



Assessment, Evaluation and Reporting

OLMP School

*39 Mount Pleasant Drive,
Camrose, AB T4V 4V2*

Principal: Bob Charchun

Assistant Principal (Middle School): Sharilynn Shakeshaft

Assistant Principal (High School): Jaymie Reinhart

Elk Island Catholic Schools - Seeing Christ in Everyone

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

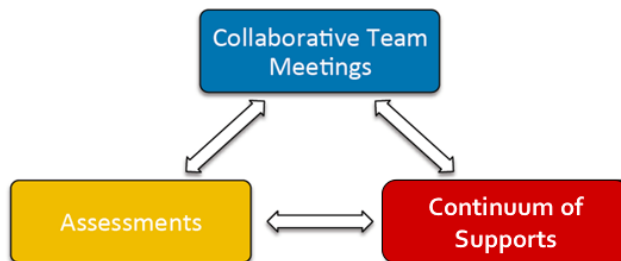
EICS Division Education Assurance Plan 2022-2026

Our Strategic Priorities:

- 1. Faith Integration***
- 2. Learners and Learning***
- 3. Systemic Wellness***
- 4. Community Engagement***

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 support**. 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 emailed and accessible on Powerschool on:

- January 30, 2025
- June 27, 2025

Evidence of Learning Journey

Evidence of learning is a *visual and/or oral history of a 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 sent home by:

- November 4, 2024
- March 13, 2025

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 5, 2024
- November 7, 2024
- March 17, 2025
- March 19, 2025

Student Support Plans:

****Instructional Support Plan (ISP) & Regulation Support Plan (RSP)***

****Competency Report Card***

A Support Plan is required for any EICS student that ***requires specialized or individualized, targeted supports or interventions, assessment accommodations and services***. Students requiring specialized support and services typically have a diagnosis of a disability or delay by a qualified professional.

An ***Individualized Support Plan (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. A ***Regulation Support Plan (RSP)*** is required for students with a Severe Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. A ***Competency Report Card*** is for students with complex learning needs typically enrolled in our EICS Flexible Pathways Programs.

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 and RSPs are to be endorsed by school staff and families by **the last operational day in October**. 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.

A Regulation Support Plan (RSP) is required for students with a Severe Behavior Disorder and for some students with a Severe Medical or Physical Disability. Most students with Mild or Moderate Emotional/Behavioural disabilities, detailed Student Engagement Strategies within the ISP may be all that is needed to meet the student's individual needs. However, a qualified professional may recommend that an RSP be designed to support a student who requires extensive specialized support to ensure success but may not fit the coding criteria provided by Alberta Education, Education Act, 11(3-4).

English as an Additional Language (EAL) Proficiency Benchmarks

English as an Additional Language (EAL) benchmarks are completed by the classroom teacher or by a designated EAL 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

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.

Grade 5 & 6 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).

Grade 5 & 6

Levels of Achievement for regular programming and students on ISPs

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.

Grades 7-12

The reporting of student achievement in Grades 7-12 Language Arts, Math, Social, Science, Religion, Physical Education, Health, and Optional Courses (*CTF, CTS, Environmental and Outdoor Education, Ethics, Fine Arts, First Nations, Metis and Inuit Languages, FSL, Religious Studies, Locally Developed Courses*) will be based upon percentages.

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

- 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.
- 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 the 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. The following process will be followed in the case of missing or incomplete student work:

1. A meeting may 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 "NHI" 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.

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.

Long Range Plans and Course Outlines

All teachers shall provide a *course outline of the learner expectations* (curriculum standards), and assessment methods to students and parents.

- Parents and students will be provided a course outline at the beginning of the course (paper or digital). This will include:
 - a. A breakdown of the order of the course into units covered that are connected to the curriculum of study.
 - b. Clearly communicated design of assessment weighting for each category the teacher is using to summatively assess the student.

Division Assessments- Diagnostics and Observation Instruments

- **Reading Assessments:**
 - **Benchmark Assessment (BAS):** administered in Grades 5 - 6 (All grade 5 and 6 students flagged by STAR reading assessment.
 - **STAR reading:** administered in Grades 5 - 9 (all schools) and Grades 10-12 EAL
- **EAL Testing:**
 - Idea Proficiency Test (IPT) - All newly coded EAL students Grades 3-12
 - Administered to all EAL students - CBE Oral Indicator Grades 1-12
- **Insight Testing (group-administered test of cognitive abilities)**
Administered in Grade 8.
- **EICS Math Assessment**
Administered in Grade 5 - 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. Students enrolled in K&E will write the relevant K&E PAT.
- **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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