

PROVINCIAL ACHIEVEMENT TESTING (PAT)

Response Report

2024–2025



TABLE OF CONTENTS

Introduction	3
English Language Arts and Literature (ELAL)	4
Mathematics	8
Science	13
Social Studies	16
French Immersion	18
English as an Additional Language (EAL)	19

INTRODUCTION

Edmonton Catholic Schools is committed to offering a Christ-centered education that inspires students to learn, grow, and reach their full potential. Guided by our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and our vision of excellent Catholic education for all students delivered with faith, hope, and love, we strive to nurture both academic excellence and the holistic development of every learner. At the heart of this commitment is our use of data to reflect on and strengthen the effectiveness of our academic programming.

This report provides a comprehensive analysis of the most recent Provincial Achievement Test (PAT) results. It is important to note that Elementary English Language Arts and Literature (ELAL) and Mathematics results reflect newly

implemented curriculum, and as such, should be interpreted with caution while baseline trends are established.

Learning Services, in collaboration with school administrators, instructional coaches, department heads, and instructional leaders, continues to design and deliver professional learning that is responsive to the needs of both teachers and students. Our team prioritizes collaboration and personalization—creating professional learning experiences that build teacher capacity, deepen understanding of curriculum, and ultimately enhance student learning and engagement. Together, we remain dedicated to ensuring that every student in Edmonton Catholic Schools experiences high-quality, faith-filled learning opportunities that prepare them to thrive in an ever-changing world.

ENGLISH LANGUAGE ARTS AND LITERATURE (ELAL)

ELEMENTARY PAT OVERVIEW

Analysis

According to the 2024-2025 Provincial Achievement Test (PAT) results, there are observable strengths for ECSD students with respect to achieving the *Acceptable Standard* in comparison to the Province (+7.6%) and in achieving the *Standard of Excellence* (+4.6%) when analyzing the entire cohort of students.

When further analyzing Part A and Part B of these assessments, comparisons are made only with those students who completed the assessments using printed exams. Of note, the cut scores to achieve the *Acceptable Standard* are at 50%. Results of Part A and Part B compared to the Province are as follows:

Part A (Writing)

- **Acceptable Standard:** 0.7% below the Province
- **Standard of Excellence:** 3.0% above the Province

Part B (Reading)

- **Acceptable Standard:** 1.2% below the Province
- **Standard of Excellence:** 2.7% below the Province

As this is the first year the PAT reflects the new curriculum, results cannot be compared to previous years. Results should be interpreted with caution. However, a deeper analysis of the reporting categories in both reading and writing revealed trends highlighting the need for a stronger instructional focus on text forms and structures, as well as on the key components of language comprehension. Both of these areas significantly influence students' success in reading and writing.

Response to Data

Moving forward, we will enhance our use of reading data to support instructional decision-making, expand access to responsive intervention, and build teacher capability through consistent, research-aligned PD that addresses both foundational literacy and writing development.

Continued professional development in reading intervention for interventionists in Grades 1–3 and Grades 4–9 will be provided throughout the school year. This training will be strategically aligned with school-based literacy data to address identified areas of need, strengthen instructional practices, and support improved student outcomes in reading achievement.

Text Form and Structures PD for Reading and Writing Support

Our ELAL team will support teachers in Grades 4–6 by enhancing their understanding of text forms and structures as they relate to both reading and writing, with a focus on strengthening background knowledge and clarifying instruction that cohesively layers text organization with reading and writing. Through targeted professional development, teachers will deepen their understanding of how text forms and structures function cohesively to convey meaning and purpose.

This professional learning will help teachers make intentional connections between reading and writing instruction, supporting students in transferring their knowledge of text structures across contexts. By building teacher expertise and confidence in this area, our ELAL team will foster consistent, evidence-based literacy practices across Grades 4–6 classrooms, ensuring alignment with curricular outcomes and enhanced readiness for the Grade 6 PATs.

Ongoing Vocabulary and Comprehension Support in Grades 3–6

To extend foundational reading skills into the upper elementary years, ECSD will continue to support the consistent implementation of the *Bug Club Morphology* program for Grades 3–6. This resource not only fosters vocabulary growth and reading comprehension but also provides a bridge into more sophisticated writing instruction. Moving forward, we will provide more targeted professional learning and instructional support to ensure teachers are confident in implementing the resource with fidelity and understand its broader connections across the English Language Arts curriculum. When used intentionally, *Bug Club Morphology* strengthens multiple layers of instruction within the Organizing Ideas of Text Forms and Structures, Writing, and Vocabulary, supporting students in developing the linguistic knowledge and analytical skills essential for reading and composing increasingly complex texts.

