



School Assessment Plan 2023-2024

Grades K-9

Nellie Carlson 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 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 6, 2023 to November 30, 2023

Term 2: December 1, 2023 to March 18, 2024

Term 3: March 18, 2024 to June 26, 2024

Interim and Formal Progress Reports Issued:

November 30, 2023 – Formal progress report

January 26, 2024 – Interim progress report

March 15, 2024 – Formal progress report

May 3, 2024 – Interim progress report

June 26, 2024 – 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.

Interim Student Reports (Updates): (*The term *interim student report* refers to the report generated through the use of the Individual Student Report Module in Grade Book.)

Conferences

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

Term 1 Conferences and IPP Meetings will take place from November 3-10, 2023. These will be via Google Meet or in person as per teacher and parent discretion scheduled through Google Calendar.

Term 3 Conferences and IPP Meetings will be a Celebration of Learning. These will take place on March 7th, 2024 and will be hosted at school.

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 September.
- IPP conferences will take place from October-November.
- IPPs for students in Grades 1-9 will be uploaded to SchoolZone on or before December 1st.
- IPP reviews will take place in March and again in 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-Teacher-Student Conferences in November 2023.

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 2022–2023 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.

- The results of the EYE-TA will be shared with parents/guardians of in-person kindergarten children the week of November 7-10, 2023.
- There are NO CLASSES for Kindergarten children on Friday, November 3. Kindergarten children and parents will participate in Parent-Student-Teacher Conferences on this date.
- Kindergarten students will not receive a November interim progress report.
- Parents/guardians of Kindergarten children will receive two interim/update progress reports.(January and May) and two formal progress reports (March and June) to document learning.

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 Nellie Carlson School, student grades/marks are reported depending on their grade and/or division as outlined below.

Kindergarten

Kindergarten children receive four written progress reports, in January and May (interims) and March and June (term reports). The January and June progress reports will include *written comments* about the child's strengths and areas for growth.

Grades 1-9

Students will receive **three interim progress reports** in **October, January** and **May**. Interim progress reports:

- will include a list of the Essential Learning Outcomes (ELOs) from the Alberta programs of study that were the major focus of instruction during the reporting period.
- will include an end-of-period descriptor.
- In November:
 - Grade 1 students will not receive descriptors in any subjects. They will receive written comments about their progress in Language Arts and Mathematics. They will receive IEAs in all subject areas
 - Grades 2-6 students will not receive descriptors in Music, Art or Health. They will receive an IEA in these subjects.
 - Grades 4-6 students will not receive descriptors in FSL. They will receive an IEA in this subject.

Students will receive **three formal progress reports** in **November, March** and **June**. Formal progress reports:

- will include a list of the Essential Learning Outcomes (ELOs) from the Alberta programs of study that were the major focus of instruction during the reporting period.
- will include an end-of-term descriptor.
- will include written comments which describe the major focus of instruction during the reporting period, the student's strengths and challenges, and specific strategies the student can implement to improve achievement.

Students who require specialized supports that are not on the graded curriculum will not receive interim or formal progress reports this year. Teachers will report student growth on Individualized Program Plans (IPPs).

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 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 do one or more of the following:

- Provide additional time and support to complete work (e.g. in class, during lunch hour, during WIN)
- 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/guardians by phone or email.

