



School Assessment Plan 2020-2021

Grades K-9

September, 2020

Hardisty School

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At Edmonton Public Schools, we're committed to transforming the learners of today into the leaders of tomorrow. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians;
- how 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
- the 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.

Assessment means gathering information about what your child knows, understands and can show the teacher based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers can't use your child's behaviour, effort and work habits to decide on their grades/marks, unless that's outlined in the Alberta programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. These activities – conversations, observations and the products students create – help teachers shape their lesson plans. They even guide *how* they'll 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.

How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

Supporting Student Success

We all have a role to play in helping your child be successful.

You can support your child's learning by:

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- going to parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that's 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;
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e., course outline);
- 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 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;
- show that they're learning; and
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods:

Quarter 1: September 3, 2020 to November 10, 2020

Quarter 2: November 16, 2020 to January 29, 2021

Quarter 3: February 1, 2021 to April 20, 2021

Quarter 4: April 21, 2021 to June 29, 2021

Interim and Formal Progress Reports Issued:

November 10, 2020 – interim progress report

January 29, 2021 – formal progress report

April 20, 2021 – interim progress report

June 29, 2021 – formal progress report

Students in Kindergarten will not receive progress reports in the first quarter. (See EYE-TA section below).

First interim progress report for students in grade 1 only:

- will not have a grade assigned for each course.
- will include a list of the learning outcomes from the Alberta programs of study that were the major focus of instruction during the reporting period for each subject area.
- will include written comments about student progress toward grade-one curriculum outcomes in Language Arts and mathematics.

Marks for Health classes will not be reported until the end of Quarter 4. Health outcomes will be addressed throughout the year through presentations, teacher lessons and school wide activities as a result, grades can only be determined in the final term.

Printed copies of progress reports are available upon request to the school office or the homeroom teacher.

Interim Student Reports: (*The term *interim student report* refers to the report generated through the use of the Individual Student Report Module in Grade Book.)

Interim Student Reports are provided to parents at the end of each quarter. They will include a record of the assessment evidence collected and are organized by learning outcomes to provide students, parents and teachers with a sense of how well a student is doing related to what outcomes are being addressed.

For grades 1 – 6, interim reports will relate to English Language Arts and Math only.

For grades 7 –9, interim reports will be provided for English Language Arts, Math, Social Studies and Science.

An overall grade summarizing progress related to standards will only be provided as part of the progress reports in November, January, April and June.

Conferences:

Schools must establish **two** formal **online** parent-teacher conferences within the school year. These conferences are to be scheduled for the first and third quarter reporting periods.

Parent, Student, Teacher conferences will occur twice in the year. The first conference will take place during the week of November 16 a second conference opportunity will take place during the week of February 2. The first conference will focus on initial observations of student learning and setting goals for the remainder of the year. In February, the focus will be on progress to date, planning for continued growth and a celebration of learning.

Individualized Program Plans (IPPs): for students who need specialized services and supports, the IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

IPP planning conversations will take place in September and early October. For students in Kindergarten to Grade 6, the homeroom teacher will initiate a conversation with the parents/guardians that will focus on the strategies to be used to support the student's learning. In Junior High, the responsibility for IPP planning and conversations will rest with one of the 4 core teachers assigned. IPP review dates will be December 11, March 26 and June 18. On November 6 a paper copy with the signature page will be sent home. Our District Centre Programs, ISP, Interactions and Extensions will follow this same schedule.

English as a Second Language (ESL) Proficiency Assessments: for students learning English, ESL Proficiency Assessments measure English abilities in four areas: listening, speaking, reading and writing. Teachers use a variety of tools each year to help them plan lessons and communicate with you about your child's progress in learning English.

As part of the on-going support for students, those who require ELL proficiency assessments will be supported based on their reported level from the previous school year. ELL proficiency assessments will take place in November in order to determine growth and to enable appropriate programming for the following school year

Early Years Evaluation Teacher Assessment (EYE-TA): is used to assess the developmental strengths and areas for growth of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. For the 2020-2021 school year, the EYE-TA is administered to all Kindergarten children registered for in-person learning in the fall and again in the spring for those children identified as requiring Tier 2 or Tier 3 support or who are new to the Division. For students who chose the online learning option, the EYE-TA will not be administered.

The results of the EYE-TA will be shared with parents/guardians at Parent/Student/Teacher Conferences during the week of November 16. A written progress report is not required in the fall for children enrolled in kindergarten. Parents/guardians of kindergarten children will receive one interim progress report and two formal progress reports to document learning.

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.

At Hardisty School, student grades/marks are reported using letters. See this chart for descriptors of each grade.

