



Guide to Student Assessment and Achievement 2022-2023

Grades K-6

École Corinthia Park School

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In Black Gold Regional Division, we recognize that successful student learning relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate to the teacher based on the Alberta programs of study (curriculum) or their Instructional Support Plan (ISP). Marks are not earned for homework completion, attendance or behaviour; only through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests. Teachers won't use your child's behaviour, effort, attitude, and work habits to decide on their grades/marks, unless it is included in the Alberta programs of study for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

You can support your child's learning (*School Act, Section 16.2*) **by**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- keeping current with your child's progress online through the PowerSchool Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials, and
- participating in parent-teacher conferences.

Teachers will help your child succeed (*School Act, Section 18*) **by:**

- providing programming that is suitable for your child;
- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning (*School Act, Section 12*) **and are expected to:**

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

**SUPPORTING ALL
OF OUR STUDENTS**

Our Communication Plan for Reporting Progress

PowerTeacher Pro Electronic Gradebook:

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time.

- Schools will provide parents with instructions on the school's website on how to access PowerSchool Parent Portal, and view student grades and learning outcomes;
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have access to technology to view students' grades, please contact the school to make arrangements to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780-986-8404, and ask to speak to the Accounting Secretary.

Reporting Periods & Formal Reports Issued:

Parents and students are encouraged to log in to their PowerSchool Parent & Student Portal often throughout the year. Current grades, achievements and teacher comments can be viewed through this domain. Should you have a concern or question regarding a grade or comment, you are asked to contact the teacher directly for assistance.



We have one continual term during the school and **two formal report cards** which will be emailed out ready to view on January 31, 2022 and also on the last day of school, June 28, 2022.

If a student has an Individual Support Plan, Behaviour Plan or Instructional Strategies Checklist, it will be reviewed a minimum of the **times per year** and will be included as part of the formal report. Paper copies will be made available upon request.

KINDERGARTEN TO GRADE 6 REPORT CARD DATES

Formal Report Card 1: January 31, 2023

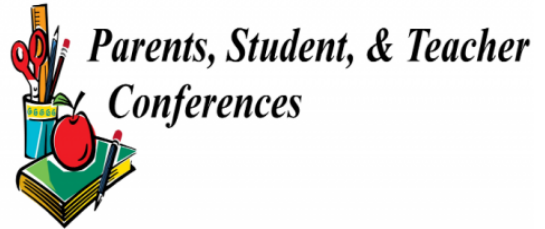
Formal Report Card 2: June 27, 2023

COMMUNICATION WEEKS:

Parent communication is important and parents are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of **two separate opportunities** per year for their parents to meet with teachers to discuss student achievement and progress.

The intention of these conferences is to celebrate growth in learning and set future goals.

During our communication weeks, parents will be provided with the opportunity to meet in person or virtually with their child's teacher(s). Each teacher will set up their own communication schedule and times based on their availability. Information regarding each teacher's schedule will be sent out directly to the parents a week prior to the event.



Our Communication Weeks will be held on:

October 24th- 28th, 2022 & March 20th-24th, 2023

*Please note that these conferences may be moved to a virtual format based on health regulations and policies at the time.

Parents/Guardians can book alternative appointments by contacting their child's teacher to set up a time, conducive to both parties (780-986-8404).

Instructional Support Plan, Instructional Strategies Checklist & Behaviour Support Plans:

Some of our students may require an ISP (for those who are 2 grades below in their core subjects), or an ISC (for those struggling academically in any area of learning) or perhaps a BSP (for those students who require more support for success in the classroom with behavioural regulation). The documents are developed within the first two months of the school year and provide information about accommodations and strategies used to assist a child in achieving success. It is reviewed a minimum of three times per year. The parents/guardians are encouraged to provide input into the planning process. For students previously identified, the teacher will contact parents regarding the ISP/ISC/BSP planning process by October of each academic year. Teachers will meet with parents three times a year to sign the completed document; October 2022, March 2023 & again in June 2023.

Please note- An ISP, ISC or BSP may be implemented at any time during the school year should a student require one.

- The planning process will be initiated in September for identified students
- Teachers will meet with parents/guardians to sign the document a minimum of 3 times per year as mandated by Alberta Education. Signing may be done on RYCOR.

- The document is intended to be changed and updated regularly as goals are met and new goals and strategies are required.
- A copy of the document will be stored digitally.
- A parent may request a copy of the document at any time.

English Language Learners:

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English. Teachers may also use an oral screener, anecdotal notes and observations to ascertain a student's language proficiency. In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark. Should a student require it, an ISP or ISC will be put in place to support language development.

Early Years Evaluation Teacher Assessment (EYE-TA):

This EYE-TA is used to assess the universal, targeted and individualized areas of growth and strengths of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. Our ECS Teachers will use the EYE as their first screening tool.



Grades/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment. All marks are cumulative.

When percentages are used, 47.5 and up will be rounded to 50 as a final grade.

