



Your Future **in MIND**

# **Guide to Reporting Student Achievement**

## **2024-2025**

*Kindergarten - Grade 9*

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;
- be active learners;
- 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 demonstrate a different level of understanding through various reassessment methods.

## **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 opportunities to demonstrate a different level of understanding through various reassessment methods;
- 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 (ISP) as well as the Individualized Program Plan (IPP) templates to support programming for students with diverse learning needs. These may be created for students with identified learning needs in Early Childhood Services (ECS) to grade 12. The 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 or IPP to support their learning during the 2024-25 school year are involved in the collaborative process of ISP/IPP creation and updated as to their child's progress.

### **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.
- scheduled meetings with parents during the course of the year during which 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**

Opportunities to collect a variety of evidence and provide feedback to further student understanding and to inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

## **Summative Assessments**

Opportunities to measure student knowledge, skill and understanding to make informed professional judgments about student achievement in relation to learning outcomes.

Final summative assessments in junior high core subjects provide students with the opportunity to demonstrate their learning at the end of a course. In exceptional circumstances alternative final summative assessment arrangements may be made in consultation with school administration.

## **Missing, or Re-assessed Student Work**

In accordance with [Administrative Policy 360](#), principals work with their teachers to ensure:

- A. teachers collect multiple sources of 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 demonstrate a different level of understanding on comprehensive 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 comprehensive 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 comprehensive assessment (assignment, test, project, etc.);
- G. When a student does not utilize the given opportunities to submit missing or incomplete 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 assessment item.

Please contact your child's teacher for more information about opportunities to demonstrate a different level of understanding.

## **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. EYE-TA results will be shared in November. Two report cards will be issued in March and June.

## Kindergarten to Grade 6: Achievement Scales

	Achievement Level	At this time, the learner is:
Meeting Expectations	5	<ul style="list-style-type: none"> <li>- Excelling in learning expectations</li> <li>- Applying concepts in <b>new or unique</b> learning situations</li> <li>- <b>Independently</b> using skills and strategies</li> </ul>
	4	<ul style="list-style-type: none"> <li>- Meeting learning expectations</li> <li>- Applying concepts in <b>new</b> learning situations</li> <li>- With <b>minimal</b> support, using skills and strategies</li> </ul>
	3	<ul style="list-style-type: none"> <li>- Meeting learning expectations</li> <li>- Applying concepts in <b>familiar</b> learning situations</li> <li>- With <b>reasonable</b> support, using skills and strategies</li> </ul>
Below Expectations	2	<ul style="list-style-type: none"> <li>- Approaching learning expectations</li> <li>- Applying concepts when <b>rehearsed and highly structured</b></li> <li>- With <b>high</b> levels of support, using skills and strategies</li> </ul>
	1	<ul style="list-style-type: none"> <li>- Below learning expectations</li> <li>- Having difficulty applying concepts <b>even when rehearsed and highly structured</b></li> <li>- <b>Despite high</b> levels of support, is having difficulty using skills and strategies</li> </ul>
	INS	<p>Insufficient Evidence to Assess</p> <ul style="list-style-type: none"> <li>- Personalized comment to explain the student couldn't be assessed (vacation, illness, other circumstance, key assessments incomplete or missing)</li> </ul>
	ISP/IPP	Student is on an Instructional Support Plan/ Individualized Program Plans and may have achievement reported in an alternative format

## Elementary (K-6) Learner Attribute Scale

Below Expectation	Meeting Expectation		
1	2	3	4
high levels of support required	reasonable support required	little support required	independently
"inconsistently"	"with prompting"	"...often..."	"...consistently..."

## Junior High Grading Scale

Grades in junior high language arts, math, science and social studies courses will be reported using percentages.