Writing Instruction Informed by PAT Trends

Preliminary Grade 6 PAT results indicated a need to move beyond a single writing form (e.g., newspaper article) and prepare students to confidently write across a variety of genres. In response, the ELAL team will provide PD for teachers to explicitly teach multiple forms of writing throughout the year, ensuring students have the confidence and experience to choose and succeed in the format of their preference during assessment.

Moving forward, we will intensify our use of reading data to support instructional decision-making, expand access to responsive intervention, and build teacher capability through consistent, research-aligned PD that addresses both foundational literacy and writing development.

JUNIOR HIGH PAT OVERVIEW

Analysis

ECSD students continue to score above the provincial average in English Language Arts 9 achievement of the *Acceptable Standard* and *Standard of Excellence* on the 2025 Provincial Achievement Test. On the combined (Part A: Written and Part B: Reading Comprehension), the percentage of ECSD students who wrote the exam who achieved an *Acceptable Standard* was 3.4% above the provincial average and those who achieved *Standard of Excellence* were 2.8% higher than the provincial average.

The results of Part A of the test continue to be a good news story for ECSD with students achieving 2.5% above the provincial average in the *Acceptable Standard* and 4.3% above the provincial average in *Standard of Excellence*.

In Part B of the test, ECSD students achieved marginally above the provincial average for *Standard of Excellence*, which is an improvement from last year when the Division as a whole scored below the provincial average. ECSD students continued to achieve above the provincial average for *Acceptable Standard* in reading.

The three-year trend indicates that ECSD students are continually achieving above the provincial average in *Acceptable Standard* and *Standard of Excellence*. The provincial trend is a continual decrease in achievement over the past three years in both Part A and Part B sections of the test. While ECSD's results in Writing mirror this downward trend, the ECSD results in Reading are the opposite. ECSD results have demonstrated improved growth in reading achievement over the past three years.

ECSD students who wrote both parts of the Knowledge and Employability (K&E) English Language Arts Provincial Achievement Test were above the provincial average in the *Acceptable Standard* and the *Standard of Excellence*, which is an improvement from last year in which students performed below the provincial average. This improvement of achieving above the provincial standard was seen in both the Part A and Part B sections.

Response to Data

To improve student writing the following is being implemented:

- The Humanities Essential Academic Terms and Strategies project which uses the principles of Universal Design for Learning (UDL) as well as the research behind Visible Thinking Routines to provide supports and scaffolding to improve critical thinking and writing for all junior high students has expanded. Teachers had the opportunity to learn about and engage with the key terms and accompanying activities during Division Wide Professional Development (DWPD) afternoons, Division Mini-Conferences, the Greater Edmonton Area Teachers Convention and through school specific professional development. This project will continue to support teachers in helping their students demonstrate their thinking and connect with difficult concepts in order for them to become stronger, more organized, writers. A Sharepoint site was also developed to provide teachers with easy access to the resources.

- This year teachers will have the opportunity to work collaboratively on a Grade 7 and 8 Writing Part A final assessment. The teachers who choose to be part of this group will create a written final modelled on the Grade 9 PAT Writing Part A. Then after their students have written the assessment, they will come together to discuss standards and collaboratively mark the assessment. This project will provide teachers with the opportunity to engage with best practices for teaching writing and solidify their knowledge of the standards for writing in Grades 7 and 8.
- Educators' implementation and learning about the UDL framework is continuously ongoing and infused in professional learning opportunities, collaborative work in Professional Learning Communities (PLCs), and school specific professional development. The UDL framework supports inclusive classroom environments in which instruction is purposefully designed to meet the varied needs of all students. By integrating UDL principles into both planning and assessment, teachers ensure that every learner can meaningfully access and engage with the curriculum. They are better prepared to support the development of English Language Learners, and also provide effective support for K&E students.

To improve student reading the following is being implemented:

- The continued completion of the Test of Silent Reading Efficiency and Comprehension (TOSREC) by all junior high students is a tool to ensure early identification of struggling readers and to guide literacy supports. Professional development on interpreting reading screener data, and following up with other screeners (as needed) will continue as teachers become more familiar with this tool.
- The ongoing development and field testing of Common Summative Assessments (CSAs) in Grades 7 and 8 is enhancing teachers' ability to pinpoint instructional focus areas. Through collaborative work on assessment blueprinting and the creation of multiple-choice items, educators have gained deeper insight into the reporting categories and cognitive demands of ELA multiple-choice questions. To further support this understanding, reading passages will continue to be released, as well as the corresponding data as resources to help students build familiarity with the CSA format and strengthen their reading comprehension skills.
- Junior high and high school teachers had the opportunity last spring to be part of the online Just Read It Book Study. Teachers met, discussed, and debated the ideas and strategies highlighted in Jarred Amato's book *Just Read It: Unlocking the Magic of Independent Reading in Middle and High School Classrooms*. This online forum provides a collaborative space for teachers to ask questions and learn about fostering reading success in their classrooms. We are continuing the online book study format with two more books this year to support teachers; *Step Aside: Strategies for Student-Driven Learning with Secondary Readers and Writers* by Sarah M. Zerwin and *Flash Feedback: Responding to Student Writing Better and Faster – Without Burning Out* by Matthew Johnson.

