Assessment, Evaluation and Reporting

ELK ISLAND CATHOLIC SCHOOLS
Seeing Christ in Everyone

St. John Paul II Catholic School

9975-93 Avenue
Fort Saskatchewan AB T8L 1N5
780-992-0889

Principal: Robert Stecyk

Assistant Principal: Shauna Lindbeck

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…

   … through sacramental preparation.

   … through celebrations.

   … through faith permeated instruction

2. Elk Island Catholic Schools will provide Quality Learning Environments

   … through collaborative response model.

   … through technology integration.

   … through literacy and numeracy.

   … through effective teaching practices.

   … through effective assessment practices.

Pyramid of Supports
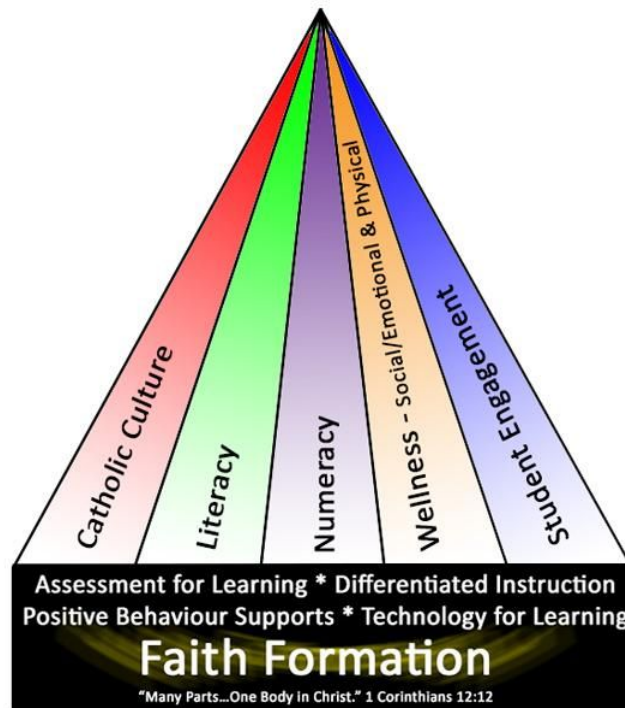
3. Elk Island Catholic Schools will provide engaging and diverse program offerings

   … innovative and authentic educational opportunities.

   … student health and wellness.

   … high school transition.

Communicating Student Learning

Report cards are only <u>one</u> 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 Staff Night
- Celebration of Learning

The Comprehensive Reporting System of Elk Island Catholic Schools, as indicated in ***Administrative Procedure 260,*** 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

- Term 1: September, 2018 - end of January, 2019
- Term 2: February, 2018 - end of June, 2019

Interim Reports Issued

Our St. John Paul II Catholic School does not issue interim reports. Teachers provide meaningful, quality feedback to students on an ongoing basis to move student learning forward. Students will also have a key role in providing feedback to teachers through the use of various kinds of self-assessments. This will provide information on what students are learning and what requires more attention.

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, 2019
- June, 2019

Three-Way Conferences

Evidence of learning is a ***visual and/or oral history of student's learning*** over time. Evidence of learning is an opportunity to 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
- Early November, and
- Toward the end of March of the school year

Individual 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 <u>classroom teacher</u>(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.

- <u>Parental input</u> 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 <u>October 31</u> 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 <u>end of Semester 1,</u> the second review and transition plans will be completed by mid-June.

Behavioural Support Plans (BSP)

A BSP is required for students with a severe behaviour disorder and for *some* students with a severe medical or physical disability. This will include all accommodations, modification and strategies used with the student.

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 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** such as those outlined in Inspiring Education (Alberta Education, 2010).. **Non-achievement factors are not to be a part of the student grade unless they are part of a subject's Program of Studies.** (Appendix A)

Appendix A
Growth as a Learner

Learner Skills	*Level of Frequency* (*Consistently, Shows Progress or Requires Growth*)
An **Engaged Thinker** *looks like…*	
- Listens with purpose - Seeks clarification when in doubt - Reflects on their learning - Flexible/Adapts to change - Remains focused on task	
An **Ethical Citizen** *looks like…*	
- Respects the rights of others - Engages in collaboration - Makes responsible choices	
Entrepreneurial Spirit	
- Takes responsibility for personal goals - Preserves when faced with a challenge - Is willing to take risks	
Evangelizer	
- Imparts God's teaching 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 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).

Appendix B
Levels of Achievement - Middle/High School
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.)

