

Administrative Procedures Manual	Administrative Procedure 360
	Student Assessment, Grading and Reporting Guidelines
Page 1 of 4	APPROVED: September 1, 2013 AMENDED/REVIEWED: September 2025, October 2024, May 2023, December 2022, September 2019, October 2015
LEGAL REFERENCE:	
Section 11, 18, 21, 31, 33, 52, 53, 55, 56, 63, 196, 197, 222 Access to Information Act (ATIA) Protection of Privacy Act (POPA) Professional Conduct and Competency for Teachers and Teacher Leaders Regulation 124/2022 Student Record Regulation Ministerial Order 028/2020 Student Learning Ministerial Order 015/2004 – Standards for Special Education	Ministerial Order 001/2020, 002/2020, 003/2020 – Professional Practice Standards Guide to Education Achievement Testing Program Grades 6 and 9 General Information Bulletin Diploma Examinations Program General Information Bulletin Student Learner Assessment Updates

Background

The Board of Trustees have set high expectations, in Board Policy 1, for themselves and the staff of GPPSD to ensure that every student succeeds. With students at the core of the work, the Division's operating guiding principles includes:

- The Division, schools, administrators, and teachers will use evidence to establish specific short -and-long term goals to improve achievement
- Staff will regularly monitor, and review evidence gathered during their practice to assess the success of their improvement goals
- Staff will be encouraged to adopt new strategies to support student learning, monitor their progress in a timely fashion, and adapt their strategy in unsuccessful; and
- We will regularly share, celebrate, and recognize the success achieved by both our students and staff

The Education Act outlines in Section 196 (e) that “teachers must, “regularly assess students and periodically report the results of the assessment to the students, the students’ parents and the board”.

Purpose

The purpose of the procedure of this Administrative Procedure is to:

- Ensure assessment practices are consistent, fair, and collaborative across division classrooms
- Ensure assessments are constructed from the Alberta curriculum learning outcomes
- Ensure assessment practice informs instruction and supports student growth and achievement
- Ensure assessment practices are aligned with current evidence-based assessment practices
- Ensure growth and achievement communication is consistent and clear to both student and parent/guardian

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Definitions

Achievement - refers to a student's demonstration of knowledge, skills, and competencies relative to learning outcomes.

Achievement Indicator - symbol that represents the level of achievement demonstrated by the student as determined by the teacher (grades K-8= 4 point scale, grades 9-12= percentage).

Assessment - the process of gathering, examining, and reviewing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their learning experiences; the process culminates when assessment results are used to improve subsequent teaching and learning.

Formative Assessment (Assessment for Learning) – an ongoing process of providing constructive and timely feedback to students about their progression towards learning outcomes that allows students to improve their learning and teachers to respond to student needs.

Summative Assessment (Assessment of Learning) – an evaluation of student learning at the end of an instructional period that indicates the level of achievement relative to the learning outcome(s).

Evaluation – a process of reviewing evidence and determining achievement relative to the learning outcome.

Learning Outcomes- what students are required to know, understand, and demonstrate by the end of a grade or a course as outlined in Alberta curriculum. [Programs of study | Alberta.ca](https://www.alberta.ca/programs-of-study.aspx)

Competencies- combinations of attitudes, skills, and knowledge that students develop and apply for successful learning, living, and working.

Feedback- given while there is still time for the learner to act on it, and to monitor and adjust their learning.

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Guidelines

1. Based on the learning outcomes from the Alberta Curriculum, student academic achievement will be assessed, evaluated, and reported.
2. Competencies are assessed and reported separately from learning outcomes.
3. The process to determine application of zero (0) or Net Yet Demonstrated (NYD) includes:
 - 3.1. Teacher identifies missing evidence; teacher provides different types of experiences and multiple attempts to support the student in completing missing work (evidence); the teacher will keep a record;
 - 3.2. If the teacher determines there is still insufficient evidence to report student achievement pertaining to a learning outcome; the teacher will keep a record of repeated attempts to notify parent/guardian; after the teacher has provided different types of experiences and multiple attempts to support the student in completing missing work (evidence), the student will be awarded a zero (0) or Not Yet Demonstrated (NYD) until those missing assignments have been completed within a communicated timeframe to student and parent/guardian.
4. The Principal ensures:
 - 4.1. Formal review and communication of the Division Administrative Procedure and Optimum Learning Framework regarding student assessment with teachers;
 - 4.2. Assessment practices are aligned to learning outcomes and based on research;
 - 4.3. There is ongoing monitoring of teacher assessment practices;
 - 4.4. There is ongoing, timely and frequent communication between teacher, student and parent(s)/guardian(s) around student growth and achievement;
 - 4.5. There is an established process to support clear understanding and application of achievement indicators on report cards;
 - 4.6. The application of zero (0) or Not Yet Demonstrated (NYD), aligns with Division Guidelines;
 - 4.7. Anecdotal comments are personalized, accurate, constructive, and effectively communicate student achievement;
 - 4.8. Competencies are reported through comments and competency descriptors.

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5. Teacher assessment practices will:

- 5.1. Align with provincial, division, and school-based assessment expectations:
 - [Teacher Quality Standard](#)
 - [Curriculum Learning Outcomes](#)
 - [GPPSD Optimum Learning Framework](#)
- 5.2. Accurately reflect the learning outcomes within the curriculum;
- 5.3. Employ the school's ongoing reporting procedure to ensure parents consistently receive information that communicates student growth and achievement;
- 5.4. Actively engage students in their learning by providing accurate, constructive, and timely feedback;
- 5.5. Align with the established school and or Division practice of applying a zero (0) or Not Yet Det (NYD) in summative assessments.

6. Division Report Cards:

- 6.1. Communicate academic achievement and competency development;
- 6.2. Are used formally at the end of each term and or semester;
- 6.3. Will include achievement indicators;
- 6.4. Will include personalized, accurate, and constructive anecdotal comments;
- 6.5. Will include attendance comments should attendance impact academic growth and achievement.

7. Appeal Procedure:

- 7.1. Appeals shall be made first to the classroom teacher;
- 7.2. If there is not a resolution with the classroom teacher, a second appeal is made to the principal of the school;
- 7.3. If after meeting with the school principal, the decision remains unacceptable to the appellant, the appellant follows [AP 390 – Student Appeals](#).