



School Assessment Plan 2023-2024

Kindergarten to Grade 9

September 2023

Thelma Chalifoux 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

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

Reporting Period 1: September 5th, 2023 to December 8th, 2023 (cumulative)

Reporting Period 2: September 5th, 2023 to March 15th, 2024 (cumulative)

Reporting Period 3: September 5th, 2023 to June 26th, 2024 (cumulative)

Progress Reports Issued

Progress reports will be issued electronically through School Zone on:

- December 8th, 2023
- March 15th, 2024
- June 27th, 2024

If a family requires a hard copy of the progress report, this needs to be communicated to the office in person or by email or by phone. Hard copies of the progress report will be available for pick up on the issue days specified above. Teachers and school administration will monitor student and/or parent access to progress reports on SchoolZone.

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.

Thelma Chalifoux School releases *individual student reports* at and between the three progress reports. Individual student reports are released electronically through SchoolZone on:

Thursday, October 19th, 2023

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage**.

Friday, November 17th, 2023

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage and in PE and Second Languages as a letter grade**.

Friday, December 8th, 2023

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage. Additionally, reports will be issued for Health, Physical Education, Study Skills and Second Languages as a letter grade**.

Tuesday, January 30th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage**.

Wednesday, February 28th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage and in PE and Second Languages as a letter grade**.

Friday, March 15th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage. Additionally, reports will be issued for Health, Physical Education, Study Skills and Second Languages as a letter grade**.

Friday, April 19th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage**.

Friday, May 17th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage and in PE and Second Languages as a letter grade**.

Friday, June 7th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage and in PE and Second Languages as a letter grade. Additionally, reports will be issued for Health, Physical Education, Study Skills and Second Languages as a letter grade**.

Thursday, June 27th, 2024

Individual student reports will be a reflection of the students' learning in relation to assignments, assessments and learning up until the report is released for the **four core subjects as a percentage. Additionally, reports will be issued for Health, Physical Education, Study Skills and Second Languages as a letter grade**.

If a family requires a hard copy of the *individual student report*, this needs to be communicated to the office in person or by email or phone. Hard copies of the *individual student report* will be available for pick up on the issue days specified above. Teachers and school administration will monitor student and/or parent access of *individual student reports* on SchoolZone.

Conferences

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

At Thelma Chalifoux School, Conference Manager software will be used with all families to schedule a Google Meet

(virtual).

Virtual Parent Teacher Conferences via Google Meet will be held:

- Tuesday, October 24th and Wednesday, October 25th, 2023
 - Tuesday, October 24th from 3:30 PM to 6:00 PM **ALL GRADES**
 - Wednesday, October 25th from 3:30 PM to 6:00 PM **ALL GRADES**
- Tuesday, March 19th, 2024 from 3:30 PM to 6:00 PM **ALL GRADES.**

Conference Manager will be made available to our families at least one week in advance of conferences via email to our families and posted on SchoolZone. Opportunities to meet individually about your child can always be arranged through your child's teacher at a mutually agreeable time and does not need to happen on these formally recognized Virtual Parent Teacher Conferences.

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 take place in September using our Teacher Mentor model. A more detailed document pertaining to the Teacher Mentor Model and the process of developing a student's IPP is shared with parents in September.

Information about your student's individual strengths and areas for growth is sourced from parents and the students as part of the development of the IPP. The IPP is a strategy based document focused on:

- Identification of strengths;
- Areas for growth;
- Instructional strategies; and
- Planning for transitions.

The IPP will be issued electronically through SchoolZone for parents to review on:

- Friday, October 27th, 2023
- Friday, February 2nd, 2024
- Friday, May 31st, 2024

The acknowledgement and acceptance of the IPP will be done through an IPP form accessed via SchoolZone after the release of the IPP on October 27th, 2023. Once filled in, the form will be uploaded to the Student Record. School Administration will follow up with parents/guardians who have not completed the IPP Signature Form, documenting all attempts to retrieve the parental signature. Acknowledgement and acceptance of the IPP will be required at year end (May 31st, 2024) and will be uploaded to the Student Record.

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.

ESL Proficiency Benchmarks will be completed by November 30th, 2023. The English Language Learners' Report will be uploaded to SchoolZone on Friday, December 8th, 2023.

