

Assessment, Evaluation and Reporting of Student Achievement



August 2026

Background

Prairie Land Public School Division is committed to ensuring that assessment, evaluation and reporting practices are fair, accurate, equitable and aligned with Alberta Education and Childcare's approved Curriculum, Programs of Study and Ministerial Order 028/2020 Student Learning.

Strong assessment, evaluation and reporting practices support student learning, inform instruction and communicate achievement clearly to students and parents/guardians. These practices are grounded in professional judgment and based on multiple sources of evidence collected over time.

The Division recognizes that effective assessment practices foster **assessment capable learners**—students who understand learning goals, monitor their own progress and take ownership of their learning.

Definitions

Assessment is an ongoing process of gathering information and evidence to support evaluative judgments, inform instruction and improve student performance.

Evaluation is a reasoned judgment regarding the quality or value of a response, product or performance based upon established criteria. Evaluations are based upon a variety of sources of information.

Reporting: the communication of student learning and achievement to students, parents/guardians and other stakeholders.

Adapted Program: Providing accommodations in the delivery of instruction or assessment methods to help students achieve the standard curriculum goals. The learning objectives are in alignment with the grade in which the student is enrolled.

Modified Program: Programming that involves changes to the curriculum content and learning expectations. The learning objectives are different and tailored to meet the unique needs of the student.

Procedures

1. Guiding Principles

1.1 All assessment and evaluation practices shall be aligned with the learning outcomes identified in the Alberta Curriculum and Programs of Study.

1.2 Clearly defined success criteria shall guide assessment practices to ensure validity and reliability.

1.3 Assessment practices shall include both:

1.3.1 Formative assessment to inform instruction and provide ongoing feedback to students as they develop their knowledge, understanding and skills;

1.3.2 Summative assessment to evaluate student achievement at the end of a period of learning.

1.4 Teachers shall foster the development of assessment capable learners by supporting students to:

1.4.1 Understand learning goals and success criteria;

1.4.2 Monitor their own progress;

1.4.3 Engage in self-assessment and goal setting.

1.5 Student achievement shall be determined using multiple sources of evidence gathered over a period of time, including:

1.5.1 Observations;

1.5.2 Conversations;

1.5.3 Products.

1.6 Academic achievement shall be reported separately from non-academic attributes such as effort, work habits and behaviour.

2. Superintendent Responsibilities

2.1. Coordinate the establishment of assessment, evaluation and reporting practices;

2.2. Ensure alignment of practices across the Division;

2.3. Monitor student achievement data and report to the Board;

2.4. Support professional learning related to assessment practices.

3. Principal Responsibilities

3.1. Ensure that school-based practices are in alignment with Division procedures;

3.2. Review assessment and reporting practices annually with staff, students and parents/guardians;

3.3. Monitor quantity and quality of assessment tasks reported in the gradebook;

3.4. Monitor and support consistency of assessment practices;

3.5. Ensure clear communication to parents/guardians regarding assessment practices;

3.6. Establish and communicate a process for appeal of student evaluation;

3.7. Provide opportunities for parent-teacher communication;

- 3.8. Ensure alignment with provincial requirements.
- 3.9. Ensure a clear and timely appeal process is in place for student evaluation.

4. Teacher Responsibilities

- 4.1. Design assessment aligned with learner outcomes and success criteria;
- 4.2. Use a variety of formative and summative assessment strategies;
- 4.3. Ensure assessment practices are fair, valid, reliable and equitable;
- 4.4. Clearly communicate to students and parents/guardians:
 - 4.4.1. Learning outcomes;
 - 4.4.2. Assessment methods;
 - 4.4.3. Criteria for evaluation
 - 4.4.4. Weighting, where applicable;
 - 4.4.5. Opportunities for feedback and reassessment;
- 4.5. Provide timely, descriptive feedback to support learning;
- 4.6. Maintain accurate and up-to-date records of student progress;
- 4.7. Base grades solely on learner outcomes and not on behaviours such as effort or punctuality.

5. Communication and Reporting

- 5.1. Reporting shall include both formal and informal communication of student learning.
- 5.2. Formal reporting:
 - 5.2.1. Kindergarten: one final report card at the end of the school year;
 - 5.2.2. Grades 1-9: A minimum of two formal report cards per year;
 - 5.2.3. Grades 10-12: One report card per semester.
- 5.3. Informal reporting:
 - 5.3.1. Progress reports by end of November and March
 - 5.3.2. Emails and other digital communication;
 - 5.3.3. Telephone calls;
 - 5.3.4. Parent-teacher conferences;
 - 5.3.5. Student-led conferences;
 - 5.3.6. Portfolios and work samples.
- 5.4. Student Achievement:
 - 5.4.1. Reporting shall reflect the most recent and consistent evidence of learning;

- 5.4.2. Be based on professional judgment informed by multiple sources of evidence;
- 5.4.3. Clearly communicate what students know and can do;
- 5.4.4. Indicate next steps in the learning;
- 5.4.5. Be understandable to parents/guardians;
- 5.4.6. Respect student dignity

5.5. Achievement shall be reported using the Division-established proficiency indicators and/or percentage grades

6. Modified and Adapted Programming

6.1. For students receiving modified programming:

- 6.1.1. Reporting shall reflect achievement relative to the grade level of programming (for example, a Grade 3 student working on Grade 1 outcomes shall be reported relative to Grade 1 standards).

6.2. For students receiving adapted programming:

- 6.2.1. Reporting shall reflect achievement relative to the student's enrolled grade level (for example, a Grade 3 student receiving adaptations shall be reported relative to Grade 3 outcomes).

7. Student Placement

7.1. Decisions regarding student placement, promotion or retention shall be made collaboratively, consider the breadth of academic and social-emotional factors, involve parents, and reflect the best interests of the student.

References: Education Act 11, 40, 52, 53, 55, 56, 196, 197, 222
Guide to Education ECS to Grade 12
Teaching Quality Standard 001/2018
Leadership Quality Standard 002/2018

Reviewed: November 2007
June 2016
July 2023
August 2026

Revised: August 2016
March 2024
August 2026