

Assessment, Evaluation and Reporting

St. André Bessette Catholic School

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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

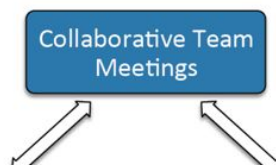
District Education Plan Priorities

Division 2018-2022 Assurance Plan

1. Elk Island Catholic Schools will enhance the ***Faith Formation*** of its students
2. Elk Island Catholic Schools will provide ***Quality Teaching and Learning***
3. Elk Island Catholic Schools will enhance staff and student ***Wellness***
4. Elk Island Catholic Schools will focus on ***Engagement and Improvement***

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 the 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 are made available in digital form only, on Powerschool, by the end of each semester.

Three-way Conferences

These are 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:

- First week of November
- First week of April

Instructional Support Plans (ISP)

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 program of study as a starting point of instruction.

All students with a diagnosis of a disability or disorder shall have an ISP. Supporting documentation for the student's diagnosis is available in his/her portfolio on DocuShare.

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process between all members of the student's Learning Support team, which includes teachers, parents and the student. As such, all three parties are responsible to report and comment on the level of achievement experienced by the student through the use of stated accommodations.
- Parental input is necessary and should be ongoing. Teacher can invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.
- ISP's are to be submitted to the principal by October 31 for approval. Once approved, contributing members sign the ISP. Sharing and reaching an agreement of the support plan is to be completed by the first reporting period. The first review of the ISP will be completed by the end of Semester 1, the second review and transition plans will be completed by mid-June.

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.

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).

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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 simplicistic 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 | Not Yet Meeting Grade Level Outcomes |
| ID | 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 | | |

Additional ISP Related Achievement Levels

| | |
|-----------|---|
| 14 | Consistently meeting ISP Outcomes |
| 13 | Usually meeting ISP Outcomes |
| 12 | Occasionally meeting ISP Outcomes |
| 11 | Not meeting ISP Outcomes, requires a change in strategies to achieve success. |

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 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.

Second Chances

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). Students seeking a second chance must meet with his/her teacher to make this request. Learning opportunities between assessments may look like:

- *Attending one or more Flex sessions with the teacher*
- *Completing missed assignments o Correcting previous work
Completing an assignment/test analysis*
- *One-to-one conferencing with the teacher*
- *Completing additional assignments as determined by the teacher*

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. Student work is considered missing or incomplete if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), it is partially completed on the due date but not ready for submission, or if the work is plagiarized. The following process will be followed in the case of missing or incomplete student work:

1. The missing or incomplete work is recorded as “NHI” in Powerschool with a mark of zero (0).
 - a. This acts as a placeholder zero, communicating to the student and parent that the assignment has not been handed in, as well as the effect of not completing and returning the assignment. This mark of zero may be changed upon receipt of the missing or incomplete work.
2. The student and teacher must meet at an agreed upon time OR during the next Flex block. The purpose of the meeting is to:
 - a. Check student progress and determine why the assignment is missing or incomplete b. Provide help or assistance c. Set a revised due date within a reasonable amount of time as determined by the teacher that reflects the nature of the assignment to hand in the missing or incomplete work d. Make a plan for completing the assignment. The plan may include such things as:
 - i. Attending subsequent Flex sessions ii. Staying in at lunch, on a spare, or after school iii. A timeline for completing the work e. For major assessments or repeated minor assessments, the teacher should make contact with the parent by email or phone and consider a face-to-face meeting for repeat offenders.

3. If agreed upon conditions have been met, and work has been completed and handed in, a mark indicating achievement earned (without penalty) must be recorded.
- a. If the work is not handed in on the agreed upon date, the “NHI” may be changed to a permanent mark of reluctant zero (0).

*“Put yourself in God’s hands; He abandons no one.” St. André
Bessette*

4. For students who are chronically missing assignments:
- a. A referral will be made by the teacher to the school counsellor and/or school administration
 - b. A meeting may be held with parents and the student. The meeting may include school administration, the school counsellor, the classroom teacher, parents, and the student
 - c. Actions may include behavioural consequences, removal from the course, etc.

Homework

- Homework is meant as an opportunity to apply knowledge learned in class, to practice questions or techniques, and to deepen learning. It is also a natural extension of classwork in situations where more practice or work is required. Homework should have little or no part of grades directly, though completing one’s work is crucial in order to perform well on summative assessments.

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.

- These are provided to students and made available to parents at the beginning of each semester.

Division Assessments- Diagnostics and Observation Instruments

- **EYE - TA** (Early Years Evaluation Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)
Administered to Grade 7.
- **Reading Assessments**
Administered in Grades 1- 9 - Fountas & Pinnell
Administered in Grades 5 - 9 - Star Reading Assessment
- **GB + (French Immersion)**
Administered in Grades 1- 6.
- **ELL Testing:**
Idea Proficiency Test (IPT)
Administered to all ELL students
- **Insight Testing**
Administered in Grade 5 and 8.
- **Math Intervention Programming Instrument**
Administered in Grade 2 - 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.
- **Diploma Examinations**
Certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results. See Administration Procedures and Schedules set by Alberta Learning.

References

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