*(Adapted from Alberta programs of study)*

<b>80 - 100%</b>	<ul style="list-style-type: none"><li>• Learning goals are met in an astute and comprehensive way.</li><li>• Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details.</li><li>• Demonstrates an in- depth understanding and degree of skill on summative assessments.</li><li>• Has assembled an in- depth understanding of the concepts, generalizations and skills fundamental to the program.</li></ul>
<b>65 - 79%</b>	<ul style="list-style-type: none"><li>• Learning goals are met in a practical and thorough way.</li><li>• Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details.</li><li>• Demonstrates a substantial understanding and degree of skill on summative assessments.</li><li>• Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program.</li></ul>
<b>50 - 64%</b>	<ul style="list-style-type: none"><li>• Learning goals are met in an appropriate and reasonable way.</li><li>• Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details.</li><li>• Demonstrates a satisfactory understanding and degree of skill on summative assessments.</li><li>• Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program.</li></ul>
<b>0 - 49%</b>	<ul style="list-style-type: none"><li>• Student has demonstrated insufficient performance in relation to learner outcomes.</li></ul>



## Junior High Complementary Courses Grade Scale

Letter Grade	Description of Achievement Standards
<b>A+</b>	<ul style="list-style-type: none"><li>• Achievement is highly sophisticated and adept.</li><li>• Consistent demonstration of a high degree of effectiveness that <i>may</i> surpass provincial standards for learning outcomes for the subject and grade.</li></ul>
<b>A</b>	<ul style="list-style-type: none"><li>• Achievement is refined and skillful.</li><li>• Consistent demonstration of a high degree of effectiveness in relation to provincial standards for learning outcomes for the subject and grade.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Achievement is competent and methodical.</li><li>• Consistent demonstration of considerable effectiveness in relation to provincial standards for learning outcomes for the subject and grade.</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• Achievement is marginally adequate.</li><li>• Effectiveness falters occasionally in relation to provincial standards for learning outcomes for the subject and grade.</li></ul>
<b>D</b>	<ul style="list-style-type: none"><li>• Inconsistently achieves at an acceptable level.</li><li>• Limited effectiveness or inconsistent performance is demonstrated in relation to provincial standards for learning outcomes for the subject and grade.</li></ul>
<b>I</b>	<ul style="list-style-type: none"><li>• Required understanding and skills in relation to provincial standards for the learning outcomes are not demonstrated</li></ul>

### 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.

## **Junior High Schools**

Marks for assignments will be available on the Parent Portal in PowerSchool. Calculated grades will be displayed throughout the year. Parents are urged to click on individual grades to review marks that have been awarded for individual assignments.

## **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**

K-3 Early Years Assessments and Provincial Achievement Tests (PATs) are administered annually to all Alberta students in K-3, Grade 6 and 9. 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 2024-25 school year, students in K-3 will write literacy and numeracy screener assessments and students in Grade 6 and 9 will write PATs.

### **Early Years Assessments (K-3 Literacy and Numeracy)**

Students develop critical foundational knowledge in literacy and numeracy in the early years of their education. Assessing students in their early years provides essential information to teachers, schools, parents and Alberta Education about student learning needs and ensures that those requiring additional supports receive help when they need it. Numeracy and literacy are two important skills that are developed during early childhood. [Screening assessments](#) help teachers identify the students who are most in need of additional support and intervention during their critical early years of education and these assessments provide a means of monitoring growth over time.

Early years assessments are formative assessments meant to complement, not replace, day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers.

### **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 or IPP 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. Students may, through special arrangement with the teacher, write final exams other than PATs outside the official exam schedule.

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.

The PAT schedule is set by Alberta Education each year. Dates for PAT's can be found on the [Government of Alberta Website](#). In June 2025, grade 6 and 9 students will take part in PATs using the [Government of Alberta's digital platform, Vretta](#).

## **Final Exam Schedule**

Elk Island Public Schools designates administration dates for grades 7 and 8 final exams. The dates for all final assessments will be available on the school calendar once information has been released by Alberta Education, usually by the end of October.