Assessment, Evaluation and Reporting

St. Theresa Catholic Middle School

2021 Brentwood Blvd.

Principal: Pierre Ouimet

Assistant Principal: Michelle Gau

Assistant Principal: Shauna Lindbeck

Elk Island Catholic Schools - Seeing Christ in Everyone
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.

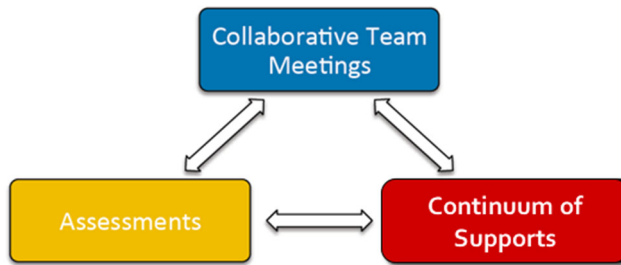## Elk Island Catholic Schools will ensure Success for all Students
EICS Division Education Assurance Plan 2022-2026

Our Strategic Priorities:

1. *Faith Integration*
2. *Learners and Learning*
3. *Systemic Wellness*
4. *Community Engagement*

REFER to DIVISION AP 360

School Collaborative Response Model will be used to support student Learning

The Collaborative Response Model consists of three integral elements which include **collaborative team meetings**, **assessments,** and a **continuum of supports**.
The importance of all elements being firmly established is to create an effective support system for all students.

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
- Notes in agendas
- Student reflections
- Meet the Teacher Night
- Celebration of Learning

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 online access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of student learning;*
- *Report Cards.*

Reporting Periods with Report Cards
- September – January

- February – June

Report Cards Issued

Report cards are written records of *student performance on curriculum outcomes* over a period of time. These will be emailed and accessible on Powerschool on:
- February 2, 2024
- June 26, 2024

Evidence of Learning Journey

Evidence of learning is a *visual and/or oral history of a student's learning* over time. Evidence of 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).

Evidence of learning will be sent home:
- November 3, 2023
- March 8, 2024

Three-way Conferences

An opportunity for the *student, parent and teacher to engage in conversations* around the strengths, areas of growth and next steps of the student. These three-way conferences will occur on:
- November 15 and 16 (3:30 pm - 7 pm) 2023
- March 13 and 14 (3:30 pm - 7 pm) 2024

Student Support Plans:
*Instructional Support Plan (ISP)
*Regulation Support Plan (RSP)
*Competency Report Card

An Instructional Support Plan is required for any EICS student that *requires specialized or individualized, targeted supports or interventions, assessment accommodations and services.* Students requiring specialized supports and services typically have a diagnosis of a disability or delay by a qualified professional. The purpose of an ISP is to *provide responsive and meaningful learning opportunities for all students,* using the program of study as a starting point of instruction and aligning with our EICS Continuum of Supports.

All EICS students with a diagnosis of a disability or delay shall have an ISP. Supporting documentation for the student's diagnosis is available in his/her portfolio on PASI (Provincial Approach to Student Information).

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process which includes teachers, parents, the student, and the school's Learning Support team. As such, all parties are responsible to report and comment on the

level of achievement and engagement experienced by the student through the use of stated accommodations and strategies. The ISP is a fluid document meant to capture and accompany responsive interventions.

- Parental input is collaborative, necessary and should be ongoing. Teachers invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool and engaging in meaningful dialogue throughout the year.

- ISPs are to be submitted to the principal by **October 20** for approval. Once approved, contributing members review and endorse the ISP. After initial endorsement, there will be a mid-year interim review and final review for transition.

English Language Learners (ELL) Proficiency Benchmarks

English as a Second Language (ESL) benchmarks are completed by the classroom teacher or by a designated ELL teacher and are entered into PowerSchool. Proficiency benchmarks are shared with parents during scheduled Three Way Conferences. Specific language learning feedback is also provided through formative and summative assessments.

