

School Assessment Plan 2023-2024

Grade 7 to 9

September 2023

École Avalon School

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School Assessment Plan 2023–2024, Kindergarten to Grade 9

At Edmonton Public Schools, we're committed to success, one student at a time. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians.
- how we will tell you about your child's progress and learning.
- how we assign grades/marks to your child.
- how your child is assessed.
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. Assessment is not just about tests and grades.

Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on your child's behavior, effort and work habits unless those behaviors are outlined in the Alberta curriculum for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers determine students' strengths and where they might need extra help.

These activities—conversations, observations and the products students create—help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of observations, conversations and student work allows teachers to give you a clear and accurate picture of your child's progress in school.

How to support your child's learning

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

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

At École Avalon School, student achievement is assessed cumulatively throughout the year. Formal Reports are shared three times per year. The reporting periods are:

- September 5 - December 8, 2023
- December 11 - March 22, 2024
- April 2 - June 26, 2024

Progress Reports Issued

- Term 1: Friday December 1, 2023
- Term 2: Friday March 22, 2024
- Term 3: Thursday June 26, 2024

Progress Reports will include the student's cumulative mark, grade level of programming, adaptations to programming, and curricular outcomes covered. Progress reports will be issued electronically on SchoolZone.

If you do not have access to a computer, please inform the Avalon School office and a hard copy will be provided

Individual Student Reports

Avalon teachers will keep updated of marks on SchoolZone. The purpose of the interim report is to inform parents of missing assignments and to provide the needed information on *formative and summative assessment**

**Formative assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or unit.*

**Summative assessment: used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.*

Conferences

Each year parents are invited to attend the **Meet the Teacher** evening. This event is scheduled for Thursday, September 14th, 2023 from 5:00 – 7:00 pm at the school.

School-wide scheduled parent/teacher/student conferences will be held twice per year. Fall conferences will be for two evenings, and group or individual conferences can be arranged.

The Conference Dates for 2023-2024

- **November 6 & 7, 2023**
 - 3:15pm - 8:00pm
 - 3:15pm - 6:00pm
- **February 22, 2024**
 - 3:15pm - 8:00pm

Times are posted on the school calendar on SchoolZone. Parent/Teacher/Student conferences can be generated anytime throughout the school year as needed, by contacting the school administration.

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 information will begin and be sent out in September
- IPPs will be sent home for parent/guardian review or accessible on SchoolZone from October 23 - 30, 2023
- IPPs will be signed off by parent/guardians by November 7- 8, 2023 at Conferencing
- Second review date will be March 22, 2024
- Third review date will be June 27, 2024

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.

Language Arts teachers will share with parents/guardians their child's current levels during parent-teacher conferences in November and assessment reporting will be uploaded to powerschool by November 30, 2023. If parents are unable to attend the conference, a paper copy may be requested to be sent home. Language Arts teachers will communicate the final language proficiency for ESL students on the June Progress Report. Any concerns will be shared via email or parent/guardian phone call throughout the year.

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.

Not applicable to Junior High.

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 École Avalon School, student grades/marks are reported using a cumulative percentage for core subjects (English Language Arts, French Language Arts, Social Studies, Math, and Science). Letter grades will be used for Physical Education, Health, and option courses.

Any student who is not achieving at grade level shall NOT receive a term/final grade of "D" or a % less than 50% without the parents and principal being well informed in advance.

The use of a failing grade cannot be used punitively against students who fail to complete assignments, except where the "reluctant zero" process is followed.

A reluctant zero is only assigned if frequent parental contact has been made and the student has been given every reasonable opportunity to improve this mark.

Where needed, the programming will be adapted to help the student be successful. Adapted programming should be indicated in the comment area

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. 	<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. 	<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. 	<ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes.

<ul style="list-style-type: none"> Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	
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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.

The following codes provide information about evaluation of student achievement and growth.

E	Exemplary	The student has exemplary knowledge, skills and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts.
P	Proficient	The student has proficient knowledge, skills and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations.
AD	Adequate	The student has adequate knowledge, skills and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
L	Limited	The student has limited knowledge, skills and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of the student's achievement and growth.

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 students have missing or incomplete work, teachers will use the following processes for providing intervention:

- Teachers will initialize student contact

- Student may be assigned to lunch time Peer/Professional Tutoring (PT) sessions
 - Student may be assigned to work with an in-class Educational Assistant
 - Student may be assigned to a volunteer tutor, if available
 - Students may be asked to attend one-on-one or small group support
 - Student may be asked to attend drop in support at lunch or afterschool
 - After providing additional assistance, teachers may present opportunities for students who have missed an assessment or have performed significantly below expectation to re-demonstrate their understanding of learning outcomes
 - Parents will be notified through email of a missing major assignment and/or test
1. Outstanding (missing) summative assessments remaining after the above process has been attempted may result in a “reluctant” zero being applied and entered into the student mark average.
 2. Student deadlines for submitting incomplete or missing assignments are:
 - **Term 1: November 24, 2023**
 - **Term 2: March 8, 2024**
 - **Term 3: June 12, 2024**
 3. If a student has not completed sufficient assessment tasks to calculate a grade, a mark code of “IEA” (Insufficient Evidence Available) or “CMU” (Course Mark Unavailable) may be used in place of a numerical or letter grade for that specific course. If there is more than one summative assessment on the same learning outcome, the teacher may choose to exempt a mark or disregard a missing mark

Course Outlines

At École Avalon School, course outlines are provided to students during the first week of school in September. These outlines will also be posted on SchoolZone under “Class Resources.” Outlines will include a description of the course, topics to be studied, and assessment weightings.

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 École Avalon School’s homework policy is that emphasis should be placed on class work and not homework. If the student is focused and on task in class, there should be little need for homework to complete assignments. There should be an appropriate amount of class time to complete assignments, however students should accept responsibility for:

- completing work not finished in class
- working on long-term assignments (teachers ensure that longer projects have achievable segments, and that regular monitoring of progress occurs)

- reviewing concepts
- daily reading
- studying for exams and tests

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

Who takes the HLAT?

- students in Grade 1 to Grade 9 in English language arts
- students in Grade 2 to Grade 9 in French Immersion and bilingual programs*
- students in Grade 8 and Grade 9 in Late French Immersion

*The bilingual HLAT is called the bilingual writing assessment tool and is specific to certain languages (e.g., Chinese bilingual writing assessment tool, Arabic bilingual writing assessment tool)

The HLAT administration dates for students in English Language Arts are April 15–April 19, 2024.
The HLAT administration dates for students in French Immersion and bilingual programs are October 2 - October 6, 2023.

What are Provincial Achievement Tests?

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

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

According to **Alberta Education**:

“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).
- The 2023-2024 Division schedule for the administration of PATs is available according to the Provincial [Achievement Tests website](#).

The Alberta government requires school divisions to report the scores from Grades 6 and 9 PATs to parents/guardians. We will report the results to parents/guardians in the following way:
Unofficial results will be provided on the final interim report on Schoolzone. Official results will be released on Schoolzone in October