



Omar Ibn Al-Khattab Academy Student Assessment, Grading, and Reporting Policy

Effective Date: 1st September, 2025

Policy Number: SA-01

Review Cycle: Every 3 years or as required by Alberta Education

Policy

The board Omar Ibn Al-Khattab Academy (OIAA) is committed to the accurate gathering of information about student achievement and growth, as it is related to the learner outcomes stated in the Alberta programs of study or to the outcomes identified in an alternative program of study approved by the Minister. The board believes that the primary purpose of assessment is to improve student learning. In its endeavor to meet the needs of all students and to ensure high quality instruction, the board supports the careful use of student assessment and evaluation information for tracking and understanding individual student progress, communicating with parents, helping students themselves take responsibility for improved learning, and enabling responsible decisions about student grade placement or level of programming.

Definitions

- a) **Achievement** – means a student’s demonstration of knowledge and competencies related to grade level outcomes in approved programs of study or in Individual Program Plans.
- b) **Assessment** – means the process of gathering information or observable evidence of what the student can do relative to the learner outcomes identified in the program of studies.
- c) **Evaluation** – means the process of making judgments based on interpreting assessment information at strategic times throughout a course of study, often at the end of a period of learning.
- d) **Formative Assessment** – means a range of assessment experiences, not used for evaluation but, rather, designed to help both students and teachers understand a student’s progress toward identified learner outcomes.
- e) **Individual Program Plans** – means a learning plan of action designed to provide programming guidelines for a student in need of specialized support and services needs and used as a benchmark for determining student progress, either independently or in conjunction with a school-based report card.
- f) **Programs of Study** – means, for this Administrative Procedure, provincial documents that define the learning outcomes for all students working on the graded curriculum or the outcomes identified in an alternative body of study approved by the Minister.
- g) **Reporting** – means the sharing and communication of assessment information and evaluative judgments.
- h) **Student in Need of Specialized Supports and Services** – means a student recognized and served with special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, or a combination of these characteristics.

- i) **Summative Assessment** – means the process of collecting and interpreting evidence for the purpose of evaluation.
- j) **Grade or Mark** – a letter, number or performance level reported at the end of a period of time as a representation of student performance based on a variety of summative assessments.

Procedures

Principal Responsibilities

1. The principal shall work with staff to develop and share with the school community a school assessment plan that describes the school's philosophy with respect to student assessment and evaluation, the kinds of performance measures to be used, report card format and expectations related to communication about student learning and achievement with parents;
2. Principals, in consultation with staff, shall ensure that the school procedures are developed and communicated in accordance with the following principles.
 - 2.1. Effective assessment practice helps the student and also helps to inform the teaching process;
 - 2.2. Students have opportunities to demonstrate their learning in a variety of ways throughout the teaching and learning process;
 - 2.3. Students are active participants in the assessment process;
 - 2.4. Teachers use a range of assessments that are respectful of student differences and reflective of the diversity of the student population;
 - 2.5. Student achievement is reported in relation to learning outcomes.
3. The principal shall ensure formal written communication of student achievement occurs a minimum of three times per year or two times per high school semester, with opportunities for a minimum of two scheduled parent-teacher interviews per year;
4. The principal shall ensure that student learning activities, including the range of assessments used, are linked to the learner outcomes in an approved Alberta programs of study or an alternative program of study approved by the Minister;
5. The principal must ensure that students enrolled in the school are included in any applicable provincial assessments under programs established by the Minister;
6. The principal shall ensure that school based student assessment and evaluation strategies are fair, appropriate and evidence-based; and
7. The principal is ultimately responsible for making grade level or course placement decisions, in consultation with staff and parents.

Teacher Responsibilities

With leadership, guidance and support provided as may be necessary by the principal, teachers are responsible for the following undertakings:

8. Teachers shall provide information about learning outcomes (statements of expected learner outcomes) and about the assessment and evaluation methods to students and to parents in the first month of each school year and/or semester;
9. Teachers shall ensure that their professional judgments about student achievement and performance are based on:
 - 9.1. Appropriate programming;

- 9.2. Clearly stated curricular or individualized program plan outcomes and criteria;
 - 9.3. The use of a variety of assessment strategies;
 - 9.4. Direct evidence of student work; and
 - 9.5. The student's most consistent level of achievement as measured against the learner outcomes.
10. Teachers shall ensure that student assessment and evaluation information, reported to parents, clearly communicates the curriculum or grade level at which the student is working, particularly where the grade level placement is distinct from the instructional level;
 11. Teachers reporting student performance information in relation to non-academic areas such as work habits, effort or attitude shall do so only in a manner that is, as much as possible, separate from the reporting on academic areas;
 12. Consistent with the *Teaching Quality Standard*, teachers shall apply student assessment and evaluation practices that:
 - 12.1. accurately reflect the learner outcomes within the approved programs of study;
 - 12.2. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - 12.3. provide a variety of methods through which students can demonstrate their achievement of learning outcomes;
 - 12.4. provide accurate, constructive and timely feedback on student learning; and
 - 12.5. support the use of reasoned professional judgment about the evidence used to determine and report the level of student learning.

Accountability

13. Teacher records of student final marks shall be submitted to the principal at year end and/or end of semester;
14. The principal and staff shall consider the report card as a legal document intended to communicate a summative assessment to students and parents:
 - 14.1. A record of end of year or final term student marks for each year shall be maintained within the student record;
 - 14.2. For students in need of special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, an Individualized Program Plan may serve as both the programming and reporting guideline.
15. The principal and staff shall ensure that confidentiality of student assessment information is respected;
16. The principal shall ensure that parents and students, where applicable, have access to information about how to appeal matters related to, or arising from, student assessment and evaluation; and
17. The principal of the school shall ensure that assessment information arising from student results on provincial tests and other achievement measures is:
 - 17.1. reported to the board;
 - 17.2. recorded in the school's Annual Education Results Report; and
 - 17.3. publicly reported in a manner that shares overall results, assesses school achievement and indicates the extent to which improvement has taken place.

Student Records

The school is required to respect the confidentiality of student evaluation records and to release them only to those entitled to receive them in accordance with the provisions of the Education Act, Students Records.

The school is required to maintain accurate records pertaining to student evaluation for 7 years after the student or child ceases to attend a school operated by the board or the early childhood services program independent operator.

The board, other than a person responsible for the operation of an independent school, may choose to retain a student record for more than 7 years if a longer retention period is authorized by a resolution of the board.

Testing Programs

Schools are required to make provision for the administration of tests and examinations as mandated by Alberta Education and the division.

Appeal Procedures

1. If a concern with an assessment or grade arises and is unable to be resolved with the teachers, the individual may appeal to the school principal.
2. The school principal will investigate the course of the concern and render a decision which will be shared with the individual.
3. The decision of the principal is final.

References:

- Policy and Requirements for Accredited Funded Private School Planning and Results Reporting (Alberta Education)
- Professional Practice Standards for the Teaching Profession - *Teaching Quality Standard* and the *Leadership Quality Standard* (Alberta Education)
- Education Act, Section 197
- Alberta Education, Student Records Regulation 97/2019
- Guide to Education, ECS to Grade 12
- Alberta Education Regulation 80/2019
- Alberta Education Teaching Quality Standard
- AISCA Student Assessment Policy Template
- Alberta Education Leadership Quality Standard
- Student Record Regulation

RESPONSIBLE FOR:				
APPLIES TO:				
VERSION	DATE	WRITTEN BY	APPROVED BY	CHANGES
1.0.0	March 16 2026	Huda Khurshid	Dr. Osama Namaruish	