MATHEMATICS

ELEMENTARY PAT OVERVIEW

Analysis

According to the 2024–2025 PAT results, there are observable strengths for ECSD students with respect to achieving the *Acceptable Standard* in comparison to the Province (+6.1%) and in achieving the *Standard of Excellence* (+1%). ECSD results also indicated that more students are achieving *Below the Acceptable Standard* (+3.3%).

When further analyzing Part A and Part B of these assessments, comparisons are made only with those students who also completed the assessments using printed exams. Of note, the cut scores to achieve the *Acceptable Standard* are below 50%. Students demonstrated better performance results at the *Acceptable Standard* on Part B (+7.5%) than on Part A. Conversely, students demonstrated better performance results at the *Standard of Excellence* on Part A (+6.2%) than Part B.

As this is the first year writing the PAT that reflects the new curriculum, comparisons cannot be made to previous years. Results should be interpreted with caution.

Response to Data

Our goal moving forward is to increase the number of students achieving the *Acceptable Standard* on the Grade 6 Mathematics PAT. We will achieve this by providing support for all grades that will be aligned with the Mathematics Framework that are rooted in data and aligned with high impact practices that optimize learning for all.

Anchoring Instruction in a Shared Mathematics Framework

To support a collective vision for effective math instruction, we are launching the ECSD Mathematics Framework. This document establishes a unified understanding of the beliefs, practices, and proficiencies required to teach and learn math successfully. It emphasizes positive math identity, high-impact instruction, and the use of data to plan responsive, equitable teaching.

Aligning Resources to a Progression of Learning

Recognizing the need for consistent and developmentally appropriate materials, we will enhance the use of comprehensive classroom resources (e.g., MathUP and Edwin) and support teachers in aligning these to the progression of learning in the curriculum. Pacing guides and curriculum crates will be refined with this progression of learning. We will continue to support schools in leveraging tools such as *Leaps and Bounds* and *Do the Math* to help close foundational learning gaps.

Structuring Professional Learning Around Impact and Progression

We will be implementing a three year Division Focused Professional Development (DFPD) series for Grades 1–6 that will offer grade level focused sessions on number, pedagogy, and student-centered planning. In the 2025-2026 school year the focus will be on Grades 1 and 4 (2026–2027 will focus on Grades 2 and 5, and 2027–2028 will focus on Grades 3 and 6). These sessions will integrate the *First Steps in Mathematics* resource and deepen instructional skill in high-impact practices. Each year of the three-year plan builds from the previous, supporting sustained professional growth.

Instructional Leaders

To support Instructional Leaders in unpacking and utilizing the Mathematics Framework with their staff, we will provide schools with a resource, the *6 Tools For Collaborative Math Coaching*. Through instructional coach callbacks and in school support, we will collaborate with school based instructional leaders to develop a deeper understanding of the Mathematics Framework and tools to enhance mathematics instruction at the school level.

Launching an Ambitious Division-Wide Mathematics Intervention Plan

Informed by screener data, we are launching a three-year Mathematics Intervention Educator (MIE) initiative. For the 2025–2026 school year, ten schools will receive enhanced support through the placement of a Mathematics Intervention Educator (MIE): **Annunciation, Christ The King, Father Leo Green, Joan Carr, Monsignor Fee Otterson, Our Lady of the Prairies, St. Catherine, St. Dominic, St. John Bosco, and St. Thomas Aquinas.**

Targeted sites will receive intensive intervention support using fluid groupings, student data cards, and goal setting along fluency and place value continuums. This approach will accelerate students toward grade-level proficiency through ongoing progress monitoring and collaborative data review.

The MIE and Mathematics Intervention Consultant (MIC) will create student data cards, set goals for Grades 1–3 students “*Requiring Additional Supports*”, and provide targeted intervention lessons to meet these goals.

MIEs will deliver 20-minute intervention sessions three to four times per week, monitor progress, adjust instruction as needed, and communicate regularly with classroom teachers. The MIC and MIE will meet every four to six weeks for student progress meetings, which may include Administrators, Instructional Coaches, Inclusive Consultants, Mathematics Consultants, and Classroom Teachers. During these meetings, data cards and progress on fluency and place value continuums will be reviewed, and goals updated as required.

