

# **Guide to Student Assessment, Achievement & Growth 2018-2019**

## **Grades K-9**

### **Centennial**

17420-57 Ave NW, Edmonton, AB, T6M 1K4

Phone: 780-481-5590

Email: [centennial@epsb.ca](mailto:centennial@epsb.ca)

Website: [centennial.epsb.ca](http://centennial.epsb.ca)

Principal: Geetha Ball

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## Guide to Student Assessment, Achievement and Growth 2018-2019, Grades K-9

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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/marked (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:

Centennial School has three reporting periods:

- The first is from September to the end of November
- The second is from December to March
- The third is from April to June

### Progress Reports Issued:

Progress reports are issued at the end of each reporting period:

December 7, 2018 [Grades 1 - 6]

March 22, 2019 [Grades K - 6]

June 27, 2019 [Grades K - 6]

Progress reports are posted electronically to SchoolZone.

Families who do not have access to a computer can contact the office to request a printed copy of the progress report.

- At Centennial School, teachers report student progress in all subject areas. Using the Alberta Program of Studies and their professional knowledge of the curriculum, teachers select 5-8 Essential Learner Outcomes (ELOs) for core subject areas and 3-5 ELOs for non-core subjects. ELOs describe the core of what your child and the class have been learning during the term and will match your child's level of programming that is reported on your child's progress report. For specific information about what children are learning and expected to be able to demonstrate at each grade level, please go to <http://www.education.gov.ab.ca/parents/handbooks> .
- For the first 2 reporting periods, within the four core subject areas, teachers also provide at least one suggestion on ways students can improve or maintain progress. For the final progress report, these suggestions are only in the subject areas of Language Arts and Mathematics.
- Please note that not all ELOs will be weighted the same in the determination of students' overall achievement.
- Note that during the first term reporting that grade one students will receive ELO comments however not a grade.

## Conferences:

Centennial School will host Goal Setting Conferences two times in the school year. The second conference will be held in conjunction with a Student Led Conference.

The purpose of Goal Setting Conferences is to be proactive, engage students and provide students with the opportunity to set S.M.A.R.T (Specific, Measurable, Attainable, Realistic and Timely) goals. Goal Setting Conferences will set each student up for a successful year of learning.

At conferences parents will learn about their child's goals, behavior and work habits, reading level, writing performance, math progress and ELL Benchmarks (if applicable).

The goals will be inputted by the students into their My Blueprint: All About Me portfolio.

Conference dates:

October 23 and 25, 2018

February 25 – 27, 2019

Kindergarten Early Years Evaluation (EYE) conferences will be held in November 2018.

**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.

For Grades One to Six:

IPP parent information sheets will be sent home by the second week of September to be returned to the classroom teacher by the end of the third week.

The initial review and signing of the IPP will occur at one of the two goal setting conferences (Oct 23 or 25, 2018). All other dates for review are:

December 7, 2018

March 22, 2019

June 27, 2019

Individual Program Plan review meetings will occur one to two weeks prior to the term end dates above.

The initial signing for students in Kindergarten will be late December to early January.

**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.

Proficiency benchmarks are completed annually for all English Language Learners. A student's English language proficiency will be addressed on the progress report in the language arts section and communicated to the parents through conversations at conferences, by phone calls or meetings.

**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 Goal Setting conferences during the month of November, 2018. 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 Centennial School, student grades/marks are reported using performance descriptors for all courses.

- The student has demonstrated exemplary performance in relation to the learner outcomes.
- The student has demonstrated proficient performance in relation to the learner outcomes.
- The student has demonstrated adequate performance in relation to the learner outcomes.
- The student has demonstrated limited performance in relation to the learner outcomes.

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"> <li>● Learning goals are met in an astute and comprehensive way.</li> <li>● Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.</li> <li>● Demonstrates an in-depth understanding and degree of skill on summative assessments.</li> <li>● Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning goals are met in a practical and thorough way.</li> <li>● Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.</li> <li>● Demonstrates a substantial understanding and degree of skill on summative assessments.</li> <li>● Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning goals are met in an appropriate and reasonable way.</li> <li>● Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.</li> <li>● Demonstrates a satisfactory understanding and degree of skill on summative assessments.</li> <li>● Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>● Student has demonstrated insufficient performance in relation to learner outcomes.</li> </ul>

**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.

<b>IEA</b>	Insufficient Evidence Available	IEA is used only as a <b>term</b> mark when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
<b>NGC</b>	Not on Graded Curriculum	NGC is used only as a <b>term</b> 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.
<b>CMU</b>	Course Mark Unavailable	CMU is used only at the <b>end of a course</b> 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 <b>end of a course</b> 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 ongoing, 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:

- Initially inform the child as to what essential evidence is missing or incomplete.
- Provide ample opportunity to complete the missing or incomplete work through a variety of potential processes: drop in support (recess/lunch time), one-on-one/small group support (WIN (What I Need) time), targeted tutorials, contact with the parents/guardians.

If the matter of missing or incomplete work remains unresolved, then the teacher will communicate with the student and parents/guardians to ensure that adequate evidence of learning is available for determining a grade.

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## 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.

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At Centennial School, our homework policies include each student reads at home. Other homework is decided by each individual teacher and may be assigned if students need extra time to complete assignments and/or if students need extra practice mastering a skill. Teachers use information from homework assignments to assist a student in his/her learning. Homework is not assigned for grading purposes.

## 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

The HLAT will be administered on during the week of April 23 to 30, 2019.

Results will be available in SchoolZone after May 24, 2019.

**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 4 to 21, 2018.

**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.

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### Who takes the SLA?

- students in Grades 3

The SLA will be administered in September 2018.

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: Through a one page report sent home on the last day of school.