



School Assessment Plan 2025-2026

Kindergarten to Grade 6

September 2025

Menisa Elementary School

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School Assessment Plan 2025–2026, Kindergarten to Grade 6

At Edmonton Public Schools, we're committed to enhancing pathways for student success. One of the ways we help enhance pathways for student success is by 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 curriculum and, if applicable, 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.

Teachers can collect evidence of your child's learning in many different ways. 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 grades/marks. The collection of a variety of evidence allows teachers to give you a clear and accurate picture of your child's learning.

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 information from SchoolZone, newsletters and other school materials.
- attending parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that is appropriate for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who have missed important assessments and activities the chance to complete the work.
- clearly explaining what is 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 areas for growth.
- 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 on time, every day.
- finish their assignments, projects and tasks to the best of their ability.
- participate in learning activities.
- regularly review what has been taught and ask for help when required.
- use opportunities to revise or retake assignments or tests to demonstrate growth in knowledge and skills.

Our Communication Plan for Reporting Student 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 2, 2025 to January 27, 2026

Term 2: January 29, 2026 to June 23, 2026

Progress Reports Issued

A formal end of term progress report will be released on January 27, 2026 and June 23, 2026. The home team and students will be able to access the progress reports electronically through [SchoolZone](#)¹ (if you require your username and password, please contact the school to request your account information). If you require a paper copy, please contact the school office.

- The first progress report will be available on January 27, 2026
- The second progress report will be available on June 23, 2026

Conferences

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

Kindergarten

The purpose of the fall Kindergarten conference will be to share information with families about their child's developmental readiness and learning progress.

- **Term 1** Learning Conference: There will be two days to select from:
Tuesday, November 4, 2025 (4:00 - 6:00 p.m.) and
Thursday, November 6, 2025 (11:40 a.m. - 2:40 p.m.)

DATE AMENDMENT DUE TO JOB ACTION

Tuesday, November 25, 2025 (4:00 - 6:00 p.m.) and
Thursday, November 27, 2025 (11:40 a.m. - 2:40 p.m.)

- **Term 2** Celebration of Learning Conference: Thursday, April 16, 2026 (11:45 p.m. - 2:45 p.m.)

Grade 1 to Grade 6

Each term, Menisa will hold an in-person parent/guardian-teacher conference in your child's classroom. The goal of these conferences is to celebrate learning, discuss areas for growth, and strengthen the partnership between home

¹ Throughout this Assessment document you will see SchoolZone referenced. SchoolZone gives you access to important school news and student information such as attendance, marks including missing assignments and assessments, progress reports, IPPs and EAL Proficiency Benchmarks. If you don't have your SchoolZone login information please contact Menisa Elementary School.

and school. The first conference will be held November ~~4th to 6th~~ 25th to 27th, from 4:00 p.m. to 6:00 p.m, except for Thursday, November 27th, which will start at 2:45 p.m. At Menisa, we use [SchoolInterviews.ca](https://www.schoolinterviews.ca), an online booking platform, for parents to sign up for a 15-minute block with their child(ren)'s teacher(s). The second conference, on April 16, 2026, will be an Open House style event, where families are invited to visit the classroom and celebrate their child(ren)'s learning.

- ~~Term 1 Learning Conference: November 4, 5, and 6, 2025 (4:00 - 6:00 p.m.)~~

DATE AMENDMENT DUE TO JOB ACTION

Term 1 Learning Conference: November 25 and 26 (4:00 - 6:00 p.m.) and November 27 (2:45 - 6:00 p.m.)

- **Term 2** Celebration of Learning Conference: Thursday, April 16, 2026 (4:00 - 6:00 p.m.)

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 in September through various channels, such as email, Google Meet, or telephone conference, in order to co-develop your child's IPP. Guardians are a vital part of the IPP team and we value your input; please complete the Guardian Input Form that will be sent to you by your child's teacher. Your child's IPP will be completed and uploaded to SchoolZone by October 30, 2025 and ready to be signed either digitally on SchoolZone or a paper signature.

IPP review dates will be:

- November 28, 2025 - first review date
- March 16, 2026 - second review date
- June 19, 2026 - year end summary

If you require a paper copy, please email the school.

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.

English as an Additional Language (EAL) students new to Menisa are assessed upon arrival. Students are integrated into a mainstream classroom where they are immersed in English. Teachers use strategies to help develop language proficiency, such as:

- using visuals and gestures to support understanding
- pre-teaching and reinforcing key vocabulary
- providing sentence starters to support speaking and writing
- encouraging peer collaboration and discussion
- allowing extra wait time for responses

- regularly checking for understanding

At the beginning of each school year, EAL Proficiency Benchmarks (assessing: reading, writing, listening, and speaking) will be completed and uploaded to [SchoolZone](#) by November 28, 2025. EAL Proficiency Benchmarks are used to monitor the language proficiency of English as an Additional Language Learner as well as for planning for language instruction. Parents wishing to discuss their child’s benchmarks are encouraged to contact the school to schedule a conference.

