



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Grades: ELP - 6

River Heights School

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Guide to Student Assessment, Achievement, and Learning

Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card. In elementary schools, these are printed documents sent home to parents. In grades 7 through 12, these are often reflected online on PowerSchool and/or printed as formal reports and sent home.

ACTIONS TO SUPPORT STUDENT SUCCESS

You can support your child's learning and success by:

- Knowing you are an important part of the team
- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through social media
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

Teachers will help your child's learning and success by:

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course
- Using Universal Screening Tools for reading and math to plan for instruction and learning.

Students have a responsibility for their own learning and are expected to:

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions
- Demonstrate their learning by finishing assignments to the best of their ability
- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

HOW DO WE DETERMINE STUDENT ACHIEVEMENT?

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

Formative Assessments

Over the course of the year, your child should have many opportunities to develop and practice key skills and increase what they know. These opportunities show your child's teacher how they are doing, what their strengths are, and where they can improve. This is called formative assessment

Summative Assessments

Throughout the school year, your child will have opportunities to demonstrate what they have learned by an identified point in time. These assessments are marked and are put together with other evidence. Teacher then make decisions using the work your child has completed (products), what they've seen your child do (observations), and discussions they've had with your child (conversations), to determine a mark on the report card.

Missing or Incomplete Student Work

It is important that teachers communicate with parents/guardians regularly and in a timely fashion about missing or incomplete student work. In our school, you can expect that teachers will use a variety of methods to communicate with you about this area as applicable: including the use of student agendas, teacher-parent phone calls, email, Google Classroom, or other communication apps such as Remind. Should missing or incomplete student work emerge as a pattern, teachers will connect with parents to collaboratively explore the likely causes and to determine and implement successful strategies to increase student learning and success.

It is important that students absent from school and miss assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. Students who miss significant school time due to vacation, miss out on valuable learning and educational experiences that occur in the class, with their teacher and classmates. Homework packages or assignments cannot replace, or serve the student as well as, the crucial learning that stems from the exploration, creation, reflection, collaboration, discussion, and problem-solving that occurs in the classroom and school. However, we know that students are likely to miss more school this year due to COVID symptoms and health testing protocols. If your child is absent for any reason (especially for numerous days) teachers will utilize Google Classroom to provide families with key concepts or outcomes, and applicable assignments that students in the class will be taught and learn while your child is away. If a student is absent because they are awaiting COVID testing, they can sign into their Google Classroom to complete work while they wait for tests results. It is expected that parents will support their child in learning these outcomes. Your support in such circumstances is important to your child's learning.

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	August 31, 2020 – November 20, 2020	<p>Virtual Meet the Teacher and Welcome to River Heights emailed to families on Friday, August 28, 2020</p> <p>Individual Support Plan Meetings (November 9 – 13). Parents of any student with ISP will be invited to an online meeting with the homeroom teacher to share individual goals set for their child.</p> <p>Report Cards will be emailed to families on Friday, November 20, 2020</p> <p>Online Student Led Conferences – Wednesday, November 25 & Thursday, November 26, 2020.</p>
Term 2	November 20, 2020 – March 19, 2021	<p>Literacy Goal Spotlight - sent home on January 22, 2021.</p> <p>Individual Support Plan Meetings (March 15-19) – Parents of students with ISP will be invited to an online meeting with the homeroom teacher to share progress on individual goals set for their child.</p> <p>Report Cards (K-6) will be emailed to families on Friday, March 19, 2021.</p> <p>Online Student Led Conferences – Wednesday, March 24 & Thursday, March 25, 2021.</p>
Term 3	March 19, 2021 – June 25, 2021	<p>Individual Support Plan Meetings (June 14 – 18) – Parents of students with ISP will be invited to an online meeting with the homeroom teacher to review individual goals set for their child.</p> <p>Report Cards (K-6) will be emailed to families on Friday, June 25, 2021.</p>

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to weekly communication with families through a variety of means, which may include: student agendas, learning journals, email messages, phone calls, in-person conversations or scheduled meetings, Google Classroom, and apps such as Remind. Although all teachers will utilize Google Classroom to support student learning, especially for those at home due to illness, in isolation, waiting for COVID test results, or away for other family reasons, teachers will support families with a variety of tools and platforms to support student organization, independence and communication regarding their learning. Parents are invited to familiarize themselves with the platform(s) the teacher has selected and use it as a communication tool with their child's teacher.

Teachers will communicate with parents as to how teachers plan to communicate your child's learning throughout the year. In addition to communications from the school (i.e. email notifications, monthly school newsletters, Facebook, etc.), teachers will also notify parents of upcoming class and school learning activities and events. Parents are asked to support effective two-way communication with teachers and to also have frequent conversations with your child to explore and reflect upon their learning.

UNDERSTANDING REPORTING (Grades 1 – 9)

WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
<p>Excelling in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.</p>	<p>Meeting grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.</p>	<p>Approaching grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. Additional supports may be necessary to further learning in this area.</p>	<p>Beginning grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. Additional planning and instructional supports will be necessary for further learning in this area.</p>

WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child's achievement is recorded. Your child's teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement	Student is working on provincial curriculum with adjustments made to instruction	Student is working on programming significantly different than provincial curriculum. The student's Individual Support Plan (ISP) will reflect more specific achievement towards goals.

WHAT ABOUT EFFORT OR BEHAVIOUR?

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
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HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.

UNDERSTANDING REPORTING (Grades 10 - 12)

Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post-secondary institutions rarely grade using percentages and generally utilize a 4 point scale or letters connected to a 4 point scale.