Guide to Student Assessment and Achievement 2020-2021

Grades K-9

School Name Caledonia Park School
Address *3206 Coady Blvd, Leduc, AB T9E 7J8*

Phone: 780.986-7888
Email: Werner.Fisher@gshare.blackgold.ca
Website: https://cps.blackgold.ca/

Principal: Mr. Werner Fisher
Assistant Principal: Mrs. Wendy Francis
Assistant Principal: Mr. Blair Mailer

Updated: October 20, 2020

Guide to Student Assessment and Achievement 2020-2021

In Black Gold Regional Division, we recognize that successful student learning 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 programs of study (curriculum) and, when applicable, the Instructional Support Plan (ISP) in grades 1-12, or the Individualized Program Plan (IPP) in Kindergarten. 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 programs of study 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.

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 *(School Act, Section 16.2)* **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 Power School 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 *(School Act, Section 18)* **by:**

- providing programming that is 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, 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 *(School Act, Section 12)* **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.

Our Communication Plan for Reporting Progress

PowerTeacher Pro Electronic Gradebook:

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time.

- Schools will provide parents with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes;
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have access to technology to view student grades, please contact the school to make arrangements to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780-986-7888.
- Marking Turn Round and Posting Marks into Powerschool
    - Marks will be posted in Powerschool within two weeks of the assignment being handed in. Please note that larger assignments or major projects may take up to three weeks to be inputted.
- Current Gradebook
    - Teachers will make at least two entries in Powerschool per month in the core subjects (Math, Science, Social and Language Arts). Non core subjects (Health, PE, Art, Music and CTF) will have entries once a month.

Reporting Periods:

Term One: *November 29th, 2020*
Term Two: *March 19, 2021*
Term Three/Final mark: *June 29, 2021*

Formal Reports Issued:

Parents will be notified via SchoolMessenger as to the readiness of term marks on Powerschool. For the final term, an electronic report card will also be send home via School Messenger on June 30, 2021.

If a student has an ISP (or IPP for Kindergarten students), it will be included as part of the formal report. Paper copies will be made available upon request.

Conferences:

Parent communication is important and parents 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 to meet with teachers to discuss student achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

The dates for these conferences are October 21st and 22 and March 18th. Parents/Guardians can book appointments using the School Appointments website at https://caps.schoolappointments.com. The school office staff will send out registration instructions and dates it will be open closer to the conference dates.

Early Years Evaluation Teacher Assessment (EYE-TA)

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.

Instructional Support Plan (Gr 1 – 12) and Individualized Program Plan (Kindergarten):

For students who need specialized services and supports, the ISP, or IPP for Kindergarten, is a working document that is developed within the first two months of the school year. The ISP (or IPP) 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 guardian are expected to provide input into the ISP, or IPP for Kindergarten.

The ISP, or IPP for Kindergarten, is updated as students show growth and learning. ISP and IPP co-planning conferences will take place prior to November parent teacher interviews.

- ISPs will be shared when completed and communication with parent occurs.
- A completed signature page will be collected and stored at the school.
- Reviews will be completed by November 29, 2020 , March 20, 2019 and June 27, 2019.

English Language Learners:

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 of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

Grades/Marks and Codes

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. All marks are cumulative.

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

At Caledonia Park School we use the following Grading Scale(s):

2018-2019 Grade Scales:

Grades 1-3 Grading Scale Every course uses 1-3 Grading Scale		
Scale Label	**Scale**	**Description**
EXP	**Exemplary**	Achievement is exemplary and consistently meets grade level outcomes. Student independently demonstrates in-depth understanding.
PRF	**Proficient**	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	**Acquiring**	Achievement generally meets grade level outcomes. Student requires support in some areas.
BEG	**Beginning**	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	**Insufficient**	Insufficient evidence to assess.

Grades 4-6 Grading Scales
Elementary Core Courses **Grades 4-6 core courses grading scale** **(ELA, FLA, Math, Science and Social)**
Core courses (ELA, FLA, Math, Science, Social) use % (can include letter scale for formative assessment only) • Percentage grades will be given for summative assessment in all core courses (0% - 100%) • Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades.

Elementary Non-core Courses

Gr 4 - 6 for all non-core courses and Formative assessment grading scale

All other courses (Fine Arts, Second Languages, Health, PE and CTF) use Grades 4-6 Letter Scale

Scale Label	Scale	Description
EXP	**Exemplary**	Achievement is exemplary and consistently meets grade level outcomes. Student independently demonstrates in-depth understanding.
PRF	**Proficient**	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	**Acquiring**	Achievement inconsistently meets grade level outcomes. Student requires support in some areas.
BEG	**Beginning**	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	**Insufficient**	Insufficient evidence to assess.