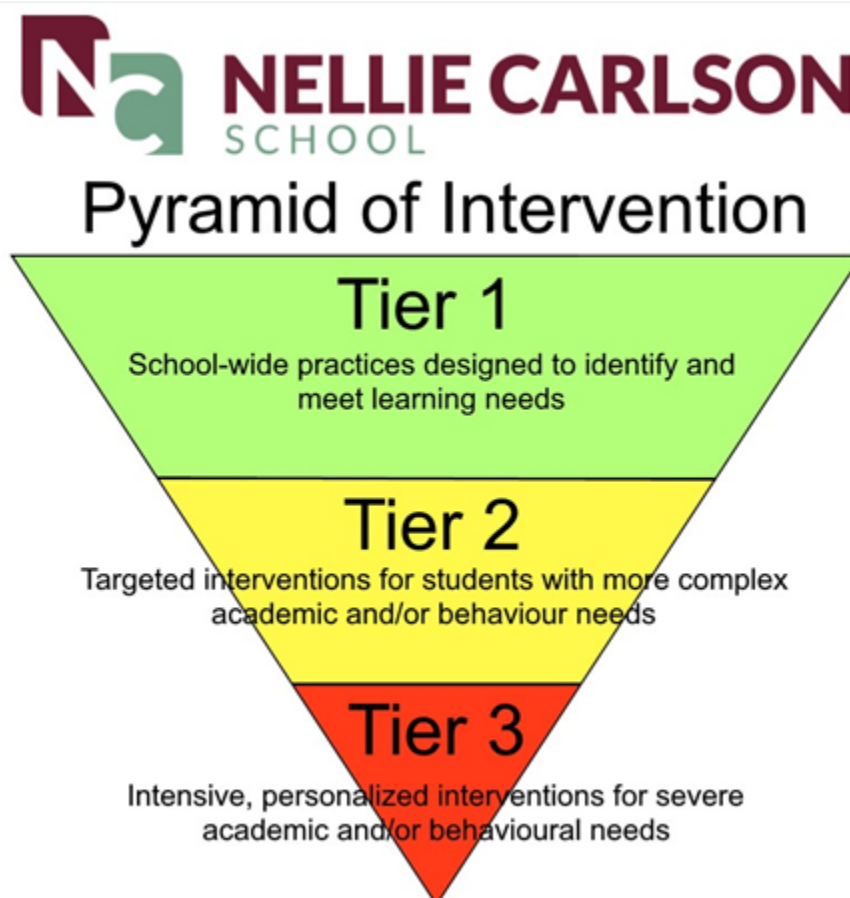
When your child has missing or incomplete work, we will work to ensure that the missed learning takes place by utilizing our Pyramid of Intervention.

Mission of Nellie Carlson School

It is the mission of Nellie Carlson School to ensure high levels of learning are possible for ALL students. To facilitate the successful completion of this mission, the staff of Nellie Carlson School believes that all adults in our building must take collective responsibility for the achievement of all of our students. We believe that a collective systematic approach to at-risk students will allow us to succeed where a traditional individual teacher approach has not. It is this philosophy that has driven the creation of our Pyramid of Interventions. The pyramid reflects the strategies that we currently employ to help our at-risk students experience success. The strategies are subject to ongoing review and are retained or discarded based upon their effectiveness.

The Student's Responsibility

From time to time, all students experience difficulty with their learning. When students struggle it is the responsibility of their teachers to provide them with additional time and support. This time and support can take many different forms, as indicated by the second tier of our pyramid. When assigned an additional learning opportunity by their teachers, our students are required to attend and graciously accept the offered remedial assistance. Failure to do so may result in disciplinary action. We thank all parents in supporting our collective desire to help all children succeed in this academic supportive initiative.



An Explanation of the Pyramid

TIER 1:

The first tier of the pyramid details the supports that all students will receive. This tier is proactive in its approach by implementing data proven instructional strategies that benefit students of all abilities. Adult learning drives student learning at Nellie Carlson School. By engaging in a continuous improvement process, our classroom teachers are better able to meet the needs of their students, thus, reducing the number of students who require intervention.

Essential Learning Outcomes (ELOs):

Teachers will collaboratively review curriculum to determine the essential elements so that their instruction can be more focused. Through vertical collaboration, teachers will gain an understanding of curriculum in a broader sense (what comes before and after them). By acquiring a better understanding of specific curricular outcomes in multiple grades, teachers are better able to specifically identify and target individual student weaknesses.

Assessment for Learning:

Some of the possible formative assessment strategies teachers may incorporate in their classrooms are:

- I Can/I am learning statements
- Multiple Trials
- Targeted Feedback and Student-Teacher Conferencing
- Exemplars and Rubrics
- Student Self and Peer Reflections
- Exit Slips/Entrance Slips
- Proficiency Scales

Common Assessments

Teachers will collaboratively create common assessments to ensure continuity in curriculum pacing and equitable assessment practices. The results are examined to determine instructional effectiveness as we work to meet pre-set goals for student learning.

