



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Vincent Massey School

Grades: ELP to 6

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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 the following methods to communicate with you about this area:

- Supportive conversations with school staff and parent/guardian, over the phone or Google Meets during the COVID pandemic, regarding incomplete or missing work.
- Phone calls at the onset of missing/incomplete work (or email if phone contact is unsuccessful)
- Note home in the student agenda
- On-line Goal Setting Conferences and Student Led Conferences via Google Meets
- Teachers may also communicate with parents/guardians via Google Classroom or Google Sites
- Teachers may also communicate with parents at the end of each school day when teachers walk with their students outside to their cohort meeting area at the end of the day

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. When students miss a significant amount of time due to illness, awaiting a COVID test, or are staying home due to Covid symptoms, teachers will provide assignments through Google Classroom and/or Google Sites. They will also bolster these actions with a phone call or email regarding the work available on Google platforms.

For students who miss significant time due to vacation, it is very important that both parents/guardians and school staff work together to ensure the student does not miss out on key learning concepts. The following supports will aid in this:

- Parents/guardians will provide as much pre-notice as possible to school staff prior to vacation so pre-planning can be carried out in terms of work completed prior or during vacation. It is very important to note that for student learning, there is no substitute for direct instruction and contact with the teacher and class.
- If learning tasks are still incomplete due to vacation, a programming meeting via telephone or Google Meets may be arranged with school staff to prioritize and identify learning missed during the pandemic.

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 30, 2021– December 3 rd , 2021	<i>Welcome Back/Orientation Contact from Homeroom Teacher- (Prior to Aug 30th)</i> <i>Goal Setting Conferences- Oct. 6th and 7th</i> <i>ISP Progress Reports- October 31st</i> <i>Student Led Conferences– November 25th</i> <i>Report Card 1 to go home (e-mailed out) - December 3rd</i> <i>Early Years Evaluation Report (Kindergarten students only) - December</i>
Term 2	December 6 th to March 28 th	<i>Student Led Conferences– March 16th</i> <i>Report Card 2 to go home (emailed out) - March 25th</i> <i>ISP Progress Report – March 25th</i>
Term 3	March 28 th to June 29 th	<i>ISP Final Report and Review Meetings/phone calls/Google Meets– Mid-June</i> <i>Report Card 3 – June 29th (emailed out)</i>

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:

- Timely communication with home by use of: Students agendas, phone calls, Google Meets, if requested- face to face meetings at the school while following COVID protocols, email, brief informal conversations with parents outside at Class Cohort meeting areas before and after school
- Sending home a monthly classroom newsletter that will highlight curricular coverage, learning events from the month as well as upcoming curricular areas of focus.
- Especially during the COVID pandemic, other methods of communication will be used by teachers such as: Seesaw, Google Classroom, Google Sites to communicate with parents regarding learning and achievement
 - Google Classroom can be used not only as a communication tool but also a means to show student work and the feedback provided.
- If at any time parents have a concern, please contact the teacher via email or phone (or request a face to face meeting observing COVID protocols after student school day hours) to discuss your child's learning.
- School-wide communication will also include: The School Newsletter (emailed), Website, Facebook page, and Remind texts to share important school news, events, learning and reminders.

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.

(At this time, there will be no Provincial Achievement Tests for Grade 6 Students for the 2020/2021 school year)

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.