



**MEDICINE HAT PUBLIC SCHOOL DIVISION**

## **Guide to Student Assessment, Achievement, and Learning**

**Webster Niblock School**

**Grades: ELP - 6**

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## **Guide to Student Assessment, Achievement, and Learning**

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Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card. In elementary schools, these are printed documents sent home to parents. In grades 7 through 12, these are often reflected online on PowerSchool and/or printed as formal reports and sent home.

## **ACTIONS TO SUPPORT STUDENT SUCCESS**

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### **You can support your child's learning and success by:**

- Knowing you are an important part of the team
- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through social media
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

### **Teachers will help your child's learning and success by:**

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course
- Using Universal Screening Tools for reading and math to plan for instruction and learning.

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

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions
- Demonstrate their learning by finishing assignments to the best of their ability
- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

## **HOW DO WE DETERMINE STUDENT ACHIEVEMENT?**

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

### **Formative Assessments**

Over the course of the year, your child should have many opportunities to develop and practice key skills and increase what they know. These opportunities show your child's teacher how they are doing, what their strengths are, and where they can improve. This is called formative assessment

### **Summative Assessments**

Throughout the school year, your child will have opportunities to demonstrate what they have learned by an identified point in time. These assessments are marked and are put together with other evidence. Teacher then make decisions using the work your child has completed (products), what they've seen your child do (observations), and discussions they've had with your child (conversations), to determine a mark on the report card.

### **Missing or Incomplete Student Work**

It is important that teachers communicate with parents/guardians regularly and in a timely fashion about missing or incomplete student work. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

Your child's teacher will inform you in one or more of the following methods; a face to face meeting, phone call, a note in the student agenda book, e-mail, text or FreshGrade.

If patterns of missing or incomplete student work arises, teachers will connect with parents/guardians via email or phone call to arrange a supportive planning meeting. Often missing or incomplete work is a symptom of other concerns. During this meeting, we will work together to identify the challenges that your child is facing and create a supportive plan for growth and improvement.

It is important that students absent from school and miss assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. When students miss a significant amount of time due to vacation, they are missing valuable learning that cannot be recreated through a worksheet package. Classroom discussion, problem solving and collaborative opportunities with their peers and many other unique learning opportunities are lost. For students who miss significant time due to vacation, it is expected that the parent will meet with their child's teacher to set up a plan to have the student stay caught up with key concepts they will miss.

## SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

**Reporting Terms:** There will be three reporting periods that will results with report cards being sent home with the student.

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	September 4, 2019 – November 21 , 2019 On November 21, 2019, report cards will go home	Printed Progress Report, Early Years Evaluation Report (Kindergarten students only)
Term 2	November 25 – April 3, 2020 Report cards will go home April 3	Printed Progress Report, Early Years Evaluation Report (Kindergarten students only)
Term 3	April 6 - June 26 Final report card will go home June 26	Printed Progress Report, Early Years Evaluation Report (Kindergarten students only)

### Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to:

Communicating with families on a weekly basis through a face to face meeting, phone call, a note in the student agenda book, e-mail, text, Class Dojo or FreshGrade. At the beginning of the year, teachers will establish the tool that will be used for their classroom and inform parents/guardians about how to stay connected. Parents can expect teachers to share upcoming school and classroom events for the week. Our goal is to inform parents and provide them with opportunities to engage in conversations around their child's learning.

Students in grades 1-6 will receive an agenda. The intent of the tool is to support student organization, independence and communication about their learning. Each homeroom class will develop a daily routine to support student communication in the agenda. Parents are invited to use this as a conversational tool with their child, as well as, an additional communication tool with their child's teacher.

## UNDERSTANDING REPORTING (Grades 1 – 9)

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### WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
<p><b>Excelling</b> in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. <b>Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.</b></p>	<p><b>Meeting</b> grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. <b>Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.</b></p>	<p><b>Approaching</b> grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. <b>Additional supports may be necessary to further learning in this area.</b></p>	<p><b>Beginning</b> grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. <b>Additional planning and instructional supports will be necessary for further learning in this area.</b></p>

### WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child’s achievement is recorded. Your child’s teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement	Student is working on provincial curriculum with adjustments made to instruction	Student is working on programming significantly different than provincial curriculum. The student’s Individual Support Plan (ISP) will reflect more specific achievement towards goals.

## **WHAT ABOUT EFFORT OR BEHAVIOUR?**

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
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## **HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?**

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.

## **UNDERSTANDING REPORTING (Grades 10 - 12)**

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Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post secondary institutions rarely grade using percentages and generally utilize a 4 point scale or letters connected to a 4 point scale.