

MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION, AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"

SECTION 600 – Student
POLICY 616: STUDENT ASSESSMENT

BACKGROUND

Student assessments provide necessary information to guide instruction and improve learning. These assessments support the determination and implementation of suitable educational goals, teacher instructional strategies, and services in support of student programming.

POLICY

Student achievement and performance in all programs offered by the Division will be assessed regularly, accurately, fairly, and in accordance with Alberta Education assessment guidelines. Assessment is part of the learning process and is used to guide teachers in adjusting instruction, promoting learning and assessing student mastery.

Assessment information is required for students, parents, and teachers to track and understand individual student progress and to inform a student's performance, grade/course placement and/or level of programming. Information on achievement and growth will be related to learner outcomes stated in the Alberta programs of study and/or Individual Support Plan (ISP).

GUIDELINES

1. The assessment of a student's performance and achievement, relative to Alberta programs of study and/or Individual Support Plan, is a primary responsibility of the classroom teacher.
2. Administrative Procedure 630 P 001 will state expectations for the development and sharing of individual school assessment plans with the school community. The school assessment plan will articulate the school expectations and methods for communicating student progress and achievement. The Principal will be responsible for the development of the assessment plan in collaboration with teachers.
3. School and division administrators are responsible to ensure that the strategies, criteria, standards and procedures used to assess student learning and achievement are fair, just, and appropriate.
4. The information resulting from the ongoing processes of student assessment shall be meaningful and easily interpreted by all concerned.

5. Teachers will use a variety of assessments and ensure a balance of formative and summative assessment practices to generate evidence of student learning.

REFERENCES

Teaching Quality Standard (2018) – 3(c)

616 P 001 Student Assessment

616 P 002 Challenges for Course Credits

616 P 003 Credits and Recognition for Alternative Student Assessment

616 E 001 Application Form Student-Initiated Challenge Assessment

616 E 002 Challenge Assessment Summary Sheet

Approved: September 7, 2004

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