

Policy # 5.4

STUDENT ASSESSMENT POLICY

Adopted: April 13, 1992

Amended: September 1, 2019

(formerly Student Evaluation Policy)

New Policy Adopted: December 06, 2022

POLICY

The Calgary Jewish Academy believes that sound student assessment policies and practices are essential and fundamental to an effective education program. Throughout the school day, students engage in learning tasks, activities and discussions that have been designed by their teachers. Each learning opportunity is connected to either the learning outcomes from the Alberta Program of Studies or the locally developed Judaic curricula of the Calgary Jewish Academy. The Calgary Jewish Academy is a dual curriculum school, offering courses and learning outcomes from both of these guiding educational sources. Teachers use a variety of assessment methods to collect and interpret data about what students know and can do relative to the intended learning outcomes of our dual curriculum program. Assessments shall evaluate Alberta Education and locally developed Judaic curriculum outcomes and the corresponding knowledge and skills that are taught in the classroom.

The Calgary Jewish Academy Board of Directors expects that the progress and measurement of meeting learning outcomes by all students be assessed on a continuous and ongoing basis and in a fair and transparent manner. The progress and achievement of all students in the school shall be assessed. All student assessments shall be covered by the terms of this policy.

REGULATIONS

1. The purposes of student assessments are as follows:
 - To improve student learning and achievement.
 - To provide students with feedback and information regarding their personal achievement.
 - To provide teachers with data and information regarding student progress.
 - To facilitate modifications in instructional programs and practices where required.

- To inform parents of their student's progress and to make recommendations, where appropriate.
 - To inform administration of student progress, so that the appropriateness of the school program may be confirmed, or adjustments may be made where needed.
2. Formative and Summative assessment are key concepts utilized in the assessment of students at the CJA and each has a wide range of formats and designs. Both assessment strategies shall be used in developing a sound assessment practice. During a unit of study, students should have varied opportunities to develop, demonstrate and refine their understanding of learning outcomes. Teachers and students should engage in formative assessments as a way of checking individual progress and to ensure learning is taking place. Formative assessment is intended to assess student understanding, progress and provide feedback for further learning and instruction. Formative assessments should be completed on a continuous and ongoing basis, day by day and period by period. Formative assessment is designed to assist and facilitate learning. Summative assessments by contrast evaluate mastery, and most often are in the form of a grade, percentage or rating scale of a student's work or achievement. Summative Assessments identify the level of learning achieved by a student when a unit or topic of study is completed. Summative assessments are designed to measure a student's individual level of achievement based on the outcomes of the Alberta Program of Studies and the locally developed CJA Judaic curriculum. The summative assessments that teachers design and use should form the body of evidence that teachers consider when determining grades and ratings at report card time and year end.
3. Teachers shall gather and record data on student progress as frequently as is feasible. Students should receive feedback on their progress as often as is practical and productive. Student data shall be collected and recorded in the form of anecdotal records, percentages, or rating scales, as is appropriate to the age and grade of the students and the subject matter being evaluated. Teachers shall maintain records of all marks recorded. Copies of report cards shall be kept in the school as per CJA Policy # 5.32 Students Record Policy.
4. Reporting to both students and parents is an important element of the assessment strategy. Student progress and achievement shall be reported to students and parents both informally and formally. Formal reporting shall include the issuance of report cards and the conducting of parent/teacher interviews. Informal reporting will occur either at the request of the parent or at the discretion of the teacher when circumstances require.

Report cards shall be issued to all students, two times a year. Formal parent/teacher interviews shall be held at least twice a year.

5. Teachers shall forward all report cards to administration for perusal and signature prior to being sent home. Marks shall be submitted to administration as required prior to being entered on report cards.
6. In the pre-school, reporting shall normally be done by means of anecdotal comments, in conjunction with a rating system; in the elementary school, reporting shall normally be done by means of rating symbols or percentages and may be accompanied by class averages; in junior high and high school, reporting shall normally be done by percentage points reported together with class averages. In the junior high school, students' overall standings shall be calculated by means of weighting the percentage received in each course relative to the amount of instructional time spent on the course.
7. The mark awarded to a student on an assignment or report card may be appealed to the teacher and the Head of School-Principal as per the following regulations.

If the student wishes to appeal the mark awarded for any test or assignment, the student shall bring this to the attention of the teacher within one week following the return of the work to the student. The teacher shall explain to the student the reason for the mark, and may make an adjustment should this be appropriate.

Should the student or parents wish to further appeal the mark awarded, the mark may be appealed to the Head of School-Principal. The appeal should be submitted within ten days following the return of the work to the student. The decision of the Head of School-Principal shall be final in all appeals.

Should a student or parent feel that an appeal against a mark or symbol reported on a report card is warranted, such appeal shall be directed to the teacher within seven days after the issuance of the report card. Failing satisfactory resolution the appeal should be forwarded to the Head of School-Principal within three days after meeting with the teacher. The decision of the Head of School-Principal shall be final in all appeals.

In all cases of appeal, the person appealed to, teacher or the Head of School-Principal shall inform the appealing party of the outcome of the appeal.