MIEs will also participate in professional learning provided by the MIC focused on intervention resources and will join the Mathematics Intervention Cohort during DFPD days.

MATHEMATICS 9 PAT OVERVIEW

In response to the June 2025 PAT data report, it is important to note that Provincial data points are not complete as only students and schools that wrote a “Paper Administration” are being presented in our given report. No ECSD school wrote their PAT through the AB Education online Vretta platform.

To give an insight into why this is important, the table below shows how the last three years of data, and with the Provincial implementation of the Vretta platform, has created a “moving target” on how we are best able to target support.

YEAR	TABLE 1 PARTICIPATION	TABLE 2.2 STANDARDS ACHIEVED	PERCENT OF THE PROVINCE NOT IN THE REPORT
2022-23	43,277	43277	0%
2023-24	46,343	28326	38.9%
2024-25	47,047	19559	58.4%

For the June 2025 PAT Mathematics report, we are only able to compare our results to 41.6% of all students that wrote this paper assessment. This is important to note as it implies that our reporting categories may not be completely accurate.

PART A

Analysis

When we look at the reporting categories that exist within the PAT, we see that ECSD is performing on par with the Province in three of the four Part A topics except for the AE topic (Algebraic Expressions, Equations and Inequalities).

When we dig deeper into the sub-reporting and item analysis of PAT data, we begin to see some areas of growth.

- As a Division, we are slightly under performing the Province on assessment items related to rational numbers.
- *Standard of Excellence* on Part A remains an area of growth across the Division with 25 schools below the provincial level for *Standard of Excellence*.
- As a Division, we are under performing the Province on 100% of assessment items related to algebraic expressions, equations and inequalities, 80% of the assessment items related to rational numbers, and 60% of the assessment items related to Powers and Exponents.

Response to Data

To support our junior high schools with Rational Numbers, Algebraic Expressions and Equations, and performance at the *Standard of Excellence*, we are offering support in the following ways:

- Continue to build and administer new sets of calculator free formative assessments three times per school year. The purpose of these formative assessment items is to provide both teachers and students with identified misconceptions in real time. Given that ECSD deploys pacing guides to support planning, this data assists with how content and depth of content can be leveraged during professional learning sessions with teachers and schools.
- When working with schools on data analysis sessions, these identified growth areas will be a focal point along with the importance of blueprinting through data analysis and item complexity work.
- Support teachers looking to scaffold items being used to create common school assessments.
- When supporting working groups for new draft curriculum and item writing, consultants will be taking time to incorporate these areas of growth with appropriate verbs to identify common interpretation standards that better align with AB Education. We want to be purposeful with how verbs are being leveraged into the assessment items teachers are using with their students.
- Continue to work with teachers wanting to incorporate problem-solving opportunities.
- Assist teachers in looking to incorporate foundational understandings through appropriate math games and problem strings.

PART B

Analysis

By analyzing the different reporting categories that exist in Part B within PATs, we continue to see improvement with high complexity questions; however, an area of growth now includes the Moderate complexity. As a Division, ECSD, on average, is also performing on par with the Province in two strands of mathematics (Number and Patterns and Relations); however, an area of concern is the Shape and Space strand. ECSD has outperformed the Province in Statistics and Probability.

When we dig deeper into the sub-reporting and item analysis of this section of the PAT data, we begin to see some other areas of growth.

- Despite the improvement on high complexity questions, eleven of our junior high schools performed more than 10% below the provincial average on these items.
- Shape and Space is an area of growth across the Division. 22 of our schools are performing below the provincial average, ten of which are more than 10% below.
 - » As a Division, we are below the Province on 70% of assessment items related to Shape and Space.
- *Standard of Excellence* on Part B remains an area of growth across the Division as eleven schools are 10% below the provincial mark. This is an increase of three more schools from last year.
- Although we have shown a positive movement on the assessment items that involve the Number strand, we still see 55% of the assessment items below the provincial mark.

Response to Data

To support our junior high schools with Shape and Space, performance at the *Standard of Excellence*, and moderate complexity experiences, our Junior High Mathematics Consultants are offering support in the following ways:

- When working with schools on data analysis sessions, pointing out specific item descriptors where growth is indicated will be discussed.
 - » Target specifically the connections that exist between item descriptions and item complexity and emphasizing the “verbs” of student actions within these descriptors.
- Purposeful work with assessment item complexities is being woven into professional learning sessions when working with teachers in their buildings and during DFPD.
 - » For schools that have implemented common assessment frameworks into their summative assessment practice, item complexity work will also be leveraged to further support these common department standards.
- Continue the work being done with teachers involved with the Accelerated Mathematics program on both the scoring guides and written response items.
- Continue the work being done with teachers in support of student engagement and problem-solving routines. These avenues of learning also directly support how scaffolding and extending on concepts relate to item complexities.

