WETASKIWIN REGIONAL PUBLIC SCHOOLS

ASSESSMENT & REPORTING HANDBOOK

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SECTION 1: ABOUT THIS GUIDE

WHY IS ASSESSMENT IMPORTANT?

In Wetaskiwin Regional Public Schools, we are committed to transforming the learners of today into the leaders of tomorrow. We believe every student can learn and experience success. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. Through careful evaluation of their achievement and growth, we can share information with students, parents and guardians.

This guide will help students, parents/guardians and staff understand:
- assessment
- the responsibilities of staff, students, parents/guardians
- how and when achievement information will be communicated or reported
- how marks and grades are determined
- the steps are taken when summative assessments are missing or incomplete

Parents and guardians are the key influences in a student's life. Understanding how a student 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 the school administration if further information is required.

This document follows:
- Education Act
- Guide to Education
- AP 360 Classroom Assessment
- AP 361 Reporting Student Progress

These documents ensure our students learn, are assessed and graded in a similar manner, regardless of which school they attend.

WHAT IS ASSESSMENT?

Assessment means gathering information about what the student knows, understands and can show the teacher based on the Alberta Programs of Study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot use the students' behaviour, effort and work habits to decide on their grades, marks or scales unless it is outlined in the Alberta programs of study for a specific subject.

Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include observations, conversations, 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. These assessment activities help teachers shape their lesson plans and allow teachers to give students, parents and guardians a clear and accurate picture of achievement and growth.

SECTION 2: CURRENT ASSESSMENT AND REPORTING PRACTICES

2021-2024 THREE-YEAR EDUCATION PLAN

SUPPORTING STUDENT SUCCESS

The following groups all have roles to play in supporting and helping students experience success in school as outlined in the Education Act.

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 to celebrate learning
- consistently demonstrate their learning
- take the initiative to revise or redo assignments or tests so they can show growth in their knowledge and skills
- Self monitor their own learning in PowerSchool

Parents and guardians support the student's learning by:
- working in partnership with school staff
- providing time and a place for the student to practice and complete assigned work at home
- staying informed about school events through the school's website, newsletters or other school materials
- communicating with school staff
- regularly monitoring student assessment information in the gradebook through the Powerschool Parent Portal.
- attending parent-teacher conferences/interviews

School staff will help the student succeed by
- providing appropriate programming for the student
- clearly explaining what is expected of each student and how the student's work will be assessed
- providing multiple opportunities and different ways for students to demonstrate their learning
- giving students who have missed assessments and activities the chance to complete the work
- keeping documentation describing the student's successes and challenges
- keeping an up-to-date PowerSchool Gradebook
- providing timely and ongoing communication with stakeholders about the student's progress and achievement.
- providing opportunities for parents/guardians to be involved in the student's learning

Central Administration Leadership Team guides our division by:

- knowing how schools and students are performing
- knowing that the curriculum is being delivered
- providing leadership for system strategies and supports
- setting required procedures
- allocating of resources

Board of Trustees guides our division by:

- meeting provincial accountability requirements
- setting, monitoring and reviewing priorities

The Board's [Priorities](#)

SECTION 3: DETERMINING STUDENT ACHIEVEMENT

Classroom Assessment Beliefs

1. The instructional decisions that have the greatest impact are made day to day in the classroom
2. Teachers must possess and be ready to apply knowledge of sound classroom assessment practices
3. Students are crucial instructional decision-makers whose information needs must be met
4. Teachers understand that supportive classroom assessment strategies benefit all students
5. Teachers use their professional judgement based on the evidence of student learning to determine achievement using the WRPS grade scales.

Types of Assessments

Formative Assessments (Assessment <u>FOR</u> learning)

Throughout the year, the student will work on many activities that help them increase what they know and practice their skills. These activities show the student's teachers how they are doing, their strengths and where they can improve.

Teachers use this information to adjust their teaching, give the students feedback to help them improve, and prepare the student for times when they will receive grades, marks, and codes.

Summative Assessments (Assessment <u>OF</u> Learning)

During the school year, the student will have a chance to show what they have learned up to that point in time.

Using their judgment as professionals, teachers make decisions and give grades, marks and codes to the student. They base these decisions on what they've seen the student accomplish (observations), discussions they have had with the student (conversations) and the work the student has completed (products).

