

School Assessment Plan 2020-2021

Grades K-6

Draft

September 14, 2020

Mount Royal School

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Updated: September 29, 2020

School Assessment Plan 2020-2021, Grades K-9

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:

Quarter 1: September 3, 2020 to November 10, 2020

Quarter 2: November 16, 2020 to January 29, 2021

Quarter 3: February 1, 2021 to April 20, 2021

Quarter 4: April 21, 2021 to June 29, 2021

Interim and Formal Progress Reports Issued:

November 10, 2020 – interim progress report

January 29, 2021 – formal progress report

April 20, 2021 – interim progress report

June 29, 2021 – formal progress report

Report cards are issued through SchoolZone. Parents wishing to have hard copies of report cards should notify their child's teacher. Hard copies requested by parents will be issued on the days listed below and given to the student at the end of the school day.

Interim Student Reports: (*The term *interim student report* refers to the report generated through the use of the Individual Student Report Module in Grade Book.)

Interim reports are issued through SchoolZone. Parents wishing to have hard copies of interim reports should notify their child's teacher. Hard copies requested by parents will be issued on the days listed below and given to the student at the end of the school day.

Conferences:

Our goal setting and student-led conferences provide students the opportunity to share examples of their work, discuss next steps in their learning and set goals for the next reporting period.

Goal Setting Conferences: October 14 & 15, 2020

Student-Led Conferences: March 17 & 18, 2021

At any time during the year, parent's who wish to meet individually with their child's teacher are welcome to contact the teacher to arrange to meet. Teachers or administrators may also request a conference with parents and their child to address specific issues as needed.

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.

In late September, parents or guardians of students with an IPP will receive an IPP form to share their input regarding their child's strength, challenges, and goals. The teacher will create a draft of the IPP and contact parents to arrange a mutually convenient virtual meeting to be held in early October, 2020. At the meeting the draft document will be reviewed, parents will be requested to sign the IPP and a copy of the working IPP document will be provided. IPPs will be reviewed and updated three times during the school year and will be available on SchoolZone. Parents wishing to have hard copies of IPPs are asked to notify their child's teacher. Hard copies requested by parents will be issued on the days listed below and given to the student at the end of the school day.

IPP review dates:

Term 1 – November 29, 2020

Term 2 – March 20, 2021

Term 3 – June 26, 2021

Parents wishing to meet to discuss the November and March IPPs are encouraged to contact their child's teacher to arrange a meeting. A final IPP meeting will be held in June to summarize achievements, next steps, review supports necessary for a smooth transition to the next school year, and obtain parent signatures on the IPP document. Parents will be contacted by their child's teacher to arrange a meeting time. In the event that parents do not respond to requests to attend IPP conferences, a paper copy of the IPP will be sent home.

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.

Your child's teacher will outline how your child's English language abilities are developing in the Language Arts section of each report card.

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. For the 2020-2021 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 our Kindergarten EYE-TA debrief conferences during the week of December 1 - 4, 2020. 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 and two formal 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 Mount Royal School, student grades/marks are reported using student grades/marks are reported using descriptors based on the performance standards outlined below.

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 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-Quarter and End-of-Course Codes for Grades 1 to 9: On your child's progress report, a teacher may use these Division codes for end-of-quarter and/or end-of-course grades/marks.

IEA	Insufficient Evidence Available	IEA is used only as an end-of-quarter code when a teacher does not have enough evidence about a student's progress to give a grade/mark at the end of a quarter. IEA is not used as a final course code.
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NGC	Not on Graded Curriculum	<p>NGC is used only as an end-of-quarter code when a student, identified as having special education needs, is not on the graded curriculum and is issued a progress report.</p> <p>It is also used when a student in Grade 1 or 2 is continuing to work toward learning outcomes in the Kindergarten Program Statement.</p> <p>A student with an end-of-quarter code of NGC will have a GLP of <1.</p>
CMU	Course Mark Unavailable	<p>CMU is used only at the end of a course when a student has a code of IEA in at least one quarter.</p> <p>CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.</p> <p>CMU may also be used at the end of a course when a student has a code of NGC in at least one quarter.</p> <p>CMU may also be used as an end-of-quarter code for courses that are completed at the end of that quarter (i.e., Junior High option courses).</p>

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades 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 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 Assessments

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 give grades 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 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 attempt to use any of the following: supplementary time for work completion one-on-one/small group support peer tutoring the provision of extra supervised/assisted time to complete work (recess, lunch, after school) contact with the parents/guardians through email or phone calls conference with the child and their parents/guardians If the student is unsuccessful in completing assignments, parents/guardians and administration will be informed. It is a shared responsibility between teacher, student and parent to support the student in completing assignments.

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.

Mount Royal staff values learning and family time. We will ensure that any homework assigned is carefully considered, meaningful and provides an opportunity for review, practice or extension of curricular concepts. We believe that children benefit from a variety of experiences including playing, contributing to household chores, learning positive ways to resolve conflicts, free play, physical and creative activities and healthy bedtime routines. Please support your child by:

- checking SchoolZone and Google Classroom
- monitoring completion of any work assigned
- ensuring students read and/or are read to every night (10-30 minutes)
- building math skills through everyday activities such as measuring, counting money, or playing board or card games.

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

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 Division.

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 administration dates will be posted on SchoolZone.

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 10 (optional for Grade 3 classes that are administering the Student Learning Assessments)
- students in Grades 2 to 10 in French Immersion (optional for Grade 3 classes that are administering the Student Learning Assessments)

The MIPI administration dates will be posted on SchoolZone.

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.

Who takes the SLA?

- students in Grades 3

The SLA will be administered in the Fall. Administration dates will be posted on SchoolZone. 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.
- The administration of PATs for the 2020-21 school year is limited to foundational subjects – English Language Arts, Mathematics, and French Language Arts/Français.
- PATs for grades 6 and 9 can be held if in-school classes are available.

The PAT schedule will be posted on SchoolZone.

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.

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: unofficial school based grading of the PATs will be posted in students' year end progress reports.