Growth as a Learner

Teacher's professional judgment and rubrics will be used to assess ***student effort, participation, attitude and other behaviours***. Growth as a learner is reported as a level of frequency and not to be factored in the level of achievement or student grade.

Growth as a Learner

Growth as a Learner is represented by the 4 Es with corresponding indicators. They are assessed based on three levels of frequency or learner skills across the subject areas.

Elementary and Middle School 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*	🟩 *Consistently*

- Listens with purpose
- Remains focused and organized
- Flexible and adapts to change
- Reflects on their learning
- Seeks clarification when in doubt

*An **Ethical Citizen** looks like*	🟨 *Shows Progress*

- Respects the rights of others
- Makes responsible choices
- Engages in collaboration

*An **Entrepreneurial Spirit** looks like*	🟨 *Shows Progress*

- Takes responsibility for personal goals
- Is willing to take risks
- Perseveres when faced with a challenge

*An **Evangelizer** looks like*	🟥 *Requires Growth*

- Imparts God's teachings through respect, empathy and compassion for others
- Models and acts on God's love within our Catholic Community

Level of Achievement and Grades

Level of Achievement and grades are based on the student's ***demonstration of attitudes, skills and knowledge*** relative to grade level learner outcomes in the Alberta Program of Studies or in Individualized Support Plans (ISPs).

Elementary Years

Levels of Achievement for regular programming and students on ISPs
Elementary Years

Academic Levels of Achievement

4	• 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	Meeting Grade Level Outcomes
3	• 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	• 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	• Demonstrates a **limited or incomplete** understanding of the learning outcomes outlined in the Alberta Program of Studies • **Consistently** requires **guidance and support**	Beginning	**Not Yet** Meeting Grade Level Outcomes
ID	Insufficient Data • 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		

Additional ISP Related Achievement Levels

I4	Consistently meeting ISP Outcomes
I3	Usually meeting ISP Outcomes
I2	Occasionally meeting ISP Outcomes
I1	Not meeting ISP Outcomes, requires a change in strategies to achieve success.

Levels of Achievement – Middle/High Schools

Middle Years

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

The reporting of student achievement in Grades 7 & 8 Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social, Science, and International Languages will be based upon percentages.

Academic Levels of Achievement

4	• 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	Meeting Grade Level Outcomes
3	• 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	
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Assessments

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.

- Students need the opportunity to demonstrate their learning in performance based assessments when appropriate.
- 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 the group may only be assessed individually.
- 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)*
- Individual summative assessments shall not exceed 20% of the final grade.

- 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.

Missing or Incomplete Student Work (Personalize)

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
- Encouraging a positive behaviour with a behavioural consequence
- No marks will be deducted when assignment is handed in
- Zero (Reluctant Zero) may be assigned if all of the above steps have been taken
- Chronic behaviour = administrative intervention

ZERO
- After students have been given ample opportunities to complete the work, students may be assigned a zero (Reluctant Zero) grade.
- Discussion with student on cause of missing assignment
- Ample opportunities given to complete the assignment (ex. opportunity room, additional time, adaptations made if necessary)
- Communication with parents
- Chronic behaviour = administrative intervention and referral to Student Services

Homework

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
- Redo as soon as possible
- Admin. and parent involvement
- May result in a behavioural consequence (professional discretion) - Behaviour needs a behavioural consequence not an academic consequence

Long Range Plans and 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 - Outlines may include curricular outcomes, assessment practices, student expectations, and contact information for the teacher

Division Assessments- Diagnostics and Observation Instruments

- **Reading Assessments**

  Administered in Grades 1- 9 - Fountas & Pinnell

  Administered in Grades 5 - 9 - Star Reading Assessment

- **ELL Testing:**

  Idea Proficiency Test (IPT)

  Administered to all ELL students

- **Insight Testing (group-administered test of cognitive abilities)**

  Administered in Grade 4 and 8.

- **EICS Math Assessment**

  Administered in Grade 1 - Grade 10

- **Provincial Achievement Tests**

  Measure how well students are learning what they are expected to learn. See Administration Schedules set by Alberta Learning for Grade 6 and 9 students.

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