



# Assessment, Evaluation and Reporting

*Jean Vanier Catholic School*



*109 Georgian Way  
Sherwood Park AB T8A 3K9  
780 467- 3633*

*Principal: Gordon Marshall  
Assistant Principal: Barb Rafuse*

***“Every child, every person needs to know they are a source of joy;  
every child every person  
needs to be celebrated.” -Jean Vanier***

## ***Elk Island Catholic Schools - Our Circle of Faith and Learning.***

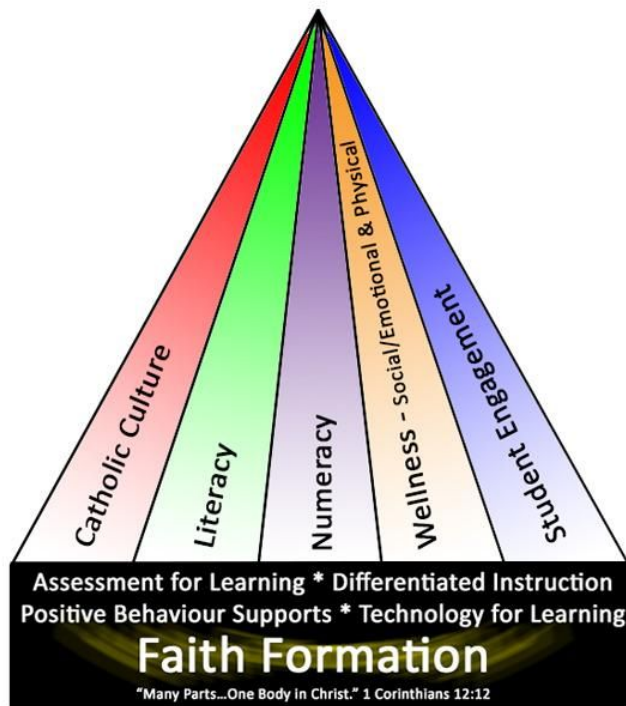
At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students’ gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, 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: Communicating student learning in EICS is an ongoing process that involves all key stakeholders; students, staff, and families.***

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: FreshGrade, Google Classroom, Writing portfolios, Portfolios, Growth as a Learner Booklets or checklists, etc.
- Three-way conferences
- Phone calls
- Emails
- Meetings
- Notes in agendas
- Student reflections
- Meet the Staff Night
- Celebrations of Learning, Faith Celebrations, Assemblies

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 2019 – January 2020
- February 2020 – June 2020

### ***Report Cards Issued***

Report cards are records of ***student performance on curriculum outcomes*** over a period of time. Report cards will be available on PowerSchool. These will be available:

- February 2020
- June 2020

### ***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 at Jean Vanier: **Fresh Grade, SeeSaw, Portfolios (binders or duo tangs), Writing folders, Growth as a Learner booklets or sheets, Learning Open House & Celebrations, Conference assessment, etc.** Each of these pieces of

evidence share information about your child's learning progress based on professional observations, conversations, and products). Evidence of Learning and progress will be communicated to parents on a timely and on-going basis.

#### **Evidence of Learning at Jean Vanier:**

- is connected to student learning outcomes from the Alberta Program of Studies
- can initiate conversations between the school and home
- is 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 on:

- November 2019
- March 2020

#### ***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.

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 (BSP)***

A BSP is required for students with a severe behaviour disorder and for *some* students with a severe medical or physical disability. This will include all accommodations, modification and strategies used with the student.

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 Language Learners (ELL)**

Measures the *English abilities of English Language Learners* in four areas: listening, speaking, reading and writing.

- a. ELL Benchmarks - are completed by the classroom teacher by Nov 30th and May 30th
- b. Online IPT/Picture Prompts completed by ELL facilitator by May 30th

The ELL facilitator will enter into PowerSchool. ELL Proficiency Benchmarks are available to *share with parents* during *scheduled conferences in November and March*. Specific language learning feedback is also provided through formative and summative assessments.

