

# ***Assessment, Evaluation and Reporting***

## ***Holy Redeemer Catholic School***

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***Principal: Peter Rachmistruk***

***Assistant Principal: Kristine Willis Dengler***

### ***Elk Island Catholic Schools - Our Circle of Faith and Learning.***

At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, our students are provided with a faith-based learning environment where they are safe and supported as they strive toward excellence in academics, athletics, fine arts and spiritual growth and development.

EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future.

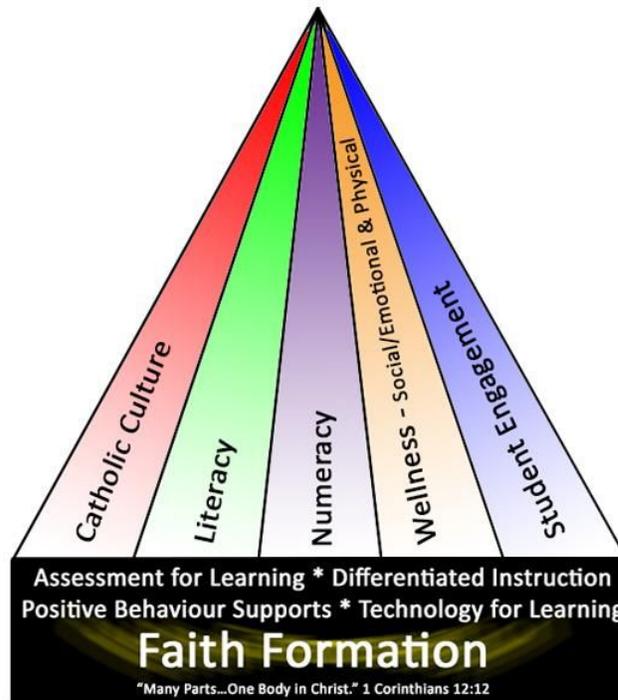
### ***Elk Island Catholic Schools will ensure Success for all Students***

#### ***District Education Plan Priorities***

1. Elk Island Catholic Schools will enhance the Faith Formation of its students
  - Sacramental Preparation
  - Celebrations
  - Faith Permeated Instruction

2. Elk Island Catholic Schools will provide Quality Learning Environments
  - Collaborative Response Model
  - Technology Integration
  - Literacy and Numeracy
  - Effective Teaching Practices
  - Effective Assessment Practices

## ***Pyramid of Supports***



3. Elk Island Catholic Schools will provide Engaging and Diverse Program Offerings
  - Innovative and authentic educational opportunities
  - Student Health and Wellness
  - High School Transition
  -

## ***Communicating Student Learning***

Report cards are only one piece of the communication system. It is a summary document that communicates student achievement that should have already been shared in some way. ***There should be no surprises for the student or parent.*** Alternate forms of communication may include:

- Feedback on student work
- Evidence of student learning
- Three-way conferences
- Phone calls

- Emails
- Meetings
- Notes in agendas
- Student reflections
- Meet the Teacher Night
- Celebration of Learning

The Comprehensive Reporting System of Elk Island Catholic Schools, as indicated in [Administrative Procedure 360](#), shall include:

- *Communication of student learning in relation to the Alberta Program of Studies Learning Outcomes;*
- *Communication of student performance in relation to citizenship and social responsibility expectations;*
- *On-going communication between home and the school (e.g. phone calls, emails, agendas)*
- *The provision of regular and timely access to information about student achievement, which could include online access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of student learning;*
- *Report Cards.*

### ***Reporting Periods with Report Cards***

- September 2018 – January 2019
- February 2019 – June 2019

### ***Report Cards Issued***

Report cards are written records of *student performance on curriculum outcomes* over a period of time. These will be sent home on:

- February 2019
- June 2019

### ***Evidence of Learning***

Evidence of learning is a **visual and/or oral history of student's learning** over time. Evidence of learning may include feedback from observations, conversations, or products. Over the course of the year, you will see a variety of EVL shared at Holy Redeemer: **Fresh Grade, SeeSaw, Writing folders, and Growth as a Learner booklets or sheets**. Each of these pieces of evidence share information about your child's learning progress based on professional observations, conversations, and products. Evidence of Learning and progress will be communicated to parents on a timely and on-going basis.

