



# School Assessment Plan 2024-2025

Kindergarten to Grade 9

September 2024

## **Stratford School**

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## School Assessment Plan 2024–2025, 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

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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

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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 November 22, 2024 (no Progress Report will be issued for Kindergarten)

Term 2: November 25, 2024 to March 14, 2025

Term 3: March 17, 2025 to June 25, 2025

November 29, 2024 – Formal Progress Report

March 21, 2025 – Formal Progress Report

June 25, 2025 – Formal Progress Report

### Conferences

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

Parent-Teacher Conferences: November 26, 27 and 28, 2024 and March 18, 19 and 20, 2025

### **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 and/or conference opportunities will be provided in September. Teachers may choose to arrange a meeting with parents/guardians or they may send home planning materials for parents to complete. IPP review dates will be November 26, 2024, March 19, 2025 and June 25, 2025. IPPs will be ready for signature by November 4, 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.

This information will be reported to parents during the first term conferences (November 26, 27 and 28, 2024).

The province has implemented a new Kindergarten curriculum. The impact of these changes means that children in Kindergarten will receive a progress report for Term 1, in November. The progress report comments will relate to the curricular outcomes for Kindergarten

## Evaluating Student Achievement

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 Stratford School, student grades/marks are reported using a mixture of letter grades and percentages, dependent on a student’s grade level. For the 2024-2025 school year:

Division 1 and 2 (Kindergarten to Grade 6) will use letter grades.

Division 3 (Grades 7-9) will use percentage grades for the subjects of Language Arts, French as a Second Language, Mathematics, Science and Social Studies. All other subjects will use letter grades.

These grades will communicate your child’s progress in achieving the curricular outcomes established in the Alberta Program of Studies for each respective grade and subject area.

Cogito extensions are an integral part of the program and your child’s teacher(s) will communicate your child’s progress in these extensions through both the interim reports and report card comments, but you will not see a separately calculated grade for the extensions.

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"> <li>Learning goals are met in an astute and comprehensive way.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals are met in a practical and thorough way.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals are met in an appropriate and reasonable way.</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated insufficient performance in relation to learner</li> </ul>

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<ul style="list-style-type: none"> <li>• Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.</li> <li>• Demonstrates an indepth understanding and degree of skill on summative assessments.</li> <li>• Has assembled an indepth understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.</li> <li>• Demonstrates a substantial understanding and degree of skill on summative assessments.</li> <li>• Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.</li> <li>• Demonstrates a satisfactory understanding and degree of skill on summative assessments.</li> <li>• Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<p>outcomes.</p>
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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 Language Arts and Literature/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.

<b>IEA</b>	Insufficient Evidence Available	IEA is used only as an <b>end-of-term</b> 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 <b>not</b> used as a final course code.
<b>NGC</b>	Not on Graded Curriculum	NGC is used only as an <b>end-of-term</b> 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 <b>end-of-term</b> code of NGC will have a GLP of <1.
<b>CMU</b>	Course Mark Unavailable	CMU may be used only at the <b>end of a course</b> 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 <b>end of a course</b> when a student has a code of NGC in at least one term. CMU may also be used as an <b>end-of-term</b> code for courses that are completed at the end of that term (i.e., Junior High option courses).

### 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 circumstances regarding the collection of evidence.

<b>OMIT</b>	Omit	Evidence has already been or will be collected to inform professional judgment.
<b>IEA</b>	Insufficient Evidence Available	Sufficient evidence is not yet available.
<b>RNE</b>	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.**

	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.
	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.
	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.
	Limited	The student has limited knowledge, skills and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
	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

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At Edmonton Public Schools, we determine grades/marks 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: As all members of our school community have made a commitment to the Cogito program, we typically have relatively few instances where students fail to complete their work to the best of their ability. In those instances when this does occur we have found that classroom teachers are usually able to rectify the situation through a simple discussion with the student and it is only in rare instances that the teacher will need to contact the parent and/or the school administration.

