

The assessment of student learning is a process of collecting, interpreting and communicating information about a student's progress in relation to curriculum outcomes and community expectations. Assessment is an informing process for teachers, students, parents, and the education system.

All forms of assessment have both advantages and limitations, therefore quality decisions to support student learning at the classroom, school and regional levels require balanced assessment and practical data collection for a results monitoring system.

Administration of achievement testing on an annual basis provides an empirical measure on which to assess education system success and improvement. Analysis of test results provides for the adjustment of resources, training and programming in order to maintain strengths and address weakness throughout the Division in a continuous quest to realize academic excellence in our schools.

GUIDELINES

School Policies or Guidelines

All schools must have Assessment, Evaluation and Reporting policies or guidelines consistent with the Education Department Directive and Implementation Framework (September 2001 - June 2004) and the current *Student Assessment* section of the *Senior Leadership Team Manual*.

Systemic Assessment

1. Student achievement tests will be conducted annually during May and June at grades Six, Nine, and Diploma Exams at grade Twelve.
2. All schools in the region will administer the Canadian Achievement Test (CAT) for students in grades 1 - 10.
3. Regional office will be responsible for distributing all achievement test and diploma exam results to each principal.
4. Regional office will prepare an annual Systemic Assessment Report for presentation to the Council as early in the new school year as the data collection and Ministerial Directives will allow.
5. A regional press release on student achievement test results will be prepared and distributed.

6. Principals will coordinate staff analysis of the achievement test results and update the Community School Education Plans (CEPs) including new targets, strategies, timeline and responsibilities to address any areas of concern regarding the test results.
7. Principals will present an annual report on school results for achievement testing to the DEA (in camera), inclusive of Alberta Achievement Tests at Grades Six and Nine, Grade Twelve Diploma Exams, and the CAT results, outlining the CEP strategies incorporated to address areas of need.
8. Parents will be invited to view their child's results.

Reference: *Educating All Our Children: Departmental Directive on Assessment, Evaluation and Reporting, 2011-2012* (GNWT Department of Education, Culture and Employment).
SSDEC Student Assessment, Evaluation and Reporting Guidelines.

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Notes: Replaced Policy HLA *Achievement Testing Guidelines*, February, 1999