Curriculum Specific Vocabulary Instruction:

To help close the achievement gap between students who have varying degrees of exposure to the English language, teachers will provide curriculum specific vocabulary instruction in all subjects and all grades. This method of instruction is based on Robert Marzano's book "Acquiring Background Knowledge."

Differentiated Instruction:

All teachers at Nellie Carlson School will engage in learning about and implementing differentiated instruction strategies so that they can better meet the needs of our students.

Literacy Instruction:

All elementary Language Arts teachers will have research-based training to assist them with literacy programming, instruction, and assessment. Furthermore, all Language Arts teachers will be working on a common focus around the foundational pillars of reading comprehension. These include: Phonemic Awareness, Phonics and Decoding, Vocabulary, Fluency and Comprehension. Along with this, we will continue our work on our common writing prompts to be prepared for and delivered three times over the school year.

Common Scope and Sequence/ Year Plans:

All teachers will collaborate to develop common year plans for all grade levels and subjects. This scope and sequence helps to ensure continuity of instruction across all classrooms. All year plans include the following elements:

- ELOs
- I Can” statements
- Common Assessment Dates
- Data analysis dates
- Agreed upon instructional strategies
- Proficiency Scales

School Wide Communication Plan:

- All teachers are required to update SchoolZone with curriculum and academic info on a regular basis.
- All teachers must communicate with every parent within the first two weeks of school.
- Teachers are responsible to initiate contact and communicate a support plan for all parents of those students deemed unable and/or unwilling (See Pyramid of Intervention).
- Parents can request an interview at any time.

Teacher Initiated Conferences:

Nellie Carlson School teachers will contact parents of students who are struggling and arrange to meet to discuss a plan to provide support for the child. If a parent is not contacted, it means that the teacher does not feel that a meeting is warranted. This does not prevent parents from contacting their child’s teacher anytime they have a question or concern with their child’s progress. It is our hope that all parents will engage in regular communication with their child’s teacher.

Pre-Assessments:

Collaborative teams will also create pre-assessments based on essential outcomes as a method of determining specific areas of need for each child. These assessments will include material from several grade levels.

TIER 2:

Students who are not meeting learning targets are sorted into two categories; either they are unable to do so, or they are unwilling. There are differing protocols in place for each category.

Tier 2 Unwilling:

Students defined as unwilling are capable of completing their school work but choose not to.

Mandatory Help:

Students who do not complete homework or assignments in class are assigned additional support during lunch, morning or afternoon recess, or during WIN/Tutorial time.

Focus on Core:

Students who continue to struggle with work completion can be removed for a short period of time from all classes except for the four academic core subjects. When they are removed, they will work with their core teacher or with the administration to complete work and catch up in their core subjects.

Mentorship Program:

Students can be assigned an adult mentor who is responsible to check with them each day to ensure that they are on task.

Short Term Program Modification:

Students who continue to struggle with completion of work can be removed from class and placed on in school suspension until such time as they are caught up in their subjects and demonstrate a willingness to comply with the expectations of the school.

Admin/Family Conference:

Meetings between parents of struggling students and school administration are arranged if any of the above strategies prove unsuccessful. The purpose of the meeting is to determine if additional intervention is required or if family supports are necessary.

Level 2 Unable:

Students defined as unable are students who are not able to complete their work in the assigned class time. These students require additional time to complete tasks as well as additional teacher or program aid support.

Assigned Daily Tutorials:

Nellie Carlson School includes WIN/Tutorial times for Elementary and Junior High students throughout the week. Student attendance is mandatory. These times are not intended to be used to discipline students, but are instead intended to provide additional time and support to students when required.

Teachers Working as One:

As a way to model how all teachers are responsible for all students, teams of teachers may collaborate to determine how they can modify tutorial and intervention time. This may include reorganizing a group of students to be with a teacher based on student need and support during a specified time.

Student Mentorship:

Junior High Leadership students may be assigned an elementary buddy who is struggling. The purpose is to establish a positive relationship with the younger students so that they can be encouraged to continue to work hard in school.

