

STUDENT ASSESSMENT, EVALUATION & REPORTING

Background

Our mission is to develop educational opportunities in the context of Gospel values. Quality Catholic education programming for Kindergarten to Grade 12 ensures all students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

The primary purpose of assessment is to improve student learning, inform instructional decisions and promote student engagement.

Definitions

Achievement

A student's demonstration of attitudes, skills and knowledge relative to grade level learner outcomes in the Alberta Program of Studies or on an Instructional Support Plan (ISPs).

Adapted Programming

Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

Assessment for Learning (Formative Assessment)

Assessment experiences that result in an ongoing exchange of information between student and teachers about student progress toward clearly specified Learner Outcomes.

Assessment of Learning (Summative Assessment)

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms.

Criteria

Statements beginning with strong action verbs that identify the learning to be achieved based on Alberta Program of Studies.

Descriptive Feedback

Is a part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes.

Evaluation

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course. Evaluation is a professional judgment about the quality, value or work of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Evidence of Learning

A visual and/or oral history of the student's learning over time.

Grade (Mark)

A letter, number or comment as a statement of student performance.

Graded Curriculum

The grade-specific Alberta Program of Study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outline in the IPP.

Kindergarten Learner Expectations

Learnings that are appropriate for young children and are a part of a learning pathway.

Modified Programming

Programming in which the Learning Outcomes are significantly different from the provincial curriculum and are specially selected to meet students' special education needs.

Peer-Coaching

One student considering the quality of another's work and providing feedback by applying criteria to help improve performance; requires a non-threatening and supportive relationship between the peers (also referred to as peer assessment, peer-tutoring, or peer-editing).

Performance Assessment

A meaningful, real-life task that enable student to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.

Report Card/Progress Report

Written records of student performance on curriculum outcomes over a period of time.

Rubric

A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance.

Self-Reflection

Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work; also referred to as self-assessment or self-evaluation.

Student Learning Outcomes

Statements/expectations that articulate the knowledge and skills that students are expected to know, be able to do, and understand as outlined in the Alberta Program of Studies.

Three Way Conferences

An opportunity for the student, parent and teacher to engage in conversations around the strengths, area of growth and next steps of the student.

Triangulation of Evidence

Evidence of student learning is collected through formal and informal observations, conversations and products (e.g. tests, performance tasks).

Instructional Support Plans (ISPs)

An Instructional Support Plan is required for any student or ECS child that requires specialized supports, assessment accommodations and services. Students requiring specialized supports and services have a diagnosis of a disability or disorder by a qualified professional. The purpose of an ISP is to provide meaningful and successful learning opportunities for all students, using the Programs of Study as a starting point of instruction.

ESL (English as a Second Language) Proficiency Benchmarks

Measures the English abilities of English Language Learners in four areas: listening, speaking, reading and writing.

Early Years Evaluation Teacher Assessment (EYE-TA)

The EYE TA is used to assess the developmental strengths and areas of growth of children as they enter Kindergarten. It is used as a screening tool to identify children who may require specialized services and supports.

Standardized Assessments

Large scale tests that measures student's abilities critical to developing reading, written language and mathematics skills.

Specialized Assessment Protocols

Students with a diagnosis of a disability or disorder require ongoing assessment to ensure appropriate supports and accommodations are being provided. This includes psycho-educational assessments, functional assessments, and behavior assessments. Inclusive Learning Services provides a specialized Assessment Protocol for Learning Support Teams as a guideline for new and re-referrals (see Specialized Assessment Protocol in DocuShare).

Procedures

Principals shall support and collaborate with their teachers to ensure that school procedures support all aspects of assessment and reporting.

