



Your Future **in MIND**

Guide to Reporting Student Achievement

2019 – 2020

Kindergarten - Grade 6

Mills Haven School

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About This Guide

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians.

This guide will help parents and guardians understand:

- assessment;
- the responsibilities of students, staff, and parents and guardians;
- how and when achievement information will be communicated or reported;
- how marks and grades are determined; and
- the steps taken when summative assessments are missing or incomplete.

Parents and guardians are the key influences in a child's life. Understanding how a child is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read this guide and contact our school's administration with any questions or if further information is required.

What Is Assessment?

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice. All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.

Assessment is based on the knowledge and skill areas outlined in the Alberta Programs of Study or a student's Instructional Support Plan (ISP). Teachers do not use a child's behaviour, effort, or work habits to determine grades or marks unless otherwise stated in the Alberta Programs of Study.

Supporting Student Achievement and Success

In alignment with the Education Act, students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

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

- attend school every day and be on time;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to revise or redo assessments to demonstrate their learning.

Teachers will help students succeed by:

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to redo/complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

Parents and guardians can support a student's learning by:

- working in partnership with school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;

- regularly accessing student assessment information via PowerSchool; and
- attending Parent-Teacher-Student conferences/interviews.

Instructional Support Plan (ISP)

Elk Island Public Schools (EIPS) is using the Instructional Support Plan to support programming for students with diverse learning needs. An ISP may be created for students with identified learning needs in Early Childhood Services (ECS) to grade 12. The ISP process aligns with Alberta Education initiatives and supports the success of each and every student.

Parents and/or guardians of students recommended to have an ISP to support his/her learning during the 2019/2020 school year will be contacted by the school in September or early October.

Features of EIPS' ISP that help make a student's programming more effective include:

- ways in which a student likes to learn which allows teachers to focus on a student's strengths and interests.
- class-wide and more student-specific strategies that increase learning opportunities for all students.
- an online format making the creation, updating, and communication of ISPs more efficient with a plan is for the ISP to become available online to parents in the future.
- scheduled meetings with parents during the course of the year during which ISP goals and student progress is shared and discussed.

Course Outlines

Information about the Alberta Curriculum can be accessed from Alberta Education's, [My Child's Learning - A Parent Resource](#). Further specific details about course content can be provided by the classroom teacher.

Our teachers communicate information about classroom activities and learning expectations via their Microsite page which can be found on our school's website: <http://millshaven.ca/>

Determining Report Card Grades

Teachers consider multiple sources of evidence and use professional judgment to determine the report card grade.

Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students can improve. These are called *formative* assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

Summative Assessments

Summative assessments provide students with formal chances to “show what they know”. Using professional judgment, teachers consider summative assessments, observations, and conversations with students in determining report card grades.

Final summative assessments in secondary core subjects provide students with the opportunity to demonstrate their learning at the end of a course. In exceptional circumstances alternative final summative assessment arrangements may be made in consultation with school administration.

Missing, Incomplete, or Resubmitted Student Work

As outlined in Administrative Policy 360, principals work with their teachers to ensure:

- A. teachers collect reliable and valid evidence that supports their judgment about students' achievement. Teachers may choose to exclude assessments that are inconsistent with the teacher's professional judgment;
- B. students are offered opportunities to redo and resubmit summative assessments;
- C. communication plans for reporting student achievement and growth to parents/guardians/students are developed and aligned with school-wide assessment and intervention plans;
- D. students have been given multiple opportunities and ways to demonstrate learning;
- E. teachers engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work;
- F. follow up has occurred to determine the reason why a summative assessment (assignment, test, project, etc.) is missing or incomplete, and that opportunities are provided for the student to resubmit and/or fulfill the requirements of the summative assessment (assignment, test, project, etc.);
- G. once the student has been given opportunities to resubmit summative assessments, but does not submit missing or incomplete summative assessments, the student and parents/guardians are

informed and the teacher, in consultation the student and student's parents/guardians will determine a plan to hold the student accountable and/or plan for further learning;

- H. the teacher, in consultation with the principal, uses professional judgment to determine the impact of the missing or incomplete assignments on the student's grade;
- I. that provided the preceding have been followed, the teacher may assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

To ensure our students have every opportunity to "show what they know" we follow this framework for rewrites and redos:

Step 1: Your child and the teacher will establish a contract for the completion of the rewrite, redo, missing or incomplete work which will include a deadline for completion. The teacher will provide the necessary supports such as drop in support or targeted tutorials to assist your child with successful completion of the redo, rewrite, missing or incomplete work.

