

## Section 16: Student Evaluation Policy

Revised July 2021

Student Evaluation and Learning Assessment are considered vital to the communication and planning aspects of the learning processes carried out at Banbury Crossroads School. As such, evaluation and assessment are used as essential analytical tools that help measure where the student is in terms of their learning destination. In this context, the nature of how student performance is monitored shapes every learning process and program, as well as teacher practice. This policy is aligned with Alberta Education's Ministerial Order on Student Learning.

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### Background:

At Banbury we believe that assessment and evaluation are to be used as an occasion to further learning – as opposed to using tests to assign rank, or compare and contrast learner's progress. When tests are used to measure understanding, it is assumed that scores achieved via formal testing are one more type of data set that is combined with observation, ungraded quizzes, responses to clarifying and placing questions etc. This will derive a sense of the learner's relative position to the Alberta Programs of Study and any learning goals that have been developed collaboratively by both teacher and student. To this end, you will see teachers and students moving away from the conceptual notion of assessment *of* learning to the more progressive assessment *as* learning. Using this evaluation philosophy, we graduate students who know how to develop and measure their progress towards a personal sense of efficacy, inspiration and achieving academic and life goals.

### Procedures:

#### A. Record Keeping and Reporting

1. There are 4 reporting periods per academic school year. Two consist of a formal report card which includes a student's strengths, accomplishments, marks for high school, and areas for further development in relation to the Programs of Study and any personal development. The other two consist of Student Exhibitions, where the student exhibits and discusses their term work and progress with a reflection and self-evaluative focus.
2. For reporting purposes, teachers gather subject test scores, examples of projects and work, results from diagnostic tools, rubric results, standardized test scores, tracking data, and personal notes to provide a good illustration of the student's accomplishments.
3. The primary method of formally communicating student progress will be via written anecdotal comment on report cards, focussing on strengths, meeting grade-level outcomes, and areas for further development. Reporting as required, will include assigned quantitative values, but only where specifically mandated by Alberta Education to acknowledge course completion, or when requested by parents for admission to other learning programs.
4. Each student will be assessed according to the Self-Directed Checklist, which looks at the level of self-direction the student has been demonstrating, with a goal stated for further development. The expectation is that the level of self-direction will grow through the years.
5. Grade and subject teachers are required to provide written reports on student progress to the students, parents, and other teachers/administrators at each reporting period (four per academic year), utilizing the school's current report card format. In addition, teachers will report student progress to parents informally throughout the year, through various communication channels—phone calls, impromptu discussions, e-mails, and scheduled meetings.

6. All assessment and evaluation records are considered confidential materials and are protected under provincial law. All formal evaluation documentation will be properly secured at the school and access to personal files will be limited to immediate family, legal guardians, and teaching professionals directly involved in the evaluation process.
7. All student report card files kept at the school shall be hard copies of the original documents produced by the teachers. All records of student assessment are kept in the cumulative records file that is stored digitally through PASI.
8. Teacher anecdotal notes and informal comments are considered property of the teacher until such time as the teacher chooses to share, or make public this information. Any casual exchange of information around student evaluation between teachers, administration, and community mentors/supervisors shall NOT be considered under Freedom of Information Protection legislation, however, all formal evaluation records developed with the assistance of third party supervisors shall be included under procedure A(7).
9. Third party supervisors/community mentors will receive a copy of this student evaluation policy and will be required to meet policy procedures.
10. Teachers will provide on-going constructive feedback to ensure that students know what steps can be taken to improve achievement levels. Although there is no minimum number of discussions that must take place between teacher and student, it is expected that there will be both informative assessment and summative assessment (i.e. unit test, final project submission).
11. To assure fairness, and to reflect the value we place on critical thinking skills, teacher prepared tests will be designed to measure content recall as well as other cognitive processes such as recognition, application, synthesis, analysis and evaluation. It is imperative that all summative tests are designed to assess student's understanding of material/information, concepts and/or skills covered within the course outline. It is the teacher's responsibility to ensure that any testing materials used closely match the style and content of the material that was taught.
12. When requested by administration, teachers may be asked to develop and provide specific, detailed records on student progress, including dates of observed behaviors, skills, knowledge gains, special characteristics and occurrences, as well as teacher interpretations of these elements. If necessary, this information may be used by administration to expedite the dispute resolution process (see section D below).
13. Older students are requested to include self-assessments in their evaluation records, including significant achievements, goals, and personal opinions.
14. The student and their parent/s will be informed of all progress made in each subject within the grade level being challenged, based on accomplishment of curriculum and internship (where assigned) outcomes. Parents and the student will be informed immediately at any time the teacher or community supervisor feels the student is in jeopardy of not completing all requirements for that academic year within that academic year.
15. Information generated through parent questionnaire and parent observation should be used as a context provider for any evaluation protocols developed for individual students and communication protocols developed for families. Parents may be asked to observe their child in the school setting at the teacher and administration's discretion. Administration will be informed if any parent(s) is/are invited into the classroom for this purpose.
16. Provincially-mandated standardized tests are administered at the school as one more data collection tool. Test results are combined with locally generated data to corroborate and plan for particular students' programs. While every effort is made to fully prepare students for achievement tests, there will be times when, via parent or student request, an exam is challenged without teacher and school recommendation. In these cases, school marks will reflect the work actually completed (no blending with achievement test results). All outcomes and test results will be discussed with students and parents. We encourage all students to write them, except for cases where the students completed the course the previous year, or have not yet completed it.

