Assessment, Evaluation and Reporting

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Madonna 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.

DEFINITIONS

Achievement
A student's **demonstration of attitudes, skills and knowledge** relative to grade level learner outcomes in the Alberta Program of Studies or on an Instructional Support Plan (ISPs).

Accommodations
Accommodations is a change or alteration in the regular ways a student is expected to learn, complete assignments or participate in classroom activities. The purpose of accommodations is to ensure that each student has the opportunities and support he or she needs to learn."

Typically, accommodations will span all the subject areas and instructional settings that the student is engaged in and may include specialized instruction or assessment strategies, equipment or other supports. The goal of accommodations is to give students with special education needs the same opportunity to succeed as other students.

An Accommodation Tracker in PowerSchool is used to track accommodations used by students. Students must be assessed by a Psychologist or identified professional in order to receive exam accommodations. Students receiving accommodations must be on an Instructional Support Plan (ISP).

Adapted Programming
Programming that **retains the learning outcomes of the Program of Studies** and where adjustments to the instructional process are provided to address the special education needs of the student. (Alberta Education: Standards for Special Education p. 3)**.**

What it looks like: Adaptations refer to ongoing, instructional support that is developed and used to support an individual student or a group of students in small or large group settings. Frequently, teachers differentiate instruction so that each student in the classroom has the best opportunity to learn according to his or her needs and abilities. "Ability, learning preferences, strengths and interests vary between students and even within an individual over time. When adapted programming is used to differentiate instruction, all students have equally engaging learning tasks."

Students on adapted programming should have an ISP which identifies appropriate needs and strategies to help the student succeed at grade level. On PowerSchool this would typically be a "Plan A" ISP.

Examples of adaptations include:
- *Complete the first example with students*
- *Present new material in short periods of time through varied activities*
- *Use materials at a variety of difficulty levels*

- *Adjust pace of instruction*
- *Demonstrate, model or act out instructions*
- *Present concepts in as concrete a way as possible*
- *Break information into steps*
- *Adapt level of questioning*
- *Use advanced organizers and graphic organizers*
- *Simplify instructions*
- *Allow the student to use assistive technology to demonstrate their understanding (e.g. speech-to-text)*

Assessment for Learning (Formative Assessment)
Assessment experiences that result in an ongoing exchange of information between student and teachers about student progress toward clearly specified learner outcomes.

Assessment of Learning (Summative Assessment)
Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms.

Criteria
Statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Program of Studies.

Descriptive Feedback
Is a part of an **ongoing, specific and constructive conversation** about learning that relates directly to the learner outcomes.

Evaluation
The process of **judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality**. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course. **Evaluation is a professional judgment** about the quality, value or work of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Evidence of Learning
A visual and/or oral history of the student's learning over time.

Grade (mark)
A **letter, number or comment** as a statement of student performance.

Graded Curriculum
The **grade-specific Alberta Program of Study for Kindergarten to Grade 12**. Some students, in need of specialized supports and services, are not working on the same grade level outcomes as their peers. With support from the Learning Support Team, teachers indicate on the report card the Grade Level Programming (GLP) or current grade level at which the student is being taught,

and whether the students is receiving **accommodations, adaptations, or is modified**. Students who are greater than two years below grade level require greater investigation from the Learning Support Team. This team will decide if the student requires an Instructional Support Plan (ISP). The ISP outlines the strategies and resources being used with the student. Decisions to place students on an ISP is a collaborative decision made by the Learning Support Team.

Kindergarten Learner Expectations
Learnings that are *appropriate* for young children and are a *part* of a *learning pathway*

Modified Programming
Programming in which the ***learning outcomes are significantly different*** from the grade-level provincial curriculum and are specially selected to meet students' special education needs.

Even with accommodations, differentiated instruction and learning strategies, not all students with special education needs are able to meet the requirements of the regular programs of study. Personalized learning outcomes are created to provide the student the opportunity to participate meaningfully and productively across a variety of learning experiences and environments. Modifications typically include significant changes in instruction level, content and/or performance criteria.

Students on modified programming must have a detailed ISP which describes current level of performance and identifies learner outcomes - on PowerSchool this would be a "Plan B" ISP.

Examples of Modifications:
- Modifying learning outcomes by simplifying key concepts and changing expectations for skills and competencies in content areas
- Omitting assignments or limiting assignments to a certain type
- Adjusting or simplifying texts based on the student's level of ability and understanding
- Lowering the reading level of assignments, quizzes or tests
- Option of doing an independent study

The decision to modify a student's program is a collaborative decision made in consultation with Central Learning Services.