(Assessment <u>AS</u> Learning)

Assessment *as* Learning is the use of ongoing self-assessment by students to monitor their learning, which is "characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding." (Western and Northern Canadian Protocol for Collaboration in Education [WNCP], 2006, p.41)

Planning

Teachers are required to plan instructional strategies to move student learning forward. Planning can come in a variety of forms and follow Alberta education documents including

- TQS
- AP 436
- Program of studies
- Math Prioritized Outcomes
- Math Scope and Sequence
- Literacy Prioritized Outcomes

An easy tool for parents is the My Child's Learning: A Parent Resource (Curriculum at a Glance) on the Alberta Education website.

Student Work

Missing or Incomplete Student Work

Incomplete work will be recorded in PowerSchool Gradebook as incomplete, late or missing.

When the student has missing or incomplete work, we will:

- meet with the student to discuss a plan to complete the work
- provide reasonable support for the work to be completed and submitted. This might include: extra time, provision of school time to complete the work and/or provision of teacher assistance
- provide reasonable task adaptation/modification if needed
- address continued concerns regarding work completion/submission by communicating with parents through notes in the student agendas, phone calls and/or emails

Multiple Opportunities to demonstrate learning:

New assessment takes precedence over previous demonstrations of learning. Students will have many opportunities to demonstrate their learning through a variety of assessments at various times throughout the school year.

Division Belief and School-Based Rewrite/Reassessment Policy

WRPS believes that students should have the opportunity to improve their academic performance. These opportunities and adaptations will be provided through each school's process.

Academic Integrity

All students are expected to conduct themselves with academic integrity. Students who will:

- be diligent in their studies,
- properly reference work developed by others that they use in assignments and
- display respect for others and themselves

These are some characteristics, but not inclusive, of a student showing academic integrity.

Standardized Testing

Alberta Education mandates that Provincial Achievement Tests and Diploma Exams be administered each school year. Results from these assessments provide schools, school authorities and the province with information about student learning and achievement to monitor and improve student learning.

The Provincial Achievement Tests (PATs)

PATs measure student learning based on grade-level outcomes prescribed in the curriculum. Students in Grades 6 and 9 in English or French language arts, math, science and social studies are expected to take the PATs. Aggregated results are shared publicly to show how Alberta students are doing, compared to provincial standards. We will report individual results to students and parents/guardians in a statement in the June progress report. While PATs are an important part of determining student growth and achievement, they are just one part of the assessment process.

Diploma Examinations:

Diploma Examinations have three main purposes:

- to certify the level of individual student achievement in the selected 30-level courses;

- to ensure that province-wide standards of achievement are maintained; and

- to report individual and group results

The program has diploma exams in selected 30-level courses: Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1, and Social Studies 30–2.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30–1 or English Language Arts 30–2 and either Social Studies 30–1 or Social Studies 30–2.

Alberta Education High School Completion

Assessment Tools

To support instruction, schools will be using the following formative assessment tools as described in the

attached guidelines:

- [WRPS Literacy Assessment Guidelines](#)

QUICK REFERENCE CHART

Grade	Assessment	Timing
Grade Two and Three	LeNS & CC3	*Before September 30th
Grade One	LeNS & CC3	*Before January 30th
Kindergarten	Reading Readiness Screening Tool 12 Subtests	January & June
Grade One	Reading Readiness Screening Tool 8 Subtests	Oct/Nov & May/June
Grade 1 -4 And At-Risk Readers Gr. 5-9	Fountas & Pinnell Benchmark Assessment	January & June *All new students in September or shortly after arrival
Grades 5-9 Follow Up with F & P for Students At-Risk	STAR READING	Sept 5th - Oct 7th May 15th -June 5th Formative Assessments can be administered between these dates.
All grades	F & P Optional Assessments	As needed.
All Grades	Writing Assessment	Beginning, Middle & End of Year

- [WRPS Numeracy Assessment Guidelines](#)

Assessment	Grade	Timing
MIPI	Grades 2-9	September 12th - 23rd
District Common Math Assessment	Grade 1-5 & Grades 7 & 8	May / June

- [WRPS Math Common Assessments](#)

SECTION 4: GRADES, MARKS and SCALES

To decide on the student's grade, mark, or code teachers use evidence of what your child has learned and their professional judgement

Guidelines for Reporting

Summative Reporting of grades will not include:

- **Class Averages:** A student's progress is independent of their peers and class averages will not be reported

- **Effort/Behaviour:** A student's reported learning is about the learning outcome. 'behaviour factors' (effort, participation, etc) will not have an impact on a grade reflecting academic achievement; unless they are specifically set out in the program of studies as a learning outcome

- **Group Work Marking:** Each student is individually accountable for their learning. A group project or group assessment strategies will only be added to a student's mark when the group project is intended to develop 'role skills' or the course of study sets group skills as an outcome of the learning.

