



# School Assessment Plan 2023-2024

Kindergarten to Grade 9

September 2023

**John D. Bracco 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 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

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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/graded (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

Quarter 1: September 5, 2023 to November 8, 2023

Quarter 2: November 9, 2023 to January 30, 2024

Quarter 3: January 31, 2024 to April 12, 2024

Quarter 4: April 15, 2024 to June 19, 2024

### Progress Reports Issued

Quarter 1 - Interim Progress Report - Wednesday, November 8, 2023

Quarter 2 - FORMAL Progress Report - Tuesday, January 30, 2024

Quarter 3 - Interim Progress Report - Friday, April 12, 2024

Quarter 4 - FORMAL Progress Report - Thursday, June 27, 2024

ALL Progress Reports are uploaded to SchoolZone by 4pm on the above dates. Paper copies are available from the school office by calling the office and arranging for pick up.

### 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.

Individual Student Marks Reports will be uploaded to SchoolZone at the end of each month for CORE SUBJECTS and at the end of each Quarter(dates above) for Second Languages, Phys-Ed and Options.

### Conferences

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

Parent- Teacher Conferences will be held in the school gym on the following dates

- Thursday, October 26th, 2023 (2:30 - 5pm and 5:30 to 7:30pm)
- Thursday, March 21st, 2024 (2:30 - 5pm and 5:30 to 7:30pm)

All teachers can be contacted by email. The Teacher email list is on SchoolZone.

### **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 conferences will take place in September and early October. Teachers may choose to set up online meetings with parents/guardians or they may send home planning materials for parents to complete.

IPPs are working documents and updates are ongoing. Formal review dates will be January, April and June to coincide with reporting periods. They will be ready for signatures during Parent/Teacher Interviews in October up until the first week of November.

### **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.

In the fall, teachers will share with parents/guardians their child's current levels. At any time parents may request information regarding benchmark results and what supports and interventions will be/are provided. If an IPP is also required, the benchmark results will be integrated into the IPP and strategies shared with all stakeholders. We complete various ESL assessments with our ELL students who are returning to us or who are new to the school. We use the information from our ESL assessments as well as previous HLAT assessments and classroom work to see which ESL benchmarks students are meeting. Using this information, we then plan for what types of assistance are needed and available. This can range from modifications in students' classes to weekly pull-out instruction. We share all this information with parents on an individual basis through meetings as well or other methods (phone-calls and email). We will arrange for interpreters as required. We update ELL student's ESL Benchmark records and programming at least twice a year and the final evaluation is sent home the last day of school

## 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 John D. Bracco School, student grades/marks are reported using letter grades for Core Subjects (Language Arts, Math, Science, Social Studies) and letter grades for Second Language courses (French or Spanish), Phys-Ed, as well as all option courses.

At John D. Bracco Junior High School, we believe in empowering students today and helping them develop the leadership skills they need to thrive in the future. We know that effective assessment, in the service of student learning, is one important tool to help us reach that goal.

### Assessment For Learning (Teacher as a Coach)

The focus of Assessment for Learning is to improve the quality of students' work and the effectiveness of teaching practices. It should be risk free for students, and is not used for grading purposes. Information gathered through Assessment for Learning is used to provide feedback to the student, the teacher and the parents as they work together to support learning.

### Assessment As Learning (Teachers and Students working together)

Students are engaged in their own learning, goal setting, and self-assessment. They monitor their learning, and adjust their strategies and effort to achieve their learning goals. They are focused on themselves as learners, rather than on marks or grades, as they develop as independent, self-directed learners.

### Assessment Of Learning (Teacher as a Judge)

Assessment of Learning is designed to collect evidence of student growth and achievement. This evidence is compiled into a single mark or grade. It is used to provide information to students, teachers, parents, school administration, and Alberta Education.

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</li> </ul>

<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 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>• 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>performance in relation to learner 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 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.

		<p>CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.</p> <p>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.</p> <p>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).</p>
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### 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

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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.).

#### **John D. Bracco staff are committed to ensuring that all students learn at a high level.**

When your child has missing or incomplete work, we will:

- provide students with additional time and support. This time and support can take many different forms, as indicated by John D. Bracco's pyramid of intervention.
- Our first level of universal literacy & numeracy intervention are weekly Literacy & Numeracy intervention blocks on FLEX Thursdays.

- Our next level is targeted for additional time and support is an assigned “additional learning opportunity” during FLEX Thursdays.
- It is critical to note that intervention is a function of regular formative assessment, and as such is not optional.

## Course Outlines

At John D. Bracco School, course outlines are provided by each teacher on SchoolZone. Some electronic textbooks and other resources can also be found on SchoolZone for reference at home

## 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 John D. Bracco School, our homework policies include:

- Homework is an essential part of a school routine, and develops good student habits and supports success.
- Homework is not new learning, but rather review, completion and practise of learned material.
- Homework includes completion of work not finished in class, working on long-term projects and assignments, review of learning and studying for exams, tests and quizzes.
- Reading at home for pleasure is always a strong support and needs to continue daily.

## 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 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.

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

The **Math Intervention/Programming Instrument (MIPI)** measures students' knowledge of the previous year's math curriculum. It shows teachers how well students understand different math concepts so they can identify appropriate programming for students.

### Who takes the MIPI?

- Students in Math 10C
- The MIPI is optional for students in Grade 2 to Grade 9, including those in French immersion and bilingual programs.

The MIPI administration dates will be in the first months of school (September & October)

### 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).

Monday, May 13 @ 9AM – Grade 9 ELA PAT - Part A

Wednesday, June 12 @ 9AM – Grade 9 ELA PAT - Part B

Thursday, June 13 @ 9AM - Grade 9 MATH PAT – Part A

Tuesday, June 18 @ 9AM – Grade 9 Math PAT – Part B

Wednesday, June 19 @9AM – Grade 9 Social Studies PAT

Thursday, June 20 @ 9AM – Grade 9 Science

- [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: Final progress report comment.