#### **Evidence of Learning at Holy Redeemer:**

- is connected to student learning outcomes from the Alberta Program of Studies
- can initiate conversations between the school and home
- is student centered
- demonstrates growth over time (strengths, areas of growth, and next steps)

### ***Three-way Conferences***

An opportunity for the ***student, parent and teacher to engage in conversations*** around the strengths, area of growth and next steps of the student. These three-way conferences will occur on:

- November 2018
- March 2019

### ***Instructional Support Plans (ISP)***

An Instructional Support Plan is required for any student or ECS child that ***requires specialized supports, assessment accommodations and services***. Students requiring specialized supports and services have a diagnosis of a disability or disorder by a qualified professional. The purpose of an ISP is to ***provide meaningful and successful learning opportunities for all students***, using the program of study as a starting point of instruction.

All students with a diagnosis of a disability or disorder shall have an ISP. Supporting documentation for the student's diagnosis is available in his/her portfolio on DocuShare.

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process between all members of the student's Learning Support team, which includes teachers, parents and the student. As such, all three parties are responsible to report and comment on the level of achievement experienced by the student through the use of stated accommodations.
- Parental input is necessary and should be ongoing. Teacher can invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.
- ISP's are to be submitted to the principal by October 31 for approval. Once approved, contributing members sign the ISP. Sharing and reaching an agreement of the support plan is to be completed by the first reporting period. The first review of the ISP will be completed by the end of Semester 1, the second review and transition plans will be completed by mid-June.

### ***English Language Learners (ELL) Proficiency Benchmarks***

English as a Second Language (ESL) benchmarks are completed by the classroom teacher or by a designated ELL teacher and are entered into PowerSchool. Proficiency benchmarks are shared with parents during scheduled Three Way Conferences. Specific language learning feedback is also provided through formative and summative assessments.

### ***Non-Achievement Factors***

Teacher's professional judgment and rubrics will be used to assess ***student effort, participation, attitude and other behaviours***. Non-achievement factors are not be a part of the student grade. (See Appendix)

## Appendix

### ***Growth as a Learner***

Growth as a Learner is represented by the 4 E's with corresponding indicators. They are assessed based on three levels of frequency or learner skills across the subject areas.

#### *Kindergarten Growth as a Learner*

##### **Kindergarten Growth as a Learner**

<b><i>Learner Skills</i></b>	<b><i>Level of Frequency</i></b> <i>(Consistently, Shows Progress or Requires Growth)</i>
<b><i>An Engaged Thinker looks like...</i></b> <ul style="list-style-type: none"><li>● Listens with purpose</li><li>● Actively participates in learning tasks</li></ul>	
<b><i>An Ethical Citizen looks like...</i></b> <ul style="list-style-type: none"><li>● Acts respectfully to learn, share and adapt as a part of a diverse community</li><li>● Demonstrates self-respect and positive interactions towards others</li></ul>	
<b><i>An Entrepreneurial Spirit looks like...</i></b> <ul style="list-style-type: none"><li>● Takes responsibility and demonstrates independence</li><li>● Demonstrates curiosity, persistence and a willingness to explore</li></ul>	
<b><i>An Evangelizer looks like...</i></b> <ul style="list-style-type: none"><li>● Understands that they are created by God and celebrate their uniqueness and capabilities as a trace of God</li><li>● Celebrates caring by making friends and by helping with their community</li></ul>	

