



## **Student Evaluation and Grade Placement**

### **BACKGROUND**

Alberta Education mandates the development and implementation of written student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs. These policies also must be kept current.

Student learning in education programs shall be assessed to assist in: improving programs, establishing and maintaining standards, and improving student achievement.”

The primary purpose of assessment is to improve student learning. Assessment information is also used to enhance instruction to students and assures Albertans that the education system is meeting the needs of students and achieving the outcomes of the *Ministerial Order on Student Learning*.

*Guide to Education*

The *Education Act* and the CAPE Charter Board recognize that parents have a right and responsibility to make decisions respecting the education of their children. Therefore, the CAPE Charter Board supports parental input in student evaluation and grade placement.

### **POLICY STATEMENT**

1. The CAPE Charter Board recognizes that the assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons:
  - 1.1 The information is essential so that teachers can assist in meeting the learning needs of students.
  - 1.2 The information is required for reporting student progress clearly to students and parents.
  - 1.3 The information is used in making decisions regarding student placement.
  - 1.4 The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

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2. The CAPE Charter Board recognizes a student's educational interests are best served if they are placed appropriately within the school's grade/program structure. To this end, the CAPE staff shall provide quality assessment, evaluation, and communication practices that support student learning and inform grade placement.
3. Student evaluation and grade placement must be consistent with the mission, vision, goals, and philosophy of the CAPE school. This requires recognition of the fact that:
  - 3.1 the school strives to provide for the education of the whole child; intellectual, creative, emotional, social, social and physical;
  - 3.2 the school strives for academic and personal excellence; and
  - 3.3 the school believes each student to be a unique individual with very specific academic and personal needs.
4. The evaluation of student achievement, in both the cognitive and affective domains, is an essential component of the teaching-learning process. This includes identifying clear and reasonable expectations for student achievement, and fair and just assessment of student progress in meeting these expectations.

**DEFINITIONS**

5. **Student assessment** - a form of educational examination that evaluates a student's progress throughout a prescribed course. It is often used as an alternative to the final examination system.
6. **Student evaluation** - a systematic process that involves a variety of activities through which teachers gather information about student achievement informally and formally.
7. **Student achievement** - measures the amount of academic content a **student** learns in a determined amount of time.

**GUIDELINES**

8. The CAPE Charter Board assigns to the Superintendent the responsibility for the development of assessment, evaluation, and communication protocols that are consistent with the *Education Act, Alberta Education policies, regulations, and the CAPE charter*, in accordance with the following criteria:

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- 8.1 Student evaluation procedures must be fair, just and valid, reflecting desired curricular outcomes and taking into account individual student needs and abilities.
- 8.2 The evaluation of student achievement should be based on course objectives as defined by Alberta Education and the school, which have been disclosed to students.
- 8.3 Student achievement should be described in terms of performance which is norm-referenced, criterion-referenced and self-referenced.
- 8.4 The evaluation of student achievement shall be formative (on going and developmental) and summative (final).
- 8.5 Evaluation shall address the cognitive and affective components of the student's experience within the curriculum.
- 8.6 Evaluation shall include a grading, reporting and record management system, which is designed to provide uniformity and consistency between grade levels within the school.
- 8.7 A variety of evaluation procedures and a minimum number of evaluation items shall be used to assess student achievement throughout the school year.
9. Assessment and evaluation procedures should be communicated to students and parents by teachers and administrators.
10. Appeal procedures must be a part of the student evaluation procedures.
11. The Principal is responsible for the implementation of the CAPE assessment, evaluation, and communication procedures.
12. The CAPE staff is responsible for the CAPE assessment, evaluation, and communication protocols.
13. The placement of any student shall be determined after consultation between professional staff and parents.
14. Confidentiality of information on student assessment and evaluation shall be respected and safeguarded.

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**References:**

*Education Act*

*Guide to Education*

*Student Evaluation Regulation*

*Student Assessment: Kindergarten to Grade 9*

*Achievement Testing Program Grades 6, and 9 General Information Bulletin*

*CAPE charter*

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