

Authority: FOOTPRINTS FOR LEARNING SOCIETY
School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY
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HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

STUDENT LEARNING AND ASSESSMENT POLICY

OVERVIEW

The FLCA Board is committed to the accurate gathering of information on student achievement and growth, as it is related to the learner outcomes stated in the Alberta programs of Study or to the outcomes identified in an alternative program of study approved by the Minister. In its endeavor to meet the needs of all students and to ensure high quality instruction, the FLCA Board supports the careful use of student assessment and evaluation information for tracking and understanding individual student progress, communicating with parents, helping students themselves take responsibility for improved learning, and enabling responsible decisions about student grade placement or level of programming.

In this, the FLCA Board applies its Mission, Vision, Motto, and Educational Philosophy as an Independent Accredited Authority in the Province of Alberta. (See Course Policies directly).

Further to this end, the FLCA Board has developed as series of guiding documents for each of the core subjects. (See Curricula Policies for FLCA).

Legal References:

- Education Act, Section 29, 30
- Alberta Regulation (AR 93/2019) Sections 3 (Requirements), 9 (Policies), 10 (Programs and Standards), 13 (Principal)
- Ministerial Order on Student Learning (#028 2020)
- Administrative Procedure – Student Learning and Assessment

Definitions:

a. Achievement – means a student's demonstration of knowledge and competencies related to grade level outcomes in approved programs of study or in Individual Program Plans.

b. Assessment – means the process of gathering information or observable evidence of what the student can do relative to the learner outcomes identified in the program of studies.

c. Evaluation – means the process of making judgments based on interpreting assessment information at strategic times throughout a course of study, open at the end of a period of learning.

d. Formative Assessment – means a range of assessment experiences, not used for evaluation but, rather, designed to help both students and teachers understand a student's progress toward identifying learner outcomes.

e. Individual Program Plans – means a learning plan of action designed to provide programming guidelines for a student in need of specialized supports and services needs and used as a benchmark for determining student progress, either independently or in conjunction with a school-based report card.

Procedures

Principal Responsibilities:

1. The principal shall work with staff to develop and share with the school community a school assessment plan that describes the school's philosophy with respect to student assessment and evaluation, the kinds of performance measures to be used, report card format and expectations related to communication about student learning and achievement with parents.
2. Principals, in consultation with staff, shall ensure that the school procedures are developed and communicated in accordance with the following principles:
 - a. effective assessment practice helps the student and also helps to inform the teaching process; and
 - b. students have opportunities to demonstrate their learning in a variety of ways throughout the teaching and learning process.
3. Students are active participants in the assessment process.
4. Teachers use a range of assessments that are respectful of student differences and reflective of the diversity of the student population.
5. Student achievement is reported in relation to learning outcomes.
6. The principal shall ensure formal written communication of student achievement occurs a minimum of three times per year or two times per high school semester, with opportunities for a minimum of two scheduled parent-teacher interviews per year.

7. The principal shall ensure that student learning activities, including the range of assessments used, are linked to the learner outcomes in approved Alberta programs of study or an alternative program of study approved by the Minister.
8. The principal must ensure that students enrolled in the school are included in any applicable provincial assessments under programs established by the Minister.
9. The principal shall ensure that school based student assessment and evaluation strategies are fair, appropriate and evidence-based; and
10. The principal is ultimately responsible for making grade level or course placement decisions, in consultation with staff and parents.

Programs of Study – means, for this Administrative Procedure, provincial documents that define the learning outcomes for all students working on the graded curriculum or the outcomes identified in an alternative body of study approved by the Minister.

Reporting – means the sharing and communication of assessment information and evaluative judgments.

Student in Need of Specialized Supports and Services – means a student recognized and served with special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, or a combination of these characteristics.

Summative Assessment – means the process of collecting and interpreting evidence for the purpose of evaluation.

Teacher Responsibilities:

With leadership, guidance and support provided as may be necessary by the principal, teachers are responsible for the following undertakings:

1. Teachers shall provide information about learning outcomes (statements of expected learner outcomes) and about the assessment and evaluation methods to students and to parents in the first month of each school year and/or semester.
2. Teachers shall ensure that their professional judgments about student achievement and performance are based on:
 - a. appropriate programming;
 - b. clearly stated curricular or individualized program plan outcomes and criteria;
 - c. the use of a variety of assessment strategies;
 - d. direct evidence of student work; and
 - e. the student's most consistent level of achievement as measured against the learner outcomes.

3. Teachers shall ensure that student assessment and evaluation information, reported to parents, clearly communicates the curriculum or grade level at which the student is working, particularly where the grade level placement is distinct from the instructional level.
4. Teachers reporting student performance information in relation to non-academic areas such as work habits, effort or attitude shall do so only in a manner that is, as much as possible, separate from the reporting on academic areas.
5. Consistent with the *Teaching Quality Standard*, teachers shall apply student assessment and evaluation practices that:
 - a. accurately reflect the learner outcomes within the approved programs of study;
 - b. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - c. provide a variety of methods through which students can demonstrate their achievement of learning outcomes;
 - d. provide accurate, constructive and timely feedback on student learning; and
 - e. support the use of reasoned professional judgment about the evidence used to determine and report the level of student learning.

Accountability:

1. Teacher records of student final marks shall be submitted to the principal at year end and/or end of semester.
2. The principal and staff shall consider the report card as a legal document intended to communicate a summative assessment to students and parents:
 - a. a record of end of year or final term student marks for each year shall be maintained within the student record; and
 - b. for students in need of special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, an Individualized Program Plan may serve as both the programming and reporting guideline.
3. The principal and staff shall ensure that confidentiality of student assessment information is respected.
4. The principal shall ensure that parents and students, where applicable, have access to information about how to appeal matters related to, or arising from, student assessment and

evaluation; and

5. The principal of the school shall ensure that assessment information arising from student results on provincial tests and other achievement measures is:
 - a. reported to the board;
 - b. recorded in the school's Annual Education Results Report; and
 - c. publicly reported in a manner that shares overall results, assesses school achievement and indicates the extent to which improvement has taken place.

Summary Notes

The teacher shall exercise professional judgment in the assessment, evaluation and reporting of his/her students' progress in an objective, equitable and fair manner. All course objectives must adhere to as outlined by Footprints for Learning and Alberta Education curriculum, goals & objectives.

Assessment and Evaluation will be determined by the teachers and administration in accordance with *FLCA's Required Resources and Assessments Policies and Alberta Education's Program of Studies*.

Reporting will occur via detailed report cards and Parent/ Guardian Teacher Interviews. We have three reporting periods for Kindergarten through Grade 9, one in late November, one in early March and the final one at the end of June. Following the November and March reporting period, we will have parent/guardian/teacher conferences or a celebration of learning event. High School will use a Semester system.

Every student and/or guardian has the right to appeal marks, report card grades, final marks and promotion/retention decisions. Appeals must be made to the principal within five (5) days after the issuing of the student's final marks or a decision made on promotion/retention. If a student or parent/guardian is not satisfied, further appeals may be made firstly to the Board and ultimately to Alberta Education.

References:

Guide to Education: ECS to Grade 12 Handbook (Alberta Education)

Policy and Requirements for Accredited Funded Private School Planning and Results Reporting (Alberta Education)

Professional Practice Standards for the Teaching Profession - *Teaching Quality Standard* and the *Leadership Quality Standard* (Alberta Education)

