

# ***Assessment, Evaluation and Reporting 2022/23***

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

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***Principal: Ed Kucy***

***Assistant Principal: Nancy Morgan***

## ***Elk Island Catholic Schools - Seeing Christ in Everyone***

### ***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***

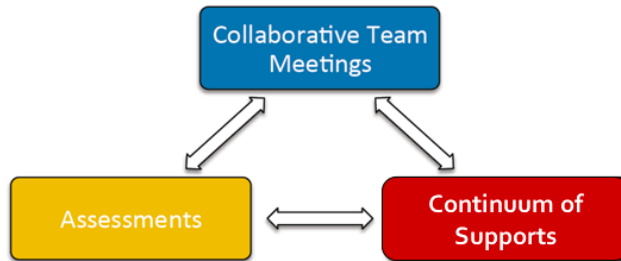
### ***EICS Division Education Assurance Plan 2022-2026***

#### ***Our Strategic Priorities:***

- 1. Faith Integration***
- 2. Learners and Learning***
- 3. Systemic Wellness***
- 4. Community Engagement***

## [REFER to DIVISION AP 360](#)

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



The Collaborative Response Model consists of three integral elements which include **collaborative team meetings**, **assessments**, and a **continuum of supports**.

The importance of all elements being firmly established is to create an effective support system for all students.

## ***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 2022 – January 2023
- February 2023 – June 2023

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

Report cards are written records of ***student performance on curriculum outcomes*** over a period of time. These will be emailed and accessible on Powerschool on:

- February 3, 2023
- June 28, 2023

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

Evidence of learning is a ***visual and/or oral history of a student's learning*** over time. Evidence of Learning and progress will be communicated to parents on a timely and ongoing basis. The process used to share Evidence of Learning at each school site must meet the following criteria:

- connected to student learning outcomes
- initiate conversations between the school and home,
- student centered (students articulate their learning)
- demonstrates student growth over time (strengths, areas of growth, and next steps).

Evidence of learning will be sent home:

- Week of October 24, 2022
- Week of March 20, 2023

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

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

- November 2 & 3
- March 22 & 23

### ***Student Support Plans:***

***\*Instructional Support Plan (ISP)***

***\*Regulation Support Plan (RSP)***

***\*Competency Report Card***

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

All EICS students with a diagnosis of a disability or delay shall have an ISP. Supporting documentation for the student's diagnosis is available in his/her portfolio on PASI (Provincial Approach to Student Information).

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process which includes teachers, parents, the student, and the school's Learning Support team. As such, all parties are responsible to report and comment on the level of achievement and engagement experienced by the student through the use of stated accommodations and strategies.
- Parental input is necessary and should be ongoing. Teachers invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.
- ISPs are to be submitted to the principal by October 21 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.

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

Teacher's professional judgment and rubrics will be used to assess ***student effort, participation, attitude and other behaviours***. Growth as a learner is reported as a level of frequency and not to be factored in the level of achievement or student grade.

#### ***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

<i>Learner Skills</i>	<i>Level of Frequency</i> (Consistently, Shows Progress or Requires Growth)
<i>An Engaged Thinker looks like...</i>	
<ul style="list-style-type: none"> <li>• Listens with purpose</li> <li>• Actively participates in learning tasks</li> </ul>	
<i>An Ethical Citizen looks like...</i>	
<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>	
<i>An Entrepreneurial Spirit looks like...</i>	
<ul style="list-style-type: none"> <li>• Takes responsibility and demonstrates independence</li> <li>• Demonstrates curiosity, persistence and a willingness to explore</li> </ul>	
<i>An Evangelizer looks like...</i>	
<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
Growth as a Learner Attributes	Level of Frequency
	Consistently            Shows Progress            Requires Growth
<p><i>An Engaged Thinker looks like</i></p> <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>	<i>Consistently</i>
<p><i>An Ethical Citizen looks like</i></p> <ul style="list-style-type: none"> <li>• Respects the rights of others</li> <li>• Makes responsible choices</li> <li>• Engages in collaboration</li> </ul>	<i>Shows Progress</i>
<p><i>An Entrepreneurial Spirit looks like</i></p> <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>	<i>Shows Progress</i>
<p><i>An Evangelizer looks like</i></p> <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>	<i>Requires Growth</i>

## Level of Achievement and Grades

Level of Achievement and grades are based on the 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 understanding 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>14</b>	Consistently meeting ISP Outcomes
<b>13</b>	Usually meeting ISP Outcomes
<b>12</b>	Occasionally meeting ISP Outcomes
<b>11</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>		

#### 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.

## Assessments

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.
- Students need the opportunity to demonstrate their learning in performance based assessments when appropriate.
- 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 the 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)
  - Individual summative assessments shall not exceed 20% of the final grade.
- 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.

