EDMONTON PUBLIC SCHOOLS

School Assessment Plan 2026–2027

Kindergarten to Grade 9

September 2026

David Thomas King School
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School Assessment Plan 2026–2027, Kindergarten to Grade 9

At Edmonton Public Schools, we're committed to empowering students to shape their futures and communities. One of the ways we help empower students is through our comprehensive process for assessing what students learn. We are dedicated to clearly communicating with you about your child's achievement at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians.
- how we will tell you about your child's progress and learning.
- how we assign grades/marks to your child.
- how your child is assessed.
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it.

Assessment is not just about tests and grades. Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta curriculum and, if applicable, 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.

Teachers can collect evidence of your child's learning in many different ways. Conversations, observations and student work are just some of the ways teachers determine students' strengths and where they might need extra help. These activities—conversations, observations and the products students create—help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grades. The collection of a variety of evidence allows teachers to give you a clear and accurate picture of your child's learning.

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 School Assessment Plan, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

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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 distraction-free place for your child to study at home.
- staying informed and keeping in touch with school staff. This includes reading information from SchoolZone, newsletters and other school materials.
- attending parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that is appropriate for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who have missed important assessments and activities the chance to complete the work.
- clearly explaining what is expected of students in all courses and how student work will be graded/marked (i.e., course outline).
- keeping detailed, accurate notes describing your child's successes and areas for growth.
- communicating with you regularly about your child's progress and achievement.
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning and are expected to:

- come to school on time, every day.
- finish their assignments, projects and tasks to the best of their ability.
- participate in learning activities.
- regularly review what has been taught and ask for help when required.
- use opportunities to revise or retake assignments or tests to demonstrate growth in knowledge, skills and understanding.

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Our Communication Plan for Reporting Student 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: September 1, 2026 to January 29, 2027

Term 2: February 1, 2027 to June 28, 2027

Progress Reports Issued

January 29, 2027

June 28, 2027

Progress Reports will be issued electronically via SchoolZone. If you require a paper copy to view your child's progress report, please contact the school office.

Individual Student Reports (ISRs)

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

Grade 1 to Grade 6

- For Grade 1 to Grade 6, schools may provide individual student reports on SchoolZone within the term/reporting period.

November parent-teacher conferences will provide an opportunity for parents/guardians to discuss student progress.

Grade 7 to Grade 9

- An individual student report will be posted to SchoolZone at the mid-point of each term.
  - Term 1: November 17–20, 2026
  - Term 2: April 12–16, 2027

Interim Student Reports will be issued electronically via SchoolZone. If you require a paper copy to view your child's interim student report, please contact the school office.

Conferences

Schools must establish at least two formal parent/family conferences per school year.

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Kindergarten

Term 1 Learning Conference: November 26, 2026

Term 2 Learning Conference: April 22, 2027

Grade 1 to Grade 6

Term 1 Learning Conference: November 26, 2026

Term 2 Celebration of Learning: April 22, 2027

Grade 7 to Grade 9

Term 1 Learning Conference: November 26, 2026

Term 2 Learning Conference: April 22, 2027

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.

IPP review dates will be:

- Baseline: October 2, 2026
- Review 1: November 23, 2026
- Review 2: April 19, 2027
- Review 3 - Year End Summary: June 7, 2027

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.

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. Proficiency Assessments will be uploaded to Schoolzone on December 1.

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Evaluating Student Achievement

To determine your child's grade at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

At David Thomas King School, student standards of achievement are reported using performance descriptors: Exemplary, Proficient, Adequate and Limited as outlined below

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
• Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an efficient manner.	• Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an effective manner.	• Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an acceptable manner.	• Student has not yet demonstrated sufficient knowledge required to meet outcomes. • Student has not yet demonstrated a basic understanding of the concepts relating to outcomes. • Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.
Extensive - *ideas and/or actions provide extension or enriched thinking* Insightful - *accurate and deep understanding* Efficient - *ability to produce desired results with minimal steps or effort*	Substantial- *a considerable amount of ideas or degree of a desired quality* Logical - *using reason in an orderly and compelling fashion* Effective - *producing a result that is wanted*	Sufficient - *shows enough evidence of having met the criteria or requirements* Basic - *simple or merely functional* Acceptable - *meeting minimum criteria or requirements in a way that is agreeable to others*	* Taken from: AAC Rubric Wordsmith at https://aac.ab.ca/ and Performance Standards Word List

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. Parents will be informed of the decision to program a student at a grade level different from the grade level of enrolment.