Step 2: Your child's teacher will contact parents to inform you and discuss the plan to assist your child with successful completion of the redo, rewrite, missing or incomplete work.

Step 3: Your child may be required to spend time with the teacher, outside of the scheduled timetable, to complete the redo, rewrite, missing or incomplete work. Parents will be notified of such arrangements.

Step 4: Your child's teacher will seek intervention from the school administration to assist your child with successful completion of the redo, rewrite, missing or incomplete work.

Assessment in Kindergarten

Teachers collect varied assessment evidence throughout the year by observing children in action, by discussing children's learning with them and by examining children's products. Teachers create records of assessment evidence in a variety of forms, including notes, checklists, rating scales, photos and videos. As well, teachers may retain direct evidence in the form of samples of children's work and digital copies.

Teachers will communicate children's progress to parents throughout the year in a variety of ways. One final report card will be issued at the end of the school year.

Kindergarten to Grade 6 “Communicating Student Learning” Achievement Scales



Achievement Level	At this time the learner is:
5	<ul style="list-style-type: none"> • Excelling in learning expectations • Applying concepts in new or unique learning situations • Independently using skills and strategies
4	<ul style="list-style-type: none"> • Meeting learning expectations • Applying concepts in new learning situations • With minimal support, using skills and strategies
3	<ul style="list-style-type: none"> • Meeting learning expectations • Applying concepts in familiar learning situations • Reasonable level of support, using skills and strategies
2	<ul style="list-style-type: none"> • Approaching learning expectations • Applying concepts when rehearsed and highly structured • With high levels of support, using skills and strategies
1	<ul style="list-style-type: none"> • Below learning expectations • Having difficulty applying concepts even when rehearsed and highly structured • Despite high levels of support, is having difficulty using skills and strategies.
U	Unable to Assess <ul style="list-style-type: none"> • Personalized comment to explain the student couldn't be assessed (ISP, vacation, illness, other circumstances, key assessments incomplete or missing)
ISP	Instructional Support Plan <ul style="list-style-type: none"> • Student is on an Instructional Support Plan and may have achievement reported in an alternative format

Kindergarten to Grade 6 Learner Attribute Scale



1	2	3	4
high levels of support required	reasonable support required	little support required	independently
<i>"inconsistently"</i>	<i>"with prompting"</i>	<i>"...often..."</i>	<i>"...consistently..."</i>

Academic Integrity

All students are expected to behave ethically. Cheating, plagiarism (copying someone else's work and passing it off as one's own), copying, stealing tests or assignments and/or getting answers for a test or assignment in advance are not acceptable. Unethical behavior also includes giving answers or work to others to claim as their own.

If a student is suspected of unethical behavior, school administration will meet with the student and take action in accordance with [Administrative Procedure 350 - Student Conduct](#).

Reporting Student Achievement

Communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or parent-student-teacher conferences/interviews, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

Reporting Periods

Report cards will be issued for our students on:

- December 2
- March 23
- June 26

The report cards will be available on your Parent Portal on the dates listed on the school calendar and in the Raven Newsletter. Parents must set up an account by visiting the [PowerSchool Parent Portal](#) login page. A condensed printed version can be provided upon request.

Conferences/Interviews

Mills Haven will hold two sets of conferences. The first, near the end of October, will be traditional interviews where teacher, students and parents meet to discuss strengths of the student and where they can improve. The second set of interviews are in February. These student led conferences have your child lead you through a variety of activities to show what and how they are learning in school. Conference are booked online. A form will come out two weeks before interviews which outlines the directions for booking and the booking reference number. If you are not able to come to interviews, please contact your teacher for an alternate date to meet.

Grades/Marks Appeal Process

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the Education Act. [Administrative Procedure 391](#) outlines specific appeal process dates.