Areas to Celebrate

We also have some areas to celebrate as a Division.

- When looking at the entire Mathematics PAT 9, ESCD had a 94.2% participation rate which is 9.5% higher than the Province.
- In Part A, ESCD scored above the Province in 100% of the assessment items connected to Square Roots and Perfect Squares.
- In Part B, ESCD scored above the Province in Statistics and Probability, and we have added twelve more schools to our total from last year.
- ESCD French immersion schools outperformed provincial French immersion schools in all four metrics of the PAT: *Acceptable Standard*, *Standard of Excellence*, Part A and Part B.

K&E MATHEMATICS 9 PAT OVERVIEW

Analysis

In analyzing the Division results on the Knowledge and Employability (K&E) Mathematics PAT, ECSD has a participation rate of 82.9% (an increase of 5.6% from last year).

When we dig deeper into the sub-reporting and item analysis of PAT data, we begin to see some areas of growth and some areas to celebrate.

- Patterns and Relations, along with Statistics and Probability, represents topics of success as ECSD performs above or on par with the Province; however, in the strands of Number and Shape and Space, these represent areas of growth.
- Both Knowledge and Skills questions continue to be an area of growth.

Response to Data

To support junior high schools in K&E Mathematics, our Junior High Mathematics Consultants are offering support in the following ways when working with teachers:

- Involve teachers with item writing experiences that specifically target the differences between Grade 9 program of studies and the K&E outcomes.
- Assist schools when planning using side by side pacing guides (K&E and grade-level content). These pacing guides also have links to digital applet supports.
- Assist schools when developing side by side assessments and other alternative assessment pathways other than topic exams.
 - » Consultants will be providing teachers and instructional coaches with a supportive document that scaffolds each curriculum outcome from the regular Grade 9 program of studies.
- Using K&E outcomes as entry points to build a truly inclusive classroom environment when teaching regular programming for Grades 7–9.
- Supporting teachers and instructional coaches in using the Division's Leaps and Bounds digital institutional five-year license.
 - » Scaffolded language found within this resource will further assist with how Individualized Program Plan (IPP) comments are created and communicated.

SCIENCE

ELEMENTARY PAT OVERVIEW

No PAT data as Grade 6 teachers had the option to pilot a year-end assessment. This year marks the second phase of the Grades 4–6 Science curriculum rollout, with continued refinement of K–3.

Key Strategies for Science Implementation

Professional Learning to Build Confidence and Content Knowledge

Teachers accessed ongoing support through bi-monthly Background Builder sessions on Teams, which clarified key concepts and addressed questions in real time. School-based PD focused on using ECSD Science bins to spark inquiry and hands-on learning. Classroom modelling remains available, with pre-meetings and observations to tailor lessons to teacher goals.

Assessment Practices Aligned with Curriculum

Working with the Assessment Team, teachers are learning to unpack key verbs in the curriculum (e.g., “observe,” “classify,” “communicate”) to design assessments that reflect what students are actually expected to do thus ensuring stronger alignment and clearer evidence of learning.

Expanding Resources Beyond Stepping into Science

Recognizing the need for more support, the Science Team created Launching into Science, a ready-to-use companion resource with clear learning goals, additions to address classroom diversity and hands-on inquiry based learning. This resource helps reduce reliance on online materials and improves instructional accuracy. Partnerships with the following organizations will continue this year:

- Scientist in Schools
- Global Education
- Let’s Talk Science
- Alberta Tomorrow
- Explore Learning (Gizmos)
- Compassionate Leadership
- Norquest College: STEMQuest Program (ACTUA Canada, Faculty of Academic Strategy and Integration: Indigenous House of Learning)
- Centre for Mathematics, Science and Technology Education (CMASTE)
- 4 Seasons of Indigenous Learning Through Outdoor Learning School

Partnerships with these organizations have provided real world context and current events that enrich science learning.

Inclusive Practices and UDL Strategies

Professional learning emphasized Universal Design for Learning (UDL) to support diverse learners. Teachers are encouraged to use current events, visual supports, and Augmentative and Alternative Communication (AAC)-friendly tools to make science accessible and meaningful for all students.

Streamlining Access and Cross-Curricular Connections

Updated pacing guide placemats now link curriculum crates, lessons, and materials in one easy-to-use format. Based on teacher feedback, new sections for Computer Science, Scientific Methods, and cross-curricular lesson ideas and resources were added. The ECSD Science Showcase gave students a chance to bring the Scientific Methods organizing idea to life through hands-on projects.