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End-of-Term and End-of-Course Codes

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

Code	Meaning	Uses
IEA	Insufficient Evidence Available	• IEA is used as an end-of-term and/or end-of-course code when a teacher does not have enough evidence about a student's progress to give a grade/mark.
NGC	Not on Graded Curriculum	• NGC is used as an end-of-term code when a student, identified as having special education needs as documented on the student's IPP, is receiving modified programming and therefore no grade or mark is provided. • NGC is used as an end-of-course code when a student is provided a code of NGC in one or both terms. • Teachers who use the end-of-term or end-of-course code NGC for Mathematics and/or English Language Arts/English Language Arts and Literature on a student's progress report will leave the GLP blank when reporting GLP.
EAL	English as an Additional Language Learner	• EAL may be used when the student has Beginner English language proficiency based on provincial English as an Additional Language Proficiency Benchmarks (EAL Benchmarks 2.0). • EAL is used when the student is unable to access grade level curriculum and/or cannot show what they know due to language proficiency. • Not all students who are English as an Additional Language learners receive this code.

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

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

The following codes provide information about how each assessment given to your child has been evaluated:

OMIT	Omit	Evidence has already been or will be collected to inform professional judgment.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available. This code is given when a student has not completed the assessment or the teacher cannot be certain that it was completed by the student.
RNE	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome(s).

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How We Determine Student Grades

At Edmonton Public Schools, we determine grades in a variety of ways based on evidence gathered. Throughout the year, your child will have many opportunities to demonstrate what they know, understand, and are able to do in relation to the Alberta curriculum.

Evidence of learning is gathered through various methods including:

- Observations: What teachers notice your child doing in class such as presentations, group activities, demonstrations.
- Conversations: Evidence of learning from discussions teachers have with your child about their learning which might include having them elaborate on their thinking and reasoning in order to better understand what they have learned.
- Products: Evidence collected through projects, assignments and tests.

Ongoing collection of evidence of learning helps teachers understand your child's strengths and areas for growth. Teachers use this information to adjust their teaching, provide feedback to help your child improve, and make professional judgments when determining grades to reflect your child's learning.

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 [their] learning;
    d. follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;
    e. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;
    f. teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and
    g. providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

When your child has missing or incomplete work, we will use a range of strategies that may include: contact with the parents/guardians, homework support, support during recess/lunch time, before and after school, temporary modified schedule, contract between the teacher and student, one-on-one small group support, peer support and targeted tutorials.

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Curriculum Summaries

Curriculum at a Glance (Alberta Education and Childcare)

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 David Thomas King School, our homework can be assigned as extra practice, to reinforce the knowledge and skills taught in class. Homework is not assigned every day, but will be assigned when the classroom teacher feels it is necessary to help their class or an individual child learn.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

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

Grades Appeal Process

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

Students may appeal their grades from 9 a.m. to 12 p.m. on the last operational day of school with their teacher and/or the principal. The principal's decision is the final decision.

Supporting Responsible Artificial Intelligence Use

At Edmonton Public Schools, we are dedicated to creating dynamic learning environments that value accountability, collaboration, equity and integrity. As technology evolves, Artificial Intelligence (AI) is becoming a part of our world. We want to help students use it responsibly and ethically to enhance their learning. This information outlines how AI might be used to support student achievement.

Division I and II

For younger learners at the Division I and II level, there may be use of AI tools by students.