- **Late:** Student's achievement relative to the learning outcome is the basis for grading. Work submitted late will not be graded downward and then factored into the final grade. Interventions must be in place within the school site to address the concern/issue.

- **Homework is not for grading. Homework is meant to:**
  - help support the student's learning
  - reinforce what the student has learned in school
  - give the student more practice
  - completion of class assigned work
  - prepare for upcoming learning

- **Bonus Marks:** bonus marks are not appropriate when assessing learning outcomes but other learning opportunities should be provided to improve a mark.

Zeros: Assessment of students utilizing zeros is not a true reflection of student learning. The Division discourages the utilization of zeros in assessment but recognizes that they might need to be used as a part of the evaluation process.

How we are Going to Use Assessments

It is important to provide frequent, descriptive and prescriptive feedback to students, based on the learner outcomes. Teachers continually use classroom assessment information to revise instruction

Formative Assessments (Assessment for Learning)

- formative assessment is a practice
- students are assessed based on the learner outcomes as stated in the programs of study (including locally developed courses and electives designed at individual school sites)
- student grades are compiled about how each student is progressing toward mastery of the learning outcomes
- learning is developmental; therefore, it is most appropriate to emphasize the most recent stage of achievement when reporting student level of learning/mastery of the learning outcome

Summative Assessments (Assessment of Learning)

- these types of marks are the basis of student's achievement grades
- teachers plan directly from the Program of Studies, and therefore can articulate in advance of teaching, which learner outcomes their students are to achieve and what will be accepted as evidence of their achievement

- students must clearly understand the learner outcomes they seek to achieve, and that they understand what will be accepted as evidence of their achievement (assessment criteria). Students should be actively involved in the feedback process
- teachers understand and utilize the relationship between assessment and student motivation; therefore teachers have a responsibility to build assessments that enhance learning

Best Practices Using PowerSchool Gradebooks

Schools may have additional expectations for communicating student learning specific to each site. Below are general practices that support ongoing assessment being effectively communicated through PowerSchool and PowerTeacher Pro.

- A minimum of 3 and a maximum of 10 assessments will be used each reporting quarter per subject
- Powerschool gradebooks will be updated every two weeks provided there are assessments to input during that period. These updates would include the input of marks and/or comments for assessments.
- Usually, assignments will be assessed and reported within 5 operational days of submission. Larger, more complex assignments will take longer to assess and will take longer to return.
- Formative assessment will be used to inform instruction and may be recorded in the teacher's grade book, but will not be used in the calculation of a grade.
- Teachers will attach standards to assessment items as they enter this information into gradebooks.
- PowerTeacher Pro offers score indicators (Flags and Codes) that provides information to our students and parents about achievement. Below is an explanation of these score indicators:
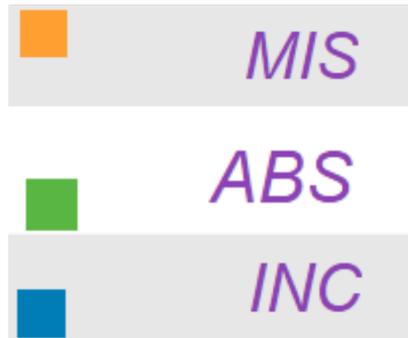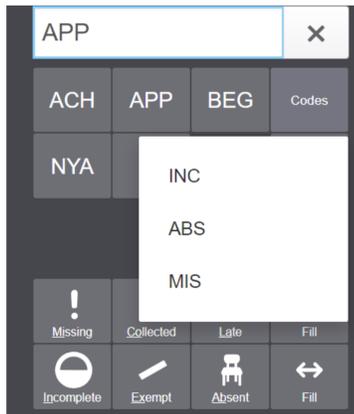
Codes:
Use in place of an assignment grade. Each code attaches the relevant flag as well & exempts the grade from counting.

Purple is EXEMPT and will not count in grade calculations

Reporting Using Grade Scales

Why Grade Scales Are Used

Scales provide students, parents/guardians and teachers a cumulative description of how a student is doing based on the learning outcomes.

Grade Scale

K- 6 and Junior High Options Student achievement is reported using the following scale:
WRPS Grades scale descriptions

Grade Level of Achievement (GLA)

GLA shows the current grade level at which a student is being taught. This is usually the same grade that a student is enrolled in. GLA appears on the final report for English Language Arts and Math.

SECTION 5: COMMUNICATION FOR REPORTING STUDENT PROGRESS

We encourage parents/guardians to review the student's gradebook and attend conferences regularly. Understanding how a student is achieving in school and how to support that achievement is integral to success in a school.