4	
• *Effectively* applies learning to *new* situations • Demonstrates an *in-depth* understanding of the learning outcomes outlined the Alberta Program of Studies • Uses skills and knowledge *independently*	Exemplary Consistently
3	
• *Effectively* 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	
• Applies learning to *simplistic* situations • Demonstrates a *basic* understanding of the learning outcomes as outlined in the Alberta Program of Studies • Uses skills and knowledge *with moderate support*	Progressing Sometimes
1	Not Yet
• *Rarely* applies learning • Demonstrates a *limited or incomplete* understanding of the learning outcomes outlined in the Alberta Program of Studies • *Consistently* requires *guidance and support*	Beginning Seldom
Insufficient Data • 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.	

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

Levels of Achievement – Middle/High 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.

Middle Years

Levels of Achievement

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.*

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

4	
● *Effectively* applies learning to *new* situations ● Demonstrates an *in-depth* understanding of the learning outcomes outlined the Alberta Program of Studies ● Uses skills and knowledge *independently*	Exemplary Consistently 80% - 100%
3	
● *Effectively* 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 65% - 79%
2	
● 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 50% - 64%
1	Not Yet
● *Rarely* applies learning ● Demonstrates a *limited or incomplete* understanding of the learning outcomes outlined in the Alberta Program of Studies ● *Consistently* requires *guidance and support*	Beginning Seldom Below 50%

Insufficient Data
● 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.

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

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***
  - a) Formative assessment occurs regularly to monitor student learning
  - b) Share learning targets regularly to develop a common understanding
  - c) 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.
  - d) Involve students in their own assessment (e.g. self/peer)
  - e) Should be an ongoing process
  - f) Use assessment to inform instruction (e.g. goal setting, self-reflection, next steps)
  - g) Teachers should provide sufficient formative opportunities prior to summative assessment.
- ***Summative Assessments***
  - a) Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
  - b) Assessment must be based on the most recent demonstration of student learning.
  - c) Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
  - d) Unless supported by the Program of Studies, student participation in group may only be assessed individually.
  - e) 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 and in accordance with the Alberta Program of Studies,*** students may be provided the opportunity to have a second chance at a summative assessment. A student seeking a second chance must meet with his or her teacher to make this request and will be required to complete and/or correct alternative and/or previous work.
- Students need the opportunity to demonstrate their learning in performance based assessments.

Missing, Incomplete, or Late Student Work

The primary purpose of student assessment and evaluation is to ***support student learning*** and to have all students improve their performance. Student work is considered missing, incomplete or

late if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), or if it is partially completed on the due date but not ready for submission.

The following process will be followed in the case of <u>missing or incomplete student work:</u>

1. The student must meet with the teacher at an agreed upon time. The purpose of the meeting is to:
    a) Identify why the assignment is missing, incomplete or late.
        i. Extenuating circumstances may result in an excuse (e.g. medical appointments, family emergency, special needs)
        ii. Unexcused due to student choices (lack of participation, engagement, organization, time management issues, immature issues)
    b) Notify parents of missing, incomplete or late assignments.
    c) Provide help or assistance to the student.
    d) Set a revised due date to hand in the missing, incomplete or late work within a reasonable amount of time, as determined by the teacher, that reflects the nature of the assignment.
    e) Provide a space and time to complete the missing, incomplete or late work.
        i. Consider 'Student Success Opportunity' during options to finish missing, incomplete or late work, turn into teacher for review and then return to option.
        ii. Consider 'Flex Time' with homeroom teacher. Missing, incomplete and late assignments may be done at the time. During flex time, a reward program and/or enrichment could be offered to students that have completed all assignments.
        iii. Remove student from privileged activities and reward/incentive programs until work is completed.
2. Missing, incomplete or late work may be recorded in PowerSchool as Not Handed In ("NHI") with a value of zero until the terms of the arrangement between teacher and student are met ('reluctant zero').
3. Upon receiving the completed work, a mark indicating achievement earned (without penalty) must be recorded OR, in the case of the work still being missing, incomplete or late, the "NHI" *may* be changed to zero (0).
4. For students who are chronically missing assignments or who repeatedly fail to complete work or meet due dates:
    a) The teacher must again make contact with the parent by email, phone, or face-to-face
    b) A referral may be made by the teacher to the school counsellor and/or school administration.
    c) A meeting may be held with parents and the student. The meeting may include school administration, the school counsellor, the classroom teacher, parents and the students.
    d) After due diligence has been taken by classroom teachers, it may be necessary to have school administration intervention.

5. Use a staff Google Document with class lists for the homework teacher to document missing work. Administration can also access file so that they can support teachers and have conversations with students.

Homework

At St. John Paul II Catholic School we believe that homework is:

    a) predominantly formative work (it provides information to the teacher for feedback to student learning),
    b) should consist of mainly studying and reviewing,
    c) home reading on a daily basis and reading prior to assignments,
    d) daily math practice, and
    e) extra practice, enrichment and extra support and
    f) Homework is not given to introduce a new concept or for new material.