1. Decisions about student assessment and reporting shall be guided by the following:
 - a. Strategies shall be used to ensure the development of a quality assessment environment, designed to improve both teaching and student learning.
 - b. Written description/course outline of the learner expectations (curriculum standards) and assessment methods shall be shared with students and parents by the teacher.
 - c. The Division's comprehensive reporting system shall include:
 - i. Communication of student learning in relation to Alberta Program of Studies Learning Outcomes;
 - ii. Communication of student performance in relation to citizenship and social responsibility expectations;
 - iii. On-going communication between home and school (i.e.: phone calls, email, etc.);
 - iv. The provision of regular and timely access to information about student achievement, which could include on-line access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of learning;
 - v. Report Cards.
2. Student assessment practices shall:
 - a. Be based on the Alberta Curriculum or ISP Outcomes, and student accommodations where required.
 - b. Inform the teaching process;
 - c. Actively involve the students
 - d. Inform evaluation and reporting.
 - e. Provide opportunities for parents/guardians to be engaged partners in their child's learning.
 - f. Include Assessment for Learning (Formative) Strategies such as:
 - i. Sharing learning targets regularly with students to develop common understanding.
 - ii. Providing timely feedback to students about their learning and identify strengths, challenges and next steps.
 - iii. Involving students in their own assessment (e.g. self/peer).
 - iv. Be an ongoing process that guides instruction.
 - v. Providing sufficient formative opportunities prior to summative assessment.

- g. Follow the criteria/guiding principles around Assessment of Learning (Summative):
 - i. Occur at or near the end of a period of learning, and may be used to inform further instruction.
 - ii. Are based on the most recent demonstration of student learning.
 - iii. Effort, participation, attitude and other behaviours, that may not be curriculum-based, must be reported separately from academic achievement.
 - iv. During group work a student's summative assessment shall be based on individual achievement.
 - v. Evidence of student learning will be collected through the Triangulation of Evidence:
 - a. Observations (Anecdotal Evidence) (e.g. dramatization, group work, lab procedures, performance)
 - b. Conversations (Anecdotal Evidence) (e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)
 - c. Products (e.g. exams, quizzes, authentic learning tasks)
 - vi. Based upon the teacher's professional judgment students may be provided the opportunity to have a second chance at a summative assessment, with sufficient time for learning opportunities between assessments (Semester/Year End Final exams are exempt from second chances).
 - vii. Students need the opportunity to demonstrate their learning in performance based assessments.
 - viii. Summative assessments should not exceed a weighting of 20% of the course grade.

Principals shall support and collaborate with teachers to ensure that the school's philosophy and procedures regarding student assessment, evaluation and reporting are in accordance with:

1. A student's achievement is based solely on the curricular outcomes stated in the Program of Studies or as directed by the ISP (#8).
2. The primary purpose of student assessment and evaluation is to support student learning and to have all students improve their performance. The following grading practices distort achievement and are inconsistent with Elk Island Catholic School's Assessment Administrative Procedure:
 - i. extra credit or bonus points
 - ii. penalties for student work submitted late
 - iii. penalties for student absences
 - iv. an automatic permanent grade of zero when evidence is missing or as a punishment
 - v. academic dishonesty and incomplete evidence of learning
 - vi. group marks
 - vii. homework should have little or no part of grades
3. Teachers shall work collaboratively to prepare common grade level assessments and

reporting practices.

4. Feedback shall be provided in a timely manner to students and/or parents.
5. Grades shall be “determined” not calculated.
6. The reporting of student achievement shall adhere to the following:
 - a. Evidence of student learning and progress is to be communicated to parents on a timely and ongoing basis. The process used to share Evidence of Learning at each school site must meet the following criteria:
 - i. Connected to student learning outcomes
 - ii. initiate conversations between the school and home
 - iii. student centered (students articulate their learning)
 - iv. demonstrates student growth over time (strengths, areas of growth, and next steps)
 - b. One (1) report card will be issued for Kindergarten Students in June, with two (2) three-way conferences.
 - c. Two (2) report cards will be issued for Grades 1–8 students in January and June, with two (2) three-way conferences.
 - d. Report cards will be issued for Grades 9 - 12 students one (1) time at the end of each semester. The first report will correspond with the parent-teacher interviews and the final shall be issued at the end of the semester.
 - e. Grades are to be calculated cumulatively (i.e. each report card represents a cumulative calculation from the beginning of the course to the end of the current reporting period, with teacher professional judgment used to determine and adjust item weightings). When more consistent and/or convincing evidence of learning is demonstrated by a student, teachers should de-emphasize (i.e. reduce the weighting of) or replace prior evidence of learning with more recent, more consistent, or more convincing evidence.
 - f. The parent portal of PowerSchool will be utilized by all teachers who have students in Grades 7 – 12 to communicate information related to achievement and learning on a regular and ongoing basis.
 - g. Categories in PowerSchool should reflect the outcome or key concept.
7. All schools will use the Elk Island Catholic School Division Report Card.
 - a. A copy of each student’s final written report card will be placed in the Student’s Record Portfolio (SRP).