## Elementary and Middle School Growth as a Learner

Homeroom	Brian Wynder
<b>Growth as a Learner Attributes</b>	<b>Level of Frequency</b>
	 Consistently  Shows Progress  Requires Growth
<hr/> <i>An <b>Engaged Thinker</b> looks like</i>	 <i>Consistently</i>
<ul style="list-style-type: none"><li>• Listens with purpose</li><li>• Remains focused and organized</li><li>• Flexible and adapts to change</li><li>• Reflects on their learning</li><li>• Seeks clarification when in doubt</li></ul>	
<hr/> <i>An <b>Ethical Citizen</b> looks like</i>	 <i>Shows Progress</i>
<ul style="list-style-type: none"><li>• Respects the rights of others</li><li>• Makes responsible choices</li><li>• Engages in collaboration</li></ul>	
<hr/> <i>An <b>Entrepreneurial Spirit</b> looks like</i>	 <i>Shows Progress</i>
<ul style="list-style-type: none"><li>• Takes responsibility for personal goals</li><li>• Is willing to take risks</li><li>• Perseveres when faced with a challenge</li></ul>	
<hr/> <i>An <b>Evangelizer</b> looks like</i>	 <i>Requires Growth</i>
<ul style="list-style-type: none"><li>• Imparts God's teachings through respect, empathy and compassion for others</li><li>• Models and acts on God's love within our Catholic Community</li></ul>	

### ***Achievement Factors***

Achievement factors are based on student's ***demonstration of attitudes, skills and knowledge*** relative to grade level learner outcomes in the Alberta Program of Studies or in Individualized Support Plans (ISPs).

For students in **Kindergarten**, ***Evidence of student learning*** is collected through a variety of assessments within a Kindergarten classroom.

- Assessment is an ongoing part of each child’s daily learning.
- Opportunities are created for children to demonstrate their understandings in a variety of ways.
- Assessment is used to provide feedback to the child and parents and to plan the learning environment.
- When assessment criteria is shared with children they will be more likely to be successful and complete the task (Alberta Education, *Kindergarten Program Statement*, 2008).

## Elementary Years

Levels of Achievement for regular programming and students on ISPs

### Elementary Years

#### Academic Levels of Achievement

<b>4</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>new</b> situations</li> <li>• Demonstrates an <b>in-depth</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>independently</b></li> </ul>	Exemplary Consistently	Meeting Grade Level Outcomes
<b>3</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>familiar</b> situations</li> <li>• Demonstrates a <b>solid</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with little support</b></li> </ul>	Proficient Usually	
<b>2</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>simplistic</b> situations</li> <li>• Demonstrates a <b>basic</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with moderate support</b></li> </ul>	Progressing Sometimes	
<b>1</b>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• <b>Consistently</b> requires <b>guidance and support</b></li> </ul>	Beginning	Not Yet Meeting Grade Level Outcomes
<b>ID</b>	Insufficient Data <ul style="list-style-type: none"> <li>• The student has recently arrived at the school or been away on an extended absence.</li> <li>• The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>		

#### Additional ISP Related Achievement Levels

<b>I4</b>	Consistently meeting ISP Outcomes
<b>I3</b>	Usually meeting ISP Outcomes
<b>I2</b>	Occasionally meeting ISP Outcomes
<b>I1</b>	Not meeting ISP Outcomes, requires a change in strategies to achieve success.

## Levels of Achievement – Middle/High Schools

### Middle Years

Middle Schools will use **Levels of Achievement** as they report student performance to parents in *Physical Education, Health, Religion and Optional Courses (CTF, Environmental and Outdoor Education, Ethics, Fine Arts, First Nations, Metis and Inuit Languages, FSL, Religious Studies, Locally Developed Courses)*.

The reporting of student achievement in Grades 7 & 8 Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social, Science, and International Languages will be based upon percentages.

