Our Lady of Mount Pleasant 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

1. Elk Island Catholic Schools will enhance the Faith Formation of its students
   - Sacramental Preparation
   - Celebrations
   - Faith Permeated Instruction

2. Elk Island Catholic Schools will provide Quality Learning Environments
   - Collaborative Response Model
   - Technology Integration
   - Literacy and Numeracy
   - Effective Teaching Practices
   - Effective Assessment Practices

Pyramid of Supports
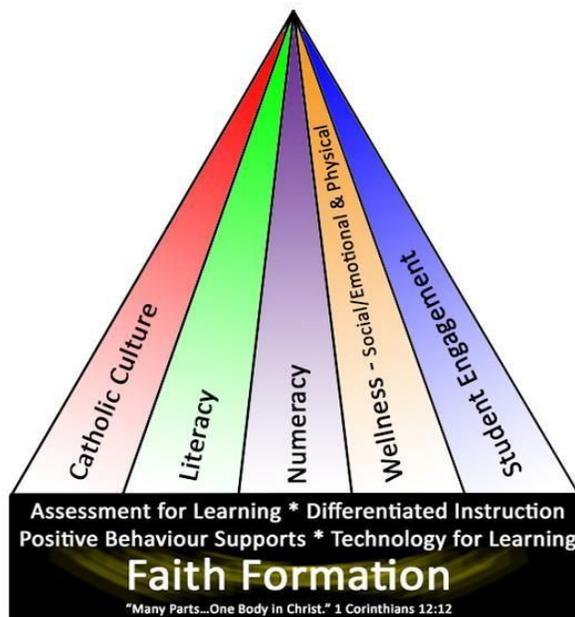
3. Elk Island Catholic Schools will provide Engaging and Diver Program Offerings
   - Innovative and authentic educational opportunities
   - Student Health and Wellness

- High School Transition

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 260,*** 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 on-line access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of student learning;*
- *Report Cards.*

Reporting Periods
- Semester 1: September – January
- Semester 2: February – June

Interim Reports Issued
Interim report cards are written records of ***student performance on curriculum outcomes*** over a period of time. These will be issued in:
- November
- April

Report Cards Issued
Report cards are written records of ***student performance on curriculum outcomes*** over a period of time. These will be issued in:

- January
- June

Three-way Conferences (Parent, Teacher, Student Conferences)

An opportunity for the **student, parent and teacher to engage in conversations** around the strengths, area of growth and next steps for the student. These three-way conferences will occur on:
- November
- April

Individual Support Plans (ISP) (Still Being Developed at the District Level)

English Language Learners (ELL) Proficiency Benchmarks
(Still Being Developed at the District Level)

Non-Achievement Factors

Teacher's professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours**. Non-achievement factors will not be a part of the student grade unless they are part of a subject Program of Studies.

Achievement Factors

Achievement factors are based on student's **demonstration of attitudes, skills and knowledge** relative to grade level learner outcomes in the Alberta Program of Studies or in Individualized Program Plans (IPPs).

Student Grading

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

- o Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
- o Teachers should provide sufficient formative opportunities prior to summative assessment.

- *Summative Assessments*
  - o Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
  - o Assessment must be based on the most recent demonstration of student learning.
  - o Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
  - o Student participation in group may only be assessed individually.
  - o 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)*

- Students need the opportunity to demonstrate their learning in performance based assessments.

Second Chances

Based upon the *teacher's professional judgment and in accordance with the Alberta Program of Studies,* students may be provided the opportunity to have a second chance at a summative assessment.

If a student chooses to take the opportunity for a second chance on an assignment, note that the assessment will not be the same, though the outcomes measured will remain consistent. Feedback will not be provided as rigorously as the original assignment.

If a student chooses to be re-assessed, the second mark will replace the first mark even if the former is higher, as the second assessment reflects the most recent demonstration of learning as per the Elk Island Catholic School's assessment guidelines.

Students will be able to request a second chance from the time the assessment is returned until the next assessment is scheduled up to a period of two weeks, whichever comes first.

Second chances are student initiated, however it is up to the teacher's professional judgment whether or not a second chance could/should be granted. Student will be required to:

a) Book an appointment with teacher following the return of the assessment, but not within 24 hours upon receipt of the grade so as to give the student time to reflect on the teacher feedback.
b) Teacher and student will decide on the date and steps (additional practice) to complete the second chance assessment.
c) If the student misses the re-write date and time without a legitimate excuse as decided by the teacher, the second chance is forfeited.