Grades 7-9 Grading Scales

Junior High Core Outcomes

Junior High Core courses grading scale

Core (ELA, FLA, Math, Science, Social, PE) use % (can include Junior High non-Core Outcomes Letter Scale for formative assessment only)

- Percentage grades will be given for summative assessment in all core courses (0% - 100%)
- Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades.

Junior High non-Core Outcomes Scale

Grades 7-9 Grading Scale for NON-Core subjects

All other courses (Fine Arts/Options, Second Languages, Health, and CTF) use Junior High non-Core Outcomes Letter Scale

Scale Label	Scale	Description
E	**Exemplary**	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	**Proficient**	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	**Satisfactory**	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	**Limited**	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	**Insufficient**	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Principals will ensure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, we will do **one or more** of the following:

- provide student with additional time to complete the assignment
- assign student to complete the activity at lunchtime or after school
- contact student's parent/guardian
- meet with parents/guardian, teachers, students and administration to emphasize consequences if work is not completed
- assign an "**incomplete (INC)**" which awards a mark of 0 on the assignment.

When your child has missing or incomplete work, we will make arrangements for your child to complete the work. This may include:

- Teacher/student discussion
- Contact with parent/s guardians
- Drop in support (supervised homework room available at lunch recess)
- Missed assignment room (Day 4 Study Hall available for teachers to redirect students in order to facilitate success)

If your child is away from school for an extended period of time, other than vacation, 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, alternate assignments or other strategies that will support them through their course. Junior high students can also access Google Classroom for specific assignments details.

Vacations:

It is the expectation that students will attend school on scheduled school days and take holidays according to the school year calendar. In the event that parents choose to take their child out of school at times other than school holidays, teachers will not provide work for that time. Any missed work or tests will be made up when the student returns, at the teacher's discretion.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students' work, abilities and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress, but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student's strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.

Summative Assessments:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of student learning and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. Using their judgment as professionals, teachers make decisions and give grades/marks to your child. 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).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used within PowerTeacher Pro for individual assignments.

Other Icons		
Icon	**Label**	**Description**
	Missing	Assignment was not handed in. Please contact your teacher to discuss.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	Assignment is late or was handed in late. Please contact your teacher to discuss.
	Incomplete	Assignment is not complete. Please contact your teacher to discuss.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent. Please contact your teacher to discuss.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.
ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.

How We Determine Student Grades/Marks

Course Outlines:

Teachers will provide a course outline to all students and parents/guardians within the first two days of the course. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

Reluctant Zeroes:

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. If students do not take the opportunity to complete the assignment, they may receive a zero.

Parameters:

1. Grades K-3 do not give out reluctant zeros.
2. A reluctant zero policy will apply to daily tasks and assignments for Grades 4-9. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students can access their marks through Powerschool or printouts from their teacher to keep track of their incomplete assignments.
4. Students may only work to complete tasks in the current reporting period. Once report cards are issued, marks are locked and zeros will be reluctantly awarded.
5. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered as a reason to take in work beyond a scheduled due date.
6. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
7. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

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. If your child is suspected of plagiarism or cheating, school administration will meet with them and discuss the consequences and course of action that will be implemented for each individual case. Parents will be informed during the process.

Grades/Marks Appeal Process:

To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 10 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

Final Exams for GRADE 9's are scheduled as follows;

- ELA 9 PAT PART A May 9, 2021
- ELA 9 PAT PART B June 22, 2021
- MATH 9 PAT June 23, 2021
- SOCIAL 9 Final Exam June 24, 2021
- SCIENCE 9 Final Exam June 25, 2021

Final Exams for GRADE 7's and 8's are scheduled as follows;

- ELA 7 and 8 PART A May 11, 2021
- ELA 7 and 8 PART B June 22, 2021
- MATH 7 and 8 June 23, 2021
- SCIENCE 7 and 8 June 24, 2021
- SOCIAL 7 and 8 June 25, 2021

Final Exams for GRADE 6's are scheduled as follows;

- ELA 6 PAT PART A May 11, 2021
- ELA 6 PAT PART B June 22, 2021
- MATH 6 PAT June 23, 2021
- SOCIAL 6 Final Exam June 24, 2021
- SCIENCE 6 Final Exam June 25, 2021

Please do not book family vacations during this time.

Provincial Achievement Tests (PATs):

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 and math write PATs. The PATs will be administered at the dates stated above.

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?

Student final marks will be determined by the classroom teacher and approved by the principal. The weightings and grade calculations will be consistent with what was shared with parents and students prior to the beginning of the course on the course outline.

In Grade 6, the final mark may include the PAT and/or a teacher developed final exam at the discretion of the principal.

In Grade 9, the final exam category will be weighted between 10% and 20% of the student's final mark in English and French Language Arts, and Math. The final exam category may include the PAT and/or a teacher developed final exam at the discretion of the principal.

The Alberta government requires that we report the raw scores from Grade 6 and 9 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.