

STRATHMORE HIGH SCHOOL

ASSESSMENT PRINCIPLES

All grades at Strathmore High School will be determined by actual, authentic assessments that measure individual student learning and empower students to make informed decisions about their own learning.

Evaluating student learning and determining achievement requires the use of both formative and summative assessments.

Formative assessments	Summative assessments
are checkpoints for the teacher and student to assess learning at a particular point in time and do not directly influence the final grade. ongoing feedback is used to determine student strengths and weaknesses and to uncover any misconceptions. Examples: <i>observations, conversations, performance based tasks, homework, quizzes, exit slips, essays.</i>	determine “student achievement at a particular point in time.” A mark is assigned and directly influences the final grade. Examples: <i>a quiz, a final essay, a unit exam, a final exam, a diploma exam, a final performance, a final product.</i>

Our 10 Assessment Principles

1. Learning outcomes will be communicated and made accessible to the student at the start of each unit. In the classroom, learning outcomes will be examined prior to and following an assessment. Teachers will coach students how to use the learning outcomes to guide their learning and to evaluate their learning by identifying areas of strength and weakness and set learning goals to improve achievement.
2. Teachers will use a variety of assessment methods to evaluate learning outcomes as outlined in the Alberta Program of Studies. Grades will not be determined solely by quizzes and exams as teachers must provide students with the opportunity to demonstrate their learning in a variety of ways.
3. Teachers will make extensive use of formative assessments to monitor student learning. The teacher gives the student constructive feedback, written or verbal, during the learning process. Formative assessments are good indicators of what the student does and does not know. Feedback is used by the student to make corrections and strengthen understanding. (Refer to *Assessment: Evaluating Student Learning and Determining Achievement*)

4. Learning and assessment are ongoing processes throughout the semester. The work that **best indicates the achievement/learning of the individual student** at a particular time will be used to determine grades. Not all assessments will be used to determine the final grade; those assessments that no longer accurately represent the learning of the individual student will not be included.
5. Group work (labs, projects and presentations) will be assessed formatively and students will receive constructive feedback during the learning process. Teachers may then administer a summative assessment to determine the understanding of each individual student.
6. Students are expected to complete all required course work, rather than receive a zero. The teacher will make every reasonable effort to ensure the student completes missing assessments. If the student is uncooperative, the teacher will contact their parents/guardians and, if necessary, seek support from school administration. If following intervention, the student still refuses to be accountable and complete any missing work, they will be given an earned zero.
7. We believe in the principle of second chances. When necessary, students may be given the opportunity to be re-evaluated in order to ensure learning outcomes are met. Students must demonstrate to their teacher that they are ready for an alternative assessment. This may include working with their teacher on areas of weakness during class and/or outside class time.
8. Teachers will encourage students to take responsibility for their own learning and assessment. Teachers will involve students in the assessment practice by providing opportunities to self-evaluate and set goals for academic improvement. **When students are struggling, teachers will ensure that they seek their help during class and/or outside class time.**
9. Teachers will return assessments in a timely manner in order for students to have ample time to evaluate their mastery of the learning outcomes and prepare for subsequent summative assessments.
10. Teachers will work collaboratively in professional learning communities to develop and use common major assessments. In individual departments, all teachers will use common course and assessment weightings. All marks will be entered (where possible) in PowerSchool and available to parents and students online.

- adapted from Administrative Procedure 360 November, 2011