Exemplary – A	Proficient – B	Adequate – C
<i>(Adapted from Alberta programs of study)</i>		
<ul style="list-style-type: none"> ● Learning goals are met in an astute and comprehensive way. ● Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. ● Demonstrates an in-depth understanding and degree of skill on summative assessments. ● Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> ● Learning goals are met in a practical and thorough way. ● Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. ● Demonstrates a substantial understanding and degree of skill on summative assessments. ● Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> ● Learning goals are met in an appropriate and reasonable way. ● Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. ● Demonstrates a satisfactory understanding and degree of skill on summative assessments. ● Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program.

Grade Level of Programming: GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English language arts, math, science and social studies.

Division-Approved Codes for use on Interim Student Reports in SchoolZone: On your child's interim student reports a teacher may use these Division codes.

Codes to provide information about exceptional circumstances regarding the collection of evidence:

OMIT	Omit	Evidence not required and/or intentionally not included.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available.
RNE	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome.

Codes to provide information about evaluation of student achievement and growth:

L	Limited	Student has limited knowledge, skills, and understanding of concepts. Student requires support to develop and apply learning in highly structured situations.
AD	Adequate	Student has adequate knowledge, skills, and understanding of concepts. Student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
P	Proficient	Student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. Student may require occasional support to transfer learning to new situations.
E	Exemplary	Student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. Student may require support to further extend understanding of concepts.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of student achievement and growth.

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways.

Formative Assessments

Throughout the year, your child will work on many activities that help them increase what they know and practice their skills. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta programs of study. This is called formative assessment.

Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades.

Summative Assessments

During the school year, your child will have a chance to show what they have learned in relation to the Alberta programs of study. Using their judgment as professionals, teachers make decisions and give grades 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).

Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR – Standards for Evaluation](#), section 4:

4. *Principals must work with their teachers to comply with the following:*
 - a. *evidence of student achievement has been collected by the teacher;*
 - b. *communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;*
 - c. *a student has been given multiple opportunities and ways to demonstrate his/her learning;*
 - d. *follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;*
 - e. *if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;*
 - f. *teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and*
 - g. *providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).*

When your child has missing or incomplete work, we will:

Engage Students Parents - In order to ensure we have sufficient and accurate evidence of learning we will engage students and parents in a process to support students. This may include some or all of the following:

- conversations with student and teacher
- contact with the parents/guardians
- involvement of administration when necessary
- class time to complete the work when possible
- supervised recess/lunch hour opportunities
- academic support blocks for Junior High students

Provide Multiple Opportunities - When collecting assessment evidence, teachers provide students with multiple opportunities to demonstrate what they know and can do. In addition, teachers collect evidence in a variety of ways from students (products, observations, conversations). In situations where students are in need of additional opportunities (absence, illness, outlier performance) arrangements will be made between the teacher and student. Parents may also be informed and involved as needed.

The Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child more practice.

At Hardisty School, we believe that homework is about practicing those things which our students already have had instruction in and have some competence with. This practice is important to success as it helps to solidify learning that has already taken place. In addition to subject area practice, all students benefit from specific practice in literacy and numeracy on a daily basis. This can consist of daily reading, sound and word recognition, writing activities, number and place value recognition exercises, computation practice and more.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, 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 take action in accordance with Administrative Regulation [HG.AR – Student Behaviour and Conduct](#).

Grades/Marks Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the [Education Act](#).

The Role of Large Scale Tests

The **Highest Level of Achievement Test (HLAT)** measures students' writing skills compared with the Alberta programs of study in English language arts and French language arts. It shows teachers in each school how well their students are doing, and how they compare to students across the Division.

Who takes the HLAT?

- students in Grades 1 to 9 in English language arts
- students in Grades 2 to 9 in French Immersion
- students in Grades 8 and 9 in Late French Immersion

The HLAT administration will take place the week of April 19 - 23.

The **Math Intervention/Programming Instrument (MIPI)** measures students' knowledge of the previous year's math curriculum. It shows teachers how well students understand different math concepts so they can identify appropriate programming for students.

Who takes the MIPI?

Students in Grades 2 to 9 write this assessment. The MIPI administration is in the last 2 weeks of September.

The **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.

Who takes the PAT?

- Students in Grades 6 and 9.
- The administration of PATs for the 2020-21 school year is limited to foundational subjects – English Language Arts, Mathematics, and French Language Arts/Français.
- PATs for grades 6 and 9 can be held if in-school classes are available.

*Our Division has opted out of provincial achievement tests for the 2020-21 school year.

While PATs are an important part of determining student growth and achievement, they are just one part of the assessment process.

According to [Alberta Education](#):

PATs are only one of many ways to evaluate student learning and are not meant to replace day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers.

The Alberta government expects schools to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians by a letter shared with parents.