



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

***Holy Spirit Catholic School***

*151 Crimson Drive*

*Sherwood Park AB T8H 2R2*

***Principal: Ed Kucy***

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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.

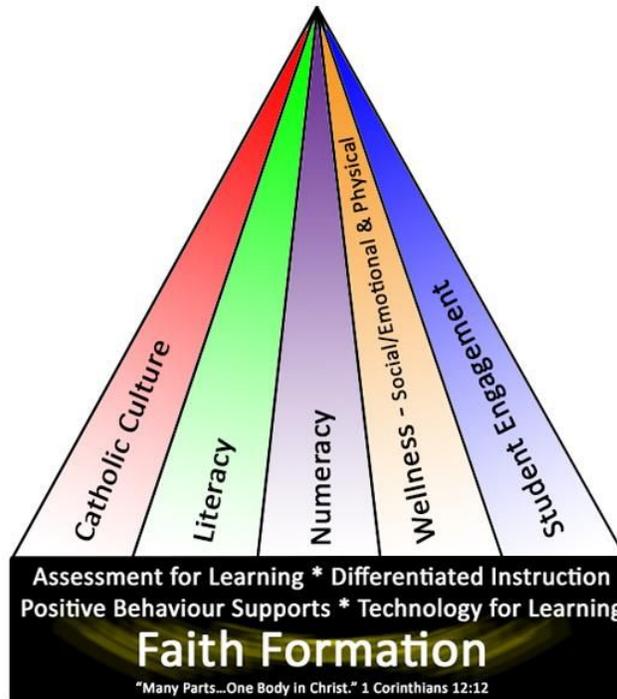
EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future.

## ***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

### ***Interim Reporting***

Interim report occurs through communication with parents via Evidence of Learning, and Three Way Conferences as described below.

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

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

- 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 is communicated with parents prior to Three Way Conferences in each reporting period.

### ***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

## ***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. Teacher can invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.
- ISP's 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 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.

## ***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 be 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</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
<b>Growth as a Learner Attributes</b>	<b>Level of Frequency</b>
	Consistently            Shows Progress            Requires Growth
<i>An Engaged Thinker looks like</i>	<i>Consistently</i>
<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>An Ethical Citizen looks like</i>	<i>Shows Progress</i>
<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>An Entrepreneurial Spirit looks like</i>	<i>Shows Progress</i>
<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>An Evangelizer looks like</i>	<i>Requires Growth</i>
<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>	

## 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 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

#### 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.

## Levels of Achievement – Middle 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, 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, French as a Second Language 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>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.

Additional ISP Related Achievement Levels will be used to assess areas where students are not working at grade level.

## 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. The following process will be followed in the case of missing or incomplete student work:

- Holy Spirit School encourages students to actively participate in their own learning. This includes (but is not inclusive to): paying attention, taking notes, listening, asking questions, responding to questions, following requests, reacting, reading critically, writing, creating, planning, collaborating, problem solving, explaining, evaluating and experimenting.
- Each year students are asked to be accountable for their learning and assignments. Being accountable means: “*an obligation or willingness to accept responsibility or to account for one’s actions*” ([\*Merriam-Webster\*](#), 2012)
- At Holy Spirit School, students are encouraged to complete work presented to them. **Completing assignments is a requirement.** Students struggling to complete assignments may be given extra supports and extra time determined by the teacher (in conjunction with parents) to complete work. A **reluctant zero** can be assigned for work not handed in.
- A reasonable set time period will be given to students to finish incomplete assignments.
- When incomplete assignments are handed into the teacher (within an agreed time period) a grade will be assigned and the zero removed.
- Students missing work on a regular basis will have all school based extracurricular activities suspended until the student once again improves in accountability.

## ***Homework***

- Homework is considered practice with a focus on quality to build skill competency. Work sent home should be completed independently by the student with minimal supports.
- Practice completed at home will be reviewed by the teacher.
- Feedback on completed practice will be descriptive and formative to assist students in gaining greater understandings.
- Students not completing work assigned as practice at home will be held accountable and are required to complete work during the school day.
- In grades 7 and 8 homework will be assessed formatively and daily practice may also be summatively assessed counting for no more than 5% of a student’s total grade.

## ***Course Outlines***

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

- All teachers within Holy Spirit School shall share learning outcomes and assessment materials with parents on an on-going basis throughout the year. This may include:
  - Classroom newsletters
  - Meet the teacher night
  - 3-way conferences
  - Blogs and websites
  - Evidence of learning

In Junior High and CTS/CTF courses, all course outlines will be distributed to the students in the first week of classes for the start of each new class of the semester. The course outlines will include course outcomes, expectations and assessment procedures.

## ***Large Scale Testing***

***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 diagnostic tool for further supports.**

- **EYE - TA** (Early Years Evaluation Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)  
Administered to Grade 7.
- **Fountas and Pinnell Assessments**  
Administered in Grades 1- 9.
- **Insight Testing**  
Administered in Grade 5 and 8.

### **Provincial Standardized Assessments**

- **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.

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

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

## ***References***

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

[http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat\\_updated\\_Feb\\_2013.pdf](http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf)

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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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