



# **Guide to Student Assessment and Achievement 2022-2023**

Grades K - 7

School Name - Crescent Valley School

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## Guide to Student Assessment and Achievement 2022 - 2023

In Grande Yellowhead Public School Division, we recognize that successful student learning<sup>1</sup>relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between all of these partners is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when 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
- steps we take if your child's work is missing or not finished.

### What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate based on the Alberta Program of Studies (curriculum) and, when applicable, the Individual Support Plan (ISP). Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests.

Teachers won't use your child's attendance, behaviour, effort, attitude, homework completion, or work habits to decide on their grades/marks, unless it is included in the Alberta Program of Studies for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course, or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

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<sup>1</sup> Updated August 26/2022

## Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

**You can support your child's learning** (Education Act, Section 32) **by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- keeping current with your child's progress online through the PowerSchool Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- participating in parent-teacher conferences.

**Teachers will help your child succeed** (Education Act, Section 196) **by:**

- 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, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

**Students have a responsibility for their own learning** (Education Act, Section 31) **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;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

## Reporting Progress

### Reporting Periods

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Term One: Dec 16, 2022

Term Two: Mar 17, 2023

Term Three/Final mark: June 28, 2023

### Formal Reports Issued

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Formal Reports will be issued via report cards developed at the division level (available electronically). If a student has an ISP, it will be included as part of the formal report. Paper copies will be made available upon request.

**Interim Reports Issued:** Interim reports are available via PowerSchool Pro

## **Conferences**

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Parent communication is important and parents/guardians are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents/guardians to meet with teachers to discuss student achievement and progress. The intention of these conferences are to celebrate growth in learning and set future goals.

Conferences will be held on the following dates:

- Oct 18 and 19, 2022
- April 18 and 19, 2023
- Parents can book online through our school website

## **Early Years Evaluation Teacher Assessment (EYE-TA):**

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This EYE-TA is used to assess the universal, targeted and individualized areas of growth and strengths of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. The EYE-TA is provided to parents as a first term reporting tool.

## **Individualized Support Plan**

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For students who need specialized services and supports, the ISP is a working document that is developed within the first two months of the school year. The ISP is a record of specific goals for a child. It provides information about accommodations and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the parent/guardian are expected to provide input into the ISP.

ISP co-planning conferences will take place three times year:

- The co-planning process will include...
  - a collaborative effort between the LST, Homeroom Teacher and Guardian(s)
  - A review of existing goals to ensure they are in alignment with the learning goals of the student
  - The draft document will be circulated early in the school year and signed off on by the Guardian(s)

## **English Language Learners**

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For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents/guardians of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

<b>Grades/Levels of Achievement/Marks and Codes</b>
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To decide on 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.

When percentages are used, 47.5 and up will be rounded to 50 as a final grade only.

At Crescent Valley School we use the following level(s) of achievement:

**Kindergarten - Grade 6:**

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***Personal and Social Responsibility (Kindergarten)***  
***Personal Growth and Work Habits (Grades 1-6)***

Consistently	Student consistently applies and demonstrates effort towards the activity
Usually	Student applies and demonstrates effort towards the activity most of the time
Requires Growth	Student needs to apply more effort towards the activity

***Academic Achievement***

E- Excelling	Demonstrates superior performance and an in-depth understanding of learning outcomes *extends to new learning situations
M- Meeting	Demonstrates consistent performance and understanding of learning outcomes *independently
A- Approaching	Demonstrates inconsistent performance and understanding of learning outcomes *with assistance
B- Beginning	Demonstrates minimal performance and a limited understanding of learning outcomes *even with assistance
INS-Insufficient	Insufficient data to report on
NA - Not Assessed	This outcome has not yet been formally assessed

**Grade 7:**

<b>ACHIEVEMENT INDICATORS</b>		
4	Mastery	Demonstrates an in-depth and broad understanding of grade level outcomes

3	Competent	Demonstrates a well-developed and consistent understanding of grade level outcomes
2	Developing	Demonstrates a basic and/or inconsistent understanding of grade level outcomes
1	Limited	Demonstrates an inadequate understanding of grade level outcomes
*		Outcome may have been introduced, but was not formally assessed during the reporting period
N		Not assessed during this term due to Covid-19
I		Insufficient data to assess accurately

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## How We Determine Student Grades/Marks

### Missing or Incomplete Student Work

- It is expected that students complete all pieces of work
- Teachers will contact home to follow-up if a student is beginning to accumulate missing work

If your child is away from school for an extended period of time, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternative assignments or other strategies that will support them through their course.

### Zero Policy

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. Teachers are to provide every opportunity for students to satisfactorily complete their work. If students do not take the opportunity to complete the assignment, they may receive a zero.

- Teachers are expected to be contacted home in the event that students are not completing assigned work
- Every opportunity will be given to students to complete assignments
- Work that continues to not be handed in will be marked as insufficient

### Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources), 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.

- Teachers will contact home and a chance to redo the assignment (or alternative) will be given
- Once redone the assignment will be assessed
- Any further or ongoing issues will be brought to an administrator for intervention

## Grades/Marks Appeal Process

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To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 5 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact the Principal who will make the final decision. The Principal's decision is final.

## Exams

- Exams during the school year will be communicated by the classroom teacher
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## Provincial Achievement Tests (PATs)

- PAT's will be issued in accordance with the following schedule

	Gr. 6 PATs	Date/Start Time
May/June	FLA: Partie A	May 16: Start 9:00 am
	ELA: Partie A	May 18: Start 9:00 am
	ELA	June 19: Start 9:00 am
	FLA	June 19: Start 9:00 am
	Science	June 20: Start 9:00 am
	Math Part A and B	June 22: Start 9:00 am
	Social	June 23: 9:00 am - 11:00 am

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Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results 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.

Students in Grades 6 and 9 in English and French Language Arts, Math, Science and Social Studies write PATs. The PATs will be administered in May and June, in accordance with Provincial scheduled dates and times.

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

## How do PAT scores affect student marks?

- CVS will report preliminary results to parents but PAT results are not used for final report

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