

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



### ***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 a journey that opens doors to the future.

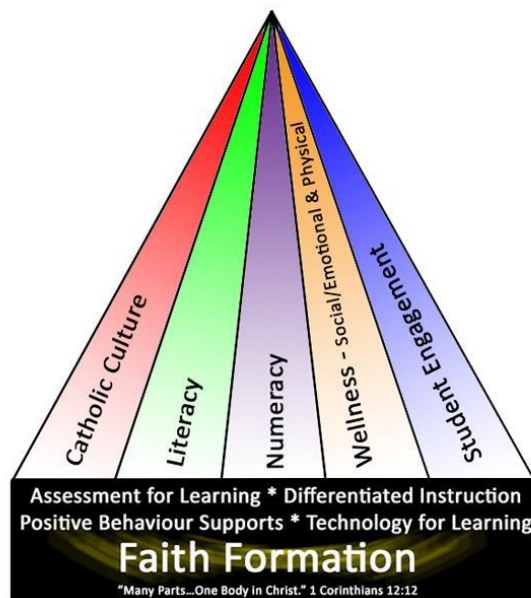
## **Background:**

Our mission is to develop educational opportunities in the context of Gospel values. Quality Catholic education programming for Kindergarten to Grade 12 ensures all students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. The primary purpose of assessment is to improve student learning, inform instructional decisions and promote student engagement.

## **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 on-line 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:

- November
- March

## 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
- March

## 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 to be a part of the student grade.

## Elementary Years -Growth as a Learner

Homeroom	Brian Wynder
Growth as a Learner Attributes	Level of Frequency
	 Consistently  Shows Progress  Requires Growth
<b>An Engaged Thinker looks like</b> <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>
<b>An Ethical Citizen looks like</b> <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>
<b>An Entrepreneurial Spirit looks like</b> <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>
<b>An Evangelizer looks like</b> <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>

## 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 Individual Support Plans (ISPs).

## 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).

## Levels of Achievement

THE LEVELS OF ACHIEVEMENT INDICATE A STUDENT'S DEMONSTRATION OF ATTITUDES, SKILLS AND KNOWLEDGE RELATIVE TO GRADE LEVEL OUTCOMES AS INDICATED IN THE ALBERTA PROGRAM OF STUDIES AT THAT TIME OF THE REPORT CARD.

**Evidence of student learning** is collected through a variety of assessments including formal and informal conversations, observations and products (e.g. tests, performance tasks.)

Academic Levels of Achievement			
4	<ul style="list-style-type: none"> <li>Effectively 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 Expectations
3	<ul style="list-style-type: none"> <li>Effectively 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	
2	<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	
1	<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 Expectations
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>			

Adapted from: O'Connor, K. (2011). *A repair kit for grading; 15 fixes for broken grades*. Pearson Education Inc. Boston: MA

## Middle Years

Middle Schools will use Levels of Achievement (as indicated above) as they report student performance to parents in *Physical Education, Health, Religion and Optional Courses (CTF, Environmental and Outdoor Education, Ethics, Fine Arts, French as a Second Language and International Languages, First Nations, Metis and Inuit Languages, Religious Studies, Locally Developed Courses)*. The reporting of student achievement in Grades 7 and 8 Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social, Science, will be based upon percentages.

## Junior/Senior High Years

The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies. Teachers will use percentages to reflect student achievement. Teacher's professional judgment and rubrics will be used to assess student effort, participation, attitude and other behaviours.

## 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**

- 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 are 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 (Semester/Year End Final exams are exempt from second chances).
  - 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. Regular attendance is expected and essential to

meeting the curricular outcomes. Extended absences (including vacations) will be discussed on an individual basis. The following process will be followed in the case of missing or incomplete student work:

- communication with student and extension is established
- needed supports are identified and put into place
- students who do not meet the established extension will be required to complete work in the opportunity room (library) outside of class time
- penalties will not be given for student work submitted late or missed due to absence
- incomplete assignments will be recorded in PowerSchool as (Not Handed In) not NHI

### **Homework - “Home Support”**

Homework is the extension of classroom learning. Homework allows students the opportunity to practice strategies that will assist in achieving the learning outcomes as outlined in the Alberta Program of Studies.

