Elk Island Public Schools

Your Future in MIND

Guide to Reporting Student Achievement

2016 – 2017

Grades 7 - 9

Sherwood Heights Junior High School
Sherwood Park, AB, T8A 2G6
Phone: 780-467-5930
www.sherwoodheights.org
Principal: Mr. Weylin Gilewich
Assistant Principals: Mr. Matt Shudra
Mr. Rod Woitas

Updated August 2016

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 *School 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 2016/2017 school year will be contacted by the school in September or early October.

Features of EIPS' new 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

Course outlines will be uploaded to eteacher pages by September 12, 2016. The eteacher tab is at the top of our webpage, http://sherwoodheights.org/eteachers.

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.

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.).

Sherwood Heights Redo and Re-write Policy

Students at Sherwood Heights are able to re-submit, redo and re-write assessments in accordance with the guidelines of Administrative Procedure 360 and the EIPS Guide to Reporting Student Achievement. Redos and re-writes will occur within the framework set below.

- What is a re-write?
    - A re-write is an opportunity to show that further learning has occurred. The re-write does not need to be the same assessment, or even the same type of assessment, but it does need to assess the same concept (s). The assessment type is at the discretion of the teacher.
- What is needed for a re-write to occur?
    - A student must show that further or re-learning has occurred before a re-write or redo can be completed. The student must show, with the support of the teacher, that they have a further understanding of the concept being assessed. The format and required evidence for this re-learning will be at the discretion of the teacher.
- When can a re-write occur?
    - A re-write or redo may occur only after further evidence of learning is shown by the student. Once this is done, the redo or re-write will occur at an agreed upon time between the student and the teacher.
- How long after the assessment can a redo or re-write occur?
    - Redos and re-writes should occur within a reasonable amount of time after the initial assessment. There is not an indefinite window for redo's and re-writes. This timeline is at the discretion of the teacher and should be communicated clearly to all students.
- Which mark does the student receive?
    - The student will receive the mark that best reflects their understanding of the concept being assessed.

Junior High Grading Scale

Grades in junior high language arts, math, science and social studies courses will be reported using percentages.

(Adapted from Alberta programs of study)

80 - 100%	• Learning goals are met in an astute and comprehensive way. • Assignments are well crafted, organized 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, generalizations and skills fundamental to the program.
65 - 79%	• Learning goals are met in a practical and thorough way. • Assignments are complete, organized 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, generalizations and skills fundamental to the program.
50 - 64%	• Learning goals are met in an appropriate and reasonable way. • Assignments are generally complete, organized 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, generalizations and skills fundamental to the program.
0 - 49%	• Student has demonstrated insufficient performance in relation to learner outcomes.

Junior High Complementary Courses Grade Scale

Letter Grade	Description of Achievement Standards
A+	• Achievement is highly sophisticated and adept. • Consistent demonstration of a high degree of effectiveness that *may* surpass provincial standards for learning outcomes for the subject and grade.
A	• Achievement is refined and skillful. • Consistent demonstration of a high degree of effectiveness in relation to provincial standards for learning outcomes for the subject and grade.
B	• Achievement is competent and methodical. • Consistent demonstration of considerable effectiveness in relation to provincial standards for learning outcomes for the subject and grade.
C	• Achievement is marginally adequate. • Effectiveness falters occasionally in relation to provincial standards for learning outcomes for the subject and grade.
D	• Inconsistently achieves at an acceptable level. • Limited effectiveness or inconsistent performance is demonstrated in relation to provincial standards for learning outcomes for the subject and grade.
I	• Description of Achievement Standards

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

Although there are **three formal reporting periods**, 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

November 28, 2016 - Progress report available to print from PowerSchool Parent Portal

February 3, 2017 - Semester one option course final marks available in PowerSchool

March 13, 2017 - Progress report available to print from PowerSchool Parent Portal

June 30, 2017 - Final report card mailed home

We are pleased to announce that your child's Term 1 Interim Report Card will be available for online viewing and/or printing by 3 pm on Monday, November 28, 2016. Note that for this school year, online report cards will only available to parents whose children attend Sherwood Heights or Rudolph Hennig Junior High Schools. We are anticipating that all other Elk Island Public junior high schools will offer online report cards to parents in the 2017 -18 school year.

To access the online report card, log into your PowerSchool Parent Portal account and click on "Junior High Interim Report Card". If you do not have a Parent Portal account, please contact the school office for information on creating your parent account.

Junior High Schools

A calculated grade will be available one week before conferences. Marks for assignments will be available on the Parent Portal in PowerSchool before that date and can be accessed by clicking the double dashes (**--**) for each subject. After that point, the Parent Portal will show a cumulative score for the remainder of the year.

Conferences/Interviews

Parent/Teacher/Student conferences are not scheduled. The conferences will be held in November and March on the following dates and times.

Tuesday, November 1-5:00-7:30pm

Thursday, November 3- 5:00-7:30pm

Tuesday, March 14- 5:00-7:30pm

Thursday, March 16- 5:00-7:30pm

You may use the PowerSchool parent portal to access relevant assessment and attendance history for your student prior to the conference with the teacher.

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 School Act.

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 must have an ISP in place which identifies the use of the accommodation throughout the course of the school year.

Please refer to page 3 of the General Information Bulletin to view scheduled times for the Provincial Achievement Test Administration Schedule for grade 9 students.
2016-2017 PAT Significant Dates

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.

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.

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.