

School Assessment Plan 2024-2025

Grade 7 to Grade 9

September 2024

Hillcrest School

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School Assessment Plan 2024–2025, Kindergarten to Grade 9

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/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 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 to December 6, 2024

Term 2: December 7, 2024 to March 21, 2025

Term 3: March 22, 2025 to June 25, 2025

Progress Reports Issued

A progress report will be issued at the end of each term. Upon your request, the general office will issue you a paper copy of the progress report. Progress reports will be uploaded to SchoolZone on the following dates:

- December 6, 2024
- March 21, 2025
- June 25, 2025

Individual Student Reports (ISRs)

The term *individual student report* refers to a report that communicates information about a student's marks/grades for specific assignments and learning activities at various times throughout the school year.

Individual Marks Reports will be posted to SchoolZone in each term to provide information about how your child is progressing in their courses. Individual Student Reports will be released on SchoolZone by the following dates:

- Term 1: October 10, 2024; November 29, 2024
- Term 2: January 31, 2025; March 14, 2025
- Term 3: April 25, 2025; May 30, 2025

Note: Parents/guardians may connect with teachers at any time regarding student progress. Teachers will reach out to parents/guardians if there are concerns about assignment completion, achievement, etc. Teachers may choose to release additional Individual Student Reports at any time throughout the school year.

Conferences

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

Parent-teacher-student conferences will be scheduled on the following dates:

- October 16, 2024 (Google Meet or phone call)
- October 17, 2024 (in-person conference)
- February 6, 2025 (in-person conference)

If a parent prefers a Google Meet or phone call instead of meeting in-person, this can be arranged with the individual teacher.

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 will begin in September. A form seeking initial input from parents/guardians will be shared in September as well as ongoing SchoolZone messages to keep parents/guardians updated in regards to the IPP and their child's reviews.

Ongoing support will occur around the IPP as the year progresses and parents/guardians are invited and encouraged to discuss the IPP by personal visit, Google Meet, email, phone and parent/teacher conferences. The first student-parent-teacher conferences are scheduled on October 16, 2024 (Google Meet or phone call) and October 17, 2024 (in-person).

The initial draft of the IPP will be available for parent review and signature by October 25, 2024. Parents/guardians can access the Parent Signature Form through SchoolZone. Parents/guardians must go to the "Forms" tab in SchoolZone, then select "3 Individual Program Plan (IPP) signature page."

IPP reviews will be updated and posted to SchoolZone on January 31, 2025 and April 11, 2025.

Parents/guardians are welcome to participate in the parent-student-teacher conferences to discuss the IPP. A year-end review is conducted to ensure that supports carry through to the next school year as needed. A year-end review will be conducted on June 25, 2025 to ensure that supports carry through to the next school year as needed.

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.

Students with an ESL code are identified and benchmarked in the four areas: listening, speaking, reading and writing.

ESL Benchmarking is done in the fall of the current school year and may be revisited in the spring to mark progress for students. All currently identified ELL students are benchmarked by teachers on the criteria (listening, speaking, reading, and writing) using an online tracking sheet which is a working document. The benchmarking process allows teachers to communicate with parents/guardians areas of strength and/or difficulty in their English language development. ELL students are also provided with accommodations and adaptations to ensure their success. The language in the benchmarking (e.g., beginning, developing, expanding) allows for effective reporting related to language proficiency for students.

Language proficiency testing results and strategies for support are communicated to parents through a number of ways, including: ESL Benchmarking summary report posted to Schoolzone by November 29, 2024, Progress Reports (see dates listed above), and/or parent-teacher conferences (see dates listed above). Also, when there is evidence that the

student's proficiency is improving or adjusted supports are needed, parents are notified through ongoing communication by phone or email from the classroom teacher.

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 Hillcrest School, student grades/marks are reported using letter grades in all courses.

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.

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 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 term, two or all three terms. CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.

Codes for use on Individual Student Reports (ISRs) in SchoolZone:

On your child's ISR, issued before the end of a term, a teacher may use these Division codes.

The following codes provide information about 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.

ISR Approved Codes for 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 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 use a variety of strategies to support students in completing curricular objectives. These strategies include:

- a classroom teacher working with the student to complete the missing or incomplete work using one-on-one or small group support
- supervising the student to complete the missing or incomplete work during a lunch hour or after school
- contacting parents/guardians

- teacher arranging a parent/guardian meeting to discuss a contract with the student and parent
- applying the Division code IEA (Insufficient Evidence Available) in a teacher's gradebook which will be used to alert parents/guardians on the Individual Student Reports posted to SchoolZone of missing assignments

The above strategies used to support students in completing missing or incomplete work will vary and may be subject to change.

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 Hillcrest School, our homework policy includes the belief that students are active participants in their learning; homework is an opportunity for purposeful practice and reinforcing what your child has learned in school. If you have any questions or concerns about homework, please contact the classroom teacher as your first step.

Each of the areas listed below should be part of your child's regular homework schedule:

- completion of work not finished in class
- completion of daily assignments
- daily reading

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/ 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, 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 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).

PATs will be administered according to the following schedule based on information available on the [Provincial Achievement Tests website](#):

May 29, 2025	Gr. 9 English Language Arts Part A
June 12, 2025	Gr. 9 English Language Arts Part B
June 13, 2025	Gr. 9 Mathematics Part A
June 17, 2025	Gr. 9 Mathematics Part B
June 18, 2025	Gr. 9 Social Studies
June 19, 2025	Gr. 9 Science

The Alberta government requires school divisions to report the scores from Grades 6 and Grade 9 PATs to parents/guardians. We will share preliminary results on the progress report posted on SchoolZone in June. The Individual Student Profile which will contain the official mark from Alberta Education will be available to parents in the fall.