- Preparation for projects
- Daily reading / Daily math practice
- Home support should be for the purpose of practice and repetition

### **Individual Support Plans (ISP)**

An Instructional Support Plan is required for any student or Early Childhood Services (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.
- ISPs are submitted to the Principal in early October for approval, once acknowledged by the principal contributing members also acknowledge the ISP by October 31. Reviews



align with the reporting periods. The ISPs will include all accommodations, modifications, and strategies for the student.

### **Behaviour Support Plan (BSPs):**

A BSP is required for students with a severe behaviour disorder and for some students with a severe medical or physical disability. For students with a mild or moderate emotional/behavioural disability, detailed Student Engagement Strategies, created within an ISP, may be all that is required to meet the student's individual needs.

### **English as a Second Language (ESL)**

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.

### **Large Scale Testing (Student Learning Assessment (SLAs) and Provincial Achievement Tests (PATs)**

Large scale tests that measures student's abilities critical to developing reading, written language and mathematics skills.

**The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.**

- a. **EYE-TA assessments** are conducted in the fall and in the spring with Kindergarten students and results are shared with parents during scheduled conferences.
- b. **CAT4 (Canadian Achievement Test)** administered in the spring to Grades 4 & 7 students.
- c. **Fountas and Pinnell Assessment** administered to Grades 1-6 students, and where required in Grades 7 & 8.
- d. **Insight Testing** administered to Grades 5 and 8 Students.

### **Provincial Standardized Assessments**

- a. **Student Learning Assessments (SLAs)** – teachers are administering during the fall in **grade 3**.
- b. **PATS** measure how well students are learning what they are expected to learn. See Administration Schedules set by Alberta Learning for Grade 6 students. The raw score of the Math, Social, Science and Language Arts Part B PATs will be shared with parents at the end of June.

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

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

## **Definitions:**

### **Achievement**

A student's demonstration of attitudes, skills and knowledge relative to grade level learner outcomes in the Alberta Program of Studies or on an Instructional Support Plan (ISPs).

### **Adapted Programming**

Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

### **Assessment for Learning (Formative Assessment)**

Assessment experiences that result in an ongoing exchange of information between student and teachers about student progress toward clearly specified learner outcomes.

### **Assessment of Learning (Summative Assessment)**

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms.

### **Criteria**

Statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Program of Studies.

### **Descriptive Feedback**

Is a part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes.

### **Evaluation**

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course. Evaluation is a professional judgment about the quality, value or work of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

### **Evidence of Learning**

A visual and/or oral history of the student's learning over time.

### **Kindergarten Learner Expectations**

Learnings that are appropriate for young children and are a part of a learning pathway

### **Modified Programming**

Programming in which the learning outcomes are significantly different from the provincial curriculum and are specially selected to meet students' special education needs.

**Performance Assessment**

A meaningful, real-life task that enable student to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.

**Rubric**

A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance.

**Self-reflection**

Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to as self-assessment or self-evaluation).

**Student Learning Outcomes**

Statements/expectations that articulate the knowledge and skills that students are expected to know, be able to do, and understand as outlined in the Alberta Program of Studies.

**Triangulation of Evidence**

Evidence of student learning is collected through formal and informal observations, conversations and products (e.g. tests, performance tasks).

**Instructional Support Plans (ISPs)**

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 programs of study as a starting point of instruction.

**ESL Proficiency Benchmarks**

Measures the English abilities of English Language Learners in four areas: listening, speaking, reading and writing.

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

The EYE TA is used to assess the developmental strengths and areas of growth of children as they enter Kindergarten. It is used as a screening tool to identify children who may require specialized services and supports.

**Standardized Assessments**

Large scale tests that measures student's abilities critical to developing reading, written language and mathematics skills.

**Specialized Assessment Protocols**

Students with a diagnosis of a disability or disorder require ongoing assessment to ensure appropriate supports and accommodations are being provided. This includes psycho

educational assessments, functional assessments, and behavior assessments. Inclusive Learning Services provides a specialized Assessment protocol for Learning Support Teams as a guideline for new and re-referrals (see Specialized Assessment Protocol in Docushare).

## References

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

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