



Assessment, Evaluation and Reporting

St. Nicholas Catholic School

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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

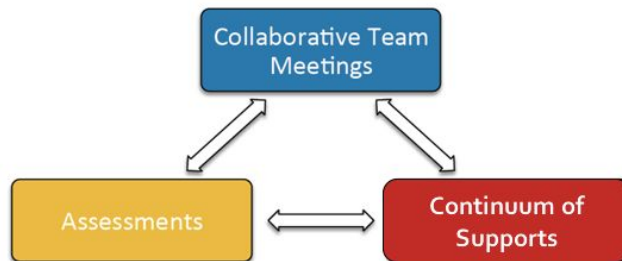
District Education Plan Priorities

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 2021
- June 2021

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. Evidence of learning may include feedback from; **observations, conversations, or products**. Over the course of the year, you will see a variety of EVL shared at St. Nicholas: **Fresh Grade, SeeSaw, Portfolios (binders or duo tangs), Writing folders, Growth as a Learner booklets or sheets, Learning Open House & Celebrations, Conference assessment, etc.** Each of these pieces of evidence share information about your child's learning progress based on professional observations, conversations, and products). 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:

- weekly/monthly

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 2020
- March 2021

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 classroom teacher(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.
- Parental input 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 October 31 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 end of Semester 1, 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 (Prior to Three Way Conferences)








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.

Kindergarten Growth as a Learner

**Kindergarten
Growth as a Learner**

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

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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Respects the rights of others• Makes responsible choices• Engages in collaboration	
An Entrepreneurial Spirit looks like	 Shows Progress
<ul style="list-style-type: none">• Takes responsibility for personal goals• Is willing to take risks• Perseveres when faced with a challenge	
An Evangelizer looks like	 Requires Growth
<ul style="list-style-type: none">• 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).

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).
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Elementary Years

Levels of Achievement for regular programming and students on ISPs

Elementary Years

Academic Levels of Achievement

4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.

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 the 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:
 - small group interaction
 - differentiated instruction
 - reteach concepts while looking for and act on new ideas & opportunities for learning
 - teacher modelling
 - seek clarification & provide assistance
 - identify learning opportunities, choices, and strategies to meet personal needs and achieve goals

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:

Incomplete work:

- Communication between home and school will be made when there is frequent and ongoing uncompleted work. Some incomplete work may be sent home (see *Homework*).
- Teachers will inform the Learning Support Team of on-going and consistent student challenges with incomplete work. In some situations, accommodations will need to be made to support student learning. At St. Nicholas, we support student learning with our Collaborative Response Model and Pyramid of Interventions.
- After all avenues of correction have been exhausted and only in some circumstances should student recess time be used to complete work not done. In such a case, the teacher will accompany and assist the student during this time.

Extended illness or Compassionate leave:

- In unfortunate circumstances such as; extended illness or compassionate leave, students, and families will work together to find alternative ways for students to cover missed instruction and learning.

Vacations:

- More and more families are taking advantage of extended family vacations during regular school operational days. Technically, family vacations are not considered an excusable absence under the Education Act. However, we do recognize the many educational benefits, the many “once in a lifetime” experiences, and much treasured family

memories that come from these opportunities. Given the high volume of students that are away from school for extended vacations and due to the time invested in classroom program planning, assessing, differentiation and special needs support; teachers cannot prepare extensive make-up assignments before or after extended vacations. Missed assignments and learning tasks are the responsibility of the student upon return **or** alternative assessments or tasks may be given upon return by the teacher to assess student learning. Some learning outcomes missed may not be able to be repeated or assessed.

Homework

Definition: Homework is, “any task assigned by teachers intended for students to carry out during non-instructional hours”. Our students may be asked to engage in **practice** homework that reinforces skills and concepts taught during instruction time such as; ***daily reading, basic math facts and skill building, review of material, and specialized support programs such as; Lexia.*** There may be some situations, after sufficient class time has been given, that **completion** homework is sent home. These tasks will be ***purposeful, meaningful,*** and the student will be able to complete the task ***independently or with minimal support.*** The final areas of the home-school partnership you can expect for homework is engaging in **conversations** with your child about their learning and/or vocabulary exploration with new topics or gathering items/materials/information for **project-based learning.**

In designing homework tasks for students, St.Nicholas teachers will apply the following guiding principles:

- Ensure homework is purposeful and meaningful.
- Plan and differentiate assignments in order to ensure students are able to complete homework independently or with minimal support.
- Consider and be sensitive to the impact of homework on family life and balance the benefits of homework with respect for recognizing the importance of family time, the value of celebrating religious traditions, and the need to balance homework with other demands.
- Ensure students and parents are aware of and encouraged to use strategies for communicating challenges students may face in successfully completing homework.
- When working with older students, seek their input into the structure of homework that best supports their learning and success

Long Range Plans and Course Outlines (Personalize)

All teachers shall provide a ***course outline of the learner expectations*** (curriculum standards), and assessment methods to students and parents. For more information: Alberta Education's My Child's Learning: A Parent Resource <http://www.learnalberta.ca/content/mychildslearning/>

- Available upon request from the classroom teacher

Division Assessments- Diagnostics and Observation Instruments

- **Kindergarten Screener** (Teacher Assessment)
- **CAT 4** (Canadian Achievement Test)
Administered to Grade 4 & 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 (MIPI)**
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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