



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning



Southview Community School

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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 questions 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 develop their knowledge. 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 are assessed and are put together with other evidence. Teachers 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:

- Edsby digital platform
- Phone calls
- Email
- 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 who are absent from school complete missing assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. Students who will miss significant time due to vacation, health reasons, et cetera should be aware of the impact on their learning and how the school will support them during their absence. It's important to understand that valuable learning takes place each day through in-person instruction, discussion, collaboration, and hands-on activities. These experiences cannot be fully replicated through homework packages or independent assignments.

That said, we understand that absences—particularly those due to illness or health reasons—do happen. In such cases, teachers will use platforms such as Edsby and/or Google Classroom to share key concepts and assignments that align with what is being taught in the classroom during your child's absence. We ask for your support in helping your child stay caught up on missed learning. Your involvement is essential in ensuring that your child continues to progress and stay connected with the learning community, even when they cannot be physically present.

Thank you for your partnership and support.

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 2, 2025 – January 29, 2026	<ul style="list-style-type: none">Thurs. Aug. 28—Meet the Teacher BBQNov. 13 – Goal Setting<ul style="list-style-type: none">ISP data collectionNov. 28 – ISP MeetingsDevember 3 & 4, 2025 Parent-Teacher Interviews

		<ul style="list-style-type: none"> • Early Years Evaluation Report (Kindergarten students only) shared with families • Jan. 30—Report Cards published in Edsby
Term 2	January 30, 2026 – June 24, 2026	<ul style="list-style-type: none"> • March—ISP Review shared with families • March 18 & 19 – Student-Led Conferences • June 25 — Report Cards published in Edsby

Ongoing Communication:

It is important to us that you stay informed about what your child is learning and how they are progressing. To support this, our school uses **Edsby**, a Division-wide online platform designed to keep families connected to classroom learning and student achievement.

Our teachers are committed to the following:

- **Weekly messages:** Teachers send weekly updates that highlight key learning topics, classroom experiences, and may include photos.
- **Learning Story:** Teachers regularly share to Learning Story on Edsby to showcase student growth and achievements.
- **Celebrations of learning:** Families are invited throughout the year to join in Celebrations of Learning and see student work in action.

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.