

Assessment, Evaluation and Reporting



ST. LUKE CATHOLIC SCHOOL

St. Luke Catholic School

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

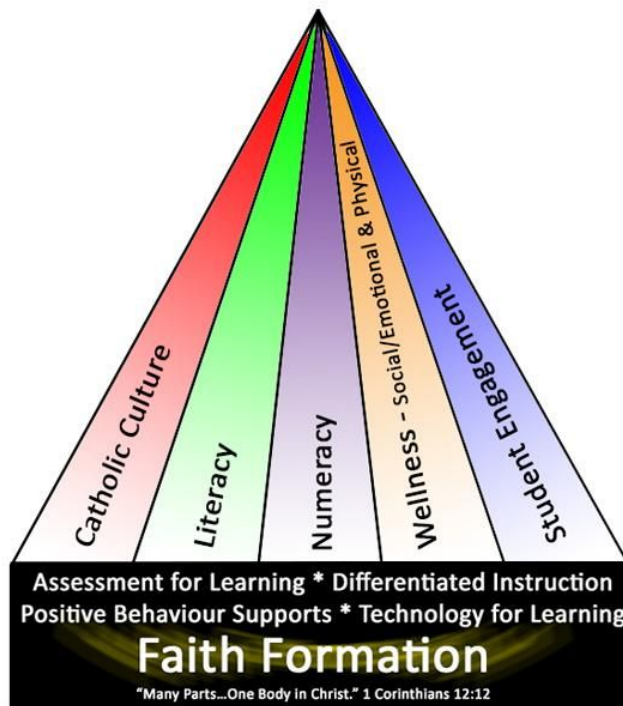
At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, 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

- September – January
- February – June

Report Cards Issued

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

- January
- June

Evidence of Learning

Evidence of learning is a ***visual and/or oral history of 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 in:

- October
- March

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 in:

- November
- March

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. Teachers can 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 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 January 31, 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 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

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

Elementary and Middle School Growth as a Learner

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

Achievement Factors

Achievement factors 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 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

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, Religious Studies, Locally Developed Courses)*.

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

Academic Levels of Achievement

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

Additional ISP Related Achievement Levels

14	Consistently meeting ISP Outcomes
13	Usually meeting ISP Outcomes
12	Occasionally meeting ISP Outcomes
11	Not meeting ISP Outcomes, requires a change in strategies to achieve success.

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. Learning opportunities between assessments may look like:
- 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. Students will be given ample time to complete all assignments, projects, and exams during class. In the event when no additional time is available and the student work is not complete an incomplete mark may be assigned.

Homework

We encourage all students to read daily to help develop a love of reading. Reading helps students expand their vocabulary, positive mental health, and strengthens their abilities as a student. Students are also encouraged to practice their basic math facts (+, -, X, /) at home. School work that is assigned for practice that is not completed during sufficient class time may be assigned for homework. Homework can not be used as a summative assessment.

Large Scale Testing

- **EYE - TA** (Early Years Evaluation Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)
Administered to Grades 4 and 7
- **Benchmark Assessment System** (Reading Assessment)
Administered in Grades 1- 4
- **STAR Assessments** (Reading Assessment)
Administered in Grades 5 - 8
- **Insight Testing**
Administered in Grade 5 and 8.
- **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 students.

School Collaborative Response Model will be used to support student Learning

- On-going Assessments
- Collaborative Team Meetings
- Pyramid of Supports

References

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