



# **Guide to Student Assessment and Achievement**

## **École Pine Grove Middle School**

# **2022-2023**

## **Grades 6 - 8**

**École Pine Grove Middle School**

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## Guide to Student Assessment and Achievement 2022 - 2023

In Grande Yellowhead Public School Division, we recognize that successful student learning<sup>1</sup>relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between all of these partners is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- steps we take if your child's work is missing or not finished.

### What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate based on the Alberta Program of Studies (curriculum) and, when applicable, the Individual Support Plan (ISP). Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests.

Teachers won't use your child's attendance, behaviour, effort, attitude, homework completion, or work habits to decide on their grades/marks, unless it is included in the Alberta Program of Studies for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course, or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

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<sup>1</sup> Updated August 26/2022

## Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

**You can support your child's learning** (Education Act, Section 32) **by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- keeping current with your child's progress online through the PowerSchool Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- participating in parent-teacher conferences.

**Teachers will help your child succeed** (Education Act, Section 196) **by:**

- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

**Students have a responsibility for their own learning** (Education Act, Section 31) **and are expected to:**

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

## Reporting Progress

### Reporting Periods

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Term One: Nov. 8th, 2022

Term Two: March 2nd, 2023

Term Three/Final: June 30th, 2023 - (mailed out)

## Formal Reports Issued

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Formal Reports will be issued electronically. If a student has an ISP, it will be included as part of the formal report. Paper copies will be made available upon request.

**Interim Reports Issued:** Call homes will be by the end of September. PowerSchool will be updated every two weeks by the teaching staff.

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Parent communication is important and parents/guardians are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents/guardians to meet with teachers to discuss student achievement and progress. The intention of these conferences are to celebrate growth in learning and set future goals.

## Conferences

1. **Nov. 16th & 17th, 2022**
2. **March 9th, 2023**

## Individualized Support Plan

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For students who need specialized services and supports, the ISP is a working document that is developed within the first two months of the school year. The ISP is a record of specific goals for a child. It provides information about accommodations and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the parent/guardian are expected to provide input into the ISP.

ISP co-planning conferences will take place

- **Oct. 3rd - 5th, 2022**

## English Language Learners

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For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents/guardians of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

<b>Grades/Levels of Achievement/Marks and Codes</b>
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To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment.

At École Pine Grove Middle School we use the following level(s) of achievement:

### Formative Assessment

Students work on many activities throughout the year that help them increase their knowledge base. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta Program of Studies. This is called *formative assessment*. Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades.

### Summative Assessment

Using their professional judgement, teachers make decisions and determine grades that describe how your child is learning in relation to the Alberta Program of Studies. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

### GRADE 6, 7 and 8 - Adapted from Alberta programs of study

<b>Exemplary (80-100%)</b>	<b>Proficient (65-79%)</b>	<b>Adequate (50-64%)</b>	<b>Limited (0-49%)</b>
Learning goals are met in an astute and comprehensive way.  Assignments are well crafted, organised in a purposeful fashion, and demonstrate attention to precise details.  Demonstrates an in-depth understanding and degree of skill on summative assessments.  Has assembled an in-depth understanding of the concepts, generalisations and skills fundamental to the program.	Learning goals are met in a practical and thorough way.  Assignments are complete, organised in a competent fashion, and demonstrate attention to relevant details.  Demonstrates a substantial understanding and degree of skill on summative assessments.  Has assembled a thorough understanding of the concepts, generalisations and skills fundamental to the program.	Learning goals are met in an appropriate and reasonable way.  Assignments are generally complete, organised in an acceptable fashion, and demonstrate attention to predictable details.  Demonstrates a satisfactory understanding and degree of skill on summative assessments.  Has assembled a basic understanding of the concepts, generalisations and skills fundamental to the program.	Student has demonstrated insufficient performance in relation to learner outcomes.

## **How We Determine Student Grades/Marks**

### **Course Outlines**

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Teachers will provide a course outline to all students and parents/guardians by September 15th. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

### **Missing or Incomplete Student Work**

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If your child is away from school for an extended period of time, please contact their homeroom teacher. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternative assignments or other strategies that will support them through their course.

### **Zero Policy**

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Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. Teachers are to provide every opportunity for students to satisfactorily complete their work. If students do not take the opportunity to complete the assignment, they may receive a zero.

### **Academic Integrity**

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Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources), stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. Students caught cheating may receive a zero, detention or suspension.

### **Grades/Marks Appeal Process**

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To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 5 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact an Assistant Principal who will make the final decision. The Principal will be consulted and will have the final decision.

## Exams

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**Final Exams will begin June 12th - 16th, 2023**

### **Divisional and Provincial Assessments**

The *Highest Level of Achievement Test (HLAT)* measures students' writing skills compared with the Alberta programs of study in Language Arts. It shows teachers how well their students are doing and how they compare to students across our Division. The Divisional test will be conducted twice a year.

*3 Rs Literacy Assessment Screen*

*Mathletics*

### **PAT Schedule 2023**

#### **January 2023**

All students are provided with up to double the official scheduled time allotted as noted below, if they require it.

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Wednesday, January 18	9:00 A.M.–11:00 A.M. 9:00 A.M.–10:20 A.M.	Grade 9 English Language Arts Part A Grade 9 K&E English Language Arts Part A
Friday, January 20	9:00 A.M.–11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Tuesday, January 24	9:00 A.M.–10:15 A.M.	Grade 9 Français/French Language Arts Partie B
Wednesday, January 25	9:00 A.M.–9:30 A.M.	Grade 9 Mathematics Part(ie) A
Thursday, January 26	9:00 A.M.–10:20 A.M.	Grade 9 Mathematics Part(ie) B Grade 9 K&E Mathematics
Friday, January 27	9:00 A.M.–10:15 A.M.	Grade 9 English Language Arts Part B Grade 9 K&E English Language Arts Part B
Monday, January 30	9:00 A.M.–10:15 A.M.	Grade 9 Science Grade 9 K&E Science
Tuesday, January 31	9:00 A.M.–10:20 A.M. 9:00 A.M.–10:15 A.M.	Grade 9 Social Studies Grade 9 K&E Social Studies

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Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Students in Grades 6 and 9 in English and French Language Arts, Math, Science and Social Studies write PATs.

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

#### **How do PAT scores affect student marks?**

PAT's will be reflected as 10% of the student's final mark.