

CURRICULUM PLANNING, ASSESSMENT AND REPORTING

Background

HPSD believes that quality curriculum planning, student assessment and progress reporting are related and essential for effective teaching.

HPSD supports research-based formative and summative assessment practices to improve student learning. HPSP holds that purposeful and appropriate formative and summative assessment practice is an integral component of effective teaching and learning.

In formative assessments (*assessment for learning*), the learning assessments are designed as investigative tools to determine what students know and can do to inform and further the learning and teaching process. In summative assessments (*assessment of learning*), the learning assessments are designed as confirmations of what students know and can do to certify proficiency or educational placement and to provide evidence of achievement to parents, students, and sometimes to outside groups.

HPSD believes that it is the teacher's professional responsibility to facilitate ongoing communication with stakeholders regarding student progress and well-being.

Procedures

1. Planning

- 1.1. All lesson planning is the property of HPSP.
- 1.2. Teachers' practice shall reflect the *HPSP Handbook of Fair Assessment and Reporting Practices*.
- 1.3. All teachers shall prepare long range and medium range lesson plans in accordance with the *Teaching Quality Standard*.
- 1.4. Long Range Plans
 - 1.4.1. Long range plans shall include:
 - 1.4.1.1. a listing of units or themes;
 - 1.4.1.2. a listing of major resources;
 - 1.4.1.3. evaluation procedures;
 - 1.4.1.4. timeline of units; and
 - 1.4.1.5. hyperlink to the respective and current *Program of Studies* or *Program at a Glance* posted on the Alberta Education website.
 - 1.4.2. Long range plans shall be submitted to the Principal prior to course commencement. In exceptional circumstances, the Principal may extend the date required for submission of long range plans. The Principal shall approve long range plans or provide direction to the respective teachers accordingly.
 - 1.4.3. All teachers shall post respective long range plans on the school's website within two weeks of course commencement.
- 1.5. Medium Range Plans (unit plans, theme plans, intermediate plans)
 - 1.5.1. Medium range plans shall include:
 - 1.5.1.1. objectives;
 - 1.5.1.2. content summary;
 - 1.5.1.3. duration of study;
 - 1.5.1.4. listing of off-campus learning activities;
 - 1.5.1.5. assessment procedures; and
 - 1.5.1.6. learning resources.

1.6. Short Term Plans

1.6.1. The teacher shall prepare short term plans (daily lesson plans) in advance of their commencement and shall make available to an administrator upon request. Short term plans shall include:

1.6.1.1. identification of the learning outcomes;

1.6.1.2. activities and methodologies; and

1.6.1.3. formative assessments.

1.6.2. Curriculum planning and assessment documents shall be made available to the Superintendent upon request.

1.7. If a student has been identified as an exceptional student, an Individual Support Plan (ISP) must be developed by the teacher per Administrative Procedure 212 – Inclusive Education.

2. Assessment

2.1. The teacher shall make available to students and parents detailed assessment and reporting criteria, inclusive of differentiated instruction, to address the needs of each student.

2.2. The HPSD grade book will reference formative and summative assessments where possible.

2.3. Every teacher shall input learning assessments in the HPSD approved grade book for each student in each course a minimum of once every six calendar weeks.

2.4. No single assessment item shall be weighted more than 20% of a student's final course grade.

2.5. All final course grades must be approved by the Principal prior to being released to students and parents/guardians.

3. Reporting

3.1. Schools shall use a common HPSD approved student progress report.

3.2. At Kindergarten, progress reports shall be issued to parents at a minimum of two intervals throughout the school year, including the final report.

3.3. At grades 1 to 6, student progress reports shall be issued to parents at a minimum of three intervals throughout the school year, including the final report.

3.4. At grades 7 to 12, student progress reports shall be issued to parents at a minimum of two intervals throughout a semester, including the final report.

3.5. Student progress reports shall reflect the student's achievement in relation to provincial Programs of Studies' learner outcomes.

3.6. The final student progress report shall be filed in the individual's Student Record in a secure location at the end of the school year and before a student transfers out of the school.

3.7. Attitude, behaviour, punctuality, effort, attendance and work habits must not be assessed or reported as marks or incorporated within an achievement mark, unless specified in the respective *Program of Studies*. Comments that reflect student progress in these areas must be reported separately.

3.8. Parent-teacher conferences shall be scheduled a minimum of once per semester. The duration of the session shall be approved by the Superintendent.

