



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Grades: ELP - 6

River Heights School

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Updated: September 9, 2021



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 need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. 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 the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card. In elementary schools, these are printed documents sent home to parents. In grades 7 through 12, these are often reflected online on PowerSchool and/or printed as formal reports and sent home.

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 (especially crucial are sleep and nutrition)
- Making sure your child attends school regularly and arrives 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 in their learning
- Attending school events and student-led conferences
- Asking your children about their learning and helping them recognize the actions they are taking towards improvement and growth.

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
- Making a plan with students who may have missed important assessments and activities
- Communicating, in student-friendly language, expectations and how student work will be assessed
- 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
- Using Universal Screening Tools for reading and math to plan for instruction and learning

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 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. 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 marks for 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 a variety of methods to communicate with you about this area as applicable: including the use of the new Edsby digital platform, Google Classroom, student agendas, teacher-parent phone calls, and/or email. 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 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 vacation 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 exploration, creation, reflection, 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 Google Classroom (or Edsby) 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	August 30, 2021 – December 3, 2021	<p>Virtual Meet the Teacher and Welcome to River Heights emailed to families on Friday, August 27.</p> <p>Individual Support Plan Meetings (November 22-26). Parents of any student with ISP will be invited to an online meeting with the homeroom teacher to share individual goals set for their child.</p> <p>Report Cards will be emailed to families on Friday, December 3.</p> <p>Online Student Led Conferences – Wednesday, December 8 and Thursday, December 9.</p>
Term 2	December 6, 2021 – March 25, 2022	<p>Individual Support Plan Meetings (March 14-18) – Parents of students with ISP will be invited to an online meeting with the homeroom teacher to share progress on individual goals set for their child.</p> <p>Report Cards (K-6) will be emailed to families on Friday, March 25.</p> <p>Online Student Led Conferences – Wednesday, March 30 & Thursday, March 31.</p>
Term 3	March 28, 2022 – June 29, 2022	<p>Individual Support Plan Meetings (June 13 – 17) – Parents of students with ISP will be invited to an online meeting with the homeroom teacher to review individual goals set for their child.</p> <p>Report Cards (K-6) will be emailed to families on Wednesday, June 29.</p>

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to weekly communication with families through a variety of means.

Google Classroom is an excellent digital platform for parents to engage in with their children and to maintain a current awareness of themes, outcomes, and evidence of learning. Google Classroom is a valuable tool to support student learning in class as well as from home. Teachers will utilize a variety of additional educational tools, apps and platforms to support student organization, learning, independence, assessment and communication with families, with the new Edsby digital platform increasingly becoming the primary digital platform for reporting assessment and communicating with parents. Teachers and parents may also continue to utilize student agendas, learning journals, phone calls, in-person conversations and/or scheduled meetings as applicable to support on-going, frequent communication.

Teachers will communicate with parents as to how they plan to share information throughout the year. In addition to communications from the school (i.e. emails, monthly school newsletters, Facebook, etc.), teachers will also notify parents of upcoming class and school learning activities and events to increase connection and continuity between home and school. Parents are asked to support effective two-way communication with teachers and to also have frequent conversations with your child to explore and reflect upon their learning.

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, they have 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.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

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.

UNDERSTANDING REPORTING (Grades 10 - 12)

Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post-secondary institutions rarely grade using percentages and generally utilize a 4 point scale or letters connected to a 4 point scale.