Assessment, Evaluation and Reporting

Our Lady of Angels 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
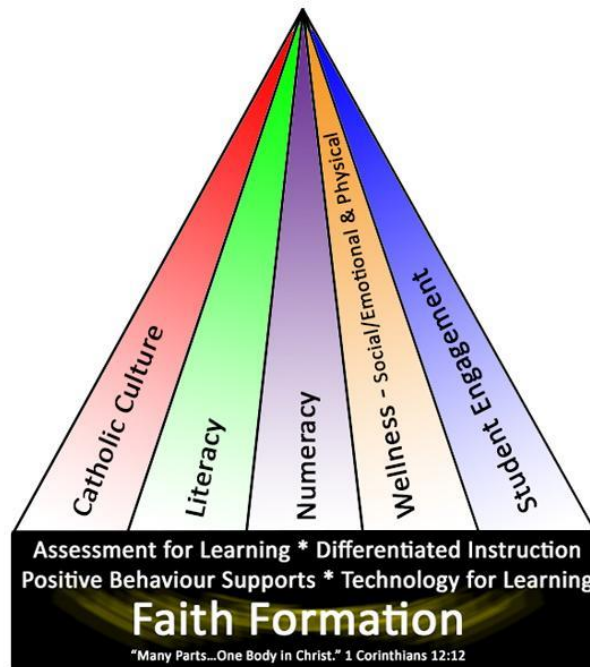
3. Elk Island Catholic Schools will provide Engaging and Diverse Program Offerings
   - Innovative and authentic educational opportunities
   - Student Health and Wellness
   - High School Transition

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
- Informal conversations

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

- September 2017 – January 2018
- February 2018 – June 2018

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 2018
- June 2018

Evidence of Learning

Evidence of learning is a *visual and/or oral history of student's learning* over time. 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 and communicated to parents on a timely and ongoing basis. This may include online portfolios, hard copy portfolio (binders or duotangs), writing folders, Growth as a Learner booklets and 3-way conferences etc. The process used to share Evidence of Learning at Our Lady of Angels school must meet the following criteria:

- connected to student learning outcomes from the Alberta Program of Studies
- initiate conversations between the school and home,
- student centered (students articulate their learning and self reflection, formative to summative)
- demonstrates student growth over time (strengths, areas of growth, and next steps).

Evidence of learning portfolios will be sent home:

- October 2017
- March 2018

Three-way Conferences

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

- November 2017
- March 2018

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.

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 Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed *Student Engagement Strategies* within the ISP may be all that is needed to meet the student's individual needs.

English as a Second Language (ESL)

ESL benchmarks are to be completed and are entered into PowerSchool. Proficiency Benchmarks will be shared with parents. Specific language learning feedback is provided through formative and summative assessments.

Non-Achievement Factors

Teacher's professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours**. These non-achievement factors are not to be a part of the student grade.

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*
• 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 Individualized Support Plans (ISPs).

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 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
Elementary Years

THE LEVELS 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	• 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	• 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 Outcomes
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 Outcomes
ID	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		

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.

Adapted from: O'Connor, K. (2011). *A repair kit for grading; 15 fixes for broken grades.* Pearson Education Inc. Boston: MA

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.

Learning opportunities between assessments may look like:

- *Small group intervention*
- *Differentiated instruction*
- *Teacher modelling*
- *Opportunities for extra practice*
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● Students need the opportunity to demonstrate their learning in performance based assessments.

● Teachers will assess the student learning by grading assignments in a timely manner.

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. Regular attendance is expected and essential to meeting the curricular outcomes. Extended absences (including vacations) will be discussed on an individual basis.

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

● Teacher will communicate with the student/parent to determine how best to have the work completed.
● 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.

Homework - "Home Support"

Homework is the extension of classroom learning. Homework allows students the opportunity to practice strategies that will assist in achieving the learning outcomes as outlined in the Alberta Program of Studies.

● Preparation for projects
● Daily reading / Daily math practice
● Home support should be for the purpose of practice and repetition

Course Outlines

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/*** .
Teachers will share learning outcomes and assessment materials with parents on an ongoing basis throughout the year. This may include:

- Classroom newsletters
- Meet the teacher night
- 3-way conferences
- Emails, blogs and websites
- Evidence of learning

Large Scale Testing (SLAs, PATS, DIPS)

- **Brighter Beginnings: Early Years Evaluation Direct Assessment (EYE-**DA):
  - EYE-DA assessments are conducted in the spring and results are shared with parents during scheduled conferences.
- **Kindergarten: 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 grades 4.
- Fountas and Pinnell Assessment – administered in Grades 1 – 4.

Provincial Standardized Assessments

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

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

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

References

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