

# **Assessment, Evaluation and Reporting**

**2023-2024 School Year**

***Holy Spirit Catholic School***

*151 Crimson Drive*

*Sherwood Park AB T8H 2R2*

***Principal: Mrs. Aoife Cahill***

***Assistant Principal: Mrs. Jacqueline Comartin***

## ***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***

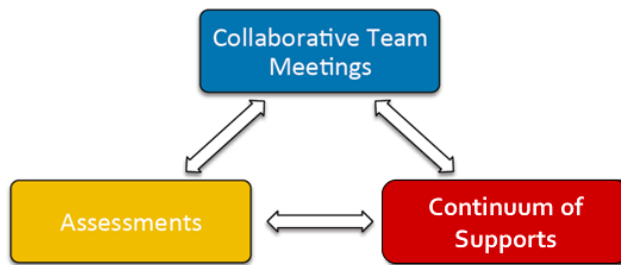
***District Education Plan Priorities***

### ***Division 2022-2026 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 Staff Event
- 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 available online (PowerSchool) on:

- February 2, 2024
- June 26, 2024

### ***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 communicated with families prior to Three Way Conferences in each reporting period.

- October 23-27, 2023
- March 11- 15, 2024

Evidence of learning (in its variation) need to be approved by the Principal and may look like one/combination of the following:

- Digital Portfolio (Google Slides in Google Classroom)
- Evidence of Learning Binders or Folders

### ***Three-way Conferences***

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 1 and 2, 2023
- March 19 and 20, 2024

### ***Student Support Plans:***

***\*Instructional Support Plan (ISP)***

***\*Regulation Support Plan (RSP)***

***\*Competency Report Card***

An Instructional Support Plan is required for any EICS student that ***requires specialized or individualized, targeted supports or interventions, assessment accommodations and services***. Students requiring specialized supports and services typically have a diagnosis of a disability or delay by a qualified professional. The purpose of an ISP is to ***provide responsive and***

*meaningful learning opportunities for all students*, using the program of study as a starting point of instruction and aligning with our EICS Continuum of Supports.

**All EICS students with a diagnosis of a disability or delay shall have an ISP.** Supporting documentation for the student's diagnosis is available in his/her portfolio on PASI (Provincial Approach to Student Information).

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process which includes teachers, parents, the student, and the school's Learning Support team. As such, all parties are responsible to report and comment on the level of achievement and engagement experienced by the student through the use of stated accommodations and strategies. The ISP is a fluid document meant to capture and accompany responsive interventions.
- Parental input is collaborative, necessary and should be ongoing. Teachers invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool and engaging in meaningful dialogue throughout the year.
- ISPs are to be submitted to the principal by **October 20** for approval. Once approved, contributing members review and endorse the ISP. After initial endorsement, there will be a mid-year interim review and final review for transition.

**Behaviour Support Plan (BSPs):**

- A BSP is required for students with a Severe Behaviour Disorder and for *some* students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed *Student Engagement Strategies* within the BSP may be all that is needed to meet the student's individual needs. The BSP will include all accommodations, modifications, and strategies for the student.

***English Language Learners (ELL) Proficiency Benchmarks***

English Language Learner (ELL) 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.

ISPs are submitted to the Principal by October 20 for approval; once approved contributing members acknowledge the ISP.

Online IPT/ Picture Prompts and ELL Benchmarks are due by November 30th. ELL Benchmarks must be reported by May 29th.

Sharing and agreement of plan is to be completed by first reporting period, Review #1 of ISP by second reporting period, Review #2 and transition by mid-June.

## ***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 Es with corresponding indicators. They are assessed based on three levels of frequency or learner skills across the subject areas. Teachers will do a Growth as a Learner reflection and include it in the Evidence of Learning portfolios.

### *Kindergarten Growth as a Learner*

#### **Kindergarten Growth as a Learner**

<b><i>Learner Skills</i></b>	<b><i>Level of Frequency (Consistently, Shows Progress or Requires Growth)</i></b>
<b><i>An Engaged Thinker looks like...</i></b>	
<ul style="list-style-type: none"><li>• Listens with purpose</li><li>• Actively participates in learning tasks</li></ul>	
<b><i>An Ethical Citizen looks like...</i></b>	
<ul style="list-style-type: none"><li>• Acts respectfully to learn, share and adapt as a part of a diverse community</li><li>• Demonstrates self-respect and positive interactions towards others</li></ul>	
<b><i>An Entrepreneurial Spirit looks like...</i></b>	
<ul style="list-style-type: none"><li>• Takes responsibility and demonstrates independence</li><li>• Demonstrates curiosity, persistence and a willingness to explore</li></ul>	
<b><i>An Evangelizer looks like...</i></b>	
<ul style="list-style-type: none"><li>• Understands that they are created by God and celebrate their uniqueness and capabilities as a trace of God</li><li>• Celebrates caring by making friends and by helping with their community</li></ul>	

