Assessment, Evaluation and Reporting

St. John Paul II Catholic School
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Principal: Robert Stecyk
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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

Division 2018-2022 Assurance Plan

1. Elk Island Catholic Schools will enhance the *Faith Formation* of its students
2. Elk Island Catholic Schools will provide *Quality Teaching and Learning*
3. Elk Island Catholic Schools will enhance staff and student *Wellness*
4. Elk Island Catholic Schools will focus on *Engagement and Improvement*

REFER to DIVISION AP 360

School Collaborative Response Model will be used to support student Learning
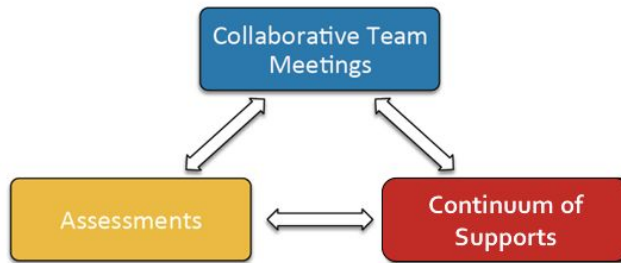
The Collaborative Response Model consists of three integral elements which include **collaborative team meetings**, **assessments,** and a **continuum of supports**.
The importance of all elements being firmly established is to create an effective support system for all students.

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 with Report Cards
● 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 on:
● February 5th
● June 29th

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 4th
● March 20th

Three-way Conferences *(Personalize – enter school dates)*
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 on:
● November 6th and 7th
● March 25th and 26th

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 <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.

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.

Growth as a Learner

Teacher's professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours**. Growth as a learner is reported as a level of frequency and not to be factored in the level of achievement or student grade.

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.

Elementary and Middle School Growth as a Learner

Homeroom	Brian Wynder
Growth as a Learner Attributes	**Level of Frequency**
	🟩 Consistently 🟨 Shows Progress 🟥 Requires Growth

An **Engaged Thinker** *looks like*	🟩 *Consistently*
• Listens with purpose • Remains focused and organized • Flexible and adapts to change • Reflects on their learning • Seeks clarification when in doubt	
An **Ethical Citizen** *looks like*	🟨 *Shows Progress*
• Respects the rights of others • Makes responsible choices • Engages in collaboration	
An **Entrepreneurial Spirit** *looks like*	🟨 *Shows Progress*
• Takes responsibility for personal goals • Is willing to take risks • Perseveres when faced with a challenge	
An **Evangelizer** *looks like*	🟥 *Requires Growth*
• Imparts God's teachings through respect, empathy and compassion for others • Models and acts on God's love within our Catholic Community	

Level of Achievement and Grades

Level of Achievement and grades 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).

Elementary Years
Levels of Achievement for regular programming and students on ISPs
Elementary Years

Academic Levels of Achievement

4	• Applies learning to **new** situations • Demonstrates an in-depth understanding of the learning outcomes outlined in the Alberta Program of Studies • Uses skills and knowledge **independently**	Exemplary Consistently	Meeting Grade Level Outcomes
3	• 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 outlined in the Alberta Program of Studies • Uses skills and knowledge **with moderate support**	Progressing Sometimes	
1	• Demonstrates a **limited or incomplete** understanding of the learning outcomes outlined in the Alberta Program of Studies • **Consistently** requires **guidance and support**	Beginning	**Not Yet** Meeting Grade Level Outcomes
ID	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		

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.

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, FSL, 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, and International Languages will be based upon percentages.

Academic Levels of Achievement

4	• Applies learning to **new** situations • Demonstrates an <u>in-depth</u> understanding of the learning outcomes outlined in the Alberta Program of Studies • Uses skills and knowledge **independently**	Exemplary Consistently	Meeting Grade Level Outcomes
3	• Applies learning to **familiar** situations • Demonstrates a <u>solid</u> 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 <u>basic</u> understanding of the learning outcomes outlined in the Alberta Program of Studies • Uses skills and knowledge **with moderate support**	Progressing Sometimes	
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Assessments

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.
  - Students need the opportunity to demonstrate their learning in performance based assessments when appropriate.
  - 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)*
  - Individual summative assessments shall not exceed 20% of the final grade.

- 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:
- review questions, mini-quizzes, checklists, small assignments

Missing or Incomplete Student Work (Personalize)

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:
- The missing or incomplete work is recorded as "NHI" in Powerschool with a mark of zero (0).
  - This acts as a placeholder zero, communicating to the student and parent that the assignment has not been handed in, as well as the effect of not completing and returning the assignment. This mark of zero will be changed upon receipt of the missing or incomplete work.

- The student and teacher must meet at an agreed upon time. The purpose of the meeting is to:
  - Check student progress and determine why the assignment is missing or incomplete

- o Provide help or assistance
- o Set a revised due date within a reasonable amount of time as determined by the teacher that reflects the nature of the assignment.
- o Make a plan for completing the assignment. The plan may include such things as:
  - ▪ Staying in at lunch
  - ▪ A timeline for completing the work
- o For major assessments or repeated minor assessments, the teacher should make contact with the parent by email or phone and consider a face-to-face meeting for repeat offenders.

- Upon receiving the completed work on the agreed upon date, a mark indicating achievement earned (without penalty) must be recorded.
  - o If the work is not handed in on the agreed upon date, the "NHI" may be changed to a reluctant zero (0).

- For students who are chronically missing assignments:
  - o A referral will be made by the teacher to the school administration
  - o A meeting may be held with parents and the student. The meeting may include school administration, the classroom teacher, parents, and the student
  - o Actions may include behavioural consequences, removal from the course, etc.

Homework

At St. JPII, we believe homework should consist mainly of studying and reviewing, doing readings, and should be used for predominantly formative work. In particular, we believe homework is an opportunity to practice and review concepts learned in class. For any homework specifically assigned to be done, we believe adequate class time should have been given so students can access teachers for guidance, support, and feedback.

Long Range Plans and Course Outlines (Personalize)

All teachers will provide a *course outline of the learner expectations* (curriculum standards), and assessment methods to students and parents on the first or second day of classes.
Course outlines may include:
- An approximate timeline of the course
- How the course will be evaluated
- Student and classroom expectations
- Teacher and school policies regarding behavior and assessment

Division Assessments- Diagnostics and Observation Instruments

- **EYE - TA** (Early Years Evaluation Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)
  Administered to Grade 7.

- **Reading Assessments**

    Administered in Grades 1- 9 - Fountas & Pinnell

    Administered in Grades 5 - 9 - Star Reading Assessment

- **GB + (French Immersion)**

    Administered in Grades 1- 6.

- **ELL Testing:**

    Idea Proficiency Test (IPT)

    Administered to all ELL students

- **Insight Testing**

    Administered in Grade 5 and 8.

- **Math Intervention Programming Instrument**

    Administered in Grade 2 - Grade 10

- **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.

- **Diploma Examinations**

    Certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results. See Administration Procedures and Schedules set by Alberta Learning.

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