to meet students' individual educational needs.

Assessments and evaluations shall be based on evidence of learning demonstrated throughout the course of the term. Information on achievement and growth shall be related to learner outcomes stated in the Alberta programs of study and/or the Individualized Program Plan. Assessment information is required for students, parents, and teachers to track and understand individual student progress and also informs a student's performance, grade/course placement, and/or level of programming.

Third Academy International Ltd. believes the communication of valid, accurate, and meaningful information about student achievement and growth to students, parents/guardians, and community members helps to build confidence in the educational services that it provides.

## **Evaluation and Assessment Expectations include the following:**

1. The development, implementation and monitoring of consistent assessment practices and progress reports are to be:
  - fair, transparent, and equitable for all students
  - supportive of all students
2. A range of bias-free assessments that are respectful of student differences.
3. All learning activities, including all forms of formative and summative assessment shall be linked to the learner outcomes in the programs of study or Individualized Program Plan.
4. Teacher(s) shall make grade level programming or course of study decisions. These decisions are based on student achievement.
5. All staff are expected to provide ongoing support and opportunities for students to demonstrate their achievement.
6. Teacher(s) shall determine students' final level of achievement and communicate the level of achievement through the performance measure specified in the course outline assessment/evaluation plan.
7. Students enrolled in a course of studies shall complete assignments to demonstrate their achievement throughout the term of their course of studies. This shall be achieved through:
  - communicating to students and parents/guardians when assignments are absent or incomplete and
  - communicating to students and parents/guardians about the remedial procedures that are in place when incomplete or absent student work will adversely impact student achievement
8. Evaluation and assessments are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
9. Expectations are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.
10. Evaluation and assessments are ongoing, varied in nature, and provide multiple opportunities for students to demonstrate the full range of their learning.
11. Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
12. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
13. Reassessment for learning including learning mastery is encouraged.

## **Accountability**

The Guide to Education requires that student progress be assessed in relation to the outcomes outlined in the Programs of Study. Individualized Program Plan goals are measurable, both objectively and subjectively.

An individual student's success shall be communicated regularly to the student and the student's parents/guardians throughout the year. Third Academy International Ltd. is held directly accountable to our parent clients.

Each year, Third Academy International Ltd. reports student achievement data in the Alberta Education Accountability Pillar reflecting student achievement in provincial categories including achievement on Provincial Achievement Tests and Diploma exams, Rutherford Scholarship eligibility, preparation for lifelong learning, work preparation, and citizenship. The Annual Education Results Report (AERR) is posted annually on the school website.

## **Regulation**

1. Evaluation of student learning must be valid.
2. Teachers must ensure that professional judgments about student achievement and performance are based on:
  - a. appropriate programming
  - b. clearly stated curricular outcomes, criteria and standards
  - c. the use of a variety of assessment strategies
  - d. direct evidence of student work completed
  - e. the student's most consistent level of achievement against a broad range of learner outcomes, with consideration given to the most relevant evidence
3. Teachers must provide:
  - a. opportunities for parents/guardians to be engaged as partners in their child's learning
  - b. multiple opportunities and ways for students to demonstrate their learning
  - c. timely and ongoing communication
  - d. safeguards that may include software including Turnitin, Viper Plagiarism Checker, and Proctorio to ensure integrity of student assignments and/or assessment in online courses
  - e. opportunities for online, shared, and home education students to complete exams on site
  - f. supervision for all SLAs, PATs, and Diplomas in an approved site
4. Principals must work with their teachers to comply with the following:
  - a. evidence of student achievement has been collected by the teacher
  - b. communication plans for reporting student achievement and growth to parents at the school level are developed and aligned with authority-wide assessment and intervention plans

- c. a student has been given multiple opportunities and ways to demonstrate his/her learning
- d. follow-up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided
- e. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents to hold the student accountable and/or plan for further learning
- f. teachers will engage in ongoing, timely communication with parents and/or students and the Principal regarding missing or incomplete work
- g. with respect online students, teachers and Principals to establish attendance procedure including: daily check ins, daily communication with parents should students not 'check in', weekly reporting to the Principal of attendance concerns, and monthly 'at home' visits to encourage in part attendance
- h. to determine a grade/mark for a student at the end of each reporting period, teachers use their professional judgment based on all relevant evidence.

## **5. LIMITATION**

Notwithstanding anything in this Policy, the Executive Director and/or Principal are permitted to develop further procedures as appropriate at the school level.

## **6. COMMUNICATION**

This policy will be posted on the school websites and in hard copy in the office of the Executive Director and/or Principal.

## **7. ASSOCIATED DOCUMENTS**

*Education Act 2012*

*Private Schools Regulation 93/2019*

*Student Evaluation Regulation 177/2003*

*Ministerial Order 01/2013 Student Learning*

*Teaching Quality Standard*

*Guide to Education*

*Programs of Study*

*Appeal Policy 2.13*