ESL Proficiency Benchmarks can be discussed with parents during parent teacher conferences or individual phone calls/Google Meets. Should parents require language support, an intercultural consultant will be provided. TCS wants to ensure that parents of ELL students have a good understanding of the proficiency benchmarks and how their children are navigating with communication skills (fluency) and academic language proficiency (content specific vocabulary and structure).

Early Years Evaluation Teacher Assessment (EYE-TA)

The EYE-TA is used to assess the developmental strengths and areas for growth of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. For the 2023–2024 school year, the

EYE-TA is administered to all Kindergarten children in the fall and again in the spring for those children identified as requiring targeted or specialized support or who are new to the Division.

This is not applicable for junior high students.

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 Thelma Chalifoux School, student grades/marks are reported using percentages for the four core subjects - Language Arts, Math, Science, and Social Studies. Physical Education, Health, Second Languages and Study Skills use the letter grade system on formal progress reports (see the chart below).

If a student is not able to perform at the grade level in which they are enrolled (performance is limited), the teacher(s) will adapt programming to meet the student's learning needs. Grade level of programming will be reported on student progress reports.

CTF Options utilize a Met or Not Met standard which is applied to the learning outcomes specific to the CTF Option within the Comments Section of the Progress Report.

| Exemplary—A (80–100%) | Proficient—B (65–79%) | Adequate—C (50–64%) | Limited—D (0–49%) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <i>(Adapted from Alberta programs of study)</i> | | | |
| <ul style="list-style-type: none"> Learning goals are met in an astute and comprehensive way. Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. Demonstrates an in-depth understanding and degree of skill on summative assessments. Has assembled an in-depth understanding of the concepts, generalizations and | <ul style="list-style-type: none"> Learning goals are met in a practical and thorough way. Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. Demonstrates a substantial understanding and degree of skill on summative assessments. Has assembled a thorough understanding of the concepts, generalizations and | <ul style="list-style-type: none"> Learning goals are met in an appropriate and reasonable way. Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. Demonstrates a satisfactory understanding and degree of skill on summative assessments. Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. | <ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes. |

| | | |
|------------------------------------|------------------------------------|--|
| skills fundamental to the program. | skills fundamental to the program. | |
|------------------------------------|------------------------------------|--|

Grade Level of Programming (GLP)

GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English and French language arts, math, science and social studies. GLP also appears for language arts in the target language in bilingual programs.

Division-Approved End-of-Term and End-of-Course Codes

On your child's progress report, a teacher may use these Division codes for end-of-term and/or end-of-year grades/marks.

| | | |
|------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IEA | Insufficient Evidence Available | IEA is used only as an end-of-term code when a teacher does not have enough evidence about a student's progress to give a grade/mark at the end of a term. IEA is not used as a final course code. |
| NGC | Not on Graded Curriculum | NGC is used only as an end-of-term code when a student, identified as having special education needs, is not on the graded curriculum and is issued a progress report. It is also used when a student in Grade 1 or higher is continuing to work toward learning outcomes in the Kindergarten Program Statement. A student with an end-of-term code of NGC will have a GLP of <1. |
| CMU | Course Mark Unavailable | CMU may be used only at the end of a course when a student has a code of IEA in at least one term. CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark. CMU may also be used at the end of a course when a student has a code of NGC in at least one term. CMU may also be used as an end-of-term code for courses that are completed at the end of that term (i.e., Junior High option courses). |

Division-Approved Codes for use on Individual Student Reports in SchoolZone:

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

The following codes provide information about exceptional circumstances regarding the collection of evidence.

| | | |
|-------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| OMIT | Omit | Evidence has already been or will be collected to inform professional judgment. |
| IEA | Insufficient Evidence Available | Sufficient evidence is not yet available. |
| RNE | Replaced with New Evidence | This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome. |

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

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

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways.

Formative Assessment

Throughout the year, your child will work on many activities that help them increase what they know, understand and are able to do. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta programs of study. This is called formative assessment.

Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades.

