EDMONTON PUBLIC SCHOOLS

School Assessment Plan 2023-2024

Kindergarten to Grade 6

September 2023

Lauderdale School
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School Assessment Plan 2023–2024, Kindergarten to Grade 9

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.
- 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 curriculum 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.

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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.

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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

First Reporting Period - September 5, 2023 to November 30, 2023

Second Reporting Period - November 30, 2023 to March 22, 2024

Third Reporting Period - March 22, 2024 to June 26, 2024

Progress Reports Issued

All report cards will be distributed on SchoolZone. Parents may request a paper copy from the office if they are unable to access a computer.

First Progress Report - November 30, 2023

Second Progress Report - March 22, 2024

Final Progress Report - June 26, 2024

Conferences

Schools must establish at least two formal parent-teacher conferences per school year.

Conferences at Lauderdale are student led. Teachers and parents may schedule a conference outside of the set dates below as needed.

First Conference - Goal Sharing Conferences - Week of October 23 - 27, 2023

Celebration of Learning - February 22, 2024

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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.

Planning with families to create IPP baselines will be completed by October 10, 2023 or within 30 days of registering at Lauderdale.
IPP baselines and first reviews will be shared and ready for signatures by November 30, 2023.
IPP reviews will be shared with families by March 22, 2024 and June 26, 2024.

English as an Additional Language (EAL) Proficiency Assessments

For students learning English, EAL 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.

For Elementary students in Grade 1 - 6, EAL Proficiency Assessments and benchmarks will be shared with parents at the Goal Sharing Conferences the Week of October 23 - 27, 2023.
EAL benchmarks are available electronically on Schoolzone.
If parents would like more information they are encouraged to book an additional conference with the teacher.

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 in the fall and again in the spring for those children identified as requiring targeted or specialized support or who are new to the Division.

The results of the EYE-TA will be shared with parents/guardians at Goal Sharing Conferences during the week of October 23 - 27, 2023. 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.

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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.

At Lauderdale School, student grades/marks are reported using descriptors. Grade 1 students will not receive marks for the first reporting period, comments will be provided.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
(Adapted from Alberta programs of study)			
• 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.	• 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.	• 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.	• 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.

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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 higher 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.

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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.

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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: contact the parents/guardians and provide small group/individual support. Accommodations and interventions will be provided to support students in successful completion of classroom activities. In some cases, additional support may be provided during recess and/or lunch times.

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Curriculum Summaries

Curriculum at a Glance (Alberta Education)

The Role of Homework

Homework is meant to:

- help support your child's learning
- reinforce what your child learned in school
- give your child more practice

At Lauderdale School, our homework policies include:

- practice of concepts previously taught in class time
- studying and review
- home reading at an independent level
- completion of work not done in class that students are independently able to complete

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*.

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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 Grade 4 to Grade 9 in regular and bilingual programs
- students in Grade 4 to Grade 9 in French Immersion

The CAT4 Fall administration dates are September 18, 2023–September 29, 2023.
The CAT4 Spring administration dates are April 29, 2024–May 10, 2024.

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

The **Highest Level of Achievement Test (HLAT)** measures students' writing skills compared with the Alberta curriculum 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 Grade 1 to Grade 9 in English language arts
- students in Grade 2 to Grade 9 in French Immersion and bilingual programs*
- students in Grade 8 and Grade 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.

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What are the Literacy and Numeracy Screening Assessments?

Alberta Education mandated Literacy and Numeracy Screening Assessments in the fall for students in Grade 1 to Grade 3. These screening assessments will help teachers identify students in the critical early years who are most in need of additional support. These screening assessments will provide a means to monitor growth over time.

The **Castles and Coltheart 3 (CC3)** assessment is an English word-reading test designed to identify the nature of a student's reading difficulties. The CC3 assesses a student's ability to recall familiar and irregular words, and their ability to sound out non-words that were created specially for this assessment and are meant to be fictitious and without meaning.

The **English Letter Name-Sound (LeNS)** assesses a student's ability to sound out single letters and letter combinations.

The **Provincial Numeracy Screening Assessment** is a collection of tasks designed to help teachers understand their students' underlying knowledge of the number system, basic number operations and proportional reasoning skills.

Who takes the Literacy and Numeracy Screening Assessments?

Students in Grade 1 to Grade 3:

- Castles and Coltheart 3 (CC3) - Grade 1 to Grade 3
- English Letter Name-Sound (LeNS) - Grade 1 to Grade 2
- Provincial Numeracy Screening Assessment - Grade 1 to Grade 3

The Literacy and Numeracy Screening Assessment administration dates will be September 8–September 29, 2023: Schools will administer the following mandatory provincial screening assessments to all students in Grade 2 and Grade 3 and submit student scores on the Teacher Dashboard:

- *Letter Name-Sound (LeNS) (Grade 2 only)
- *Castles and Coltheart 3 (CC3) (Grade 2 and Grade 3)
- *Provincial Numeracy Screening Assessment (Grade 2 and Grade 3)

January 10–January 26, 2024: Schools administer mandatory provincial screening assessments to all students in Grade 1 and submit student scores on the Teacher Dashboard:

- *Letter Name-Sound (LeNS)
- *Castles and Coltheart 3 (CC3)
- *Provincial Numeracy Screening Assessment

May 20-May 31: Schools re-administer the assessments used in Sept. 2023 for grades 2 and 3, and in Jan. for Grade 1, to all previously identified at-risk students in grades 1 to 3.

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 one part of the assessment process.

According to **Alberta Education**:

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"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 Grade 6 and Grade 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).
- Provincial Achievement Tests website.

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 in the following way:

- Unofficial results will be sent home with the Final Progress Reports.
- Official results will be available through SchoolZone.

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