17. The delivery of the final version of any student progress report assumes that all information is accurate and edited for public consumption.

#### **B. Diagnostic Testing and Professional Resources**

1. Diagnostic testing could be used where considered appropriate or necessary by the teacher. Prior to administering a test of this nature, parents will be informed of the need to collect more information about potential coding issues such as learning difficulties or exceptionalness. All results will be shared with parents.
2. In any case where students have identified special needs, the referring psychologist or agency will be involved in evaluation and IPP development.
3. If a teacher(s) feels that a formal psychological assessment is needed to determine if a learning issue on the mild to severe spectrum exists, then a meeting between parent(s), the school administration, and the teacher(s) will be called to determine if/what external professional resources should be marshaled. All third-party fees will be borne by the parents.
4. At all grade levels, teachers may be required to complete a formal individualized plan (IPP) if the student has an identified learning need, or is demonstrating atypical learning behaviours, to ensure that students and parents have a written record of knowledge, skills, attitudes, and outcomes that must be achieved for subject and/or grade requirements to be met. IPPs should be used to document how the school is addressing atypical learning needs.

#### **B. Course, Grade and Graduation Requirements**

1. As part of the Banbury Teacher Responsibility Code, teachers are required to provide course outlines at the secondary school level so that all students taking a course can see all course completion requirements. In any case, the pre-establishment of course/subject/grade evaluation criteria is the responsibility of the teacher and must be made available if requested by school administration.
2. The completion of course requirements for the purpose of high school graduation is in accordance with provincial policy. Participation in graduation exercises, and the receiving of diploma documentation are dependent on fulfilling all credit and exam requirements within the end of the Fall semester of the following year.

#### **C. Dispute Resolution**

1. Any parent or student wishing to dispute an evaluation method or technique should voice their concerns prior to the administration of the assessment procedure. Any results derived from a teacher-administered test, student exhibition or project submission may be kept by the teacher as evidence of the student's progress in the area of learning being evaluated. Should the need arise to question the validity or applicability of an assessment by a student or parent, the resolution procedure will consist of the applicable procedures from the Conflict Resolution Policy, as well as a meeting held at the school between the teacher and the interested parent(s) and student. Teachers can invite one or more members of the administrative team to monitor this meeting and to keep meeting minutes.
2. The school and parents must mutually agree to seek the council of any professional third party opinions should the dispute not be resolved through the meeting procedure outlined in the Conflict Resolution Policy.
3. All teacher assignments and testing that has been mutually agreed upon by teacher and student is considered a binding agreement between both parties and therefore does not fall under the dispute

resolution category. If work is not completed (test was not taken, project was not completed) then parent(s) will be informed that the matter must be addressed in an expeditious manner by the student and that a note will be made in the student's evaluation file indicating for the record that the work was considered "Incomplete".

#### **D. Cheating**

1. Every effort is made to ensure that the climate and culture of the school supports a healthy learning environment. Nevertheless, there may be times in the evaluation process where students may get caught plagiarizing, copying information from others, using notes in a closed book exam etc. In these cases, the student will take responsibility for organizing a meeting of the teacher(s), administration team and parents to develop a strategy to avoid any future acts that compromise personal and school reputation.
2. Repeated cheating shall be dealt with by the school administration and may include suspension or expulsion, according to our Student Suspension and Expulsion Policy.
3. For further procedures regarding this topic, please refer to our Student Conduct Policy.