AI: A Helpful Tool

- **A Supporting Tool, Not a Replacement:** AI tools can help with teaching and learning. For example, a teacher might use AI to create a fun, personalized learning game.
- **Helping to Understand Student Progress:** AI can offer support in understanding how your child is learning.

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Academic Integrity with AI

Students are expected to use school and personal technology, including AI tools, appropriately and ethically, according to the Responsible Use of Technology Agreement (optional) for Students that will be provided to you. They should conduct themselves with academic integrity, which is consistent with HG.BP Student Behaviour and Conduct that states, "Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations."

Conversations About AI

AI can be a positive addition to elementary classrooms. For success, clear communication is key. Parents are welcome to have conversations with teachers regarding AI use in the classroom.

New technologies bring many different possibilities. Introducing AI in a thoughtful and age-appropriate manner can help to support student learning.

DIV III

AI: A Tool to Enhance, Not Replace, Learning

A Complementary Tool: AI tools in the classroom may be used to support and complement effective teaching and learning processes.

Personalized Support for Learning: AI can support instruction by assisting teachers in providing personalized learning resources to support student learning and progress.

Enhancing Assessment: AI tools can play a supportive role in achieving the primary goals of assessment: to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to the Alberta curriculum.

Academic Integrity with AI

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AI in the Classroom: Empowering Students

Teachers have the discretion and flexibility to permit the use of AI for specific learning purposes such as:

- **Sparking Ideas:** AI can help brainstorm initial ideas for projects or essays.
- **Improving Writing:** AI can offer suggestions for grammar, style, and clarity, helping refine writing skills and expression.
- **Creating Learning Tools:** AI might be used to create visual aids, study guides, or other materials.
- **Receiving Feedback:** AI can provide quick feedback on practice questions or assignments, helping identify areas for improvement.
- **Learning About AI Itself:** Students may have opportunities to learn about how AI works, understanding its capabilities and limitations in a safe and educational setting.

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The Role of Large-Scale Tests

What are the Literacy and Numeracy Screening Assessments?

Alberta Education and Childcare mandated Literacy and Numeracy Screening Assessments for all students in Kindergarten to Grade 5. These screening assessments will help teachers identify students 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 **Maze Screener** measures reading comprehension.
- 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.

More information about which specific screening assessments apply to each grade can be found in the General Information Bulletin on the provincial Literacy and Numeracy Screening website.

2026–2027 Provincial Screening Assessment Administration Timelines

Grade	Fall Administration (all students)	Winter Administration (all students)	Spring Administration (only students requiring additional support)
Kindergarten	No fall administration	January 18–February 5, 2027	No spring administration
Grade 1 to Grade 3	September 14–October 2, 2026	January 18–February 5, 2027	May 10–May 28, 2027
Grade 4 and Grade 5	September 14–October 2, 2026	Optional	May 10–May 28, 2027

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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.

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 12 - April 16, 2027.

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 6 to Grade 9 including French Immersion and bilingual programs

The CAT4 Fall administration dates are September 14, 2026–September 28, 2026.

The CAT4 Spring administration dates are April 26, 2027–May 7, 2027.

What are Provincial Achievement Tests (PATs)?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the curriculum. Average PAT scores for the school are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

While PATs are an important part of determining student growth and achievement, they are one part of the assessment process.

According to **Alberta Education** and Childcare:

"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 English Language Arts and Literature, Mathematics, Science and Social Studies write PATs.
  - Note: The Grade 6 PAT in Social Studies will not be administered during the 2026-2027 school year.
- Students in Grade 9 English Language Arts, Mathematics, Science and Social Studies write PATs.

When are PATs administered?

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- PATs are administered in the spring through the Digital Assessment Platform, Vretta.
- PAT dates can be found on the Provincial Achievement Tests website.

The Alberta government requires school divisions to report the scores from Grades 6 and Grade 9 PATs to parents/guardians. We will share the preliminary results with parents/guardians in the following way: raw scores of Provincial Achievement Tests to students and parents/guardians on the year-end Progress Report.

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