



K - 6

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

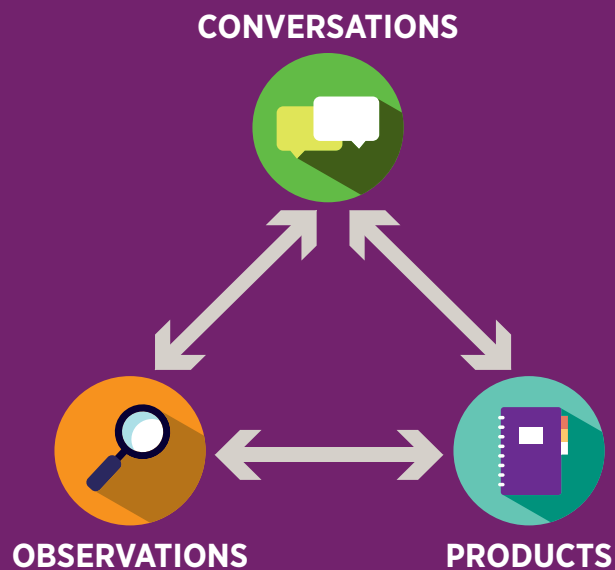
- judges student learning and understanding for the purposes of grading and reporting
- used to determine the degree to which learning objectives are attained

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.



All schools in ECSD provide ongoing assessment as a variety of classroom assessments guide teachers with what they need to do next. Formal reporting to parents occurs at the Demonstration of Learning in later Fall, and in the Spring as well as a formal snapshot of learning in January and an end of year report card at the end of June. In between these events, teachers may send work and projects home, send messages in agendas, and coach students with how to talk about their learning, connect with parents, review the IPP, and in some schools you may be able to view the teachers gradebook in PowerTeacher Pro. Your child's school will share with you how assessment will be communicated during the course of the year and you can connect with your child's teacher as you need!

If your child is on an Individualized Program Plan, please check the IPP for updates regarding student progress.



FINAL GRADES AND REPORT CARDS

Elementary (Kindergarten to Grade 6) students receive a final report card at the end of the year. The Levels of Achievement on the report card *are* the final grades for these students. Edmonton Catholic Schools does not assign overall averages to our young students', rather, we provide information about their level of understanding in relation to the learning objectives.

**LEVEL OF
ACHIEVEMENT
(GR 1 – 12)**

**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



LEVELS OF ACHIEVEMENT (LOA) FOR KINDERGARTEN

KINDERGARTEN

In January and June your child will be assigned Levels of Achievement for the learning outcomes related to the Alberta Kindergarten Program of Studies. You will notice that the levels of achievement used in kindergarten differ from those used in 1 through 12. For our youngest learners, it takes time to develop mastery of foundational skills. As such, we expect that there may be times when your child is still working on developing these important concepts.

LEVEL OF ACHIEVEMENT

DESCRIPTION CRITERIA

K

The child...

- **meets** the Kindergarten standards
- demonstrates **solid understanding** of the learning outcomes from the program of studies
- **applies** concepts in **most** learning situations
- **uses most** required skills and strategies effectively

N







The child...

- **needs additional time and practice** to meet the Kindergarten standards
- demonstrates **some understanding** of the learning outcomes from the program of studies
- **applies** concepts in **some** learning situations
- uses **some** required skills and strategies effectively

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 <u>Inclusive Education</u> page for more information.
EAL	The student is an English as an Additional Language Learner , 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. In elementary we also conduct reading and mathematical testing. Please be sure to talk about these with your teacher at demo of learning. Please visit the following sites for more information:

Provincial Achievement Tests (Grade 6) | [Alberta.ca](https://www.alberta.ca)



ADDITIONAL PROGRAMS

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

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



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 \[video\]*](#)

For select elementary programs

[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.

