



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

***Holy Spirit Catholic School***

***151 Crimson Drive***

***Sherwood Park AB T8H 2R2***

***Principal: Ed Kucy***

***Assistant Principal: Michele Yuzdepski***

## ***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.

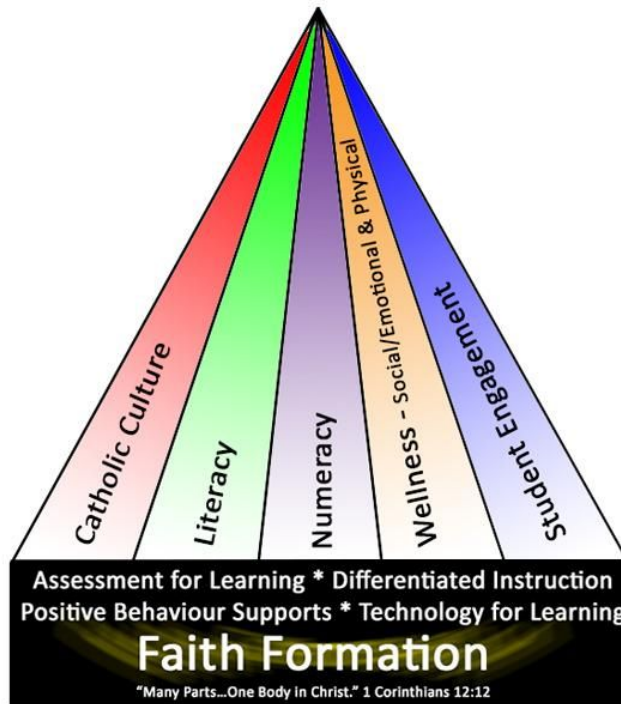
EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future.

## ***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 Event
- 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. Parents will be notified when the report cards are available for viewing at the end of the month online 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 is communicated with parents prior to Three Way Conferences in each reporting period.

Evidence of learning (in its variation) need to be approved by the Principal and may look like one/combination of the following:

- Learning Communication Folder sent home.
- Portfolio via Fresh Grade (Digital or subject concept specific), Google Classroom, Home Journals, Fresh Grade, Class Dojo, Growth as a Learner reflections, checklists
- Evidence of Learning Binders and Folders

### ***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) and Behavioural Support Plans (BSP)***

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 digital student portfolio.

- 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 the Administration, Collaborative Response Coordinator(CRC), Family Wellness Worker(FWW), teachers, parents and the student. As such, all 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.
- ISP's are to be submitted to the Principal by the end of October 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 January, the second review and transition plans will be completed by mid-June. 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 Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed *Student Engagement Strategies* within the BSP may be all that is needed to meet the student's individual needs. The BSP will include all accommodations, modifications, and strategies for the student.

### ***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.

ISPs are submitted to the Principal by October 31 for approval; once approved contributing members acknowledge the ISP.

Online IPT/ Picture Prompts and ESL Benchmarks are due by November 30th

ESL Benchmarks must be reported by May 30th

Sharing and agreement of plan is to be completed by first reporting period, Review #1 of ISP by second reporting period, Review #2 and Transition by mid-June.

### ***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**

<b><i>Learner Skills</i></b>	<b><i>Level of Frequency (Consistently, Shows Progress or Requires Growth)</i></b>
<b><i>An Engaged Thinker looks like...</i></b>	
<ul style="list-style-type: none"> <li>• Listens with purpose</li> <li>• Actively participates in learning tasks</li> </ul>	
<b><i>An Ethical Citizen looks like...</i></b>	
<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>	
<b><i>An Entrepreneurial Spirit looks like...</i></b>	
<ul style="list-style-type: none"> <li>• Takes responsibility and demonstrates independence</li> <li>• Demonstrates curiosity, persistence and a willingness to explore</li> </ul>	
<b><i>An Evangelizer looks like...</i></b>	
<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 School 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>	 Consistently
<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>	 Shows Progress
<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>	 Shows Progress
<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>	 Requires Growth

### 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 **Pre-Kindergarten**, **Evidence of student learning** is collected through a variety of ways to demonstrate student learning within the Pre-Kindergarten room.

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. The levels of achievement indicates 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.

### Academic Levels of Achievement

4	<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
3	<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	
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 Outcomes
ID	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

I4	Consistently meeting ISP Outcomes
I3	Usually meeting ISP Outcomes
I2	Occasionally meeting ISP Outcomes
I1	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.

**Decisions about student assessment and reporting shall be guided by the following:**

- Strategies shall be used to ensure the development of a quality assessment environment, designed to improve both teaching and student learning.
- Teachers will share learning outcomes and assessment materials with parents on an ongoing basis throughout the year. This may include:

- Classroom newsletters
- Meet the teacher night
- 3-way or Student-led Celebration of Learning
- Blogs and websites
- Evidence of Learning

- **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:

- Small group intervention
- Differentiated instruction
- Teacher modelling
- Opportunities for extra practice
- 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:

- Teacher will communicate with the student/parent to determine how to have the work completed.
- Opportunities will be given in a variety of ways depending on the circumstance on how to best help the student achieve the learning outcome.
- Tasks may vary from what was completed in class.

### ***Homework “Home Support”***

Homework is an extension of classroom learning. Homework allows student the opportunity to practice strategies that will assist in achieving the learning outcomes as outlined in the Alberta Program of Studies. Any homework that is sent home should be able to be completed independently.

- Preparation for projects
- Daily reading / Daily math practice
- Home Support should be for the purpose of practice and repetition
- Incomplete tasks when sufficient class time was given

### ***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.**

- **Kindergarten: Early Years Evaluation Teacher Assessment (EYE-TA):** EYE-TA assessments are conducted in the fall and in the spring and results are shared with parents during scheduled conferences.
- **CAT4 (Canadian Achievement Test):** CAT4 is administered in the spring.
- **Fountas and Pinnell Assessments:** Fountas and Pinnell is administered in grades 1 – 4 with a final assessment entered into Powerschool.
- **Math Intervention Programing Instrument (MIPI):** The MIPI is administered during the fall to all grade 2-4 students.

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

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

## Attendance

Regular attendance is expected and essential to meeting the curricular outcomes and ensuring student success. Good attendance is important for a child's ability to learn, grow and develop. Extended absences (including vacations) will be discussed on an individual basis.



## References

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

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O'Connor, K. (2013). *The School Leader's Guide to Grading*. Solution Tree Press: Bloomington, IN.