JUNIOR HIGH PAT OVERVIEW

Analysis

Provincial participation in the Grade 9 Science PAT has remained stable ($n = 47,379$). However, participation is now divided between students completing the assessment on paper and those writing digitally through Vretta. Within ECSD, participation numbers have been consistent with previous years, with all students continuing to complete the assessment on paper. Consequently, while ECSD's overall participation has remained steady, the proportion of students writing on paper across the Province has decreased ($n = 18,637$). It is suggested that 60.7% of students in the Province are not included in the results. As a result, comparative analysis and interpretation of results may be limited as information on Provincial Vretta results have not been shared.

The 2024–2025 Science 9 PAT results indicate that the Division performed above the provincial average in both the *Acceptable Standard* (+1.4%) and the *Standard of Excellence* (+1.9%).

The Three-Year Rolling Average shows a continued upward trend in the percentage of students achieving the *Acceptable Standard*. Achievement at the *Standard of Excellence* has remained stable, while the provincial average increased by an additional 1%. Additionally, highlighted is English as an Additional Language (EAL) scores are 4% higher than the Province at the *Acceptable Standard*, and 2.3% higher in the *Standard of Excellence*.

The 2024–2025 Knowledge and Employability (K&E) Science 9 PAT data reveal that the Division also performed above the provincial average at both the *Acceptable Standard* (+5.2%) and the *Standard of Excellence* (+0.7%).

Compared to the previous year, this represents a 12.3% increase in students achieving the *Acceptable Standard* and a 6.5% increase in those achieving the *Standard of Excellence*. However, the Three-Year Rolling Average indicates that Division results in K&E Science 9 remain 1.36% below the provincial average.

Response to Data

Overall, Junior High Science performance remains above provincial averages. Continued emphasis on student inquiry, skill development, and at-the-elbow teacher support contributes to these positive results.

To further support junior high schools, the Junior High Science Consultant is implementing the following actions:

Common Summative Assessments

Continue to develop and administer Common Summative Assessments (CSAs) across schools. Teacher working groups at the Grade 7 and 8 levels collaborate to create high-quality assessment items that promote higher-order thinking and cognitive development.

Divisional Science Showcase

The ongoing success of the Divisional Science Showcase continues to enhance scientific skills, cognitive development, and student equity. This judge-free event provides opportunities for students to demonstrate creativity and scientific understanding while fostering collaboration across the Division.

Science Academy (University of Alberta Partnership)

Four face-to-face sessions are planned for the 2025–2026 school year, focusing on environmental chemistry. The Academy supports teachers in strengthening their content knowledge, pedagogical practices, and assessment literacy. This year, a key goal is to increase junior high teacher participation, as the topic directly aligns with the current junior high science curriculum. Teachers are able to apply course work to graduate-level credits.

Computer Science Integration

Resources are being curated to ensure a smooth transition for students moving from Grade 6 Science to Grade 7 Science, in anticipation of the new secondary science curriculum. Additional work is underway to introduce computer science concepts at the junior high level to support future curriculum implementation.

UDL and Inclusive Resources

Resources continue to be developed to support all junior high learners. An example lesson demonstrates how a single activity can be adapted for grade-level expectations, K&E students, EAL learners, and students requiring accommodations. Division-wide science word walls have also been developed to support vocabulary acquisition and conceptual understanding within a UDL framework, with guidance for effective classroom integration.

Professional Learning on Neurodiversity

School-wide professional learning has been leveraged to increase teacher understanding of neurodiversity, including autism and twice exceptionality (2E), and to support effective curriculum planning for these learners. This work has led to both individual and PLC planning that emphasizes UDL-based classroom practices.

SOCIAL STUDIES

ELEMENTARY PAT OVERVIEW

Analysis

Upon reviewing the 2024–2025 Grade 6 Social Studies Provincial Achievement Test results, it has been noted that ECSD students performed above the provincial average in both *Acceptable Standard* and *Standard of Excellence* achievement categories. Specifically, 73.6 % of our students met the *Acceptable Standard*, compared to the provincial average of 64.1%, and 21.2% achieved the *Standard of Excellence*, also outpacing the provincial rate of 19.1%.

Response to Data

Our goal moving forward is to increase the number of students achieving at the *Standard of Excellence* and reduce the number of students performing below the *Acceptable Standard*. We will achieve this by continuing to implement high-impact instructional practices, targeted supports, and collaborative professional learning focused on deepening student understanding and engagement in Social Studies.