The Role of External, Large Scale Assessments

Alberta Education mandates that Student Learning Assessments, Provincial Achievement Tests, and Diploma Exams be administered each school year. Results from these assessments provide school divisions with information about student learning and achievement.

Provincial Achievement Tests (PATs)

[PATs](#) measure how well students demonstrate what they are expected to learn. School and division results are shared publicly to show how Alberta grade six and nine students are doing compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning. Note that if students require accommodations in order to write PATs (scribe, reader, assistive supports), students should have an ISP in place which identifies the use of the accommodation throughout the course of the school year.

Students who are absent for the scheduled PAT writing will write when they return to school, provided the exams have not yet been returned to Alberta Education. After that time, students will not be able to write the exams. With the permission of the Superintendent or his/her designate, students may be allowed to write PATs early. Students may, through special arrangement with the teacher, write Final Exams other than PATs outside the official exam schedule.

While PATs are an important part of determining student growth and achievement, they are only one part of the assessment process.

According to Alberta Education:

- The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil or digital 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.

Alberta Education expects schools to report the scores from Grades 6 and 9 PATs.

For the 2019-2020 school year, Alberta Education has permitted school districts to set their own Provincial Achievement Test schedules within the following dates.

Provincial Achievement Test Administration Schedule: May and June 2020

<p>Written Response Provincial Achievement Tests are administered between May 4 and 8 according to schedules set by school authority superintendents.</p> <p>All students are provided with up to double the official time as noted below, if they require it.</p>	
Provincial Achievement Test Allotted Time*	Provincial Achievement Test
120 minutes	Grade 6 English Language Arts Part A
120 minutes	Grade 6 Français/French Language Arts Partie A
120 minutes	Grade 6 Français/French Language Arts Partie A
<p>Mathematics and Multiple Choice Provincial Achievement Tests are administered between June 15 and 26 according to schedules set by school authority Superintendents.</p>	

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

Provincial Achievement Test Allotted Time*	Provincial Achievement Test
60 minutes	Grade 6 English Language Arts Part B
60 minutes	Grade 6 Français/French Language Arts Partie B
20 minutes	Grade 6 Mathematics Part(ie) A
70 minutes	Grade 6 Mathematics Part(ie) B
60 minutes	Grade 6 Science
60 minutes	Grade 6 Social Studies

* For Language Arts Part A: Writing Provincial Achievement Tests, test supervisors, under the direction of the principal, are expected to uphold test security by maintaining a continuous writing time. If it is required, based on students' need, to administer a short supervised break, the teacher must receive approval from the principal. All test administration guidelines must be maintained. The amount of time consumed by a break is not included in the total test-taking time.

The Grade 6 Mathematics Part(ie) A and B is administered over 90 minutes. With the principal's approval, students can take a break/recess between Part(ie) A and B and determine the flexibility regarding the length of the break. All test administration guidelines must be maintained. The amount of time consumed by a break is not included in the total test-taking time.

The Grade 9 Mathematics Part(ie) A and B is administered over 110 minutes. With the principal's approval, students can take a break/recess between Part(ie) A and B and determine the flexibility regarding the length of the break. All test administration guidelines must be maintained. The amount of time consumed by a break is not included in the total test-taking time.

Superintendents may establish administration schedules where Part(ie) A and B of the Grades 6 and 9 Mathematics PAT are administered on different days.

Our schools dates are as follows and may differ from other Elk Island Public Schools:

Elk Island Public Schools		
Provincial Achievement Test Administration Schedule		
May / June 2020		
All students are permitted up to twice the allotted time to complete a test if required.		
Date	Time	Exam
May 5	9:00 to 12:00	Grade 6 English Language Arts Part A
June 15	9:00 to 10:00	Grade 6 English Language Arts Part B
June 16	9:00 to 9:20	Grade 6 Mathematics Part(ie) A
June 16	9:30 to 10:40	Grade 6 Mathematics Part(ie) B
June 17	9:00 to 10:00	Grade 6 Science
June 18	9:00 to 10:00	Grade 6 Social Studies

Three-Year Education Plan/Priorities

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3 SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments

GOAL 1 A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3 BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication

GOAL 1 PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2 SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.