



# **GRADE 7-12**

# **PARENT**

# **GUIDE TO**

# **ASSESSMENT**

# **& REPORTING**



## **UNDERSTANDING**

## **ASSESSMENT &**

## **REPORTING**

In the past, assessment had been used solely for the purpose of calculating overall final grades. Twenty years of education research has resulted in the knowledge that it can be used to improve student learning as well. Parents play an important role in their child's education; when parents, students and educators work together, students are successful!



# WHAT IS ASSESSMENT?

Assessment is the process of gathering information about what a student knows, understands, and can do, in relation to the learning outcomes. In Edmonton Catholic Schools, all assessments are criterion-referenced, meaning student performances are not compared to one another, as is seen in post-secondary institutions who grade “on the curve”. Rather, student performances are compared to the learning objectives as set by the Ministry of Education in the **Programs of Study (Alberta curriculum)**.

# TYPES OF ASSESSMENT

There are three types of assessment, each with different purposes:

## Assessment **FOR** Learning

- provides useful feedback on what, how much, and how well students are learning
- context-specific: it responds to the particular needs and characteristics of the teachers, students and disciplines to which they are applied
- is ongoing, and not based solely on discreet assessment “events”

## Assessment **AS** Learning

- actively involves student reflection on learning, monitoring of his/her own progress, accompanied by teacher guidance
- supports students in critically analyzing performance in relation to learning objectives
- supports students in answering three crucial learning questions: What am I learning? Where am I in my learning? What's next for my learning?

## Assessment **OF** Learning

- judges student learning and understanding for the purposes of grading and reporting
- used to determine the degree to which learning objectives are attained



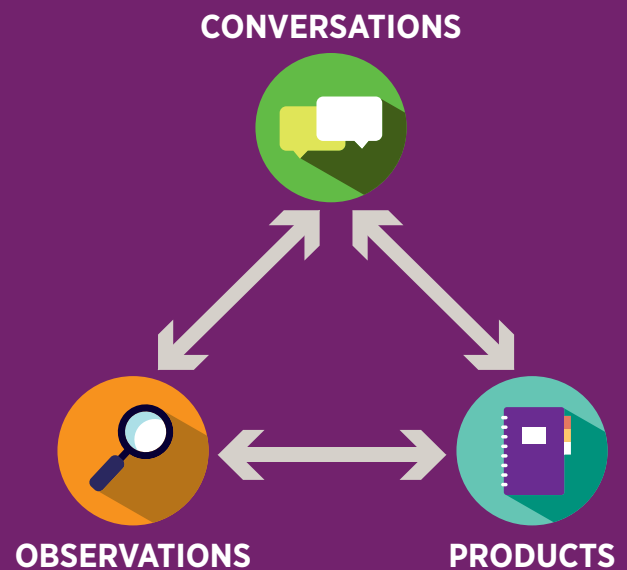
**Formative:** used throughout the learning process to monitor student learning and provide ongoing feedback to both students and teachers for the purpose of improving learning



**Summative:** used to evaluate student learning at the end of an instructional/learning cycle

# MULTIPLE MODES OF ASSESSMENT

For many teachers and parents, assessment is synonymous with evidence of learning apparent in a *product*, such as an essay or written exam. We can gather a more well-rounded collection of evidence of learning by *observing* students while they demonstrate skills, or engaging them in *conversation* to reveal their understanding. The teacher can then capture what they see and hear, in addition to product-based evidence of learning, to provide a balanced and more accurate picture of a student's level of proficiency in demonstrating knowledge, conceptual understanding, and skill.



## OBSERVATIONS

- lab skills
- debate
- physical education skills
- art techniques
- classroom dialogue:  
partner work, small group,  
whole class discussion



## CONVERSATIONS

- student teacher  
conferences
- classroom dialogue
- debate
- oral reflection



## PRODUCTS

- written work
- creating models
- posters
- quizzes/tests/exams



# WHAT IS REPORTING?

Reporting is the process used to communicate relevant information about a student's progress, knowledge that is gained from assessing and evaluating student learning.