**Non-Achievement Factors: Student effort, participation, attitude, behaviour**

Teacher’s professional judgment, rubrics, and checklists 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**

Homeroom		Brian Wyder	
Growth as a Learner Attributes		Level of Frequency	
		<span style="color: green;">■</span> Consistently	<span style="color: yellow;">■</span> Shows Progress <span style="color: red;">■</span> Requires Growth
<b>An Engaged Thinker looks like</b>		<span style="color: green;">■</span>	Consistently
<ul style="list-style-type: none"> <li>• Listens with purpose</li> <li>• Remains focused and organized</li> <li>• Flexible and adapts to change</li> <li>• Reflects on their learning</li> <li>• Seeks clarification when in doubt</li> </ul>			
<b>An Ethical Citizen looks like</b>		<span style="color: yellow;">■</span>	Shows Progress
<ul style="list-style-type: none"> <li>• Respects the rights of others</li> <li>• Makes responsible choices</li> <li>• Engages in collaboration</li> </ul>			
<b>An Entrepreneurial Spirit looks like</b>		<span style="color: yellow;">■</span>	Shows Progress
<ul style="list-style-type: none"> <li>• Takes responsibility for personal goals</li> <li>• Is willing to take risks</li> <li>• Perseveres when faced with a challenge</li> </ul>			
<b>An Evangelizer looks like</b>		<span style="color: red;">■</span>	Requires Growth
<ul style="list-style-type: none"> <li>• Imparts God's teachings through respect, empathy and compassion for others</li> <li>• Models and acts on God's love within our Catholic Community</li> </ul>			

## ***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 Instructional Support Plans (ISPs).

### **Levels of Achievement/Grades/Codes**

*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: **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.)

<b>Academic Levels of Achievement</b>			
<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>new</b> situations</li> <li>• Demonstrates an <b>in-depth</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>independently</b></li> </ul>	Exemplary Consistently	Meeting Grade Level Expectations
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>familiar</b> situations</li> <li>• Demonstrates a <b>solid</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with little support</b></li> </ul>	Proficient Usually	
<b>2</b>	<ul style="list-style-type: none"> <li>• Applies learning to <b>simplistic</b> situations</li> <li>• Demonstrates a <b>basic</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with moderate support</b></li> </ul>	Progressing Sometimes	
<b>1</b>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• <b>Consistently</b> requires <b>guidance and support</b></li> </ul>	Beginning	Not Yet Meeting Grade Level Expectations
Insufficient Data <ul style="list-style-type: none"> <li>• The student has recently arrived at the school or been away on an extended absence.</li> <li>• The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>			

## ***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
  - 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.
  - 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 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)
- 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. (Semester/Year End Final exams are exempt from second chances).
- Students need the opportunity to demonstrate their learning in performance based assessments.

## ***Missing or Incomplete Student Work/Vacations***

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 ongoing uncompleted work. Some incomplete work may be sent home (see *Homework*).
- 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 Jean Vanier, we support student learning with our Collaborative Response Model and Pyramid of Interventions.
- After all avenues of correction have been exhausted and only in some circumstances should student recess time be used to complete work not done. In such a case, the teacher will accompany and assist the student during this time.

### **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. Technically, family vacations are not considered an excusable absence under the School Act. However, we do recognize the many educational benefits, the many “once in a lifetime” experiences, and much treasured family memories that come from these opportunities. Given the high volume of students that are away from school for extended vacations and due to the time invested in classroom program planning, assessing, differentiation and special needs support; 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 **or** alternative assessments or tasks may be given upon return by the teacher to assess student learning. 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; Lexia.*



There may be some situations, after sufficient class time has been given, that **completion** homework is sent home. These tasks will be *purposeful, meaningful*, and the student will be able to complete the task *independently or with minimal support*. The final areas of the home-school partnership you can expect for homework is engaging in **conversations** with your child about their learning and/or vocabulary exploration with new topics or gathering items/materials/information for **project-based learning**.

**In designing homework tasks for students, Jean Vanier teachers will apply the following guiding principles:**

- 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.
- Ensure students and parents are aware of and encouraged to use strategies for communicating challenges students may face in successfully completing homework.
- When working with older students, seek their input into the structure of homework that best supports their learning and success.

### ***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/>

### ***Large Scale Testing***

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.

- a. EYE-TA assessments are conducted in the fall and in the spring with Kindergarten students and results are shared with parents during scheduled conferences.
- b. CAT4 (Canadian Achievement Test) administered in the spring to grade 4 students.
- c. Fountas and Pinnell Assessment – administered to Grades 1-4 students.
- d. MIPI ( Math Intervention/ Programming Instrument)- administered to Grades 2-4 students

### ***School Collaborative Response Model will be used to support student Learning***

- Ongoing Assessments
- Collaborative Team Meetings
- Pyramid of Supports

## **References**

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

[http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat\\_updated\\_Feb\\_2013.pdf](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. (2018). *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.