



STUDENT ASSESSMENT, EVALUATION, AND REPORTING

REVIEWED: August, 2018

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APPROVED: October 1, 2018

RATIONALE

Alberta Education, International Baccalaureate [IB] Diploma, and the Macau Education and Youth Affairs Bureau (DSEJ) standards and practices expect that assessment, evaluation and reporting occurs regularly during the academic school year.

POLICY

The School believes that there are two primary purposes of assessment. One is to gather information about a student's progress in order to improve teaching and learning. Assessment of this type is considered "assessment for learning". The other purpose of assessment is for reporting of learning achievement at the end of an instructional period. This type of assessment is considered "assessment of learning". Evaluation of learning occurs within both of these contexts of assessment. Student achievement of learning outcomes, based on evidence gathered via assessment, is communicated to parents and used for High School transcripts.

DEFINITIONS

1. Assessment

- 1.1. Formative Assessment: assessment for learning - the process of collecting information and providing feedback on student progress toward meeting the goals, objectives and outcomes of the school's curriculum. This may be in the form of diagnostic assessment to determine the student's level of readiness, or ongoing assessment during an instructional period.

- 1.1.1 This process should occur frequently, with descriptive feedback to the student occurring relatively quickly after the assessment activity.



1.1.2 Data garnered via this form of assessment typically will not be used in determining grades issued on student reports, as the purpose is to inform the teaching and learning process. However, such data may be considered when determining report grades, though only if it works in the student's favour.

1.2. Summative Assessment: assessment of learning - the process of collecting information, at the end of a period of instruction, on student achievement of the goals, objectives and outcomes of the school's curriculum.

1.2.1 This should occur at least once within each reporting period, but in many courses/programs, this will occur more frequently.

1.2.2 Data garnered via these forms of assessment will be used in determining grades issued on student reports and transcripts.

2. Evaluation: Judgments regarding the quality, value, or worth of a response with respect to the prescribed learning outcomes.

3. Indicator of achievement / grade: A summary statement of student achievement relative to meeting learner outcomes.

4. Learning outcomes: What students are expected to learn, according to the school's curriculum or programs of study.

GUIDELINES

1. Assessment

1.1. Assessment is established in accordance with the needs of the students and stakeholder requirements.

1.2. The teacher of the class or course is responsible for individual student assessments.

1.3. The Principal shall be responsible to monitor student assessment in the School.



2. Evaluation

- 2.1. Evaluation information shall be communicated in a timely manner to students and parents.
 - 2.1.1. All students and their parents are entitled to know early in the school year the learning outcomes and assessment strategies that will be used in a course/program to evaluate student learning.
- 2.2. Teachers shall use a variety of methods to evaluate student achievement of the learning outcomes.
- 2.3. Evidence of student learning will be used to inform teacher judgement when evaluating achievement of learning outcomes.
- 2.4. Principals will ensure that teachers use the approved software for recording and reporting on student achievement.
- 2.5. All marks, final grades and/or final achievement descriptors are subject to appeal within one month following the release of the information. The Principal will oversee the appeal process. The IB Coordinator is responsible for overseeing the appeal process in the IB programme.
- 2.6. Eligible students will not be exempted from Alberta Education Examination programs, including both Achievement Tests and Diploma Examinations, unless exemption criteria established by Alberta Education are met.
- 2.7. Assessment and evaluation accommodations may be made for students with inclusive education needs. This may be in the form of an Individual Education Plan (IEP) or other allowances provided by Alberta Education and/or IB. Adjustments to rubric descriptors on reports may be made for students on modified programs of study.
- 2.8. Students must be made aware of and held accountable for academic honesty.



3. Reporting

3.1. Teachers will report on student achievement, in writing, at least three times a year (ie. report cards) for students in Grade 1 to Grade 12. Reporting for Kindergarten occurs at least twice a year.

3.1.1. Kindergarten (Pre-K, Junior, Senior) - student achievement will be reported on a descriptor-based indication of achievement.

Indicator	Descriptor
Achieved	Is demonstrating consistent performance and understanding of a learning outcome. Does not require support.
Developing	Is starting to demonstrate the learning outcome; can demonstrate performance with support or assistance.
Beginning	Is being exposed to and supported to learn the learning outcome.

3.1.2 Elementary (Grade 1 to Grade 6) - student achievement will be reported on a descriptor-based indication of achievement.

Indicator	Descriptor
Excelling	Demonstrates exceptional performance and understanding of learning outcomes and/or exceeds expectations.
Meeting	Demonstrates consistent performance and understanding of learning outcomes and/or expectations.



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Approaching	Demonstrates inconsistent performance and understanding of learning outcomes and/or expectations.
Not Yet	Demonstrates minimal performance and understanding of learning outcomes and/or expectations.
IEP	Student is working on an Individual Education Plan.

3.1.3. Secondary (Grade 7 - Grade 12) - student achievement will be reported on a seven point scale on at least three academic reports per year.