# ONGOING REPORTING

In Edmonton Catholic Schools, we report to parents and students on an ongoing basis. Gone are the days when parents and students would have to wait for a report card to come out just three times a year. We use a gradebook program that integrates with PowerSchool, called PowerTeacher Pro, into which teachers input assessment information *as it happens*. Parents and students are encouraged to check **PowerSchool "Grades and Attendance"** regularly to keep up-to-date on student progress.

If your child is on an individualized program plan, please check the IPP for updates regarding student progress.



## GRADES 7 – 9

Grades in Junior High are expressed as both numeric and **Levels of Achievement**. In the academic core courses (Language Arts, Math, Science and Social Studies) and Religion, students will receive numeric scores, levels of achievement on outcomes, and an overall final percentage grade. Percentage grades are determined using a formula created by the teacher, found in the course outline. Please contact the school for more details. In all other courses, students will receive levels of achievement on outcomes and an overall final level of achievement.

In Grades 7 – 9, all assignments are associated with learning outcomes, and these outcomes will receive a level of achievement. Teachers use the *most recent* level of achievement data to determine an overall final level of achievement which will appear on the January and June Report Cards. To view grades from all outcomes, visit the *Grades and Attendance* page in the PowerSchool Parent Portal.

*\*Note: in lieu of levels of achievement or scores, teachers may provide descriptive, written feedback for the purpose of improving learning.*



## GRADES 10 – 12

Grades in High School are expressed numerically. In all courses students will receive numeric scores on assignments and an overall final percentage grade. Percentage grades are determined using a formula created by the teacher, found in the course outline. Please contact the school for more details.

# FINAL GRADES AND REPORT CARDS



**Junior High (Grades 7 – 9)** students receive a final report card at the end of the year, in which both an overall final grade (either a percentage or a level of achievement) *and* levels of achievement for learning objectives will appear. Final grades for the current school year are available on the PowerSchool Parent Portal *Grades and Attendance* page upon completion of each course.



**High School (Grades 10 – 12)** students receive a final report card at the end of the year, in which overall final percentage grades will be listed, often accompanied by a recommendation for next steps for students moving to the next grade. Final grades for the current school year are available on the PowerSchool Parent Portal *Grades and Attendance* page upon completion of each course. Students may order official transcripts from **MyPass** from the Alberta Government.

# UNDERSTANDING THE CODES IN GRADES AND ATTENDANCE

## LEVELS OF ACHIEVEMENT (LOA) FOR GRADES 1 – 9

Levels of Achievement are the scores teachers use to indicate a student's level of performance, in relation to the learning objectives from the Programs of Study.



**In grades 7 – 9, numeric scores/grades *and* Levels of Achievement are used:**

- LoAs are used on outcomes for all subjects, and as overall grades in Health, Physical Education, and options.
- Numeric scores are used on assignments and as final grades in the core subjects and Religion.

**LEVEL OF  
ACHIEVEMENT  
(GR 1 – 9)**

**CRITERIA  
THE STUDENT...**

**STANDARD OF  
EXCELLENCE  
(SE)**

- Demonstrates an **in-depth** and/or **insightful** understanding of the learning outcomes from the program of studies
- Applies concepts in learning situations **deliberately** and/or **independently**; the student **reliably** transfers understanding to new contexts
- Demonstrates **precision** and/or **creativity** in applying skills and strategies between concepts to approach new learning situations

**PROFICIENT  
STANDARD (PF)**

- Demonstrates a **comprehensive** and/or **thoughtful** understanding of the learning outcomes from the program of studies
- Applies concepts in learning situations **intentionally** and/or **logically** and can **routinely** transfer understanding to new contexts
- Demonstrates **flexibility** and/or **purpose** in applying skills and strategies to approach new learning situations