- We are addressing our PAT scores through a comprehensive focus on improving foundational skills that directly impact student performance. A key focus of this work is the intentional integration of reading, writing, and critical thinking within Social Studies instruction. By embedding these competencies across learning experiences, we promote cross-curricular connections and build the transferable skills students need to interpret, reason, and communicate effectively.
 - » **Reading:** We are modeling high-impact reading strategies such as monitor and clarify to help students make meaning from complex sources and monitor their comprehension as they read.
 - » **Writing:** We are emphasizing text forms and structures from the ELAL curriculum that support both written expression and source analysis, giving students the tools to organize, explain, and justify their thinking clearly.
 - » **Critical Thinking:** We are using visible thinking routines such as Connect, Extend, Challenge to help students make connections between ideas, deepen their understanding, and apply knowledge to new contexts.
- As we prepare for the implementation of the new Social Studies curriculum for Grades 4–6 in the 2026–2027 school year, we will continue to build comprehensive lesson plans (Curriculum Crates) that support best pedagogical practices, emphasize the skills embedded within the curriculum, and infuse core competencies such as reading, writing, and critical thinking to strengthen cross-curricular connections and overall student achievement.
- With the introduction of the new Social Studies curriculum, we will continue to provide targeted support and collaborative professional learning for teachers through
 - » Teacher Working Groups offer rich opportunities for collaboration and professional learning.
 - » School Team sessions will focus on specific learning outcomes in real time, while modeling effective classroom practices that align with best pedagogy.
 - » Continued support of teacher co-planning
 - » Grade 6 PAT professional learning opportunity in March.

JUNIOR HIGH PAT OVERVIEW

Analysis

The 2025 Social Studies 9 PAT data reveals that the Division achieved above the provincial average for *Acceptable Standard* (+3.6%) and *Standard of Excellence* (+0.9%). Additionally, the Division scored above the Province in Total Test Score (+1.7%), Knowledge and Understanding (+2.1%), and Skills and Processes (+1.9%). The Three-Year Rolling Average reveals that there has been a continual trend of improvement of the Total Test score (+5.8%) and in the Skills and Processes questions (+6.1%).

The 2025 K&E Social Studies 9 PAT data reveals that the Division achieved above the provincial average for *Acceptable*

Standard (2.6%) and below the *Standard of Excellence* (-1.8%). Additionally, the Division scored above the Province in Total Test Score (+1.4%), Knowledge and Understanding (+1.0%), and equal to the Province in Skills and Processes questions. Compared to last year, the Division has improved by 13.7% in students achieving the *Acceptable Standard*.

Response to Data

Improving Students' Ability to Analyze Sources of Information

Through Division Focused Professional Development (DFPD) and Social Studies working groups, teachers will be introduced to inquiry as an approach to analyzing sources. As we prepare for new curriculum implementation, teachers will gain familiarity with inquiry approaches so that they have tools and strategies to use in their classrooms as they transition from legacy to new curriculum. This will ensure that students have numerous learning experiences where they are engaged with primary and secondary sources, leading to source analysis skill development throughout the year.

Supporting Student Growth and Development in Essential Skills

The ongoing focus will be on providing teachers with professional development and resources to foster ongoing growth in essential skills. The Humanities Essential Academic Terms and Skills (HEATS) is a professional development initiative that will continue to be offered to junior high teachers. It strives to share best practices and tools such as graphic organizers, Visible Thinking Routines, and classroom supports that support students in grasping the core of these skills. In turn, this will promote deeper internalization for our learners and empower them to approach skill-based exam questions confidently.

Universal Design for Learning: Meeting the Needs of Diverse Learners

Through professional learning, collaborative PLC work, and ongoing teacher coaching, we continue to enhance educators' application of the Universal Design for Learning (UDL) framework. This work supports the creation of inclusive classrooms in which instruction is intentionally designed to meet the diverse needs of all learners. By embedding UDL principles into planning and assessment, teachers are better equipped to address the linguistic and academic needs of English Language Learners, provide meaningful accommodations for Knowledge and Employability students, and ensure that every student can access and engage meaningfully with the curriculum.

Teacher Supports

Support will be provided to teachers to further develop students' critical thinking and source analysis skills. This includes the creation and distribution of resources such as common templates and routines for analyzing sources, grade-specific exemplars of various source types, and professional learning opportunities designed to build teacher confidence in teaching key elements of source-based analysis. Throughout the year, consultant visits to Grade 9 classrooms will also be available to help students prepare for the unique structure and expectations of PAT-style questions.

K&E Teacher Supports

The focus will be on ensuring that Knowledge and Employability (K&E) teachers understand the correlation between Social Studies 9 and K&E Social Studies 9 learner outcomes, with support provided to scaffold instruction and assessment within inclusive classrooms. Professional development opportunities centered on Humanities Essential Academic Terms & Skills (HEATS) will share best practices and tools—such as graphic organizers, Visible Thinking Routines, and other classroom supports—to help students grasp essential skills more deeply. This approach will promote stronger internalization of key concepts and empower learners to approach skill-based exam questions with confidence. Additionally, collaborative work with teachers will include modeling lessons that are accessible to K&E students, demonstrating strategies for simplifying language and effectively using scaffolding techniques to enhance understanding and engagement.