*Final Exams are exempt from second chances.

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. Student work is considered missing or incomplete if it is not handed in on the due date. The following process will be followed in the case of missing or incomplete student work:

1. A meeting will occur with the teacher on the due date or the next time the student attends class. The purpose of this meeting is to:
   a. Check student progress on the assignment and determine why the assignment is missing or incomplete.
   b. Provide help or assistance (this may take place outside of class time)
   c. Make a plan for completing the assignment. This plan may include:
      i. Determining if an alternate assignment is required
      ii. Setting a revised due date as determined by the teacher
      iii. Attending a designated work time and location

2. PowerSchool entry
   a. On the due date, the assignment will be recorded as "Missing" with a placeholder zero until the terms of the arrangement between the teacher and student are met
   b. On the revised due date, a mark will be recorded indicating:
      i. The achievement earned (without penalty) of the completed work or
      ii. A reluctant zero if the work remains outstanding.

3. For students who repeatedly fail to complete work or meet due dates:
   a. Parents will be contacted by phone or email.
   b. School administration may be consulted to consider further actions.

Academic Dishonesty

Cheating/Plagiarism is serious and will not be tolerated. Students who are in possession of materials which are not allowed in government administered exams are considered "cheating".

Parents and administration will notified of the offence. Student must have a "Confession to Academic Dishonesty" form signed by all stakeholders: student, parent, teacher and administration. An electronic copy will be uploaded to PowerSchool.

A placeholder mark of "0" will be entered in PowerSchool.

Student will have the opportunity to complete a second chance assignment, as per the second chance guidelines.

Homework

Homework is practice given by teachers to supplement the learning that has occurred in the classroom. We believe homework is an opportunity to practice and review concepts learned in class. For any homework assigned, class time will be given so students can access teachers for guidance, support, and feedback.

At OLMP homework is meant to:
1) help support your child's learning.
2) reinforce what your child learned in school.
3) give your child more practice.

Course Outlines

At OLMP, course outlines will be available to teachers and students at the beginning of each course. Course outlines will be available in hardcopy or may be posted on a teacher's webpage. Course outlines will communicate the following:
1) major units/themes and the general outcomes covered by the Program of Studies.
2) Assessment breakdown and weightings.
3) Required materials
4) School policies (second chances, homework, academic dishonesty, etc.)
5) Teacher expectations (including how students and parents can communicate with the teacher)

Course outlines will reflect the specifics of particular programs or courses.

Large Scale Testing (SLAs, PATS, DIPS)

School Collaborative Response Model will be used to support student Learning
- On-going Assessments
- Collaborative Team Meetings
- Pyramid of Supports

Teacher, Student, and Parent Responsibilities

Teacher responsibilities regarding assessment and evaluation:

- Teachers will ensure their PowerSchool categories align with the outcomes reflected in each courses Program of Studies
- Teachers will mark and hand back student work within 21 days of the due date
- Teachers will allow for sufficient time for students to seek extra help or guidance between assessments
- Teachers will update PowerSchool with new assignments within 21 days of the due date
- Teachers will endeavour to help students to achieve their best
- Teachers will make every effort the assess each student's achievement of each outcome through a variety of assessments
- Teachers will include Assessment Policy information concerning Academic Dishonesty and Missing or Incomplete Student Work in their course outlines at the beginning of each semester.
- Teachers will provide accommodations based on individual needs
- Teachers will communicate with parents in a variety of ways: PowerSchool, report card comments, emails, phone calls, and three way conferences
- Teachers will review final grades and use their professional judgement to adjust grades to ensure they accurately reflect what a student actually knows about the course/program outcomes.