**ACCEPTABLE  
STANDARD (AS)**

- Demonstrates a **rudimentary** and/or **satisfactory** understanding of the learning outcomes from the program of studies
- Applies concepts in learning situations with **scaffolded guidance and support**; the student is **inconsistent** in transferring understanding to new contexts
- Demonstrates **functional** and/or **straightforward** skills and strategies to approach new learning situations; application of skills and strategies may be **inconsistent** and/or **predictable**

**BEGINNING  
STANDARD (BE)**

- Demonstrates a **simplistic** and/or **minimal** understanding of the learning outcomes from the program of studies
- Applies concepts in learning situations with **repeated guidance and support**; the student is **not yet able to transfer understanding** to new contexts
- **Lacks skills and strategies** to approach new learning situations; demonstrates **uncertainty** and/or **difficulty** in acquiring skills and strategies

# FLAGS AND SPECIAL CODES

Flags and Special Codes provide more details about an assessment.

The following table provides brief explanations of the flags and special codes you may see when you check your child’s Grades and Attendance in the PowerSchool parent portal.

| FLAG/CODE                                                                         | EXPLANATION                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | The student has completed the assessment and the teacher has collected it.                                                                                                                                                                                           |
|  | The assessment has been turned in/attempted/observed and is not complete.                                                                                                                                                                                            |
|  | The student has not turned in or performed for an assessment.                                                                                                                                                                                                        |
|  | This assessment was not completed due to the student being absent.                                                                                                                                                                                                   |
|  | This assessment is late.                                                                                                                                                                                                                                             |
|  | The student is exempt from completing this assessment.                                                                                                                                                                                                               |
| ADP                                                                               | The student receives adapted programming and is not assessed with a level of achievement on this learning outcome. It is used from Kindergarten to Grade 9. Please visit our <b><u>Inclusive Education</u></b> page for more information.                            |
| EAL                                                                               | The student is an <b>English as an Additional Language Learner</b> , and therefore may be assessed differently, according to their language acquisition needs. It is used in Kindergarten to Grade 9.                                                                |
| IEA                                                                               | There is insufficient evidence of learning to assess. This is used only at the end of a learning cycle, not on individual assignments. It will accompanied by communication with the parent regarding the context of its use. It is used in Kindergarten to Grade 9. |
| NHI                                                                               | “Not Handed In” is equivalent to a numeric score of zero. It is used exclusively in junior high and high school, on assignments only, and not as a final grade.                                                                                                      |



# STANDARDIZED TESTING

Alberta Education requires students to write standardized tests for academic core classes in Grades 6, 9, and 12. Please visit the following sites for more information:

Provincial Achievement Tests (Grades 6 and 9) | [Alberta.ca](https://www.alberta.ca)  
[Diploma Exams \(Grade 12\)](#)



# ADDITIONAL PROGRAMS

For more information about assessment and evaluation in special programs, please click on the links below.

[International Baccalaureate Programme \(PYP, MYP, IB\)](#)

[Advanced Placement \(AP\)](#)





# SUPPORTING YOUR CHILD'S LEARNING

## ALBERTA EDUCATION RESOURCES

[My Child's Learning: A Parent Resource](#)

[Alberta High School Diploma Graduation Requirements](#)

[Certificate of High School Achievement Requirements](#)

## ECSD RESOURCES

[ECSD's Plan for Continuous Growth](#)

[Board of Trustees](#)

[Administrative Procedures for Assessment](#)

[Administrative Procedures for Reporting](#)

[Administrative Procedures for Inclusive Education](#)

## POWERSCHOOL HELP

[Visit the PowerSchool Parent Portal](#)

[How to Use the Parent Portal](#)

[How to track your child's learning \[video\]](#)

[How to access your child's report card \[video\]](#)



## FURTHER READING

The Case Against Percentage Grades - Guskey, T.R. (2013). The Case Against Percentage Grades. Educational Leadership, 75(5), 68-72.

