



School Assessment Plan 2023-2024

Grades K-6

September 2023

Calder 12950 118 street NW, Edmonton, AB T5E 5L2

Phone: 780-454-4313

Email: calder@epsb.ca

Website: calder.epsb.ca

Principal: Sergio Teixeira

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At Edmonton Public Schools, we're committed to success, one student at a time. 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 plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. Assessment is not just about tests and grades.

Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on your child's behaviour, effort and work habits unless those behaviours are 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 determine 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 guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of observations, conversations and student work 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.
- 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.
- 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.
- 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

Term 1: September 5, 2023- Nov 24, 2023
Term 2: November 25, 2023- March 15, 2024
Term 3: March 16, 2024-June 26, 2024

Progress Reports Issued

November 24, 2023
March 15, 2024
June 26, 2024

Progress reports for students will be posted electronically to SchoolZone by 4:00 pm on the dates provided above. Parents/Guardians requiring a hard copy format can contact our main office with this request.

Conferences

Schools must establish at least two formal parent-teacher conferences throughout the school year. These conferences are to be scheduled for the first and third term/reporting periods. Parent-teacher conferences will be held online until further notice.

Families are invited to in-person Parent-Teacher Conferences that will be held on November 30th with a focus on sharing each child's strengths as well as areas for growth. These conferences are designed to provide the parents with information about their child's learning, focus moving forward and answer any questions they may have.

This first conference will also look different for children in kindergarten (see dates below for Early Years Evaluation Teacher Assessment (EYE-TA). Teachers will meet only with parents/guardians in the first conference of the school year.

Families will also be invited to a student-led Celebration of Learning on March 7th, 2024. Celebrations of Learning are an opportunity for students to display their work, think and talk about what they have learned, how they learned, and also to talk about their areas of strength.

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.

IPP planning conferences will take place across September and October. These conferences are established to identify strengths, areas for growth and specific learning goals. Parents/guardians input is gathered in a variety of formats including: online meetings, google forms, electronic input sheets, phone conversations and/or emails initiated by your child's teacher and/or our administrative team.

IPP review conversations take place three times across the school year in September and October, March, and June. Electronic signature pages will be available at each of these meetings that will be held following conferences this year. The final review will be completed by June 26, 2024. They will be ready for signature by November 24, March 15, and June 26.

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 will be completed and a summary outlining student proficiency will be shared with parents/guardians. Growth and performance in the areas of listening, speaking, reading and writing are shared with parents/guardians during Parent/Teacher Conferences in November and March and through the progress report in the final reporting period in June.

Early Years Evaluation Teacher Assessment (EYE-TA)

The 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. For the 2023-2024 school year, the EYE-TA is administered to all Kindergarten children registered for in-person learning in the fall and again in the spring for those children identified as requiring Tier 2 or Tier 3 support or who are new to the Division. For students who chose the online learning option, the EYE-TA will not be administered.

The results of the EYE-TA will be shared with parents/guardians at Parent-Teacher Conferences during the week of November, 20-24. A written progress report is not required in the fall for children enrolled in Kindergarten. Parents/guardians of Kindergarten children will receive one Interim Progress Report in April and two Formal Progress Reports in January and June, to document learning.

Grades/Marks and Codes

To determine 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. The final grade/mark will be reported based on the evidence of learning collected across all four terms.

At Calder School, marks are reported for students in Grades 1 to 6 using performance descriptions outlined in the chart below. Grade 1 students do not receive grades/marks on the November 24, 2023 Interim Progress Report. Instead, the first term interim progress report in Grade 1 is both outcome and comment-based and does not include performance descriptors.

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

Grade Level of Programming (GLP)

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.

Division-Approved End-of-Term and End-of-Course Codes

On your child's progress report, a teacher may use these Division codes for end-of-term and/or end-of-year grades/marks.

| | | |
|------------|---------------------------------|---|
| IEA | Insufficient Evidence Available | IEA is used only as an end-of-term code when a teacher does not have enough evidence about a student's progress to give a grade/mark at the end of a term. IEA is not used as a final course code. |
| NGC | Not on Graded Curriculum | NGC is used only as an end-of-term code 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 an end-of-term code of NGC will have a GLP of <1. |
| CMU | Course Mark Unavailable | CMU may be used only at the end of a course when a student has a code of IEA in at least one term. CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark. CMU may also be used at the end of a course when a student has a code of NGC in at least one term. CMU may also be used as an end-of-term code for courses that are completed at the end of that term (i.e., Junior High option courses). |

Division-Approved Codes for use on Individual Student Reports in SchoolZone:

On your child's individual student reports issued before the end of a term, a teacher may use these Division codes.

