

School Assessment Plan 2023-2024

Kindergarten to Grade 9

September 2023

Dr. Donald Massey School

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Updated: January 16, 2024

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 programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers determine students' strengths and where they might need extra help. These activities—conversations, observations and the products students create—help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of observations, conversations and student work allows teachers to give you a clear and accurate picture of your child's progress in school.

How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

Supporting Student Success

We all have a role to play in helping your child be successful.

You can support your child's learning by:

- working in partnership with school staff.
- providing a quiet place for your child to study at home.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials.
- going to parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that's suitable for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who've missed important assessments and activities the chance to complete the work.
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e., course outline).
- keeping detailed, accurate notes describing your child's successes and challenges.
- communicating with you regularly about your child's progress and achievement.
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning and are expected to:

- come to school every day and on time.
- finish their assignments, projects and tasks to the best of their ability.
- participate in activities to celebrate learning.
- show that they're learning.
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods

We have 3 reporting periods:

- September 5 - November 24, 2023
- November 27 - March 15, 2024
- March 18 - June 26, 2024

Progress Reports Issued

Progress reports will be uploaded to SchoolZone on the following dates:

- Friday, November 24, 2023
- Friday, March 15, 2024
- Tuesday, June 26, 2024

Please note:

A paper copy of your child's interim reports and/or progress reports will be made available upon request. Please contact your child's teacher to make this request and a paper copy will be provided to your child to take home.

Kindergarten: The Early Years Evaluation - Teacher Assessment will be used in lieu of the first term Progress Report. Results of this assessment will be shared with parents at the Kindergarten Goal Setting Conferences held Nov. 7 and 8th. See below for more information.

Grade 1: Teachers will provide written comments only on Term 1 Progress Reports. These comments will communicate student progress toward Grade 1 curriculum outcomes. Grade descriptors will be provided on Term 2 and Term 3 Progress Reports.

Grades 7 - 9: In addition to Progress Reports, individual student reports or interim reports will be posted on student SchoolZone accounts on the last school day of each month, except in the months progress reports are shared (November, March and June). These reports communicate information about a student's marks/grades for specific assignments and activities.

Conferences

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

Conferences will be held on the following dates:

- **Goal Setting Conferences for Grades 1- 9** will be held after school on Wednesday, October 18 & Thursday, October 19 and will be held in person. Parents are encouraged to sign up for a conference and attend with their child. Information regarding online booking of appointments will be shared by individual classroom teachers as well as posted on SchoolZone in early October..
- **Goal Setting Conferences for Kindergarten** will be held as follows:
 - Tuesday, November 7 & Wednesday, November 8 after school
 - Wednesday, November 8 during the school day
 - Kindergarten students will not attend school on November 8 as conferences will be scheduled throughout the day.

Information regarding booking appointments for Kindergarten will be shared by the teachers.

- **A Celebration of Learning for all Grades** will be held on Wednesday, February 28, 2024.

We welcome conversations about your child's progress at any time. If you wish to speak to your child's teacher(s) at a time other than on Goal Setting Conferences or Celebration of Learning, please don't hesitate to email your child's teacher to make an appointment.

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 the month of September, parents with a child on an IPP will receive a letter requesting their input into the creation of their child's IPP. The IPP will then be developed collaboratively between teachers and parents.

IPPs will be drafted and submitted to parents for signing prior to posting on Schoolzone on **October 27**.

IPPs will be reviewed and updated **November 24 , March 15 and June 26**.

English as a Second Language (ESL) Proficiency Assessments

For students learning English, ESL Proficiency Assessments measure English abilities in four areas: listening, speaking, reading and writing. Teachers use a variety of tools each year to help them plan lessons and communicate with you about your child's progress in learning English.

Results of ESL Proficiency Benchmarks will be posted to each student's SchoolZone account by November 30, 2023. Paper copies will be made available to parents upon request.

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 the Kindergarten Goal Setting Conferences scheduled for **November 7 and 8, 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 on March 15th, 2024 and June 26th, 2024..

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 Dr. Donald Massey School, student grades/marks will be reported using letter grades for students in Grades 1 - 6 and percentages for students in Grades 7 - 9. Term grades will be cumulative in nature. For example, a Term 2 grade will communicate a student's progress from the September 5th to the end of that reporting period.

