

312 STUDENT ASSESSMENT

Beliefs

The Maskwacis Education Schools Commission (MESC) follows cultural and traditional teachings of the Maskwacis Cree, in particular Wahkohtowin. Wahkohtowin is the belief that all things are related and connected, that all of existence has spirit and that living in a good way requires us to maintain good relationships with each other and other aspects of existence. We recognize that respect for mother earth, elders, youth, and the Treaties are paramount to planning ahead and making decisions for future generations.

MESC considers formative and summative assessment of individual student progress an integral part of the learning process. Students are encouraged to participate in the assessment of their own progress in learning. Teachers will use formative assessment of student learning to guide their practice and summative assessment of learning in the reporting to parents and stakeholders.

Procedures

1. Assessment is the process of measuring student growth and evaluation is the process of reviewing this evidence and determining its value.
2. Student assessment shall encompass a number of important characteristics. It shall be fair, just, consistent, formative, summative and recognize the worth and dignity of the individual.
 - 2.1. Formative Assessment (assessment for learning): assessment experiences that result in ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes.
 - 2.2. Summative Assessment (assessment of learning): assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared with those outside classrooms.
3. Measures used to assess and evaluate student achievement shall be based on the outcomes defined in the MESC Curriculum and Programs of study which aligns with the Alberta Curriculum and Program of Studies.
4. A variety of methods shall be used to assess student achievement and growth.

5. The student assessment and evaluation process shall be provided to students and parents/guardians.
6. A clear statement of learner outcomes, course content and assessment strategies for each course taught shall be prepared by teachers. The assessment strategy must include the weighting used in arriving at final evaluation. This statement shall be made available to students and parents/guardians.
7. In addition to these procedures, evaluation of identified students with special needs shall also be based on the mandatory Individual Program Plans (IPP's) required for each special education student.
8. Assessment of students utilizing zeros is not a true reflection of student learning. The Commission discourages the utilization of zeros in the assessment process, but recognizes that they might need to be used as a part of evaluation.
9. The teacher's mark book is a Commission legal document and must be kept by the school for a period of one year.
10. Report cards for ECS to Grade 9 students shall be issued in mid-November, mid-March, and at the end of the school year.
11. Report cards for Grade 10-12 students shall be issued on the following schedule:
 - 11.1. For courses that run all school year, the report card shall be issued at the same as for Kindergarten – Grade 9;
 - 11.2. For courses that run one full semester, the report card shall be issued two times prior to the final report.
12. The final evaluation shall be a cumulative final mark.
13. Report cards may include a section for Social / Personal Skills, but these skills do not form a part of the student's summative assessment.
14. Promotion or retention of a student shall be discussed with the parent and decisions must be based on meeting the student's educational needs.
15. Students and/or parents/guardians may appeal the final evaluation mark of the student. The initial appeal must be submitted to the principal. Where a satisfactory resolution is not achieved, a written appeal may be made to the Superintendent or designate.