Evaluating Student Achievement

To determine your child’s grade at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

At Menisa Elementary School, student achievement is reported using letter grades for both core and option classes.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
<ul style="list-style-type: none"> • Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an efficient manner. 	<ul style="list-style-type: none"> • Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an effective manner. 	<ul style="list-style-type: none"> • Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an acceptable manner. 	<ul style="list-style-type: none"> • Student has not yet demonstrated sufficient knowledge required to meet outcomes. • Student has not yet demonstrated a basic understanding of the concepts relating to outcomes. • Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.
<p>Extensive - <i>ideas and/or actions provide extension or enriched thinking</i></p> <p>Insightful - <i>accurate and deep understanding</i></p> <p>Efficient - <i>ability to produce desired results with minimal steps or effort</i></p>	<p>Substantial- <i>a considerable amount of ideas or degree of a desired quality</i></p> <p>Logical - <i>using reason in an orderly and compelling fashion</i></p> <p>Effective - <i>producing a result that is wanted</i></p>	<p>Sufficient - <i>shows enough evidence of having met the criteria or requirements</i></p> <p>Basic - <i>simple or merely functional</i></p> <p>Acceptable - <i>meeting minimum criteria or requirements in a way that is agreeable to others</i></p>	<p>* Taken from: AAC Rubric Wordsmith at www.aac.ab.ca/go and Performance Standards Word List</p>

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 Language Arts and Mathematics. For all other subjects, in situations where the GLP differs from the grade level of enrollment, the GLP will be indicated in the comments of the progress report. Parents will be involved in the decision to program a student at a grade level different from the grade level of enrolment.

End-of-Term and End-of-Course Codes

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

Code	Meaning	Uses
IEA	Insufficient Evidence Available	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> NGC is used as an end-of-term code when a student, identified as having special education needs as documented on the student's IPP, is receiving modified programming and therefore no grade or mark is provided. NGC is used as an end-of-course code when a student is provided a code of NGC in one or both terms. Teachers who use the end-of-term or end-of-course code NGC for Mathematics and/or English Language Arts/English Language Arts and Literature on a student's progress report will leave the GLP blank when reporting GLP.
CMU	Course Mark Unavailable	<ul style="list-style-type: none"> CMU may be used at the end of a course when a student is provided a code of IEA in at least one or both terms. CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways based on evidence gathered. Throughout the year, your child will have many opportunities to demonstrate what they know, understand, and are able to do in relation to the Alberta curriculum.

Evidence of learning is gathered through various methods including:

- Observations: What teachers notice your child doing in class such as presentations, group activities, demonstrations.
- Conversations: Evidence of learning from discussions teachers have with your child about their learning which might include having them elaborate on their thinking and reasoning in order to better understand what they have learned.
- Products: Evidence collected through projects, assignments and tests.

Ongoing collection of evidence of learning helps teachers understand your child's strengths and areas for growth. Teachers use this information to adjust their teaching, provide feedback to help your child improve, and make professional judgements when determining grades to reflect your child's learning.

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.).

At Menisa, teachers create assignments and assessments that carefully align with the Program of Studies' outcomes. If a student has missing or incomplete work or assessments, we will contact the student's parents/guardians, as students greatly benefit from their involvement and encouragement. *(Please ensure we have your most current contact information on file to allow for effective and timely communication.)*

Regularly checking your child's marks and addressing any missing work or assessments promptly can have a significant positive impact on their academic growth and success. If you notice missing work or assessments, please have a

conversation with your child and reach out to their teacher. Together, we are your child's strongest allies. Your active involvement demonstrates that education is important and reinforces that you are invested in their success.

Teachers will meet with students to provide opportunities to complete missing or incomplete work or assessments. These opportunities may include: participation in Homework Club, drop-in support during recess or lunchtime, a contract or agreement between the teacher and student, one-on-one or small group support, pairing with an in-class buddy, peer tutoring, and/or targeted tutorials.

All alternate arrangements will be documented in PowerSchool. Students will be given multiple opportunities to complete missed assignments or assessments using these supports.

If a student has not completed missing work or assessments prior to the final reporting period, the grade will be determined based on the evidence of learning available. This approach ensures that grades accurately reflect student achievement while maintaining fairness and accountability.