Family/Teacher Conference:

Teachers meet regularly with families of struggling students to establish a positive working relationship and collaboratively plan for the student's success.

TIER 3:

Tier 3 interventions result when all other interventions have proven unsuccessful. Teachers and administration will look at struggling students on a case-by-case basis. This team will then come to a consensus on which supports each student requires and create a plan to ensure that they are delivered in a timely manner.

Special Needs Assessment:

Students who continue to struggle can be referred for special needs assessment so that additional information can be gathered about the child to assist teachers in programming or to determine that a specialized site placement is warranted.

Neuro-Developmental Assessment:

Parents are asked to obtain a referral from their family doctor to the Neuro-Developmental Clinic. This clinic examines the role medical factors play in inhibiting a student's ability to learn.

Attendance Board Referral:

Students with poor attendance records are referred to the attendance board. There is a strong correlation between attendance and success in school.

School Social Worker:

Nellie Carlson School has access to a district social worker. The social worker works with families who are experiencing difficulties that are affecting the achievement or well-being of our students.

Individualized Study:

Students who continue to disrupt the learning environment in their classes and who do not respond to the behavioural coaching provided can be removed and placed on an Individualized Study Program. This program utilizes distance learning materials as a basis of programming. The student's classroom teachers are still responsible to assist students when they require help and assess their performance.

Empower:

Students who struggle with the first two Pillars of Reading, Phonics and Phonemic awareness, may be assigned to the Empower program. Empower is a long term, intensive program designed to solidify students' mastery of the sounds that words make. If students struggle with this most basic of reading skills, then they will struggle with more advanced skills such as fluency and comprehension. It is essential that students have a solid mastery of these skills as reading comprehension is vital to academic success in later grades.

MOVING BETWEEN LEVELS:

The academic needs of students are complex and fluid. This means that students may be identified as needing supports in multiple tiers. A student's presence in one tier may be brief or for prolonged periods of time. The ultimate goal of the Pyramid of Intervention is to support student needs in order to perform at grade level.

Moving to Tier 2:

A student is identified as at-risk and moves to Tier 2 on the pyramid in the following ways:

- Demonstrating poor performance on common assessments. Common assessments are collaboratively determined and are based on Essential Learning Outcomes.
- Students who don't complete their work.
- Attendance Concerns.
- Family Supports Required.

Moving to Tier 3:

A student is identified as at-risk and moves to Tier 3 on the pyramid in the following ways:

- Teachers feel that additional information is necessary.
- Student requires medical intervention.
- Student’s academic performance remains the same in Tier 2 interventions

Student’s academic performance decreases in Tier 2 interventions.

Course Outlines

Information about curricular outcomes for all grades and subjects is available on the website: [My Child’s Learning: A Parent Resource](#). Teachers also share ongoing information about classroom activities and assignments using one or more of the following strategies:

- SchoolZone
- Student Agendas
- See Saw
- Class Dojo
- Google Classroom
- Class newsletters
- Course outlines (for some Grades 7-9 courses)

Contact your child’s teacher if you would like more information.

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; and
- give your child more practice.

At Nellie Carlson 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 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 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 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 15-19, 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 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?

- With the exception of students in Math 10C, the MIPI is optional for students in Grades 2 to 10, including those in French immersion and bilingual programs.

The MIPI 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 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 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).
- PAT dates can be found on the [Provincial Achievement Tests website](#). The dates listed below are confirmed.
 - Monday, May 13 - Gr 9 Language Arts Part A
 - Wednesday, May 15 - Gr 6 Language Arts Part A
 - Wednesday, June 12 - Gr 6 and Gr 9 Language Arts Part B
 - Thursday, June 13 - Gr 6 and Gr 9 Math Part A
 - Friday, June 14 - Gr 6 Math Part B
 - Tuesday, June 18 - Gr 9 Math Part B
 - Wednesday, June 19 - Gr 6 and Gr 9 Social Studies
 - Thursday, June 20 - Gr 6 and Gr 9 Science

The Alberta government expects school divisions to report the scores from Grades 6 and 9 PATs.

At Nellie Carlson School, we report the results to students and parents/guardians by stating the student's unofficial score for each test on their Term 3 Report Card.