#### Academic Levels of Achievement

<b>4</b>	<ul style="list-style-type: none"> <li>Applies learning to <b>new</b> situations</li> <li>Demonstrates an <b>in-depth</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge <b>independently</b></li> </ul>	Exemplary Consistently	Meeting Grade Level Outcomes
<b>3</b>	<ul style="list-style-type: none"> <li>Applies learning to <b>familiar</b> situations</li> <li>Demonstrates a <b>solid</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge <b>with little support</b></li> </ul>	Proficient Usually	
<b>2</b>	<ul style="list-style-type: none"> <li>Applies learning to <b>simplistic</b> situations</li> <li>Demonstrates a <b>basic</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge <b>with moderate support</b></li> </ul>	Progressing Sometimes	
<b>1</b>	<ul style="list-style-type: none"> <li>Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li><b>Consistently</b> requires <b>guidance and support</b></li> </ul>	Beginning	Not Yet Meeting Grade Level Outcomes
<b>ID</b>	Insufficient Data <ul style="list-style-type: none"> <li>The student has recently arrived at the school or been away on an extended absence.</li> <li>The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>		

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<b>I4</b>	Consistently meeting ISP Outcomes
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## ***Student Grading***

Creating quality learning environments that empower *students to know where they are, where they need to go, and how they are going to get there* is a focus within all Elk Island Catholic Schools. The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies.

- ***Formative Assessments***
  - Formative assessment occurs daily to monitor student learning
  - Share learning targets regularly to develop a common understanding
  - Give and receive timely descriptive feedback about student learning. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty.
  - Involve students in their own assessment (e.g. self/peer)
  - Should be an ongoing process
  - Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
  - Teachers should provide sufficient formative opportunities prior to summative assessment.
- ***Summative Assessments***
  - Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
  - Assessment must be based on the most recent demonstration of student learning.
  - Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
  - Student participation in group may only be assessed individually.
  - Teachers will obtain assessment information through a variety of means.

***Triangulation of Evidence*** may include:

  - ***Observations (Anecdotal Evidence)*** (e.g. dramatization, group work, lab procedures, performance)
  - ***Conversations (Anecdotal Evidence)***(e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)
  - ***Products*** (e.g. exams, quizzes, authentic learning tasks)
- Based upon the ***teacher's professional judgment*** students may be provided the opportunity to have a second chance at a summative assessment, with ***sufficient time for learning opportunities*** between assessments.
- Students need the opportunity to demonstrate their learning in performance based assessments.

## ***Missing or Incomplete Student Work***

The primary purpose of student assessment and evaluation is to ***support student learning*** and to have all students improve their performance. The following process will be followed in the case of missing or incomplete student work:

- Parents will be notified about incomplete work and an extension will be given for the child to finish their work at home.
- If the problem persists, incomplete assignments will be recorded in PowerSchool as incomplete.

Extended illness or Compassionate leave:

- These circumstances will be dealt with on a case by case basis.

## ***Homework***

- Homework is for the purpose of practice. Homework should have very little to no part of grades.

## ***Course Outlines***

All teachers shall provide a ***course outline of the learner expectations*** (curriculum standards), and assessment methods to students and parents.

- Parents can find curriculum standards on the Alberta Education website per grade. An outline of expectations regarding homework, behaviour and classroom routines will be sent home in September.

## ***Large Scale Testing - Diagnostics and Observation Instruments***

- **EYE - TA** (Early Years Evaluation Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)  
Administered to Grade 7.
- **Fountas and Pinnell Assessments**  
Administered in Grades 1- 6
- **Star Reading Assessment**  
Administered in Grades 7-8.
- **GB + (French Immersion)**  
Administered in Grades 1- 6.
- **Insight Testing**  
Administered in Grade 5 and 8.
- **Math Intervention Programming Instrument**  
Administered in Grade 2 - Grade 10
- **Provincial Achievement Tests**  
Measure how well students are learning what they are expected to learn.  
See Administration Schedules set by Alberta Learning for Grade 6

## ***School Collaborative Response Model will be used to support student Learning***

- Ongoing Assessments
- Collaborative Team Meetings
- Pyramid of Supports

## ***References***

Alberta Assessment Consortium. *Assessment Glossary*. Taken from:

[http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat\\_updated\\_Feb\\_2013.pdf](http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf)

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Davies, A., Herbst, S. & Reynolds, B. (2008). *Leading the way to making classroom assessment work*. Connections Publishing Inc: B.C.

O'Connor, K. (2013). *The School Leader's Guide to Grading*. Solution Tree Press: Bloomington, IN.