

# **Vernon Barford School Assessment Plan 2024-2025**

## **Grade 7-9**

September 2024

### **Vernon Barford Junior High School**

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Updated: August 21, 2024

## School Assessment Plan 2024–2025 - Grade 7-9

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 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

Term 1: August 29, 2024 to November 29, 2024

Term 2: December 2, 2024 to March 11, 2025

Term 3: March 12, 2025 to June 25, 2025

### Progress Reports Issued

#### Progress Report Dates:

December 4, 2024 – Term 1 Progress Report (released on December 6, 2024)

March 12, 2025 – Term 2 Progress Report (released on March 14, 2025)

June 20, 2025 – Term 3 Progress Report (released on June 26, 2025)

#### Format and Method of issuing:

Formal learning updates will be shared electronically on Schoolzone at the end of each term.

Please contact the school at 780-413-2211 should you need assistance in setting up your School Zone account or for accessing information about your child. All parents and guardians are encouraged to review the information in learning reports as well as set aside some time in an ongoing manner to talk with your child about celebration and growth areas with respect to their academic progress.

### Individual Student Reports

The term *individual student report* refers to an interim report that communicates information about a student's marks/grades for specific assignments and activities.

#### Interim Report Dates:

- October 21-25, 2024
- February 3-7, 2025
- May 5-9, 2025

### Format and Method of issuing:

In keeping with our goal of working with parents as partners please note that a number of interim reports will be provided throughout the year. Interim reports will also be issued electronically on School Zone in conjunction with end of term reports.

Interim reports are organized around learning outcomes which allows for the creation of a learning profile that includes celebration and growth areas as well as exposes and prepares students for what they will experience in their future careers (i.e., Learning outcomes are like adult job descriptions that include a number of areas of responsibility around which feedback is provided). Interim reports will be issued for all subjects and courses in keeping with our philosophy of honoring differing gifts and encouraging the development of the whole child.

## **Conferences**

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

### Student orientation

- August 27 = Grade 7 and new to school grade 8 and 9's Orientation

### Meet the Teacher = September 12, 2024

- Families will follow their child's Day 1 schedule to meet teachers in assigned time blocks. More information will be shared on SchoolZone prior to the event occurring.

Ongoing = Ongoing sharing with students around areas of celebration and growth relative to curricular outcomes will occur as part of normal classroom routines.

### Learning Conversations:

- Vernon Barford will be scheduling two learning conversation/ parent-student-teacher conferences over the course of the school year. Learning conversations will occur at a time that allows students to be set up for additional improvement and success moving forward. Specific dates are:
  - **Learning Conversation Evening #1** = October 29 and 30, 2024
  - **Learning Conversation Evening #2** = February 12 and 13, 2025
  - Note = Please be aware that while we will have formal learning conversations (as noted above), additional celebration or growth conversations can occur at any time and can be initiated by students, parents (teacher contact information is available on School Zone), or school staff. Parents are asked to be aware that students are welcome and invited to learning conversation evenings, all teaching staff will be on hand (barring exceptional circumstances) for learning conversations, and that conversations will tentatively be arranged by booking a Google meeting appointment online through School Zone. Should you not be able to access a given teacher on a Learning Conversation evening then please feel free to touch base with them by phone or email so that a learning conversation can occur in this format.

### **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 parent input forms will be available on SchoolZone for parents to fill in at the end of September.
- IPP's will be uploaded to Schoolzone for parent review by the end of October.
- Follow up will occur in November so as to ensure that information has been reviewed and parent signatures have been provided. While we know that everyone is busy, please be aware that parents are required to sign IPP's so as to ensure that you are aware of the information contained in this document. Parents can sign electronically through SchoolZone.
- IPP reviews will be completed and uploaded at the end of each reporting period.

### **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.

In addition to regular interim and progress reports, English Language proficiency benchmarks will be posted to Schoolzone twice per year. Parents are also welcome to contact the school with English language proficiency questions as needed and desired.

## 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 Vernon Barford School, student grades/marks are reported using **Letter Grades for Progress Reports** and **Levels of Learning related to specific essential learning outcomes for Interim Reports**.

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> <li>Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.</li> <li>Demonstrates an in-depth understanding and degree of skill on summative assessments.</li> <li>Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals are met in a practical and thorough way.</li> <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>Learning goals are met in an appropriate and reasonable way.</li> <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>	<ul style="list-style-type: none"> <li>Student has demonstrated insufficient performance in relation to learner outcomes.</li> </ul>

### 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.

<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).

### 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.

<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.



**The following codes provide information about 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

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.).

If/ When your child is struggling to learn or has missing or incomplete work, we will initiate a progressive pyramid of interventions to ensure learning and secure desired work. Note that what is described below is what will occur.

#### Level 1

- a. talking with the child to find out why work was not being completed/ learning is not occurring
- b. reviewing learning and assignment expectations

- c. ensuring child has access to the required resources to complete the work
- d. arranging and clearly communicating a date for the work to be completed and submitted
- e. offering additional time and support in class, at lunch, or after school (e.g., teacher connection time, peer tutoring, Study Buddy,, etc.)

## Course Outlines

At Vernon Barford School, course outlines will be shared and reviewed with students for every class. Course outlines will include an overview of course curriculum and objectives, year pacing plan, resources/ activities that involve content related to religion or human sexuality (e.g., human sexuality unit in physical education), assessment plan breakdown, tentative enhancement costs (if required), and an outline of any required supplies. Please note that as we believe strongly in education equity all courses in the same area at the same grade level will employ common pacing, common assessment, common resources, etc. (i.e., all students will have access to our best thinking and processes regardless of teacher or classroom).

Supplies are determined on a course by course basis and while all students are strongly encouraged to have one or more binders, pens and pencils, lined paper, and a personal electronic device that can access the internet (e.g., chrome book), no supply list is provided at the junior high level.

## 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 Vernon Barford School, we make every effort to have student work occur during class time so that access to the teacher is possible should questions or a need for clarification arise. Homework would typically only be necessary if the student requires extra time to complete activities assigned in class, when special projects are underway which may involve group work, if the student desires/ requires extension opportunities, or if some additional preparation is required (e.g., daily reading to support literacy development, preparing for a summative assessment).

## 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 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 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).
- **Specific dates for the administration of PATs in the 2024-2025 school year will be provided by Alberta Education.**

All grade 9 students at Vernon Barford typically write PAT exams and unofficial results of these examinations are shared on the year end progress reports.