



School Assessment Plan 2024-2025

Kindergarten to Grade 6

September 2024

Daly Grove

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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 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.

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 grade level of programming, course recommendations or grades/marks. The collection of a variety of evidence 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 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/graded (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 every day on time.
- 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 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: August 29, 2024 - December 6, 2024

Term 2: December 9, 2024 - March 21, 2025

Term 3: April 1, 2025 - June 25, 2025

Progress Reports Issued

Progress reports will be posted electronically to SchoolZone by 4:00 pm on the last day of each term listed above. Parents/Guardians who need a hard copy, can request one by contacting the school office.

NOTE: *There is **no progress report for Kindergarten children for the first term.***

Conferences

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

Parents/Guardians will be invited to schedule their **first conference well ahead of the first progress report, between October 21-25**. *This conference will allow teachers to share information about each child's learning, strengths and areas for growth **allowing for students and parents to set and work towards goals prior to the first progress report.***

On **March 13**, parents/guardians will be invited to attend a **student-led conference** with their child. *This format for conferences allows students to take ownership and demonstrate to parents what they have learned. If an individual conference with the teacher is required, this can be requested by the parent and/or teacher.*

*Please Note: **Kindergarten conferences** will take place in November.*

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.

Parents/Guardians will be invited to give input into the IPP planning during the month of September. This input can be gathered in a variety of formats which may include: online or in person meetings, google forms, electronic/paper input sheets, phone conversations and/or emails initiated by your child's teacher.

After the IPP document has been created, **teachers will meet with parents in October to review the document;** sharing strengths, areas for growth, baseline data and specific learning goals and strategies that will be implemented to support the student's success. Signature pages will be collected at this initial review.

In addition, two **IPP review conversations will take place during the school year** in November and March with a final IPP conversation in June which will include the year end summary and recommendations. **Updated IPPs will be released on SchoolZone** on December 6, March 21 and June 25.

For students who are identified for an IPP during the school year, the IPP will be created within 30 days of eligibility.

Teachers in our regular and Interactions program are happy to discuss IPP's and/or student progress and answer questions parents may have during the school year as needed. *Parents/Guardians should contact their child's teacher if they have questions about progress, have information to share, or require additional information.*

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 Proficiency Assessments will be uploaded to Schoolzone on November 29, 2024.

Evaluating Student Achievement

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

At Daly Grove School, student achievement is reported using the descriptors Exemplary, Proficient, Adequate or Limited. Please refer to the descriptions below for more information.

Exemplary	Proficient	Adequate	Limited
<ul style="list-style-type: none"> • Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the 	<ul style="list-style-type: none"> • Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. 	<ul style="list-style-type: none"> • Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. 	<ul style="list-style-type: none"> • Student has <i>not yet demonstrated</i> sufficient knowledge required to meet outcomes. • Student has <i>not yet demonstrated</i> a basic understanding of the concepts relating to

<p>concepts relating to outcomes.</p> <ul style="list-style-type: none"> • Demonstrates the skills and processes embedded in outcomes in an efficient manner. 	<ul style="list-style-type: none"> • Demonstrates the skills and processes embedded in outcomes in an effective manner. 	<ul style="list-style-type: none"> • Demonstrates the skills and processes embedded in outcomes in an acceptable manner. 	<p>outcomes.</p> <ul style="list-style-type: none"> • Student has <i>not yet demonstrated</i> 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 Literature 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.

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 performance descriptors/letter grades/ percentage marks.

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 is therefore not on the graded curriculum. • NGC is used as an end-of-course code when a student is provided a code of NGC in one, two or all three 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	<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

	Mark Unavailable	<p>at least one term, two or all three terms.</p> <ul style="list-style-type: none"> CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.
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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 student 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 have many opportunities 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 curriculum. 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 curriculum. 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:

- provide one-on-one or small group support where appropriate
- make contact with the parent/guardian to inform and solicit support in determining a plan
- provide the student with an alternate, supported work space to complete the assigned task

- provide additional opportunities and alternate ways for the student to “show what they know”
- provide equitable and flexible assignment timelines to support student learning differences

Note: Not all assessments are in a task/assignment form. It is important for students to attend school to be taught daily lessons and have opportunities to practice, review and work with their teacher so that conversation and observation become a regular part of assessment.

