

Guide to Student Assessment, Achievement & Growth 2017-2018

Grades K-9

Belgravia

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At Edmonton Public Schools, we're committed to transforming the learners of today into the leaders of tomorrow. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians;
- how we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Assessment means gathering information about what your child knows, understands and can show the teacher based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers can't use your child's behaviour, effort and work habits to decide on their grades/marks, unless that's outlined in the Alberta programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help.

These activities – conversations, observations and the products students create – help teachers shape their lesson plans. They even guide *how* they'll explain a concept, to help every student meet their learning goals. The activities also help inform the teacher's understanding so that they may assign each student a grade, course or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

Supporting Student Success

We all have a role to play in helping your child be successful.

You can support your child's learning by:

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- going to parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that's suitable for your child;
- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work;
- clearly explaining what's expected of students in all courses and how student work will be graded/graded (i.e., course outline);
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning and are expected to:

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- show that they're learning; and
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods:

Reporting Period 1: September 5, 2017 to October 31, 2017

Reporting Period 2: November 1, 2017 to February 9, 2018

Reporting Period 3: February 10, 2018 to June 28, 2018

Progress Reports Issued:

Student-Parent-Teacher Goal Setting Conferences – November 1, 2017 to November 17, 2017

Progress Report 1: February 9, 2018

Progress Report 2: June 28, 2018

Progress Reports will be issued electronically on SchoolZone. If you do not have access to a computer please inform your child's teacher and a paper copy will be sent home.

Conferences:

October 31 to November 18, 2017

Conferences at Belgravia have a variety of formats. In the first reporting period, Student-Parent-Teacher Goal Setting Conferences will take place from November 1 - November 17, 2017. On February 8, 2018, students will lead parents/family members through a Celebration of Learning. Your child's teacher will send home further information as the dates near. Parents can sign up for conferences at www.schoolinterviews.ca. Teachers and parents may schedule a conference outside of the set dates above, as needed.

Individualized Program Plans (IPPs):

For students who need specialized services and supports, the IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

IPP planning information and/or conferences will take place in September. Teachers may choose to set up a meeting with parents/guardians or they may send home planning materials for parents to complete. IPP reviews will be on or before reporting periods. IPP's will be prepared by October 31, 2017.

English as a Second Language (ESL) Proficiency Assessments: for students learning English, ESL Proficiency Assessments measure English abilities in four areas: listening, speaking, reading and writing. Teachers use a variety of tools each year to help them plan lessons and communicate with you about your child's progress in learning English.

Teachers will review with parents/guardians their child's current ESL Proficiency Benchmark levels twice during the school year: between November, 2017 and in June, 2018. ESL Benchmarks will be issued electronically on SchoolZone. If parents do not have access to a computer please inform your child's teacher and a paper copy will be sent home. Progress will be shared by teachers at the end of the school year and the final evaluation will be posted to SchoolZone on the last day of school.

Early Years Evaluation Teacher Assessment (EYE-TA): is used to assess the developmental strengths and areas for growth of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports.

The results of the EYE-TA will be shared with parents/guardians at the Student-Parent-Teacher Goal Setting conference or the Celebration of Learning, depending on when the results become available. A written progress report is not required in the fall for children enrolled in kindergarten. Parents/guardians of kindergarten children will receive two written progress reports to document learning.

Grades/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment.

At Belgravia School, student grades/marks are reported using descriptors.

Exemplary – A (80 - 100%)	Proficient – B (65 - 79%)	Adequate – C (50 - 64%)	Limited – D (0 – 49%)
<i>(Adapted from Alberta programs of study)</i>			
<ul style="list-style-type: none"> Learning goals are met in an astute and comprehensive way. 	<ul style="list-style-type: none"> Learning goals are met in a practical and thorough way. 	<ul style="list-style-type: none"> Learning goals are met in an appropriate and reasonable way. 	<ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes.

<ul style="list-style-type: none"> • Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. • Demonstrates an in-depth understanding and degree of skill on summative assessments. • Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> • Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. • Demonstrates a substantial understanding and degree of skill on summative assessments. • Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> • Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. • Demonstrates a satisfactory understanding and 1 degree of skill on summative assessments. • Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	
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Grade Level Programming: GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English and French language arts, math, science and social studies. GLP also appears for language arts in the target language in bilingual programs.

District-Approved Term and End of Year Codes: On your child's progress report, a teacher may use these District codes for term or end of course grades/marks.