In the event that your child has a missing or incomplete assignment, you can expect the following:

- 1) Your child's teacher will speak to him/her to explore the nature of the problem and help to provide a solution that will see the assignment completed in a timely manner.
- 2) If this does not happen, the teacher will contact you to discuss other avenues that can be explored to get the assignment completed.
- 3) Members of the administration team may also be utilized as a means of support to work with you and your child to get to the heart of the problem. The administration may also be instrumental in establishing some time during the course of the school day where a student can work on the missing assignment. In rare instances, the administration may provide a behavioural consequence (e.g., removal of privileges such as participation in school events, clubs or teams; suspension from school for defiance; etc.) that will serve to correct the behaviour and help to prevent any further occurrences. As this process plays out, your child will not have marks deducted from the assignment. We view these rare circumstances as behaviour issues and will deal with them as such, rather than compromising the validity of the assessment. Only after all avenues of intervention have been exhausted will a mark of zero be assigned.

## 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 Stratford School, our homework policies include the following:

We believe that homework greatly enhances student potential for success. In the Cogito Program homework is a daily expectation, but is not limited to, Monday to Thursday.

Homework fulfills three major purposes:

- To teach personal responsibility and time management skills
- To keep parents aware of the concepts their children are learning
- To provide additional opportunity for academic growth and development.

Homework should be meaningful and measured, but time spent on homework will often depend upon each student's individual skill level and ability to complete daily work in class. Any homework must serve to reinforce concepts taught in class.

At Stratford School, homework is intended not to be new learning, but, rather, review and completion of already learned material. Homework develops good study habits and ensures success in future studies. While students can expect their teachers to regularly review and provide feedback on their homework as part of an ongoing practice of formative assessment, homework completion will not be graded, nor calculated into a student's final grade. The protocols outlined above in regard to missing or incomplete work still apply, however. Each of the areas listed below should be part of the regular homework schedule:

- completion of work not finished in class
  - completion of daily assignments
- working on long-term assignments (teachers ensure that longer projects have achievable segments, and that regular monitoring of progress occurs)
  - review of learning. Up to three-quarters of learned material is forgotten within three days , unless regular review occurs.
  - study for exams and tests
  - reading

### **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

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### 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
- French immersion Kindergarten
  - January, 2025
    - RAN
    - Kindergarten PAST
    - Kindergarten LeNS
    - 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**
- **French immersion Grade 1**
  - **September, 2024**
    - DRS
    - Grade 1 TDCP
    - Grade 1 September NSle
    - Grade 1 Test de dépistage provincial en numératie
  - **January, 2025**
    - Grade 1 January NSle
    - CC3
    - Grade 1 Test de dépistage provincial en numératie
  - **May, 2025 - For students identified in January as 'at risk' based on their scores**
    - Grade 1 LeNs
    - CC3
    - Grade 1 Test de dépistage provincial en numératie
- **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
- **French immersion Grade 2**
  - **September, 2024**
    - NSle
    - CC3
    - Test de dépistage provincial en numératie
  - **January, 2025**
    - LeNs
    - CC3
    - Test de dépistage provincial en numératie
  - **May, 2025 - For students identified in January as 'at risk' based on their scores**
    - LeNs
    - CC3
    - Test de dépistage provincial en numératie
- **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
- French immersion Grade 3
  - September, 2024
    - CC3
    - Test de dépistage provincial en numératie
  - January, 2025
    - CC3
    - Test de dépistage provincial en numératie
  - May, 2025 - For students identified in January as 'at risk' based on their scores
    - CC3
    - Test de dépistage provincial en numératie

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.

The HLAT administration dates for students in French Immersion and bilingual programs are October 1–October 7, 2024.

## 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 PAT schedule will be posted on SchoolZone.
- Grade 6 English Language Arts, Part A – Wednesday, May 28, 2025
- Grade 9 English Language Arts, Part A – Thursday, May 29, 2025
- Grade 6 and Grade 9 English Language Arts, Part B – Thursday, June 12, 2025
- Grade 6 English Language Arts, Part A – Wednesday, May 28, 2025
- Grade 6 and Grade 9 Mathematics, Part A & B – Tuesday, June 17, 2025
- Grade 6 and Grade 9 Social Studies – Wednesday, June 18, 2025
- Grade 6 and 9 Science – Thursday, June 19, 2025

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 in the following way: We will share the final results with you on SchoolZone once they are released from Alberta Education.