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 Daly Grove School our homework policies include promoting authentic, real-world tasks, which support the development of lifelong learning.

Daily homework expectations include the following:

- **Reading**

Reading independently, as well as with a parent or sibling, provide valuable daily practice. Regular reading enhances vocabulary, grammar and comprehension leading to stronger reading and writing abilities. Establishing a daily reading habit encourages a lifelong love for books and learning and helps improve focus and attention span.

- **Review and practice math facts**

Practicing math facts at home helps students build fluency and confidence in their math skills. It reinforces their understanding of basic concepts, making more complex problem-solving easier. Regular practice can also improve retention and speed.

Additional homework may be assigned if the student does not complete assigned learning tasks during class time when a reasonable amount of classroom time has been given. Homework may also include long term project work, missing or incomplete work, or studying for tests. Homework will vary depending on the child’s grade and program.

Teachers understand, as well, that finding time for family activities, for fitness and active living, and rest and relaxation are important for healthy development. Creating balance between the daily work students engage in at school and the passions and interests that emerge out of their family and community life is important. If you find that homework is causing frustration or is cutting into family life, please do not hesitate to contact your child’s teacher.

Daly Grove teachers will not provide homework or study materials to students who are going on vacation for any length of time. Students are encouraged to keep a daily written journal and to read every day and they may have access to additional information on Google Classroom. Depending on the length of absence and what curriculum has been missed, a student may not be able to be assessed resulting in an IEA or CMU on the progress report.

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](#).

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, 2025
 - RAN
 - Kindergarten PAST
 - Kindergarten LeNS
 - Kindergarten Provincial Numeracy Assessment
 - Kindergarten Provincial Numeracy Assessment
- **Grade 1**
 - September, 2024
 - RAN
 - Grade 1 PAST

- Grade 1 September LeNS
 - Grade 1 Provincial Numeracy Assessment
- January, 2025
 - Grade 1 January LeNs
 - CC3
 - Grade 1 Provincial Numeracy Assessment
- May, 2025 - For students identified in January as 'at risk' based on their scores
 - Grade 1 LeNs
 - CC3
 - Grade 1 Provincial Numeracy Assessment
- **Grade 2**
 - September, 2024
 - LeNS
 - CC3
 - Provincial Numeracy Assessment
 - January, 2025
 - LeNs
 - CC3
 - Provincial Numeracy Assessment
 - May, 2025 - For students identified in January as 'at risk' based on their scores
 - LeNs
 - CC3
 - Provincial Numeracy Assessment
- **Grade 3**
 - September, 2024
 - CC3
 - Provincial Numeracy Assessment
 - January, 2025
 - CC3
 - Provincial Numeracy Assessment
 - May, 2025 - For students identified in January as 'at risk' based on their scores
 - CC3
 - Provincial Numeracy Assessment

The Literacy and Numeracy Screening Assessment administration dates will be posted on SchoolZone.

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 16, 2024–September 27, 2024.

The CAT4 Spring administration dates are April 28, 2025–May 9, 2025.

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 7–April 11, 2025.

What are Provincial Achievement Tests?

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 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).
- Please refer to the [Provincial Achievement Tests website](#) for Grade 6 PAT dates.

The Alberta government requires school divisions to report the scores from Grades 6 and Grade 9 PATs to parents/guardians. We will report the results to parents/guardians by sending home a one page report of the raw scores following the completion of all exams.

PAT DATES (updated December 2024)

Wednesday, May 28 - English Language Arts and Literature Part A

Thursday, June 12 - English Language Arts and Literature Part B

Friday, June 13 - Mathematics Part A Tuesday, June 17- Mathematics Part B

Wednesday, June 18 - Social Studies