## Elementary School Growth as a Learner

Homeroom	Brian Wynder
Growth as a Learner Attributes	Level of Frequency
	 Consistently  Shows Progress  Requires Growth
<b>An Engaged Thinker looks like</b> <ul style="list-style-type: none"> <li>• Listens with purpose</li> <li>• Remains focused and organized</li> <li>• Flexible and adapts to change</li> <li>• Reflects on their learning</li> <li>• Seeks clarification when in doubt</li> </ul>	 Consistently
<b>An Ethical Citizen looks like</b> <ul style="list-style-type: none"> <li>• Respects the rights of others</li> <li>• Makes responsible choices</li> <li>• Engages in collaboration</li> </ul>	 Shows Progress
<b>An Entrepreneurial Spirit looks like</b> <ul style="list-style-type: none"> <li>• Takes responsibility for personal goals</li> <li>• Is willing to take risks</li> <li>• Perseveres when faced with a challenge</li> </ul>	 Shows Progress
<b>An Evangelizer looks like</b> <ul style="list-style-type: none"> <li>• Imparts God's teachings through respect, empathy and compassion for others</li> <li>• Models and acts on God's love within our Catholic Community</li> </ul>	 Requires Growth

### 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).

For students in **Pre-Kindergarten**, **Evidence of student learning** is collected through a variety of ways to demonstrate student learning within the Pre-Kindergarten room.

For students in **Kindergarten**, **Evidence of Student Learning** is collected through a variety of assessments within a Kindergarten classroom.

- Assessment is an ongoing part of each child's daily learning.

- Opportunities are created for children to demonstrate their understanding in a variety of ways.
- Assessment is used to provide feedback to the child and parents and to plan the learning environment.
- When assessment criteria is shared with children they will be more likely to be successful and complete the task (Alberta Education, *Kindergarten Program Statement*, 2008).

## Elementary Years

Levels of Achievement for regular programming and students on ISPs.

<b>Academic Levels of Achievement</b>			
<b>4</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>new</b> situations</li> <li>• Demonstrates an <b>in-depth</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>independently</b></li> </ul>	Exemplary Consistently	Meeting Grade Level Outcomes
<b>3</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>familiar</b> situations</li> <li>• Demonstrates a <b>solid</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with little support</b></li> </ul>	Proficient Usually	
<b>2</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>simplistic</b> situations</li> <li>• Demonstrates a <b>basic</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with moderate support</b></li> </ul>	Progressing Sometimes	
<b>1</b>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• <b>Consistently</b> requires <b>guidance and support</b></li> </ul>	Beginning	Not Yet Meeting Grade Level Outcomes
<b>ID</b>	Insufficient Data <ul style="list-style-type: none"> <li>• The student has recently arrived at the school or been away on an extended absence.</li> <li>• The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>		

<b>Additional ISP Related Achievement Levels</b>	
<b>I4</b>	Consistently meeting ISP Outcomes
<b>I3</b>	Usually meeting ISP Outcomes
<b>I2</b>	Occasionally meeting ISP Outcomes
<b>I1</b>	Not meeting ISP Outcomes, requires a change in strategies to achieve success.

## 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 groups 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:
    - Small group intervention
    - Differentiated instruction
    - Teacher modelling
    - Opportunities for extra practice
    - Students need the opportunity to demonstrate their learning in performance based assessments.



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

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:

- Teacher will communicate with the student/parent to determine how to have the work completed.
- Opportunities will be given in a variety of ways depending on the circumstance on how to best help the student achieve the learning outcome.
- Tasks may vary from what was completed in class.

## ***Homework “Home Support”***

Homework is an extension of classroom learning. Homework allows students the opportunity to practice strategies that will assist in achieving the learning outcomes as outlined in the Alberta Program of Studies. Any homework that is sent home should be able to be completed independently.

- Preparation for projects
- Daily reading / Daily math practice
- Home Support should be for the purpose of practice and repetition
- Incomplete tasks when sufficient class time was given

## ***Curriculum and Classroom expectations***

All teachers shall provide ***classroom and learner expectations*** (curriculum standards) to students and parents at the start of a new school year. Curriculum standards (Grade at a Glance) can be found at: <https://www.learnalberta.ca/content/mychildslearning/>

## ***Attendance***

Regular attendance is expected and essential to meeting the curricular outcomes and ensuring student success. Good attendance is important for a child’s ability to learn, grow and develop. Extended absences (including vacations) will be discussed on an individual basis.



## ***EICS Division Assessments- Diagnostics and Observation Instruments***

- **EICS Kindergarten Early Learning Assessment**
- **EICS Phonological Awareness Assessment** - Administered in Grades 1- 3
- **Reading Assessments** - Administered in Grades 1- 4 - Fountas & Pinnell
- **ELL Testing** - Idea Proficiency Test (IPT) - Administered to all English Language Learners
- **EICS Math Assessment** - Administered in Grade 1 - Grade 4
- **Insight Testing (group-administered test of cognitive abilities)**  
Administered in Grade 4 and 8.

## ***References***

Alberta Assessment Consortium. *Assessment Glossary*. Taken from:

[http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat\\_updated\\_Feb\\_2013.pdf](http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf)

Alberta Assessment Consortium. (2012). *AAC key visual: Assessing student learning in the classroom*. Taken from: <http://www.aac.ab.ca/professional-learning/professional-learning-modules/>

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Alberta Learning. (2004). *Standards for Special Education*

Davies, A., Herbst, S. & Reynolds, B. (2008). *Leading the way to making classroom assessment work*. Connections Publishing Inc: B.C.

O'Connor, K. (2013). *The School Leader's Guide to Grading*. Solution Tree Press: Bloomington, IN.