3.9. Teachers shall facilitate ongoing teacher-parent communications regarding student progress.

4. Final and Provincial Examinations

4.1. When final examinations are given, their weighting shall be included in the teacher's approved long range plan and copies of the examination shall be submitted to the Principal. Final examinations shall not exceed 20% of a student's final grade.

4.2. All final examinations shall be approved by the Principal prior to being administered. Principals shall retain a copy of the approved final examination.

4.3. A student may be exempted from a school level final exam for medical or compassionate reasons or when busses do not run. In instances where a student is absent for a final assessment an alternate assessment may be approved by the Principal.

- 4.4. In the case of a student missing a Diploma Exam the Principal will follow the procedures as outlined in the current *Alberta Education Diploma Examinations Program, General Information Bulletin*.
- 4.5. The parent of a student who has a special request regarding a Provincial Achievement Test or Diploma Exam may contact the Principal. The Principal shall then follow provincial guidelines.

5. Student Program Placement

- 5.1. Student placement in a regular classroom with the same-age peers is usually the most appropriate.
- 5.2. Parents must be consulted as early as possible in the school year if any placement other than the usual placement is being considered for their child.
- 5.3. If in exceptional cases students are placed with other than their age appropriate peers the Principal must ensure program adaptations are provided to optimize opportunities for learning success in accordance with Administrative Procedure 212 - Inclusive Education.
- 5.4. Parents shall be informed of their right to appeal inclusive education placement.
- 5.5. Only in exceptional circumstances may a student in kindergarten through grade 9 be retained more than once. Such instances must receive the approval of the Superintendent.
- 5.6. At the Kindergarten–Grade 9 levels, the Principal shall forward *Form 360A - Potential Retentions: Kindergarten - Grade 9* to the Superintendent before February 1.
- 5.7. The Principal in consultation with the teacher shall notify parents in writing before February 15 if their child is at risk of retention.
- 5.8. The Principal, parents, and teachers of students identified as potential retentions shall collaboratively formulate and implement the *Form 360B - Student Success Plan* before March 1.
- 5.9. The Principal shall make a recommendation for each student's year-end placement and shall submit to the Superintendent *Form 360C - Promotion-Retention Summary* for each grade and *Form 360D - Retention: Kindergarten - Grade 9* for each student recommended for retention, before June 20.

6. Appeals

- 6.1. Parents and students have the right to appeal evaluation procedures, results and student placements per the following:
 - 6.1.1. The first appeal must be made to the Principal prior to the commencement of the ensuing program. Upon receipt of appeal, the Principal shall investigate the case and inform the student or parent/guardian of the decision. The Principal must provide the evidence to substantiate the decision. *Form 360E - Student Appeal - Report to the Superintendent* must be completed and forwarded to the Superintendent.
 - 6.1.2. In the event the student or parent is dissatisfied with the outcome of an appeal to the Principal the student or parent may request a hearing with the Superintendent.
 - 6.1.3. In the event the student or parent is dissatisfied with the outcome of an appeal to the Superintendent the student or parent may request a hearing with the Board of Trustees per HPSD Policy 12.
 - 6.1.4. The decision of the Board of Trustees shall be considered final except in those cases where a student may elect to re-write an available Grade 12 Diploma Examination.
 - 6.1.5. A student in a Grade 12 diploma subject may appeal the Diploma Exam mark through Alberta Education.

7. Confidentiality

- 7.1. Teachers shall be responsible for maintaining confidentiality of the results of all individual student assessments. The Principal and staff shall take reasonable precautions to ensure that all student assessment records are secure.

- 7.2. School level results reports of student performance on Provincial Examination and Diploma Exams shall be released to the Board of Trustees and the public in accordance with provincial regulations. The individual identity of students shall be protected in the process of releasing these reports.

HPSD Forms

[Administrative Form 360A - Potential Retentions: Kindergarten - Grade 9](#)

[Administrative Form 360B - Student Success Plan](#)

[Administrative Form 360C - Promotion - Retention Summary: Kindergarten – Grade 9](#)

[Administrative Form 360D - Retention: Kindergarten - Grade 9](#)

[Administrative Form 360E - Student Appeal - Report to the Superintendent](#)

[Administrative Form 360F - Exceptions to Number of Retentions in Senior High Courses-SHS: R-P1 \(more than 10% failing course\)](#)

References

Education Act

Student Record Regulation 97/2019

Cross References

[HPSD Handbook of Fair Assessment and Reporting Practices](#)

[Administrative Procedure 212 - Inclusive Education](#)