Grade	Descriptor
7	A grade of 7 represents the level of 'scholars'. This grade is reserved for students who have produced work of excellence level in all areas of assessment. Students with a grade 7 have consistently achieved outstanding results, have clearly met all course outcomes, produced work that illustrates higher level thinking skills and can apply their learning in both conventional and unconventional situations.
6	A grade of 6 represents the level of 'distinction'. This grade indicates that the student has consistently demonstrated a thorough understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively in a wide variety of situations and regularly produces work illustrating the skills of synthesis and evaluation. The student will have demonstrated originality, understanding and insight and produced quality work consistently in all areas of assessment.
5	A grade of 5 represents the level of 'honors'. This grade indicates that the student has regularly demonstrated a good understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively beyond conventional situations and, more often than not, produces work illustrating the skills of synthesis and evaluation. The student may occasionally, though not consistently, produce work showing originality and insight.



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4	A grade of 4 indicates that the student has demonstrated a satisfactory understanding and acquisition of the knowledge and skills defined in the course outcomes, and is able to apply them effectively in conventional situations. There is occasional evidence of the skills of synthesis and evaluation.
3	A grade of 3 indicates some achievement in several areas of assessment. The student has demonstrated a basic understanding of the knowledge and skills defined in the course outcomes and is able to apply most of them in conventional situations.
2	A grade of 2 indicates some, but limited achievement in most areas of assessment. The student has difficulty in understanding the knowledge and skills demanded by the course. The student has attempted most of the course objectives and has had some success in meeting course outcomes.
1	A grade of 1 indicates minimal achievement by the student in terms of meeting the learning outcomes identified within the course.

Percentage [%] score grade-equivalents will be entered into the student reporting system, or may be reported as a pass or fail. % score equivalents will only appear on student reports at the end of year/course. Teachers will use collected evaluation data and professional judgement to determine the % score equivalence within the ranges below:

Grade 1 to Grade 7	Alberta Equivalent %	Alberta Equivalent % for IB courses
7	95% - 100%	97% - 100%
6	90% - 94%	93% - 96%
5	80% - 89%	84% - 92%
4	70% - 79%	72% - 83%



3	60% - 69%	61% - 71%
2	50% - 59%	50% - 59%
1	< 50% (fail)	< 50% (fail)

3.2. Teachers are required to attend Parent/Teacher/Student conferences.

3.3. Teachers will make themselves available to meet parents and/or students to discuss academic progress as required.

3.4. The TIS administration shall provide results regarding student achievement to Alberta Education in the annual Annual Education Results Report.

4. Planning

4.1. Teachers will participate in a reasonable amount of common planning with other teachers of the same grade level/course. Teachers will work collaboratively to ensure similar learning experiences and summative assessments for students of the same grade level / course.

4.2. Where more than one class follows the same course of study, standardization procedures will be used to ensure consistency across the cohort.

4.2. Teachers will communicate with the teachers of the grade above them to discuss learning outcomes, student concerns, and learner expectations. This should occur at least twice, once to inform planning and once to discuss promotions. For example, the Grade 2 teachers will meet with the Grade 3 teachers at least once to discuss expected student learning outcomes and once to discuss the students being promoted.

4.3. Teachers will submit long range plans and course outlines to the Principal within one month of the beginning of the course. The course outline shall contain learning objectives, evaluation procedures, approximate timelines, resources, and the general scope of the course.

5. Roles and Responsibilities

5.1 Administrators

The School Assessment, Evaluation and Reporting policy and its implementation within and across departments/grade levels is monitored and evaluated by



Administrators, Coordinators, Department Heads, and the IB Diploma Coordinator.

5.2 Department Heads

It is the responsibility of Department Heads to apply and embed the principles of the School Assessment Evaluation and Reporting Policy within their own departments.

5.3 Subject Teachers

It is the responsibility of Subject Teachers to implement the school Assessment, Evaluation and Reporting Policy within their teaching assignments.

6. IB and Alberta Diploma Assessment & Evaluation

6.1 Internal Assessments and External Examinations

Prior to the start of the school year, the IB faculty will work together with the IB Coordinator to determine a calendar for Internal Assessments (IA) and external examinations, with care taken to consider the student assessment load. IA will be carried out by teachers in their classrooms, ensuring that curriculum standards are met and that academic misconduct is avoided.

6.2 Predicted Grades

6.2.1 Grade 12 students require interim grades for Alberta courses, reported on a transcript, for university application purposes. Percentage score grade-equivalents will be issued on school transcripts. Some will need to be completed prior to October 15th while others will need to be completed before January 15th each academic year, dependent upon the tertiary institution(s) for which the student is applying.

6.2.2 Two sets of predicted grades will be issued for each student in a year-two IB course. The first predicted grade will be made available to students and their Academic Counselors in time for the university application season. The second set of predicted grades will be submitted to the IB.

6.3 Moratorium on Assignments, Excursions and Extra-curricular Activities



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During the last week prior to Alberta Education and/or IB Diploma Programme final examinations, no assignments will be due or excursions or extra-curricular activities scheduled, which would entail students missing review classes.

7. Policy Review

- 7.1 This document was developed from the existing TIS Assessment and Evaluation Policy, in collaboration with the Administrative Council, the IB DP Coordinator, and the Collaboration for Learning Team.
- 7.2 The policy will undergo annual review by the contributors listed in 7.1. near the end of the academic year.
- 7.3 All revisions will be submitted to the Board of Directors for approval for implementation in the next academic year.