IEA	Insufficient Evidence Available	IEA is used only as a term mark when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
NGC	Not on Graded Curriculum	NGC is used only as a term mark when a student, identified as having special education needs, is not on the graded curriculum and is issued a progress report. It is also used when a student in Grade 1 or 2 is continuing to work toward learning outcomes in the Kindergarten Program Statement. A student with a term mark of NGC will have a GLP of <1.
CMU	Course Mark Unavailable	CMU is used only at the end of a course when a student has at least one term mark of IEA. It indicates that a teacher does not have enough evidence over an entire course to give a final mark. CMU may also be used at the end of a course when a student has at least one term mark of NGC.

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades/marks in a variety of ways.

Formative Assessments

Throughout the year, your child will work on many activities that help them increase what they know and practice their skills. These activities show your child's teacher how they are doing, what their strengths are and where they can improve. This is called formative assessment.

Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades/marks.

Summative Assessments

During the school year, your child will have a chance to show what they have learned up to that point in time (summative assessments).

Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR – Standards for Evaluation](#), section 4:

4. *Principals must work with their teachers to comply with the following:*
 - a. *evidence of student achievement has been collected by the teacher;*
 - b. *communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;*
 - c. *a student has been given multiple opportunities and ways to demonstrate his/her learning;*
 - d. *follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;*
 - e. *if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;*
 - f. *teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and*
 - g. *providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).*

When your child has missing or incomplete work, we will: contact parents/guardians, offer drop-in support (recess/lunch time/before and after school), one-on-one/small group support, in-class buddy and peer tutoring.

Course Outlines:

At Belgravia School, Kindergarten to Grade 6 curricular overviews are available at:

<http://www.learnalberta.ca/content/mychildslearning/>

The Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child more practice.

At Belgravia School, our homework is not considered new learning but rather the completion or reinforcement of material already learned during class time. Home reading is very beneficial to students and is also considered homework. Homework develops good study habits that supports success in future academic work and is an essential part of the school routines. Our homework policies include:

- completion of work not finished in class
- working on long-term assignments
- reinforcement of skills
- reading (length of reading time dependent on student's age)

Parents may support children in completion of their homework, keeping it reflective of their abilities.

Extended Vacations:

If your child will be absent for a vacation outside of scheduled school breaks, please notify the school in advance. Teachers are not required to send additional work home for these absences. Students who are absent during the term will be required to make up missed work upon their return.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation [HG.AR – Student Behaviour and Conduct](#).

Grades/Marks Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the *School Act*.

The Role of Large Scale Tests

The Highest Level of Achievement Test (HLAT) measures students' writing skills compared with the Alberta programs of study in English language arts and French language arts. It shows teachers in each school how well their students are doing, and how they compare to students across the District.

Who takes the HLAT?

- students in Grades 1 to 9 in English language arts
- students in Grades 2 to 9 in French Immersion
- students in Grades 8 and 9 in Late French Immersion

At Belgravia School students participate in two practice writing tasks prior to the HLAT in April. They will be administered in the month of October 2017 and January 2018. The HLAT will be administered during the week of April 2 to 27, 2018. Results will be available in SchoolZone after May 25, 2018.

The Math Intervention/Programming Instrument (MIPI) measures students' knowledge of the previous year's math curriculum. It shows teachers how well students understand different math concepts so they can identify appropriate programming for students.

Who takes the MIPI?

- students in Grades 2 to 9 (optional for Grade 3 classes that are administering the Student Learning Assessments)

The MIPI will be administered during the time period of September 11 to 22, 2017.

Student Learning Assessments (SLAs) assess literacy, numeracy and skills such as critical thinking and problem solving. SLAs will take place at the beginning of the school year. They provide you with information about your child's strengths and areas for growth.

Who takes the SLA?

- students in Grades 3

Beginning in the 2017-2018 school year, the SLA will be available to teachers as a tool to use at their discretion. Please engage in a conversation with your child's teacher for further information.

Information about SLA results can be found [here](#).

The Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Who takes the PAT?

- students in Grades 6 and 9 in English or French language arts, math, science and social studies

The PATs will be administered according to [this schedule](#). Results will be available in SchoolZone by mid-October.

While PATs are an important part of determining student growth and achievement, they are just one part of the assessment process.

According to [Alberta Education](#):

The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

The Alberta government expects us to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians in the following way: unofficial results of multiple choice tests will be on the final report card.