The following codes provide information about exceptional circumstances regarding the collection of evidence.

| | | |
|-------------|---------------------------------|---|
| OMIT | Omit | Evidence has already been or will be collected to inform professional judgment. |
| IEA | Insufficient Evidence Available | Sufficient evidence is not yet available. |
| RNE | Replaced with New Evidence | This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome. |

The following codes provide information about evaluation of student achievement and growth.

| | | |
|-----------|------------|--|
| E | Exemplary | The student has exemplary knowledge, skills and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts. |
| P | Proficient | The student has proficient knowledge, skills and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations. |
| AD | Adequate | The student has adequate knowledge, skills and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations. |

| | | |
|------------|---------------------------------|--|
| L | Limited | The student has limited knowledge, skills and understanding of concepts. The student requires support to develop and apply learning in highly structured situations. |
| IEA | Insufficient Evidence Available | Sufficient evidence is not yet available to provide an informed judgment of the student's achievement and growth. |

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways.

Formative Assessment

Throughout the year, your child will work on many activities that help them increase what they know, understand and are able to do. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta programs of study. 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.

Summative Assessment

During the school year, your child will have a chance to show what they have learned in relation to the Alberta programs of study. Using their judgment as professionals, teachers make decisions and determine grades that describe how your child is learning. 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 on-going, 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:

- meet with your child to determine the reason for the missing or incomplete work
- ensure that the student has understood the assignment and is able to complete the assignment(s)
- make modifications to the assignment(s) if necessary
- provide the student with the opportunity and support necessary to complete the assignment(s) again
- provide one-on-one or small group support where appropriate
- provide the student with a quiet, alternate supported work space to complete the assigned task(s)
- make contact with the parent or guardian via a phone call, email or online meeting
- if possible, the teacher may assess the student based on other information or provide opportunities and different ways for students to “show what they know”
- provide equitable and flexible assessment timelines to support student learning differences

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.

At Calder School, we provide students with excellent academic learning opportunities throughout the school day and it is vital for all children to find balance between the daily work they engage in at school and the passions and interests that emerge from their family and community life. This means homework is limited at Calder because we encourage our students to spend time playing and in unconstructed activity, enjoying time with family and friends, and perhaps in other organized activities. We believe strongly in supporting the growth of the whole child, which includes social, emotional, and physical development of children both in school and outside school.

Homework will not count toward a student’s grade. Rather, it is an opportunity for your child to practice, extend, and share what they are learning at school with you at home.

When homework is sent home, it is meant to serve one of four purposes:

- **Completion:** any work assigned during the school day that was not completed in class.
- **Practice:** any work that reviews or reinforces skills and concepts taught in class.
- **Preparation:** any work that prepares students for upcoming lessons or assessments.
- **Reading Practice:** we encourage all our students to read 15 to 30 minutes daily (depending on age and ability). We value the importance of reading and its fundamental role in academic development. Not only do we encourage students to read, we also encourage family members to read to their children for the valuable experience.

Teachers also post information from classes on SchoolZone and/or Google Classroom, so students and families can check for homework activities.

Teachers also utilize a variety of online programs that students are free to use at home for practice, such as *Mathletics* and *Raz Kids*.

We encourage families to have discussions at home about the learning and experiences your child has had each day.

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 [Education Act](#).

The Role of Large Scale Tests

What is the Canadian Achievement Test (CAT4)?

The [Canadian Achievement Test \(CAT4\)](#) measures students' reading comprehension, mathematics, computation and estimation skills. CAT4 will support instruction and planning for interventions and supports. The CAT4 is administered in the fall and again in the spring to provide information about student growth.

Who takes the CAT4?

- students in Grades 2 to 9 in regular and bilingual programs
- students in Grades 3 to 9 in French Immersion

The CAT4 Fall administration is scheduled between September 18, 2023 and September 29, 2023. The CAT4 Spring administration is scheduled between May 3, 2022 and May 13, 2022.

What is the Highest Level of Achievement Test (HLAT)?

The [Highest Level of Achievement Test \(HLAT\)](#) measures students' writing skills compared with the Alberta programs of study in language arts. It shows teachers in each school how well their students are doing and how they compare to students across the Division.

Who takes the HLAT?

- students in Grades 1 to 9 in English language arts
- students in Grades 2 to 9 in French Immersion and bilingual programs*
- students in Grades 8 and 9 in Late French Immersion

*the bilingual HLAT is called the bilingual writing assessment tool and is specific to certain languages (e.g., Chinese bilingual writing assessment tool, Arabic bilingual writing assessment tool)

The HLAT administration dates for students in English Language Arts are April 15 - April 19, 2024.

What are Provincial Achievement Tests?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the programs of study. Average PAT scores for the school 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.

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](#):

“PATs are only one of many ways to evaluate student learning and are not meant to replace day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers.”

Who takes PATs?

- students in Grades 6 and 9 in English or French language arts, math, science and social studies write PATs.

When are PATs administered?

- PATs are typically administered in the spring (PATs may be administered in January for Division schools in a semestered program).
- Specific dates for the administration of PATs in the 2023-2024 school year will be provided by Alberta Education.

A draft of PAT dates is available from Alberta Education [here](#) (pages 5-8). Once confirmed, these dates will be shared with families. on SchoolZone.

The Alberta government expects school divisions to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians on the June Progress Report.