Student responsibilities regarding assessment and evaluation:

- Students are responsible for checking PowerSchool weekly in order to keep up to date with assignments and assessments
- Students will make every effort to complete all assignments on time and be present in class to hand the work in
- Students are responsible for any missed coursework due to absence upon their return.
- Students will seek help from teachers either within class or during arranged times to support their learning
- Students are responsible for their own learning and for completing the work that is required of them. Students should take advantage of the opportunities the school provides them to support or reinforce their learning.
- Students are responsible for familiarizing themselves with the Assessment policy regarding academic dishonesty and missing or incomplete work found on the school website and reviewed in course outlines
- Abide by all regulations in Section 12 of the Alberta School Act. Specifically:
    a. Be diligent in pursuing the student's studies
    b. Attend school regularly and punctually
    c. Co-operate fully with everyone authorized by the board (administrators, teachers, EAs, school staff) to provide educational programs or other services

Parent/Guardian responsibilities regarding assessment and evaluation:
- Parents/Guardians will provides detailed and updated contact information so communication can occur
- Parents/Guardians will encourage regular attendance and minimizes interruptions to learning (e.g. vacation, medical, etc.)
- Parents/Guardians will assists student with adhering to timelines for assignments and other assessments
- Parents/Guardians are encouraged to communicate with teachers in a variety of ways: three way conferences, phone calls, emails, etc.
- Parents/Guardians are encouraged to check PowerSchool weekly or sign up for regular PowerSchool updates
- Parents/Guardians are encouraged to familiarize themselves with the Assessment policy regarding academic dishonesty and missing or incomplete work found on the school website and reviewed in course outlines

References

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

Alberta Education. *Teacher Quality Standard*

Alberta Education. *Guide to Education*

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.

Growth as a Learner

Learner Skills	Level of Frequency (Consistently, Shows Progress or Requires Growth)
An **Engaged Thinker** looks like…	
- Listens with purpose - Seeks clarification when in doubt - Reflects on their learning - Flexible/Adapts to change - Remains focused on task	
An **Ethical Citizen** looks like…	
- Respects the rights of others - Engages in collaboration - Makes responsible choices	
Entrepreneurial Spirit	
- Takes responsibility for personal goals - Preserves when faced with a challenge - Is willing to take risks	
Evangelizer	
- Imparts God's teaching through respect, empathy and compassion for others - Models and acts on God's love within our Catholic community	

Plagiarism: A resource document for English students of OLMP

Plagiarism is the misappropriation, stealing, purloining, or unacknowledged borrowing or copying of the words (however few) and/or ideas of someone else. To avoid the academic offence of plagiarism you must enclose borrowed words in quotation marks and identify their source, and similarly, you must identify the source of borrowed ideas. By identifying precisely the author, work, and page from which you have quoted or otherwise borrowed, you are not plagiarizing but making fair use of the writings of others to supplement your own knowledge or insight.

Although it is presumably possible to create a complete paper out of acknowledged words, paraphrases, and ideas, such an assemblage of words and ideas not your own would not be creditable because it would not be making fair use of the writings of others. "Fair use" presupposes that you have studied the subject matter of your paper or essay for yourself, and that you are using the writings of others to extend or sharpen your own observations. The amount of permissible borrowing will vary among subjects and differ among instructors, but the following guidelines may help you:

1) Quotation must always be brief, measured in words, sentences, or lines of verse, not in paragraphs, pages, or whole poems. It must always be set off from your own words, either by quotations marks " " or by indentation from the left margin and single-spaced if the paper is typed. At the end of each quotation you must either parenthetically footnote the source and page number (only use this option if you are quoting from a single source) or half a space above the line place a footnote number referring the reader to a correspondingly numbered acknowledgement at the foot of the page or on a sheet at the end of your paper.

2) The amount of borrowed material, whether quoted or summarized, must not appear to dominate your paper. In general, a large number of quotations from a primary source can be regarded as support for your observations. A large number of quotations from secondary sources may indicate that you are letting your sources do your thinking for you. No paper when finished should read like a string of quotations held together by single sentences of your own.

3) No research paper should owe all its borrowing to one secondary source. If you use one book or article for your paper, you should find at least one by someone else to serve as a check or corrective to the first.

4) Critical literary essays may refer to a single primary source. i.e. the novel or short story being discussed. Teacher direction will decide if this is the desired effect.

5) Standard marking practices at this school follow departmental guidelines. Although not present the word "your" is implied in front of each of the following criterion: "your"

thought and detail, "your" organization, "your" style and "your" grammar skills. It, therefore, further implies a matter of writer integrity when deciding how much outside "material" should be incorporated.

All good papers consist of reasoned opinions backed by factual evidence. When you use the work of others, you are better off to rely upon their evidence than upon their opinions. A dozen opinions cited in support of your own do not prove yours reasonable; one single fact may do so. Finally, the work of others can help support your own observations. It can never replace such observations, no matter how meticulously you acknowledge your borrowing.