Reporting

- Academic achievement shall be reported separately from behavioural characteristics that impact learning.
- Students receiving adapted programming (on the graded program of studies) or modified programming (on the graded program of studies) shall have that reflected within the reporting mechanism.

WRPS Communication Plan for Reporting Progress

- Division I and II use WRPS grade scales. Division III is use percentages for core subjects and WRPS grade scale for non-core courses
- Division IV uses percentages.

Reporting Period Dates - 2022/2023

- Quarter I - August 29 - November 2nd (K-6 and K-8 Schools) and Nov 4th (High Schools)
- Quarter II - November 5 - January 30
- Quarter III - January 31 - April 16th (K-6 and K-8 Schools) and April 19th (High Schools)
- Quarter IV - April 20– June 13 (modified) or June 27 (regular)

Teachers will communicate on student learning in each subject area in each reporting term.

Individualized Program Plans (IPPs)

IPPs for students who need specialized services and support, the IPP is a working document that is developed within the first reporting period of the school year. It is a record of the student's progress related to specific goals and strategies. It gives confirmation that a student's needs are being addressed and provides information about accommodations and supports the student's needs to succeed. The IPP is reviewed at least three times a year. We expect all stakeholders involved to provide input into the IPP.

Individual Schools IPP Procedures (dates)

To be reviewed and completed by the last school day of September and at the end of the year by the last day of classes. The plans will be reviewed at three intervals a year, Initial, Mid Year, and Final. These plans are fluid documents that can and should be changed throughout the school year to support the needs of the student.

Reference Material:
AP 214
Alberta Education Inclusive Education
Standards for Special Education

SECTION 6: APPENDIX

Definitions used within Wetaskiwin Regional Public Schools: Using language consistently and effectively will allow a shared understanding of assessment and grading, and inform our educational practice in the interests of higher levels of student learning. Provided below are definitions used for assessment/reporting throughout WRPS.

GLOSSARY OF RELEVANT TERMS:

accommodation: A change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

achievement level: A student's demonstration of knowledge, skills and attitudes relative to grade-level learner outcomes.

adapted programming: Programming that retains the learning outcomes of the program of studies and where adjustments to the instructional process are provided to address the special education needs of the student.

assessment: Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

assessment for learning: Ongoing exchange of information between students and teachers about student progress toward clearly specified learning goals. (also called formative assessment) Formative assessment: assessments that take place during instruction and learning to:

- inform students, on an ongoing basis, about their progress towards achieving the intended learning outcomes as set out in the programs of study.
- identify the gains and difficulties students are experiencing in what they are being asked to learn or perform.
- provide specific, descriptive, and meaningful feedback.
- motivate students to learn by providing feedback continuously. Wetaskiwin Regional Public Schools Administrative Procedures
- monitor student performance toward the expected learning outcomes as set out in the programs of study and adjust instruction based on the findings where necessary.

assessment of learning: Assessment experiences are designed to collect information about learning to make judgments about student achievement and performance at the end of a period of instruction that can be shared with those outside the classroom. (also called summative assessment) Summative assessment: assessments that take place after an instructional segment (e.g., group of integrated lessons, unit, reporting period, grade) to:

- describe the degree to which each student has achieved the learning outcomes as set out in the programs of study.
- analyze assessment information and results obtained from assessments conducted for each instructional segment to understand each student's progress and achievement at the end of the instructional segment and to inform future instructional planning.
- synthesize assessment information and results obtained from assessments conducted for each instructional segment for the reporting period to form comments and grades, which summarize the

student's strengths and areas of need, and be communicated to students and their parents/guardians at the end of the reporting period.

- evaluate the effectiveness of the instruction used during the reporting period.

Benchmark Assessments: Benchmarks to help them determine the child's or student's level of proficiency

enrichment: Providing more in-depth learning opportunities with respect to the learner outcomes at or above the enrolled grade level.

grade level of achievement: A teacher judgment, based on the results from a variety of classroom assessments throughout the school year, expressed as 'at, above or below' relating to learner outcomes in a subject area after a course for a specific grade level has been completed at the student's enrolled grade.

learner outcomes: What Alberta Education expects a student to learn; the knowledge, skills and attitudes a student demonstrates as a result of schooling.

modified programming: Programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs.

Other Links

[AP 360 Classroom Assessment](#)
[AP 361 Reporting Student Progress](#)
AAC visual https://www.aac.ab.ca/updated-aac-key-visual
[WRPS Prioritized Outcomes](#)
Curricular Exemplars https://www.learnalberta.ca/content/mychildslearning