



Your Future **in MIND**

Guide to Reporting Student Achievement 2021-2022

Kindergarten - Grade 6

Updated: September 23, 2021

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians.

This guide will help parents and guardians understand:

- assessment;
- the responsibilities of students, staff, and parents and guardians;
- how and when achievement information will be communicated or reported;
- how marks and grades are determined; and
- the steps taken when summative assessments are missing or incomplete.

Parents and guardians are the key influences in a child's life. Understanding how a child is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read this guide and contact our school's administration with any questions or if further information is required.

What Is Assessment?

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice. All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.

Supporting Student Achievement and Success

In alignment with the [Education Act](#), students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

Students have a responsibility for their own learning and are expected to:

- attend school every day and be on time;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to revise or redo assessments to demonstrate their learning.

Teachers will help students succeed by:

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to redo/complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

Parents and guardians can support a student's learning by:

- working in partnership with school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;
- regularly accessing student assessment information via PowerSchool; and
- attending Parent-Teacher-Student conferences/interviews.

Instructional Support Plan (ISP)

Elk Island Public Schools (EIPS) is using the Instructional Support Plan to support programming for students with diverse learning needs. An ISP may be created for students with identified learning needs

in Early Childhood Services (ECS) to grade 12. The ISP process aligns with Alberta Education initiatives and supports the success of each and every student.

Parents and/or guardians of students recommended to have an ISP to support his/her learning during the 2021-22 school year will be contacted by the school in September or early October.

Features of EIPS' ISP that help make a student's programming more effective include:

- ways in which a student likes to learn which allows teachers to focus on a student's strengths and interests.
- class-wide and more student-specific strategies that increase learning opportunities for all students.
- an online format making the creation, updating, and communication of ISPs more efficient with a plan in place for the ISP to become available online to parents in the future.
- scheduled meetings with parents during the course of the year during which ISP goals and student progress is shared and discussed.

Course Outlines

Information about the Alberta Curriculum can be accessed from Alberta Education's, [My Child's Learning - A Parent Resource](#). Further specific details about course content can be provided by the classroom teacher.

Teachers communicate classroom information (assignments, activities, events, etc.) through Brightspace. Teachers will also utilize email to communicate with parents.

[Brightspace student log-in](#)

[Brightspace parent log-in](#)

Determining Report Card Grades

Teachers consider multiple sources of evidence and use professional judgment to determine the report card grade.

Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students

can improve. These are called *formative* assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

Summative Assessments

Summative assessments provide students with formal chances to “show what they know”. Using professional judgment, teachers consider summative assessments, observations, and conversations with students in determining report card grades.

Missing, Incomplete, or Resubmitted Student Work

As outlined in Administrative Policy 360, principals work with their teachers to ensure:

- A. teachers collect reliable and valid evidence that supports their judgment about students' achievement. Teachers may choose to exclude assessments that are inconsistent with the teacher's professional judgment;
- B. students are offered opportunities to redo and resubmit summative assessments;
- C. communication plans for reporting student achievement and growth to parents/guardians/students are developed and aligned with school-wide assessment and intervention plans;
- D. students have been given multiple opportunities and ways to demonstrate learning;
- E. teachers engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work;
- F. follow up has occurred to determine the reason why a summative assessment (assignment, test, project, etc.) is missing or incomplete, and that opportunities are provided for the student to resubmit and/or fulfill the requirements of the summative assessment (assignment, test, project, etc.);
- G. once the student has been given opportunities to resubmit summative assessments, but does not submit missing or incomplete summative assessments, the student and parents/guardians are informed and the teacher, in consultation the student and student's parents/guardians will determine a plan to hold the student accountable and/or plan for further learning;
- H. the teacher, in consultation with the principal, uses professional judgment to determine the impact of the missing or incomplete assignments on the student's grade;
- I. that provided the preceding have been followed, the teacher may assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

Please contact your child's teacher for more information about rewrites and redos.

Assessment

Kindergarten

Teachers collect varied assessment evidence throughout the year by observing children in action, by discussing children’s learning with them and by examining children’s products. Teachers create records of assessment evidence in a variety of forms, including notes, checklists, rating scales, photos and videos. As well, teachers may retain direct evidence in the form of samples of children’s work and digital copies.

Teachers will communicate children’s progress to parents throughout the year in a variety of ways. One final report card will be issued at the end of the school year.