Summative Assessment

During the school year, your child will have a chance to show what they have learned in relation to the Alberta programs of study. Using their judgment as professionals, teachers make decisions and determine grades that describe how your child is learning. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR Standards for Evaluation](#), section 4:

4. Principals must work with their teachers to comply with the following:
 - a. evidence of student achievement has been collected by the teacher;
 - b. communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;
 - c. a student has been given multiple opportunities and ways to demonstrate his/her learning;
 - d. follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;
 - e. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;
 - f. teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and
 - g. providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

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

- follow up with students and parents to understand the cause of the missing work
- allow reasonable opportunities for the student to complete the missing work; this may include time provided during the day if appropriate teacher support can be provided
- provide the student with support, which may include one on one support, group support, peer tutoring, incentive programs or drop in support
- where key assessments are missed, allow reasonable opportunities for the student to show that they know the key concepts involved in the assessment

- this includes a “missed assessment room” one day a week which provides students an opportunity to complete a missed quiz, exam or another assessment. Teachers are able to sign students up for this opportunity
- incomplete weighted assignments and assessments may receive a placeholder grade of zero. The zero, if given, will be replaced with the earned mark, and the overall grade will be updated.
- communicate with parents the learning activities/outcomes that have been missed through phone calls, emails, interim reports, and/or personal meetings

Replacement Examinations: After a major summative exam, if a student is able to provide concrete evidence of reflection on their learning to their teacher, and along with parental/guardian consent, students are able to write a replacement exam on the concepts covered in class.

SmarterMarks Exams: This year, major examinations will be completed through the SmarterMarks online test proctoring platform. This program will provide information to your teacher about “OFF TAB” browsing during your assessment. If you are found to be “OFF TAB” during your exam, parents/guardians will be notified and you will complete an alternative assessment at a later date. Further infractions will involve the administration of TCS and the possibility of a zero for the major assessment.

Course Outlines

At Thelma Chalifoux School, course outlines are provided through Google Classroom. Parents can request to receive updates through Google Classroom by filling out the Google Guardian Form which is loaded into the Form section of SchoolZone.

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 Thelma Chalifoux School, we do not have a formal school-wide homework policy; homework is assigned at the discretion of each individual teacher. When assigned, homework is intended to be an extension of the learning that takes place in the classroom. Students can often expect sufficient time in class to complete assignments. When additional time is needed to complete the work, our expectation is the student will complete it in a timely manner. Guidance and support is always available from your student’s teachers.

When students are away on short-term absences (1-3 days), reasonable opportunities will be provided for students to complete any work they have missed. Parents should be aware that many learning opportunities provided during class time may not lend themselves to further replication (whole class discussions/debates, simulations, etc.) and therefore, every effort should be made to ensure students are present during school time.

A great deal of learning occurs in the classroom through the use of guided questions, dialogue and problem solving. We therefore request you try to schedule family holidays during the school breaks. In such situations, the school does not grant permission for the absence. **Parents who choose to take their children out of school and go on a holiday or trip are choosing to accept responsibility for their children's learning during that period of time. Teachers are not required to develop handouts or specific lessons for extended holiday time.** Evaluation may indicate “unable to assess” or “absent during this unit” on the progress report. **All students will be able to access their Google Classroom for the duration of their absence and are able to communicate with their teacher through Google Classroom.**

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. It also includes using Artificial Intelligence (AI) to produce work.

As Thelma Chalifoux Senators, students are responsible for demonstrating authentic learning. In all of their work, students are expected to conduct themselves in ways that align with The Seven Sacred Teachings.

Violations of Academic Integrity may include:

CHEATING: undertaking any activity intended to obtain an unfair advantage over other students.

Examples may include, but are not limited to: looking at other students' work during an examination or in an assignment where collaboration is not allowed; using notes or other study aids during an examination; using unauthorized technology during an examination; attempting to communicate with other students in order to get help during an examination or in an assignment where collaboration is not allowed; obtaining an exam or assignment prior to its written date; allowing another person to do one's work and submitting it as one's own; altering an assignment that has already been graded and resubmitting it; submitting an assignment that was already graded.

PLAGIARISM: to use the ideas or work of others without acknowledging their ownership.