Exemplary – A (80 - 100%)	Proficient – B (65 - 79%)	Adequate – C (50 - 64%)	Limited – D (0 - 49%)
<i>(Adapted from Alberta programs of study)</i>			
<ul style="list-style-type: none"> Learning goals are met in an astute and comprehensive way. Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. Demonstrates an in-depth understanding and degree of skill on summative assessments. Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in a practical and thorough way. Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. Demonstrates a substantial understanding and degree of skill on summative assessments. Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in an appropriate and reasonable way. Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. Demonstrates a satisfactory understanding and degree of skill on summative assessments. Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes.

Grade Level of Programming (GLP)

GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English and French language arts, math, science and social studies. GLP also appears for language arts in the target language in bilingual programs.

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

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

IEA	Insufficient Evidence Available	IEA is used only as an end-of-term code when a teacher does not have enough evidence about a student's progress to give a grade/mark at the end of a term. IEA is not used as a final course code.
NGC	Not on Graded Curriculum	NGC is used only as an end-of-term code when a student, identified as having special education needs, is not on the graded curriculum and is issued a progress report. It is also used when a student in Grade 1 or 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.

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:

- talk with your child to determine the reasons for the missing or incomplete work
- contact you to inform you of the situation and solicit your support in determining a plan for your child to complete the work
- provide extra time and additional support during class time (where possible), scheduled extra support times, and if necessary, at recess, lunch or after school.
- provide students with different ways to demonstrate their learning depending on the situation
- review other sources of evidence to determine whether your child has completed enough other work to demonstrate that they have met the learning objectives

A referral to administration may be made if attempts to have the student complete the work fail. The administration team will work with parents/guardians to identify a course of action that best supports the needs of the student.

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; and
- give your child more practice.

At Dr. Donald Massey School, our homework policy includes the belief that students are active participants in their learning. Homework provides students with an opportunity to practice concepts learned in class and share what they know with their parents. We believe that homework is an essential part of the school routine. The regular homework schedule should include:

- daily reading (at least 20 minutes)
- practicing/reviewing concepts learned in class, ***and the following as needed***
- completion of work not finished within class time
- working on long-term assignments
- studying for tests/quizzes
- working on assignments missed because of an absence, in which case, students will have the opportunity to meet with their teachers for the support they need in order to complete the work

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation [HG.AR Student Behaviour and Conduct](#).

Grades/Marks Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the [Education Act](#).

The Role of Large Scale Tests

What is the Canadian Achievement Test (CAT4)?

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

Who takes the CAT4?

- students in 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 programs of study in language arts. It shows teachers in each school how well their students are doing and how they compare to students across the Division.

Who takes the HLAT?

- students in 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.

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 posted on SchoolZone.

What is the Math Intervention/Programming Instrument (MIPI)?

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?

At DDM, all students in Grades 2 to 9 will take the MIPI. It will be administered Sept. 5 - 22.

What are Provincial Achievement Tests?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the programs of study. Average PAT scores for the school are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

While PATs are an important part of determining student growth and achievement, they are just one part of the assessment process.

According to **Alberta Education**:

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

Who takes PATs?

- students in 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).
 - PAT dates will be communicated through SchoolZone and classroom teachers once released from Alberta Education.
- the 2023 Division schedule for the administration of PATs is as follows for students attending DDM:

May 2024 - DRAFT

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Part A Gr 9 ELA	14	15 Part A Gr 6 ELA	16	17	18
19	20 Victoria Day - no classes	21 Board Approved Day in lieu - no classes	22 Non instructional - no classes	23	24	25

26	27	28	29	
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June 2024 - DRAFT

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 Part A Gr 6 Math Gr 9 Math	20 Part B Gr 6 Math Gr 9 Math	21 National Indigenous Peoples Day - no classes	22
23	24 Part B Gr 6 ELA Gr 9 ELA	25 Gr 6 Social Studies Gr 9 Social Studies	26 Gr 6 Science Gr 9 Science Last day of classes	27 Operational day - no students	28	

The Alberta government expects school divisions to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians on the final progress reports at the end of June using the comment:

i.e. - <Name> scored a mark of ?/50 on the Grade 6 Science PAT.