



**AP 3.03**

**Category: Charter School Operations**

**Assurance to Parents**

**BACKGROUND & RATIONALE**

Provincial student assessment results allow the government, school authorities, schools, parents and other members of the public to examine provincial, school authority, and school results in relation to provincial goals and standards. Provincial assessments provide a common measure of achievement for students throughout the province. The tests support the classroom teacher in carrying out the responsibility for evaluating students' progress and communicating to students and parents the full range and richness of students' achievement.

The CAPE Charter Board complies with and supports provincial student assessments as part of overall student assessment at CAPE. Assessment is an integral part of the student program as it guides the individualization of the program so that each student's particular academic and personal needs because of different cognitive, emotional, and social developmental rates are addressed. In order to improve student learning, CAPE personnel shall analyze, interpret, use, and communicate the results of provincial assessments.

**DEFINITIONS**

1. **Stakeholder** - a party that has an interest in a company and can either affect or be affected by the organization.
2. **Assurance** - full confidence or trust; demonstrating to stakeholders and the public that the education system is meeting the needs of students.
3. **Personalization** - a diverse variety of programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.
4. **Cognitive developmental** - information processing, conceptual resources, perceptual skill, language learning, and other aspects of the developed adult brain.
5. **Emotional developmental** - learning what feelings and emotions are, understanding how and why they happen, recognizing one's own feelings and those of others, and developing effective ways of managing them.
6. **Social developmental** - learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community.

**CAPE-Centre for Academic and Personal Excellence  
Administrative Procedures Manual**

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**PROCEDURE**

7. The teacher will regularly evaluate/assess all aspects of student involvement with their own academic and personal development performance, such as achievement, engagement, behaviour, and social skills.
8. The teacher will provide immediate (or as immediate as possible) feedback to the student. This process of feedback will be integral to the formative assessment of the student.
9. The teacher will periodically report the findings to parents via progress reports, report cards, meetings, letters, e-mails, planner notes and any other means deemed acceptable.
10. The school-based administration will periodically report to the CAPE Charter Board all relevant findings and student progress.
11. The Superintendent will report to the CAPE Charter Board all available data re achievement of charter goals, issues, and intervention strategies.
12. The teacher will adhere to the reporting format and guidelines developed by the school-based administration.
13. Student assessment practices must be consistent from grade to grade.
14. Student assessment practices must be fair and equitable, regular and consistent, support student learning and personal development, and reflect the principles imbedded in the integration and individualization philosophies that are integral to the CAPE Program.
15. Student assessments must reflect formative and summative assessment tools, and integrate a student self-evaluation component.

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**References:**

*Education Act*

*Guide to Education*

*CAPE charter*

*CAPE Policy 3.03*

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