Kindergarten to Grade 6: Achievement Scales

GRADING SCALE
Academics

- 5**
 - Excelling in learner expectations
 - Applying concepts in new or unique learning situations
 - Independently using skills and strategies

- 4**
 - Meeting learner expectations
 - Applying concepts in new learning situations
 - With minimal support, using skills and strategies

- 3**
 - Meeting learner expectations
 - Applying concepts in familiar learning situations
 - With reasonable support, using skills and strategies

- 2**
 - Approaching learning expectations
 - Applying concepts when rehearsed and highly structured
 - With high levels of support, using skills and strategies

- 1**
 - Below learning expectations
 - Having difficulty applying concepts even when rehearsed and highly structured
 - Despite high levels of support, is having difficulty using skills and strategies

- U** • Unable to assess

- N/R** • Not reported

- ISP** • Refer to student’s ISP

Meeting expectation

Below expectation

GRADING SCALE
Learner Attributes

4
Independently
"Consistently..."

3
Little support required
"Often..."

2
Reasonable support required
"With prompting..."

1
High levels of support required
"Inconsistently..."

Meeting expectation

Below expectation

Academic Integrity

All students are expected to behave ethically. Cheating, plagiarism (copying someone else's work and passing it off as one's own), copying, stealing tests or assignments and/or getting answers for a test or assignment in advance are not acceptable. Unethical behavior also includes giving answers or work to others to claim as their own.

If a student is suspected of unethical behavior, school administration will meet with the student and take action in accordance with [Administrative Procedure 350 - Student Conduct](#).

Reporting Student Achievement

Communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or parent-student-teacher conferences/interviews, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

Reporting Periods

Please visit the school's website and school calendar to learn when report cards will be issued.

Report Cards will be available via the Parent Portal on PowerSchool. Parents must set up an account by visiting the [PowerSchool Parent Portal](#) login page.

Conferences/Interviews

Conferences are an important opportunity to speak with your child's teacher(s). Please visit the school's website and school calendar to learn when conferences will be held and how to book an appointment with your child's teacher(s).

To book a time to speak with a teacher or administrator at any time during the school year, please feel free to call the school and arrange for a meeting time.

Grades/Marks Appeal Process

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the [Education Act](#). [Administrative Procedure 391](#) outlines specific appeal process dates.

The Role of External, Large Scale Assessments

Provincial Achievement Tests (PATs) and Student Learning Assessments (SLAs) are administered annually to all Alberta students in Grade 6. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location. When administered, results from these assessments provide school divisions with information about student learning and achievement. For the 2021-22 school year, students in Grade 6 will write PATs, however, SLAs will not be administered for Elk Island Public Schools students.

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

- The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil or digital test.
- The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

Alberta Education expects schools to report the scores from PATs.

Provincial Achievement Tests (PATs)

[PATs](#) measure how well students demonstrate what they are expected to learn. School and division results are shared publicly to show how Alberta grade six and nine students are doing compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning. Note that if students require accommodations in order to write PATs (scribe, reader, assistive supports), students should have an ISP in place which identifies the use of the accommodation throughout the course of the school year.

Students who are absent for the scheduled PAT writing will write when they return to school, provided the exams have not yet been returned to Alberta Education. After that time, students will not be able to write the exams.

Provincial Achievement Test (PAT) Schedule

Alberta Education's [PAT schedule](#) provides some flexibility to administer PATs within a fixed period of time. In accordance with this schedule, Elk Island Public Schools has designated administration dates for PAT as listed below.

May and June 2022

Written-response provincial achievement tests should be administered in accordance with the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Exam Administration.

All students are provided with up to double the official time noted below, if they require it.

| | | |
|-------------------|----------------------|--|
| Monday, May 16 | 9:00 A.M.–11:00 A.M. | Grade 6 Français/French Language Arts Partie A |
| | 9:00 A.M.–11:00 A.M. | Grade 9 English Language Arts Part A |
| | 9:00 A.M.–10:20 A.M. | Grade 9 K&E English Language Arts Part A |
| Wednesday, May 18 | 9:00 A.M.–11:00 A.M. | Grade 6 English Language Arts Part A |
| | 9:00 A.M.–11:00 A.M. | Grade 9 Français/French Language Arts Partie A |

For Language Arts Part A: Writing Provincial Achievement Tests, teacher supervisors, under the direction of the principal, are expected to uphold provincial achievement test security by maintaining a continuous writing time. If it is required, based on individual student needs or the entire classes', to administer a short supervised break, the teacher supervisor must receive approval from the principal. All provincial achievement test administration rules and policies must be maintained. The amount of time consumed by a break is not included in the total provincial achievement test-taking time.

All students are provided with up to double the official time noted below, if they require it.

| Date | Provincial Achievement Test Official Time | Provincial Achievement Test |
|--------------------|--|--|
| Wednesday, June 15 | 20 minutes | Grade 6 Mathematics Part(ie) A |
| Friday, June 17 | 60 minutes | Grade 6 Français/French Language Arts Partie B |
| Monday, June 20 | 70 minutes | Grade 6 Mathematics Part(ie) B |
| Wednesday, June 22 | 60 minutes | Grade 6 Science |
| Thursday, June 23 | 60 minutes | Grade 6 Social Studies |
| Friday, June 24 | 60 minutes | Grade 6 English Language Arts Part B |