



Assessment, Evaluation and Reporting

St. Theresa Catholic School

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Principal: Lorne Monaghan

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Elk Island Catholic Schools - Our Circle of Faith and Learning.

At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, our students are provided with a faith-based learning environment where they are safe and supported as they strive toward excellence in academics, athletics, fine arts and spiritual growth and development.

EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future.

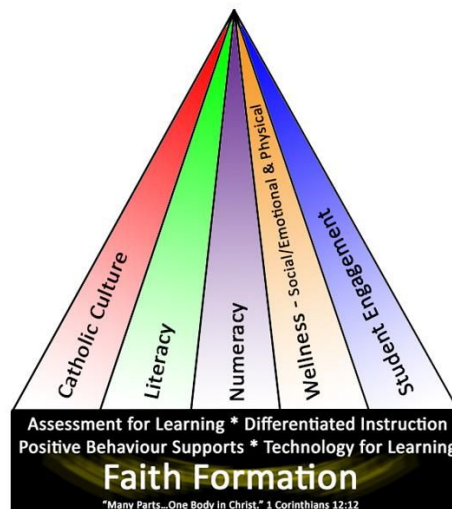
Elk Island Catholic Schools will ensure Success for all Students

District Education Plan Priorities

1. Elk Island Catholic Schools will enhance the Faith Formation of its students
 - Sacramental Preparation
 - Celebrations
 - Faith Permeated Instruction
2. Elk Island Catholic Schools will provide Quality Learning Environments
 - Collaborative Response Model
 - Technology Integration
 - Literacy and Numeracy
 - Effective Teaching Practices
 - Effective Assessment Practices

Pyramid of Supports

3. Elk Island Catholic Schools will provide Engaging and Diver Program Offerings
 - Innovative and authentic educational opportunities
 - Student Health and Wellness
 - High School Transition



Communicating Student Learning

Report cards are only one piece of the communication system. It is a summary document that communicates student achievement that should have already been shared in some way. ***There should be no surprises for the student or parent.*** Alternate forms of communication may include:

- Feedback on student work
- Evidence of student learning
- Three-way conferences
- Phone calls
- Emails
- Meetings
- Student reflections
- Meet the Teacher Night

The Comprehensive Reporting System of Elk Island Catholic Schools, as indicated in ***Administrative Procedure 360***, shall include:

- *Communication of student learning in relation to the Alberta Program of Studies Learning Outcomes;*
- *Communication of student performance in relation to citizenship and social responsibility expectations;*
- *On-going communication between home and the school (e.g. phone calls, emails, agendas)*
- *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 student learning;*
- *Report Cards.*

Reporting Periods

- September – January
- February – June

Evidence of Learning

Evidence of learning is a ***visual and/or oral history of student's learning*** over time. Evidence of Student Learning and progress will 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:

- connected to student learning outcomes
- initiate conversations between the school and home,
- student centered (students articulate their learning)

- demonstrates student growth over time (strengths, areas of growth, and next steps).

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. These three-way conferences will occur on:

- November
- March

Individualized Support Plan (ISP)

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. The ISPs will include all accommodations, modifications, and strategies for the student.

Behaviour Support Plan (BSP)

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/Behaviour disability, detailed *Student Engagement Strategies* within the ISP may be all that is needed to meet the student's individual needs. BSPs will be shared with parents.


English as a Second Language (ESL)

ELL benchmarks will be 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. Accommodations will be made on an individualized basis.

Non-Achievement Factors

Teachers' professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours**. Non-achievement factors will **not** be a part of the student's grade.

Growth as a Learner

Homeroom	Brian Wynder
Growth as a Learner Attributes	Level of Frequency
	 Consistently  Shows Progress  Requires Growth
<p>An Engaged Thinker looks like</p> <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>
<p>An Ethical Citizen looks like</p> <ul style="list-style-type: none"> • Respects the rights of others • Makes responsible choices • Engages in collaboration 	 <i>Shows Progress</i>
<p>An Entrepreneurial Spirit looks like</p> <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>
<p>An Evangelizer looks like</p> <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>

Achievement Factors

Elementary Years

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.