Academic Dishonesty

The purpose of assessment is to provide an accurate reflection of the student's achievement of curricular goals. When a student submits work that is not their own original thought or demonstration of knowledge, it is is impossible to show a true indication of the learning that has occurred.

We define academic dishonesty as plagiarism - submitting the words, ideas, images, or data of another person as one's own in any academic writing or other project. Our definition of academic dishonesty also includes cheating - possession of unauthorized material, submission of another student's material (already graded), copying off of someone else's exam and/or quiz or passing answers from a quiz or exam to another student.

Teachers will help students to achieve academic integrity by:

- Teaching strategies to take information from one source and make it your own.
- Teaching students how to summarize information into their own words.

Our response to academic dishonesty will be:

- To notify the parent and/or guardian.
- To have the student redo the assignment/exam or have the student complete an alternate assignment/exam.
- Document academic dishonesty in student's file on CR Dashboard in PowerSchool.

Course Outlines

All teachers shall provide a ***course outline of the learner expectations*** (curriculum standards), and assessment methods to students and parents. Course outlines **will be available to students during the first week of class.** Course outlines may include:

- An approximate timeline of the course and/or units of study
- How the course or units will be evaluated and assessed
- 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)
- Outlines may be delivered in grade level planning documents.
- Refer to school assessment plan.

Large Scale Testing

- **CAT4** (Canadian Achievement Test)
  - Administered to Grade 7.
- **Fountas and Pinnell Assessments**
  - Administered in Grade 5 - 8.
- **Insight Testing**
  - Administered in Grade 5 and 8.
- **Provincial Achievement Tests (PATS)**
  - PATS 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

This model will be used to support student learning.

- Ongoing assessments
- Collaborative team meetings
- Pyramid of Supports

Teacher, Student, and Parent Responsibilities

Teacher responsibilities regarding assessment and evaluation:

- Teachers will mark, hand back student work and update gradebook in PowerSchool in a timely manner. Extensions to this must be communicated to students.
- Teachers will allow for sufficient time for students to seek extra help or guidance between assessments.
- Teachers will endeavor to help students to achieve their best.
- Teachers will make every effort to assess each student's achievement of each outcome through a variety of assessments and through triangulation of evidence.
- Teachers will reference Assessment Policy information concerning Academic Dishonesty and Missing/Complete/Late Student Work in their course outlines at the beginning of each semester.
- Teachers will provide accommodations based on individual needs.

Student responsibilities regarding assessment and evaluation:
- Students will make every effort to complete all assignments on time and be present in class to hand the work in.
- Students will seek help from teachers either within class or during arranged times to support their learning.
- Students are responsible for completing the work that is required of them. Students should take advantage of the opportunities the school provides them to support or reinforce their learning.
- Students must abide by all regulations in Section 12 of the Alberta School Act. Specifically:
  a) Be diligent in pursuing your student studies.
  b) Attend school regularly and punctually.
  c) Co-operate fully with everyone authorized by the board (administrators, teachers, educational assistants, school staff) to provide educational programs or other services.

Parent responsibilities regarding assessment and evaluation:
- Provide detailed and updated contact information so communication can occur accurately.
- Access the parent portal on PowerSchool in order to remain informed on student progress and encourage your child to access PowerSchool as well.
- Assist student with adhering to timelines for assignment and other assessments.
- Parents are responsible for the regular, on time attendance of their child.
- Parents are highly encouraged to minimize interruptions to learning (e.g. vacation, medical, phone calls or text messages during instructional time, etc.)
- Parents are encouraged to work closely with their teachers in collaboration.

Appendix C:

The primary purpose of assessment is to improve student learning, inform instructional decisions, and promote student engagement.

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 for Learning (Summative Assessment):
Assessment experiences designed to collect information about learning to make judgements 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.

Grade (Mark):
A letter, number, or comment as a statement of student performance.

Graded Curriculum:
The grade-specific Alberta Program of Study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the ISP.

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

Peer-Coaching:
One student considering the quality of another's work and providing feedback by applying criteria to help improve performance; requires a non-threatening and supportive relationship between the peers (also referred to as peer assessment, peer tutoring, or peer editing)

Performance Assessment:

A meaningful, real-life task that enables students 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.

Report Card/ Progress Report:
Written records of student performance on curriculum outcomes over a period of time.

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 fees 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.

Three Way Conferences:
An opportunity to the student, parent, and teacher to engage in conversations around the strengths, area of growth and next steps of students.

Triangulation of Evidence:
Evidence of student learning is collected through formal and informal observations, conversations, and products (e.g. 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.

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 behaviour 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:* http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf

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