École Corinthia Park School 2021-2022 Grade Scales:

Grades 1-3 Grading Scale Every course uses 1-3 Grading Scale		
Scale Label	Scale	Description
EXP	Exemplary	Achievement is exemplary and consistently meets grade-level outcomes. The student independently demonstrates in-depth understanding.
PRF	Proficient	Achievement consistently meets grade-level outcomes. The student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement generally meets grade-level outcomes. The student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade-level outcomes. The student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

Grades 4-6 Grading Scales		
Elementary Core Courses Grades 4-6 core courses grading scale (ELA, FLA, Math, Science and Social)		
Core courses (ELA, FLA, Math, Science, Social) use % (can include letter scale for formative assessment only) <ul style="list-style-type: none"> • Percentage grades will be given for summative assessment in all core courses (0% - 100%) • Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades. 		
Elementary Non-core Courses Gr 4 - 6 for all non-core courses and Formative assessment grading scale All other courses (Fine Arts, Second Languages, Health, PE and CTF) use Grades 4-6 Letter Scale		
Scale Label	Scale	Description
EXP	Exemplary	Achievement is exemplary and consistently meets grade-level outcomes. The student independently demonstrates in-depth understanding.
PRF	Proficient	Achievement consistently meets grade-level outcomes. The student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement inconsistently meets grade-level outcomes. The student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade-level outcomes. The student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Principals will ensure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, we will do **one or more** of the following:

- provide students with additional time to complete the assignment
- assign students to complete the activity at lunchtime or after school (Learning Lab)
- contact the student's parent/guardian
- meet with parents/guardians, teachers, students and administration to emphasize consequences if work is not completed
- create a behavioural contract between the student and the teacher
- assign an **"incomplete (INC)"** which awards a mark of 0 on the assignment.

If your child is away from school for an extended period of time, other than vacation, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternate assignments or other strategies that will support him/her through the course. Homework can be requested

through the school office for extended illnesses etc. As well, students can access Google Classroom for specific assignment details.

Vacations:

It is the expectation that students will attend school on scheduled school days and take holidays according to the school year calendar. In the event that a parent chooses to take their child(ren) out of school at times other than school holidays, teachers will not provide assignments for the time missed. Division students may be able to complete assignments if they are posted on Google Classroom. All missed assignments are required to be completed when the child(ren) returns to work. If a student is on vacation for more than 2 weeks, they will be directed to connect with our BGSD Home Based Learning team to register for online assignments. The cost of this will be incurred by the parent.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students' work, abilities and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student's strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.













Summative Assessments:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of students' learning and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used for individual assignments.

<i>Other Icons</i>		
Icon	Label	Description
	Missing	Assignment was not handed in. Please contact your teacher to discuss this.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	The assignment is late or was handed in late. Please contact your teacher to discuss this.
	Incomplete	The assignment is not complete. Please contact your teacher to discuss this.
	Exempt	The student is exempt from this assignment.
	Absent	The student was absent. Please contact your teacher to discuss this.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.
ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.

How We Determine Student Grades/Marks

Reluctant Zeroes:

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. If students do not take the opportunity to complete the assignment, they may receive a reluctant zero. A reluctant zero will be given if we've done everything possible to support that student to be successful, yet the student does not get the work done.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students can access their marks through Powerschool or printouts from their teacher to keep track of their incomplete assignments.
3. Students may only work to complete tasks in the current reporting period. Once report cards are issued, marks are locked and zeros will be reluctantly awarded.
4. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered as a reason to take in work beyond a scheduled due date. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
5. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

Academic Integrity:

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources), stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own as well as copying from an online source or passing off information without citing the reference. If your child is suspected of plagiarism or cheating, the teacher and school administration will meet with the child to discuss the alleged plagiarism. Parents will also be notified and a meeting may be held to discuss the event. The student may be given a chance to redo the assignment if warranted.

Grades/Marks Appeal Process:

To appeal a grade/mark given on an assignment/test or for a final mark, students/parents/guardians are encouraged to talk to the teacher within 10 school days of

receiving the grade. If they can't resolve the appeal with the teacher, they should contact the principal who will make the final decision. The principal's decision is final. (*Administrative Procedure 390 Student Appeals*).

Provincial Achievement Tests (PATs):

Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Students in Grades 6 who are in either English or French Immersion are required to write the Provincial Achievement Tests in French Language Arts (FI students only), Math, Science and Social Studies. The PATs will be administered based on the exam calendar set by Black Gold School Division Administrators. Part A of the English and French Language Arts will be held in mid-May, while the other exams are typically held in mid-June and onward.

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil 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.



Parents may not exempt their child from writing the tests, but may excuse them from writing by writing a letter to the Principal stating who they want to excuse, for what part of the PATs (all or only 1) and the reason why. These must be completed and received by the Principal no later than mid-May. Students not writing the PATs will receive a score of 0% by Alberta Education.

Student final marks will be determined by the classroom teacher as approved by the principal. The weightings and grade calculations will be shared with teachers and students at the beginning of the course on the course outline.

In Grade 6, the final mark may include the PAT and/or a teacher-developed final exam at the discretion of the Principal.

The Alberta government requires that we report the raw scores from the Grade 6 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.