Student Grading

Creating quality learning environments that empower **students to know where they are, where they need to go, and how they are going to get there** is a focus within all Elk Island Catholic Schools. The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies.

- **Formative Assessments**
 - Formative assessment occurs daily to monitor student learning
 - Share learning targets regularly to develop a common understanding
 - Give and receive timely descriptive feedback about student learning. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty.
 - Involve students in their own assessment (e.g. self/peer)
 - Should be an ongoing process
 - Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
 - Teachers should provide sufficient formative opportunities prior to summative assessment.
- **Summative Assessments**
 - Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
 - Assessment must be based on the most recent demonstration of student learning.
 - Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
 - Student participation in group may only be assessed individually.
 - Unless it is a **curricular outcome**, student should not be receiving a group mark that counts towards their final grade.
 - When completing group work, students will be individually assessed based on their individual knowledge
 - Peer-assessments should only be used for formative assessments
 - Teachers will obtain assessment information through a variety of means.

Triangulation of Evidence may include:

 - **Observations (Anecdotal Evidence)** (e.g. dramatization, group work, lab procedures, performance)
 - **Conversations (Anecdotal Evidence)**(e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)
 - **Products** (e.g. exams, quizzes, authentic learning tasks)
- 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).

- o Student must show evidence that they have re-learned the concepts they have missed (ie. redo formative assignments with the teacher)
- o Get a 'request to retest' form signed by parents
 - See appendix A for sample 'Request to Re-assess' sheet
- o Student will receive the higher of the two marks
- Students need the opportunity to demonstrate their learning in performance based assessments.

Missing or Incomplete Student Work

The primary purpose of student assessment and evaluation is to **support student learning** and to have all students improve their performance. The following process will be followed in the case of missing or incomplete student work:

Late

- Discussion with student on cause for late
- Clear and consistent communication with parents
- Opportunity Room - **professional discretion**
 - o correcting a behavior with a behavioral consequence
- After communicated to parents (via. Power school)
- No marks will be deducted when assignment is handed in
- Zero (Reluctant Zero) may be assigned if all the above steps have been taken
 - o **Chronic behavior = administrative intervention**

Zero

- After students have been given ample opportunity to complete the work, students may be assigned a zero (Reluctant Zero) grade.
 - o Discussion with student on cause for late
 - o Ample opportunities given to complete the assignment (ie. opportunity room, additional time, adaptations made if necessary)
 - o After communicated to parents
 - o **Chronic behavior = administrative intervention and referral to Student Services**

Homework

- Homework reinforces learning and is meant for practice.
- Summative assessments should typically be done in class time (exceptions are left to the individual teachers).

Academic Dishonesty

- Redo the assignment under supervision
 - o Redo as soon as possible
- Admin and parent involvement
- May result in a behavioral consequence (professional discretion)

- Behavior needs a behavioral consequence -> not academic

Course Outlines

All teachers shall provide a ***course outline of the learner expectations*** (curriculum standards), and assessment methods to students and parents. Course outlines:

- Will be distributed at the beginning of the school year
- May include curricular outcomes, assessment practices, student expectations, and contact information for the teacher.

Large Scale Testing

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.

- **CAT4** (Canadian Achievement Test)
 - Administered to Grade 7.
- **Fountas and Pinnell Assessments**
 - Administered in Grade 5 - 8.
- **Insight Testing**
 - Administered in Grade 5 and 8.

Provincial Standardized Assessments

- ***Provincial Achievement Tests*** (PATs) measure how well students are learning what they are expect to learn. See [Administration Schedules](#) set by Alberta Learning for ***grade 6***. The raw score of the Math, Social, Science and Language Arts Part B PATs will be shared with parents at the end of June.

School Collaborative Response Model will be used to support Student Learning

- On-going Assessments
- Collaborative Team Meetings
- Pyramid of Supports

References

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