



School Assessment Plan 2021-2022

Grades K-9

September 2021

Michael Phair

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School Assessment Plan 2021-2022, Grades K-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; and
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. Assessment is not just about tests and grades.

Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on your child's behaviour, effort and work habits unless those behaviours are outlined in the Alberta programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers determine students' strengths and where they might need extra help. These activities – conversations, observations and the products students create – help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of observations, conversations and student work allows teachers to give you a clear and accurate picture of your child's progress in school.

How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

Supporting Student Success

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: September 2, 2021 to November 9, 2021

Term 2: November 16, 2021 to January 28, 2022

Term 3: February 1, 2022 to April 12, 2022

Term 4: April 13, 2022 to June 28, 2022

Interim and Final Progress Reports Issued

November 9, 2021 – Interim Progress Report (no Interim Progress Report will be issued for Kindergarten)

January 28, 2022 – Formal Progress Report

April 12, 2022 – Interim Progress Report

June 28, 2022 – Formal Progress Report

Progress Reports will be released by 4:30 pm on the above dates. If you need assistance logging into SchoolZone, contact the office.

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.

Conferences

Schools must establish at least two formal parent-teacher conferences throughout the school year. These conferences are to be scheduled for the first and third term/reporting periods. Parent-teacher conferences will be held online until further notice.

Our virtual parent - teacher conferences will be held on the following dates: October 26, 27, 28. All conferences will begin at 3:15 pm and end at 6:00 pm. Sign-up information will be shared via SchoolZone closer to these dates.

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/Student Input forms will be shared with parents/guardians in October.
- IPP for students will be uploaded to SchoolZone on or before November 30.
- IPP reviews will take place in March and June.

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 Level information will be shared with parents/guardians during Parent-Student-Teacher Conferences in October 2021.

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 2021-2022 school year, the EYE-TA is administered to all Kindergarten children registered for in-person learning in the fall and again in the spring for those children identified as requiring Tier 2 or Tier 3 support or who are new to the Division. For students who chose the online learning option, the EYE-TA will not be administered.

Not applicable, as Michael Phair School serves Grade 7, 8 and 9 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. The final grade/mark will be reported based on the evidence of learning collected across all four terms.

At Michael Phair School, student grades/marks are reported using Letters.

| 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 skills fundamental to the program. | <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 skills fundamental to the program. | <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. |

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 2 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 do one or more of the following:

- Provide additional time and support to complete work (e.g. in class or during the lunch hour)
- Provide an opportunity to complete an alternate assignment or demonstrate learning in another way.
- Work with your child to develop a plan to complete work.
- Inform parents by phone or email.
- Teachers may assign a flag of Missing or Incomplete on *Interim Marks Reports*.

Course Outlines

At Michael Phair School, course outlines are provided at the beginning of the year for Full Year courses and at the beginning of each quarter for Complementary courses.

The Role of Homework

Homework is meant to:

- help support your child’s learning;
- reinforce what your child learned in school; and
- give your child more practice.

At Michael Phair School, homework is intended to support learning and provide additional time for practice. Teachers use information from homework to support students in their learning. Homework is related to curricular outcomes taught in class and is not intended to introduce new concepts. Homework expectations are adapted to meet the individual needs of students. Homework may include:

- work not completed in class;
- work designed to help students review or practice concepts taught in class;
- work missed during an absence (students are expected to meet with teacher(s) to ensure they have the support they need to complete assigned work).

On occasion, students may be assigned projects that require some work to be completed outside of school.

If you have questions about homework practices, please contact your child’s teacher(s).

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 Grades 2 to 9 in regular and bilingual programs
- students in Grades 3 to 9 in French Immersion

The CAT4 Fall administration dates are September 20, 2021 - September 29, 2021.

The CAT4 Spring administration dates are May 3, 2022 - May 13, 2022.

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

The **Highest Level of Achievement Test (HLAT)** measures students' writing skills compared with the Alberta programs of study 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 Grades 1 to 9 in English language arts
- students in Grades 2 to 9 in French Immersion and bilingual programs*
- students in Grades 8 and 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 25 - April 29, 2022.

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 just 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 Grades 6 and 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 2021-2022 school year will be provided by Alberta Education.

A draft of PAT dates is available from Alberta Education [here](#) (pages 5-8). Once confirmed, these dates will be shared with families.

The Alberta government expects school divisions to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians in the following way: We will report the results to students and parents/guardians on the June formal progress report.