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 Menisa, our homework expectations are founded on the belief that homework is meant to support your child's learning, reinforce what they learned in school, and provide additional practice. Research has consistently shown that homework can improve academic performance, reinforce discipline of practice, support effective use of resources, and enhance communication skills (Cooper, Civey, & Patall, 2006). Homework is assigned thoughtfully and only when it is meaningful, ensuring that students receive a reasonable amount each week. Students are expected to complete all assignments on time and to write examinations on the scheduled day, and parents are encouraged to help by setting up a homework-friendly environment at home, carving out dedicated time, and establishing a consistent routine.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), 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 Appeal Process

To appeal the grade your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, contact the principal who 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](#).

Supporting Responsible Artificial Intelligence Use

At Edmonton Public Schools, we are dedicated to creating dynamic learning environments that value accountability, collaboration, equity and integrity. As technology evolves, Artificial Intelligence (AI) is becoming a part of our world. We want to help students use it responsibly and ethically to enhance their learning. This information outlines how AI might be used to support student achievement.

Division I and II

For younger learners at the Division I and II level, there may be use of AI tools by students.

AI: A Helpful Tool

- **A Supporting Tool, Not a Replacement:** AI tools can help with teaching and learning. For example, a teacher might use AI to create a fun, personalized learning game.
- **Helping to Understand Student Progress:** AI can offer support in understanding how your child is learning.

Academic Integrity with AI

Students are expected to use school and personal technology, including AI tools, appropriately and ethically, according to the Responsible Use of Technology Agreement for Students that will be provided to you. They should conduct themselves with academic integrity, which is consistent with [HG.BP Student Behaviour and Conduct](#) that states, “Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources used including AI, and conduct themselves ethically in the completion of assessments and examinations.”

Conversations About AI

AI can be a positive addition to elementary classrooms. For success, clear communication is key. Parents are welcome to have conversations with teachers regarding AI use in the classroom.

New technologies bring many different possibilities. Introducing AI in a thoughtful and age-appropriate manner can help to support student learning.

The Role of Large-Scale Tests

What are the Literacy and Numeracy Screening Assessments?

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

- The **Rapid Automatized Naming (RAN)** assesses children’s and students’ cognitive speed and automaticity of digit recognition.
- **The Phonological Awareness Screening Test (PAST)** assesses children’s and students’ phonemic awareness and proficiency.
- 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 **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.

Which Provincial Literacy and Numeracy Screening Assessments apply to each grade?

- **Kindergarten**
 - January, 2026
 - RAN
 - Kindergarten PAST
 - Kindergarten LeNS
 - Kindergarten Provincial Numeracy Assessment
- **Grade 1**
 - September, 2025
 - RAN
 - Grade 1 PAST
 - Grade 1 September LeNS
 - Grade 1 Provincial Numeracy Assessment
 - January, 2026
 - Grade 1 January LeNs
 - CC3
 - Grade 1 Provincial Numeracy Assessment
 - May, 2026 - For students identified in January as ‘at risk’ based on their scores
 - Grade 1 LeNs
 - CC3
 - Grade 1 Provincial Numeracy Assessment
- **Grade 2**
 - September, 2025
 - LeNS
 - CC3

- Provincial Numeracy Assessment
 - January, 2026
 - LeNs
 - CC3
 - Provincial Numeracy Assessment
 - May, 2026 - For students identified in January as 'at risk' based on their scores
 - LeNs
 - CC3
 - Provincial Numeracy Assessment
- **Grade 3**
 - September, 2025
 - CC3
 - Provincial Numeracy Assessment
 - January, 2026
 - CC3
 - Provincial Numeracy Assessment
 - May, 2026 - For students identified in January as 'at risk' based on their scores
 - CC3
 - Provincial Numeracy Assessment

The Literacy and Numeracy Screening Assessment administration dates are:

- Fall administration dates are September 15, 2025 - October 3, 2025
- Winter administration dates are January 19, 2026 - February 6, 2026
- Spring administration dates are May 11, 2026 - May 29, 2026

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 including French Immersion and bilingual programs

The CAT4 Fall administration dates are September 15, 2025–September 26, 2025.

The CAT4 Spring administration dates are April 27, 2026–May 8, 2026.

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.

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 13 - April 17, 2026.

What are Provincial Achievement Tests (PATs)?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the curriculum. 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**:

“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 English Language Arts and Literature, Mathematics, Science and Social Studies write PATs.

When are PATs administered?

- PATs are administered in the spring through the Digital Assessment Platform, Vretta.
- PAT dates can be found on the [Provincial Achievement Tests website](#).

The Alberta government requires school divisions to report the scores from Grades 6 PATs to parents/guardians. We will share the preliminary results with parents/guardians on the final progress report, on June 23, 2026, in the comment section of each applicable subject.

Please note that all PATs begin at 9:00 a.m. To help students perform their best, we encourage ensuring a good night's sleep, a nutritious breakfast, and arriving at school on time and prepared. Students who require accommodations are provided with up to double the official time if needed.