**Learning opportunities between assessments may look like:**



- If a student chooses to take the opportunity for a second chance on an assignment, note that the assessment will not be the same, though the outcomes measured will remain consistent. Feedback will not be provided as rigorously as the original assignment. If a student chooses to be re-assessed, the second mark will replace the first mark even if the former is higher, as the second assessment reflects the most recent demonstration of learning as per the Elk Island Catholic School's assessment guidelines. Students will be able to request a second chance from the time the assessment is returned until the next assessment is scheduled up to a period of two weeks, whichever comes first.
- Second chances are student initiated, however it is up to the teacher's professional judgment whether or not a second chance could/should be granted. Student will be required to:
  - a) Book an appointment with the teacher following the return of the assessment, but not within 24 hours upon receipt of the grade so as to give the student time to reflect on the teacher feedback.
  - b) Teacher and student will decide on the date and steps (additional practice) to complete the second chance assessment.
  - c) If the student misses the re-write date and time without a legitimate excuse as decided by the teacher, the second chance is forfeited.

\*Final Exams are exempt from second chances.

### ***Missing or Incomplete Student Work (Personalize)***

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:

#### **K-4**

Evaluate the goal of the activity; if the teacher has observed the student achieving the learning goal, teachers will use their professional discretion to excuse the incomplete work. Teachers may require students to participate in a small group session to better understand if they can achieve targeted learning goals.

#### **5-8**

1. A meeting will occur with the teacher on the due date or the next time the student attends class. The purpose of this meeting is to:
  - a. Check student progress on the assignment and determine why the assignment is missing or incomplete.
  - b. Provide help or assistance (this may take place outside of class time)
  - c. Make a plan for completing the assignment. This plan may include:
    - i. Determining if an alternate assignment is required
    - ii. Setting a revised due date as determined by the teacher
    - iii. Attending a designated work time and location
2. PowerSchool entry

- a. On the due date, the assignment will be recorded as “Missing” with a placeholder zero until the terms of the arrangement between the teacher and student are met
  - b. On the revised due date, a mark will be recorded indicating:
    - i. The achievement earned (without penalty) of the completed work or
    - ii. A reluctant zero if the work remains outstanding.
3. For students who repeatedly fail to complete work or meet due dates:
- a. Parents will be contacted by phone or email.
  - b. School administration may be consulted to consider further actions.

Extended illness or Compassionate leave:

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

### ***Homework***

Homework is practice given by teachers to supplement the learning that has occurred in the classroom. We believe homework is an opportunity to practice and review concepts learned in class. For any homework assigned, class time will be given so students can access teachers for guidance, support, and feedback.

At Holy Redeemer homework is meant to:

- Help support your child’s learning.
- Reinforce what your child learned in school.
- Give your child more practice.

### ***Long Range Plans and Course Outlines***

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

K-4:

- Parents can find curriculum standards on the Alberta Education website per grade.
- Teachers will communicate current curricular outcomes through teacher communication platforms (email, monthly newsletter, etc.).

Gr. 5-8:

- Parents and Students will be provided a course outline at the beginning of the course. This will include:
  - a. A breakdown of the order of the course into units covered that are connected to the curriculum of study.
  - b. Clearly communicated design of assessment weighting for each category the teacher is using to summatively assess the student.

### ***Division Assessments- Diagnostics and Observation Instruments***

- **Kindergarten Screener** (Teacher Assessment)
- **Phonological Awareness Screener** (Teacher Assessment) - Grade 1, 2, 3

- **CAT 4 (Canadian Achievement Test)**  
Administered to Grade 4 and 7.
- **Reading Assessments**  
Administered in Grades 1- 9 - Fountas & Pinnell  
Administered in Grades 5 - 9 - Star Reading Assessment
- **GB + (French Immersion)**  
Administered in Grades 1- 6.
- **ELL Testing:**  
Idea Proficiency Test (IPT)  
Administered to all ELL students
- **Insight Testing**  
Administered in Grade 5 and 8.
- **EICS Math Assessment**  
Administered in Grade 1 - 4
- **MIPI (Math Assessment)**  
Administered in Grade 5-10
- **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 and 9 students.
- **Diploma Examinations**  
Certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results. See Administration Procedures and Schedules set by Alberta Learning.

## References

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

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