

Administrative Procedures

AP-414 ASSESSMENT	Date of implementation: Fall 2006 Date of update: December 3, 2025
	Related Administrative Procedures: AP-415 Student Awards AP-416 Student Records AP-618 Credit Completion

Purpose: The Division believes that student assessment and evaluation are integral and indispensable parts of teaching and learning. The primary purpose for all assessment and evaluation experiences is to support student learning while informing teacher instruction. This process also informs the student, parents, caregivers and school regarding the student’s personal and social development as well as their learning in relation to the outcomes of provincial curriculum.

Definitions:

Assessment - is the act of gathering information on an ongoing basis in order to understand individual students’ learning and needs.

Evaluation - is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting time.

Triangulation – When evidence is collected from three different sources over time, trends and patterns become apparent and the reliability and validity of our classroom assessment is increased

Portfolio - A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of: (1) evaluating coursework quality, learning progress and academic achievement; (2) determining whether students have met learning standards or other academic requirements for courses, grade-level promotion and graduation; (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments and other documentation.

Formative Assessment - The process of assessment that involves students in checking to decide what has been learned and what needs to be learned next. It includes setting criteria, having students self-assess, providing feedback by identifying what has been learned and what needs to be learned, collecting and organizing evidence, and presenting evidence of learning to others. It is designed to assist teachers to focus their teaching and to assist students to learn more. (Davies, 2004)

Summative Assessment - The process of checking to see what students have learned to date. It compares student learning with achievement level expected. It summarizes information into marks or grades. It is designed for those not directly involved in teaching and learning. (Davies, 2004)

Grade - The number or letter reported at the end of a period of time as a summary statement of student performance and/or achievement.

Outcome - Is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Performance Criteria - Performance criteria are the expression of what is to be measured and why (i.e. how success is defined).

Learning Target - concrete goal written in student-friendly language that clearly describes what students will learn and be able to do

Curriculum Referenced – Learning activities are directly connected to curricular outcomes for a specific course.

Criterion Referenced - Criterion-referenced assessments compare a person's knowledge or skills against a predetermined standard, learning goal, performance level or other criterion. With criterion-referenced assessments, each person's performance is compared directly to the standard, without considering how other students perform on the test.

Procedures:

- 1) The Director or Designate shall be responsible for the identification and development of materials related to the Division-wide evaluation of students.
- 2) The Division engages in large-scale Division, provincial, national and international assessments.
- 3) Role of Administrators
 - a) The administrator will develop, in cooperation with staff, a systematic and articulated program for assessing, evaluating and reporting student progress consistent with Administrative Procedures and Prairie Spirit's Quality Assessment Practices.
 - i) Monitoring and supporting of teachers' professional competencies essential for appropriate student assessment and evaluation, consistent with section 4 of this document.
 - ii) The ongoing communication of information regarding student assessment and evaluation to students, parents, caregivers or adult students.
 - (1) If grades are to be posted on the parent portal, the school will develop and communicate guidelines around:
 - (a) How often the assessment view will be updated; and
 - (b) What information is included on parent portal.
 - (2) An achievement grade update, based on evidence collected, will be communicated prior to the final report:
 - (a) K-9 – A minimum of two times per year
 - (b) 10-12 – A minimum of once per course (mid-course update)

iii) Recognition of student learning

(1) Honour roll – Recognition of student learning must not be solely based on marks

(2) Awards and bursaries (see AP-415 Student Awards)

iv) Scheduling of student involved parent/teacher conferences a minimum of twice per year.

This time may be scheduled to reflect the specific situation and needs of the school.

Conferences must be scheduled at a point in the learning program that allows the student to address next steps and areas for growth (e.g. mid-course or mid-term).

v) Scheduling of reporting dates

(1) Reporting dates are schedule by central office.

(2) Reporting dates include dates to allow for midcourse corrections:

(a) Yearlong courses require a minimum of two midcourse reporting dates.

(b) All other courses require a minimum of one midcourse report date.

(3) Final grades are required at the conclusion of the course. Final grades are cumulative grades (not grades solely based on evidence for the final reporting period). (See Section 4) q) below for more detail regarding final grades.)

vi) Schools must use standard Division progress reports.

(1) A Division approved summative document of student achievement must be added to each student's cumulative folder at the end of the school year.

(2) In some circumstances, where a student's individual program does not align with curriculum, an alternate progress report may be used.

(a) The alternate progress report must be used in accordance with Division guidelines.

vii) Monitor the distribution, completion and submission of large-scale assessments (provincial, national, international).

4) Role of Teachers

a) The teacher is responsible for the evaluation and grade determination of student performance.

b) Engaging in professional development associated with the knowledge and skills necessary to implement Prairie Spirit's Quality Assessment Practices.

c) Create clearly defined curriculum referenced learning targets.

