



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Southview Community School

Grades: ELP – Grade 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 should know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do if there are barriers, struggles or challenges. 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 their learning and levels of achievement throughout the year, through communication features on Edsby such as Gradebook or Learning Story. In addition to the regular, ongoing communication report cards are accessible in Edsby at the end of each reporting period.

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 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.
- Planning with students who may have missed important assessments and activities.
- Communicating expectations and how student work will be graded/marked in student friendly language.
- 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 literacy and numeracy to plan for instruction and learning for Grade 1 – 10 students.

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 and/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: including the use of the new Edsby digital platform, teacher-parent phone calls, email, or Google Classroom. Should missing or incomplete student work emerge as a pattern, teachers will connect with parents to collaboratively explore the likely causes and to determine and implement successful strategies to increase student learning and success.

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. Students who miss significant school time due to a family vacation will miss valuable learning and educational experiences that occur in the classroom with their teacher and classmates. Homework packages or assignments cannot replace, or serve the student as well as, the crucial learning that stems from the new learning,

collaboration, discussion, and problem-solving that occurs in the classroom and school. However, we know that students are likely to miss some school due to illness or health-related reasons. If your child is absent for any reason (especially for numerous days) teachers will utilize Edsby and/or Google Classroom to provide key concepts and applicable assignments that students in the class will be learning while your child is away. It is expected that parents will support their child in learning these outcomes. Your support in such circumstances is important to your child's learning.

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	September 3, 2024 – December 2, 2024	Welcome Phone Call and Meet the Teacher Event (4 pm – 6 pm)
		ELP Family Meetings September 3-6
		Goal Setting October 10, 2024 4 pm – 6 pm
		ISP data collection
		ISP Goal Completion by – October 31, 2024
Term 2	December 3, 2024 - March 24, 2025	Learning Snapshot #1 – November 13, 2024 (3:30 pm – 4:30 pm)
		Report Cards released Grades 1-6 on December 6, 2024 in Edsby
		Parent-Teacher Interviews – December 12, 2024 (4 pm – 6 pm)
		Kindergarten Family Meetings
		Early Years Evaluation Review – Teacher Assessment (EYE-TA)
Term 3	March 25, 2025 - June 25, 2025	Learning Snapshot #2 – January 29, 2024 (3:30 pm – 4:30 pm)
		Student-Led Conferences – March 20, 2025 (4 pm – 6 pm)
		- ISP review parent meeting by March 20, 2025 - Kindergarten Portfolio Meetings (Edsby Learning Story)
Term 3	March 25, 2025 - June 25, 2025	Report Cards released on March 28, 2025 in Edsby
		Learning Snapshot #3 – April 25, 2025 (3:30 pm – 4:30 pm)

		Learning Snapshot #4 – May 14 (3:30 pm – 4:30 pm)
		ISP Final Goal review parent meeting by June 13, 2025
		Final Report Card released by June 26, 2025 in Edsby

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. Edsby is an online tool that is used Division wide to support this communication. Our teachers commit to:

The Edsby digital platform is already used for publishing Report Cards and communicating examples of student learning through Edsby Learning Stories and/or Gradebook (minimum of 2 entries/month), it will increasingly become the primary digital platform for reporting assessment and communicating with families on a weekly basis. Teachers and parents may also continue to utilize phone calls, in-person conversations, and/or virtual meetings as applicable to support ongoing communication about your child's learning, successes, and areas for growth.

Teachers will communicate with parents as to how they plan to share information throughout the year. Our teachers will go outside with their classroom at the end of the day for ten minutes every day. At this time, it would be an excellent opportunity to arrange a meeting if you have concerns or would like to hear more about your child's learning.

Additional information may pertain to upcoming class and school learning activities and events to increase connection, community and continuity between home and school. Parents are asked to support effective two-way communication with teachers and to also have frequent conversations with their child about their learning. School-wide events will also be communicated through (i.e. Edsby News River, emails, Social Media postings, etc.).

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.

E	M	A	B
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.	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.	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.	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.

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.