- b. If there is a culminating assessment at the end of a course in Grades 7 to 12, it shall be weighted at a maximum of 20% of a student's grade in the course.
 - c. The decision of whether to use Provincial Achievement Test results as summative evidence is part of teacher professional judgment, and may be part of a school or teaching team's decision.
 - d. In Diploma Exam courses, classroom-based culminating assessments are to be weighted at a maximum of 20% of the school-awarded mark (i.e. 10% of a student's total final mark).
8. All students with a diagnosis of a disability or disorder shall have an ISP.
- a. Supporting documentation for the student's diagnosis is available in his/her student portfolio on DocuShare.
 - b. Completion of the ISP is the responsibility of the classroom teacher and is a collaborative process between all members of the student's Learning Support team.
 - c. Parental input is ongoing; teachers invite parents to participate in the ISP process but granting them access to the ISP document through PowerSchool.
 - d. ISPs are submitted to the Principal in early October for approval, once acknowledged by the Principal contributing members also acknowledge the ISP by October 31. Reviews align with the reporting periods indicated in 6b, 6c, and 6d. The ISPs will include all accommodations, modifications, and strategies for the student.

9. Behaviour Support Plan (BSPs)

A BSP is required for students with a Severe Behavior Disorder and for some students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed Student Engagement Strategies within the ISP may be all that is needed to meet the student's individual needs.

10. English Second Language (ESL)

ESL benchmarks are completed by the classroom teacher and are entered into PowerSchool. Proficiency Benchmarks are shared with parents during scheduled conferences in November and March. Specific language learning feedback is also provided through formative and summative assessments.

11. Early Years Evaluation Teacher Assessment (EYE-TA)

EYE-TA assessments are conducted in the fall and in the spring and results are shared with parents during scheduled conferences.

12. Standardized Assessments

The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.

- a. Insight – Group Test of Cognitive abilities - administered in Grades 5 and 8 in October.
- b. CAT4 (Canadian Achievement Test) administered in the spring to Grades 4 and Grade 7.
- c. Gates-MacGinitie Reading Test administered in Grade 9.
- d. Fountas and Pinnell Assessment – administered in Grades 1 – 6, and may be administered in grades 7-9 where required.

Provincial Standardized Assessments

- e. Student Learning Assessments (SLAs) – administered during the fall in Grade 3.
- f. Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. See [Administration Schedules](#) set by Alberta Learning for Grades 6 and grade nine students. The raw score of the Math, Social, Science and Language Arts Part B PATs will be shared with parents at the end of June.
- g. Diploma Examinations are delivered to Grade 12 students to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, to report individual and group results. See [Administration Procedures and Schedules](#) set by Alberta Learning.

13. Specialized Assessment Protocols:

The classroom teacher in collaboration with parents and school-based learning support team will refer students for assessment according to EICS Assessment Protocol.

References:

- Alberta Assessment Consortium. *Assessment Glossary*. Taken from: http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf
- Alberta Assessment Consortium. (2012). *AAC key visual: Assessing student learning in the classroom*. Taken from: <http://www.aac.ab.ca/professional-learning/professional-learning-modules/>
- Alberta Education. *Teacher Quality Standard*
- Alberta Education. *Guide to Education*
- Alberta Education. (2008). *Kindergarten Program Statement*. Taken from: <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>
- Alberta Learning. (2004). *Standards for Special Education*
- Davies, A., Herbst, S. & Reynolds, B. (2008). *Leading the way to making classroom assessment work*. Connections Publishing Inc.: B.C.
- O'Connor, K. (2013). *The School Leader's Guide to Grading*. Solution Tree Press: Bloomington, IN.