- i) Learning targets and performance criteria should be discussed/shared with students prior to summative assessments occurring.
- d) Evidence will be collected, organized and assessed in relation to curriculum referenced learning targets.
 - i) Grades will be criterion-referenced.
 - ii) Evidence will be collected from a number of sources including observations, conversations and products (triangulated evidence collection).
 - (1) A variety of authentic learning tasks and assessment methods will be used.
 - (2) The completion of a homework assignment is representative of a positive learning behaviour. If used, completion data could be used to inform this aspect of achievement.
 - iii) Students will have multiple opportunities for feedback (formative) prior to summative evaluations occurring.
 - (1) Formative assessment evidence could transition to be used in summative evaluation when other evidence is not available.
 - iv) Teachers are required to use their professional judgment to scrutinize all assessment evidence in order to provide a summative grade.
- e) Credit completion/credit recovery options may be available to students (refer to AP-618 – Credit Completion Practices).
- f) Students cannot be excused from final exams based solely on their accumulated academic average ('recommends' is not an accepted practice).
- g) Final exams may be administered at the discretion of teachers in Grades Nine to Twelve (9-12).
 - i) Provincial exams will be carried out in accordance with the Registrar's Handbook.
- h) There will be no final comprehensive exams in Grades One to Eight (1-8).
- i) Teachers are required to maintain the academic integrity of the learning environment. Teachers (in consultation with administration) will develop established procedures to respond effectively to instances of cheating and plagiarism. Consequences will be behavioural in nature.
- j) Grading practices
 - i) Academic and Behaviour Grades
 - (1) Grade calculation will not include student behaviour, such as effort, participation, late work or attendance.
 - (2) Behaviour will be reported separately.

k) Grade calculation

- i) Professional judgment and triangulation must be used to determine a final grade. The Division does not support automated grade calculation using an electronic gradebook when not accompanied by teacher professional judgment. Evidence of student learning from a variety of sources should be carefully scrutinized.
- ii) The results of using a conversion scale must be examined critically. Teacher professional judgment must take precedence over the algorithm-calculated grade.
- iii) Gradebooks must reflect a strong connection between assessment evidence and curriculum outcomes/objectives. Gradebooks must be organized by outcome. They may not be organized by assignment or assessment category.

For courses that include a comprehensive final summative assessment, the maximum weighting of the final assessment is twenty-five percent (25%) of the overall course grade.

- iv) Final grades should be cumulative and communicate the extent to which student evidence meets the outcomes at the end of the course. Teachers are not required to average all evidence collected throughout the year to determine a final grade; teachers may replace or remove evidence that is no longer valid when determining a final grade.

l) Grading Scales for Reporting Purposes

- i) All schools will use a four-point scale to report to parents in Grades One to Eight (1-8) for academic achievement.
- ii) Grading scales at the Grade Nine (9) level will be established at the school level in consultation with the Learning Superintendent (four-point scale or percentage marks).
- iii) Grading scales at the Grade Ten to Twelve (10 to 12) level will require a final percentage mark to be submitted to the Ministry of Education. At minimum, teachers will report a percent achievement level at mid-course.
- iv) Learning behaviours will be reported at all grade levels using the four-point scale.

m) Assigning a zero grade

- i) A zero or “M” may be assigned to a piece of evidence or an outcome as a temporary placeholder to indicate missing evidence, but this will be replaced when additional evidence is collected.
- ii) A zero grade may only be included in final grade calculations:
 - (1) After multiple intervention attempts and parent communications have occurred, following established school protocols and the accumulated evidence is insufficient for the teacher to make a determination of the level of achievement of the outcome at the conclusion of the course.

(2) If products are missing other sources of evidence will be considered

n) Attendance

i) Absences will be reported separately from academic grades.

o) Late work

i) Penalties that affect grades (removing marks because of a submission timeline) will not be applied.

ii) Teachers will put supports in place for students to complete and hand in work on time. Student refusal or inability to complete work (lack of evidence of learning) is a behavior problem that should be addressed through interventions and non-academic consequences.

p) Bonus marks

i) Bonus marks are not an approved practice.

ii) Extra credit and bonus points that do not relate to achievement may not be included in academic grades.

iii) Grades of greater than 100% may not be entered.

q) Group work

i) Group scores will not be included in individual grade calculation.

ii) Individual achievement may be assessed during group work.

r) Teachers are required to provide regular ongoing communication with parents.

i) Teachers will use a wide range of methods to provide parents and guardians with information regarding student achievement and progress. These can include, but are not limited to, student progress reports, student-involved conferences, phone calls, email, online parent portals, portfolios and personal contact.

ii) Teachers are professionally obligated to provide summative, curriculum-referenced information to parents about their child's academic progress.

iii) At the direction of the principal, teachers are required to provide regular, scheduled opportunities for a meeting, where parents will receive information and discuss their child's learning and progress. Students should be involved in all or part of these conferences.

s) Teachers are required to support students in the completion and submission of large-scale assessments (provincial, national, international).

t) Division privacy and security guidelines must be adhered to when using electronic portfolios (AP 416).

- u) Teachers will provide continuous feedback to promote learning. High quality feedback is timely, continuous, specific and referenced to learning targets.

References:

[The Education Act, 1995](#) – Section 175 h,k

[The Education Regulations, 2019](#) – Section 370 x,y

[Prairie Spirit's Quality Assessment Practices \(QAP\)](#) (internal document)