Examples may include, but are not limited to: improper use of materials in a work which the student claims as their own; the use of online sources that are used and turned in as one's own work; submission of written work which has been copied from the work of other students, with or without their knowledge and consent. A student can avoid the risk of plagiarism in written work or oral presentations by clearly citing the source of any idea or wording that he or she did not produce. Referencing and citation formats will be discussed in class and chosen from different sources such as MLA, APA, Chicago, etc.

COLLUSION: Aiding another person in an act that violates the standards of the Academic Honesty Policy.

Examples may include, but are not limited to: allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of the academic honesty policy; providing false information in connection with any academic honesty inquiry; knowing that other students are conducting activities that are academically dishonest and failing to report to teachers or administration.

FABRICATION: Presenting inauthentic work or research. Falsifying or inventing any information or data; generating work and presenting the information as facts knowing that they are not truthful.

As it is important to assess student understanding of curricular concepts, a student will be given the opportunity to demonstrate their knowledge of the curriculum through one of the following manners; redoing the assignment; writing

an alternate examination or assignment; rewriting the assignment in a different format; or writing on a different, but related topic. If the assignment was originally done in groups then students may be asked to complete individual assignments instead. In any case, the student's knowledge of curricular concepts must be assessed to determine a grade for the student. Situations of repetitive academic integrity issues may result in a student not being able to be assessed.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation [HG.AR Student Behaviour and Conduct](#).

Grades/Marks Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the [Education Act](#).

The Role of Large Scale Tests

What is the Canadian Achievement Test (CAT4)?

The **Canadian Achievement Test (CAT4)** measures students' reading comprehension, mathematics, computation and estimation skills. CAT4 will support instruction and planning for interventions and supports. The CAT4 is administered in the fall and again in the spring to provide information about student growth.

Who takes the CAT4?

- students in Grade 4 to Grade 9 in regular and bilingual programs
- students in Grade 4 to Grade 9 in French Immersion

The CAT4 Fall administration dates are September 18, 2023 – September 29, 2023.

The CAT4 Spring administration dates are April 29, 2024 – May 10, 2024.

What is the Highest Level of Achievement Test (HLAT)?

The **Highest Level of Achievement Test (HLAT)** measures students' writing skills compared with the Alberta curriculum in language arts. It shows teachers in each school how well their students are doing and how they compare to students across the Division.

Who takes the HLAT?

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

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

The HLAT administration dates for students in English Language Arts are April 15 – April 19, 2024.

What are the Literacy and Numeracy Screening Assessments?

Alberta Education mandated Literacy and Numeracy Screening Assessments in the fall for students in Grade 1 to Grade 3. These screening assessments will help teachers identify students in the critical early years who are most in need of additional support. These screening assessments will provide a means to monitor growth over time.

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 **English 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.

Who takes the Literacy and Numeracy Screening Assessments?

Students in Grade 1 to Grade 3:

- Castles and Coltheart 3 (CC3) - Grade 1 to Grade 3
- English Letter Name-Sound (LeNS) - Grade 1 to Grade 2
- Provincial Numeracy Screening Assessment - Grade 1 to Grade 3

The Literacy and Numeracy Screening Assessment administration dates will be posted on SchoolZone.

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).

Thelma Chalifoux students in Grade 9 will write their PATS on the following dates:

- ELA Part A (Writing) - Monday, May 13th, 2024 from 9 AM to 11 AM
- ELA Part B (Reading) - Wednesday, June 12th, 2024 from 9 AM to 10:15 AM
- Math Part A (Computation) - Thursday, June 13th, 2024 from 9 AM to 9:30 AM
- Math Part B (Problem Solving) - Tuesday, June 18th, 2024 from 9 AM to 10:20 AM
- Social - Wednesday, June 19th, 2024 from 9 AM to 10:20 AM
- Science - Thursday, June 20th, 2024 from 9 AM to 10:15 AM

*All students are provided with up to double the official time noted if they require it.

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 through the Individual Student Report and it will be used as a final exam mark unless, in the teacher's professional judgment, the PAT does not accurately assess the student's abilities and progress.

Students in Grade 7 and 8 will also participate in a Final Exam Writing Process that mirrors the same dates and times as the Grade 9 Provincial Achievement Tests. We will report the results to students and parents/guardians through the Individual Student Report and it will be used as a final exam mark unless, in the teacher's professional judgment, the Final Exam does not accurately assess the student's abilities and progress.