Appendix








Kindergarten

Evidence of student learning is collected through a variety of assessments within a Kindergarten classroom.

- Assessment is an ongoing part of each child's daily learning.
- Opportunities are created for children to demonstrate their understandings in a variety of ways.
- Assessment is used to provide feedback to the child and parents and to plan the learning environment.
- When assessment criteria is shared with children they will be more likely to be successful and complete the task (Alberta Education, Kindergarten Program Statement, 2008).

Elementary Years

Growth as a Learner

Homeroom		Brian Wynder		
Growth as a Learner Attributes		Level of Frequency		
		 Consistently	 Shows Progress	 Requires Growth
An Engaged Thinker looks like <ul style="list-style-type: none"> • Listens with purpose • Remains focused and organized • Flexible and adapts to change • Reflects on their learning • Seeks clarification when in doubt 		 <i>Consistently</i>		
An Ethical Citizen looks like <ul style="list-style-type: none"> • Respects the rights of others • Makes responsible choices • Engages in collaboration 		 <i>Shows Progress</i>		
An Entrepreneurial Spirit looks like <ul style="list-style-type: none"> • Takes responsibility for personal goals • Is willing to take risks • Perseveres when faced with a challenge 		 <i>Shows Progress</i>		
An Evangelizer looks like <ul style="list-style-type: none"> • Imparts God's teachings through respect, empathy and compassion for others • Models and acts on God's love within our Catholic Community 		 <i>Requires Growth</i>		

Levels of Achievement

THE LEVELS OF ACHIEVEMENT INDICATES A STUDENT'S DEMONSTRATION OF *ATTITUDES, SKILLS AND KNOWLEDGE* RELATIVE TO GRADE LEVEL OUTCOMES AS INDICATED IN THE ALBERTA PROGRAM OF STUDIES AT THAT TIME OF THE REPORT CARD.

Evidence of student learning is collected through a variety of assessments including formal and informal conversations, observations and products (e.g. tests, performance tasks).

Academic Levels of Achievement		
4	<ul style="list-style-type: none"> Effectively applies learning to new situations Demonstrates an in-depth understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge independently 	Exemplary Consistently
3	<ul style="list-style-type: none"> Effectively applies learning to familiar situations Demonstrates a solid understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge with little support 	Proficient Usually
2	<ul style="list-style-type: none"> Applies learning to simplistic situations Demonstrates a basic understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge with moderate support 	Progressing Sometimes
1	<ul style="list-style-type: none"> Demonstrates a limited or incomplete understanding of the learning outcomes outlined in the Alberta Program of Studies Consistently requires guidance and support 	Beginning
Insufficient Data <ul style="list-style-type: none"> The student has recently arrived at the school or been away on an extended absence. The student has not yet demonstrated enough evidence for reporting purposes 		

Adapted from: O'Connor, K. (2011). *A repair kit for grading; 15 fixes for broken grades*. Pearson Education Inc. Boston: MA

Middle Years

Middle Schools will use Levels of Achievement (as indicated above) as they report student performance to parents in *Physical Education, Health, Religion and Optional Courses (CTF, Environmental and Outdoor Education, Ethics, Fine Arts, French as a Second Language and International Languages, First Nations, Metis and Inuit Languages, Religious Studies, Locally Developed Courses)*.

The reporting of student achievement in Grades 7 and 8 Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social, Science, will be based upon percentages. A rubric will be used to assess student effort, participation, attitude and other behaviours. Insufficient Data: The student has recently arrived at the school or been away on an extended absence.

Junior/Senior High Years

The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies. Teachers will use percentages to reflect student achievement. Teacher's professional judgment and rubrics will be used to assess student effort, participation, attitude and other behaviours.