Peer-coaching
One student considering the quality of another's work and providing feedback by applying criteria to help improve performance; requires a non-threatening and supportive relationship between the peers (also referred to as **peer assessment**, peer-tutoring, or peer-editing.

Performance Assessment
A meaningful, real-life task that enable student to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.

Report Card/Progress Report
Written records of *student performance on curriculum outcomes* over a period of time.

Rubric
A *fixed measurement scale and list of criteria* that describe the quality of products or performances used to evaluate a student's performance.

Self-reflection
Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to as *self-assessment* or self-evaluation).

Student Learning Outcomes
Statements/expectations that articulate the knowledge and skills that students are expected to know, be able to do, and understand as outlined in the Alberta Program of Studies.

Three Way Conferences
An opportunity for the *student, parent and teacher to engage in conversations* around the strengths, area of growth and next steps of the student.

Triangulation of Evidence
Evidence of student learning is *collected through formal and informal observations, conversations and products* (e.g. tests, performance tasks).

Instructional Support Plans (ISPs)
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 programs of study as a starting point of instruction.

ESL Proficiency Benchmarks
Measures the *English abilities of English Language Learners* in four areas: listening, speaking, reading and writing. Teachers use this tool each year to help them plan lessons and communicate with student's progress in learning English. The IDEA Proficiency Test (IPT) is a group administered test teachers may use to simplify identifying Benchmarks, placement, and programming.

Early Years Evaluation Teacher Assessment (EYE-TA)

The EYE TA is used to **assess the developmental strengths and areas of growth of children as they enter Kindergarten.** It is used as a screening tool to identify children who may require specialized services and supports.

Standardized Assessments

Large scale tests that measures student's abilities critical to developing reading, written language and mathematics skills.

Specialized Assessment Protocols

Students with a diagnosis of a disability or disorder require **ongoing assessment to ensure appropriate supports and accommodations are being provided**. This includes psycho educational assessments, functional assessments, and behavior assessments. Inclusive Learning Services provides a specialized Assessment protocol for Learning Support Teams as a guideline for new and re-referrals (see Specialized Assessment Protocol in Docushare).

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
   - Effective Teaching Practices
   - Effective Assessment Practices
   - Collaborative Response Model
   - Technology Integration
   - Literacy and Numeracy

Collaborative Response to Intervention
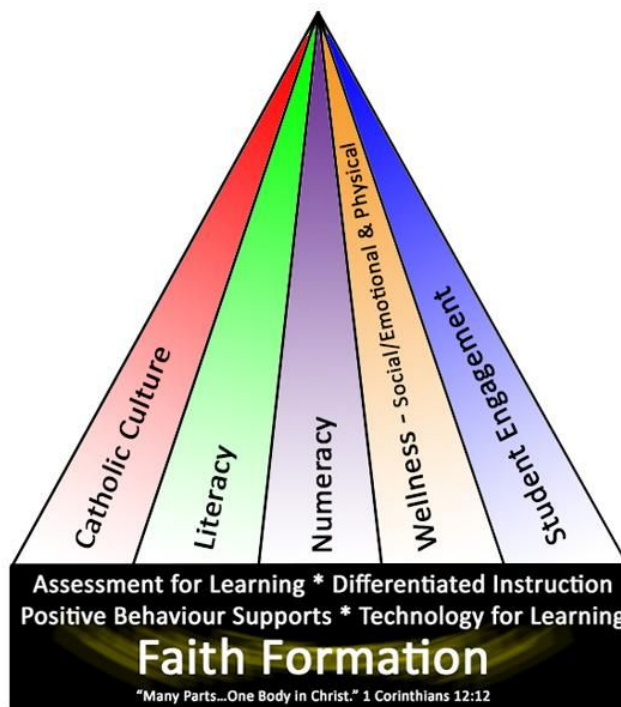
3. Elk Island Catholic Schools will provide Engaging and Diverse Program Offerings
   - Innovative and authentic educational opportunities
   - Student Health and Wellness
   - High School Transition

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 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 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
- September 2016 – January 2017
- February 2017 – June 2017

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:
- January/February 2017
- June 2017

Evidence of Learning
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).

Three-way Conferences

An opportunity for the ***student, parent and teacher to engage in conversations*** around the strengths, area of growth and next steps of the student. These three-way conferences will occur during:
- November 2016
- March 2017

Individual 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.

- ISPs are submitted to the Principal in early October for approval, once acknowledged by the principal contributing members also acknowledge the ISP by October 31. Reviews align with the reporting periods. The ISPs will include all accommodations, modifications, and strategies for the student.

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 a mild or moderate emotional/behavioural disability, detailed *Student Engagement Strategies*, created within an ISP, may be all that is required to meet the student's individual needs.