FRENCH IMMERSION

ELEMENTARY AND JUNIOR HIGH PAT OVERVIEW

Analysis

Students at all ten French Immersion elementary sites wrote the PATs in English Language Arts and Literature (ELAL), Mathematics and Social Studies (legacy curriculum). Students achieved above the *Acceptable Standard* in ELAL and Social Studies. French immersion students achieved slightly below the *Acceptable Standard* in Mathematics. Teachers at the Grade 6 level participated in the optional French Immersion Language Arts and Literature (FILAL) 6 field testing for reading and writing. Results are not available for field tests; however, teachers provided feedback directly to the government regarding the writing prompts, texts, and questions used.

Students demonstrated strong performance in French Language Arts (FLA) 9. Overall, 88.7% of students achieved the *Acceptable Standard*, and 16.9% achieved the *Standard of Excellence*, both results exceeding the provincial averages. In the *reading* component, students performed exceptionally well, scoring more than ten percentage points above the provincial *Acceptable Standard*, with 24.4% meeting the *Standard of Excellence*. In the *writing* component, 89.2% of students achieved the *Acceptable Standard*, maintaining results above the provincial average.

Response to Data

- Consultants will co-plan with school administrators to offer site-based data analysis as well as further at the elbow support to individual teachers in K–6. Through this process, teachers will be able to intentionally adjust their planning to meet the needs of their students. Tier 1 and Tier 2 supports will be modelled and reinforced in further planning using Division approved resources.
- Grade 6 teachers will participate in the field testing of the new FILAL PAT (April and May 2026) and other content areas in French.
- Elementary Consultants will participate in government working groups to validate standardized writing rubrics in line with the FILAL curriculum, identify new student writing exemplars and will continue to create new reading comprehension questions.
- Elementary Consultants will also offer a community of practice with a focus on collaboratively designing cohesive unit plans focused on listening tasks across the school year, while modeling, co-constructing, and applying common assessments, rubrics, and student exemplars to build confidence, consistency, and equity in assessing oral language in alignment with the FILAL curriculum.
- At the secondary level, at the elbow support to individual teachers will be provided, focusing on teachers new to teaching FLA.
- Grade 9 French immersion students scored above the provincial *Acceptable Standard*, as well as the *Standard of Excellence* in all other content areas taught in French.
- Continued work in content areas will focus on the new draft curriculum, specifically in Mathématiques and Études sociales.

ENGLISH AS AN ADDITIONAL LANGUAGE

ELEMENTARY AND JUNIOR HIGH PAT OVERVIEW

Analysis

At the elementary level, English as an Additional Language (EAL) learners wrote the PATs in English Language Arts and Literature (ELAL), Mathematics and Social Studies (legacy curriculum). Students achieved above the provincial average in *Acceptable Standard* in ELAL and Mathematics. EAL learners achieved above the provincial average in *Standard of Excellence* in ELAL and Social Studies.

At the junior high level, EAL learners wrote the PATs in ELAL, Mathematics, Science, and Social Studies. Students achieved above the provincial average in *Acceptable Standard* in ELAL, Mathematics, and Science. EAL learners achieved above the provincial average in *Standard of Excellence* in ELAL and Science. This year, we had an increase in the number of EAL learners writing the PATs. The results showed a significant improvement from the previous year, in which we were below the provincial average in all subject areas.

Response to Data

- Each school has an EAL Designate who supports the student profiles at their site, attends four callback sessions per year, and is provided with professional development, resources, and tools to help them effectively carry out their role.
- EAL Consultants continue to focus on promoting oral language as the foundation of academic language.
- Using Benchmarks 2.0 data as a pedagogical tool, EAL Consultants continue to guide instruction and student support.
- Professional learning and School Team sessions at the elementary level focus on supporting EAL learners in core subjects through collaboration with subject area consultants to strengthen academic language acquisition.
- To ensure access to curriculum for language learners, we are continuing to develop supporting documents and resources in core subject areas.
- At the secondary level, a document of Structured Language Supports for Skills and Procedures was made to provide access to curriculum for students at any stage of language learning.
- EAL Consultants will support Division Focused Professional Development (DFPD) in the core subject areas.
- At the junior high level, we will be supporting Curriculum Consultants in the roll out of the new curriculum.
- Currently, there are 28 English Language Learner Educators (ELLEs) placed in K–12 schools that leverage the development of language and content simultaneously. They emphasize the importance of integrating both language and content objectives in teacher planning as well as providing cross-curricular opportunities for EAL learners to engage with academic language.