English as a Second Language (ESL)

ESL benchmarks are to be completed by staff and teachers and are then entered into PowerSchool. Proficiency Benchmarks will be shared with parents. Specific language learning feedback is provided through formative and summative assessments.
Benchmarks are completed then the student enrolls in the school and are then updated and input into Powerschool by May 31 each year.

Non-Achievement Factors
The teacher's professional judgment and rubrics will be used to assess ***student effort, participation, attitude and other behaviours***. Non-achievement factors are not be a part of the student grade.

Growth as a Learner (K-6)

Homeroom	Brian Wynder
Growth as a Learner Attributes	**Level of Frequency**
	☐ Consistently ☐ Shows Progress ☐ Requires Growth
*An **Engaged Thinker** looks like*	☐ Consistently
• 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
• Respects the rights of others • Makes responsible choices • Engages in collaboration	
*An **Entrepreneurial Spirit** looks like*	☐ Shows Progress
• Takes responsibility for personal goals • Is willing to take risks • Perseveres when faced with a challenge	
*An **Evangelizer** looks like*	☐ Requires Growth
• Imparts God's teachings through respect, empathy and compassion for others • Models and acts on God's love within our Catholic Community	

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 Individual Support Plans (ISPs).

Kindergarten

Evidence of *student learning* is collected through a variety of assessments including formal and informal conversations, observations and products (e.g. performance tasks.) within a Kindergarten classroom.

- Assessment is an ongoing part of each child's daily learning.
- Opportunities are created for children to demonstrate their understandings 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

THE LEVEL OF ACHIEVEMENT INDICATES A STUDENT'S DEMONSTRATION OF *ATTITUDES, SKILLS AND KNOWLEDGE* RELATIVE TO GRADE LEVEL OUTCOMES AS INDICATED IN THE ALBERTA PROGRAM OF STUDIES *AT THAT TIME OF THE REPORT CARD.*

Evidence of *student learning* is collected through a variety of assessments including formal and informal conversations, observations and products (e.g. tests, performance tasks.)

Academic Levels of Achievement

4	• **Effectively** 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	
3	• **Effectively** 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	Meeting Grade Level Expectations
2	• 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	• 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 Expectations

Insufficient Data
• 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

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*
    - o Formative assessment occurs daily to monitor student learning
    - o Share learning targets regularly to develop a common understanding
    - o 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.
    - o Involve students in their own assessment (e.g. self/peer)
    - o 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)*
- ● Based upon the ***teacher's professional judgment*** students may be provided *t*he opportunity to have a second chance at a summative assessment, with ***sufficient time for learning opportunities*** between assessments (Semester/Year End Final exams are exempt from second chances). Learning opportunities between assessments may look like:
  - o *Small group intervention*
  - o *Differentiated instruction*
  - o *Teacher modelling*
  - o *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:

Incomplete work:
- ● Communication between home and school will be made when there is frequent and on-going incompleted work. Some incomplete work may be sent home (see *Homework)*.
- ● 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

- ● Teachers will inform 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 Madonna, we support student learning with our Collaborative Response Model and Pyramid of Interventions.

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. Under the School Act, family vacations are not considered an excusable absence. We do recognize the many educational benefits, that come from these opportunities. 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. 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; RAZ Kids or Mathletics.* There may be some situations where incomplete work is sent home. These tasks will be *purposeful, meaningful,* and the student will be able to complete the task *independently or with minimal support.* We encourage parents to have daily ongoing conversations with your child about their learning.

In designing homework tasks for students, Madonna teachers will apply the following guiding principles:

- Understand that daily reading at home is an ongoing expectation of students and families,
- 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, and

- Continue to communicate with parents if there are challenges or concerns regarding the amount and type of work send home with their child.

Curriculum Outcomes

All teachers shall provide an *overview 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/*

Course Outlines

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

- Teachers will share learning outcomes and assessment materials with parents on an on-going basis throughout the year. This may include:
  - o Classroom newsletters
  - o Meet the teacher night
  - o 3-way conferences
  - o Blogs and websites
  - o Evidence of learning

Large Scale Testing (SLAs, PATS, DIPS)

The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.

- **Early Years Evaluation Teacher Assessment (EYE-**TA):
  - ○ EYE-TA assessments are conducted in the fall and in the spring and results are shared with parents during scheduled conferences.
- CAT4 (Canadian Achievement Test) administered in the spring to grade 4 students.
- Fountas and Pinnell Assessment – administered to Grade 1 – 4 students.

Provincial Standardized Assessments
- Student Learning Assessments (SLAs) – administered during the fall in grade 3.

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School Collaborative Response Model will be used to support student Learning Ensuring Success for All Students…..

- On-going Assessments
- Collaborative Team Meetings
- Pyramid of Support

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