Gibbons School Assessment Plan 2024 / 2025

At Sturgeon Public Schools, we dare to reimagine learning through dynamic programming, dedicated teachers, and innovative technologies that keep our schools on the leading edge of education in Alberta.

One of the ways we help all students be successful is by assessing and evaluating what students learn. This guide will help you understand:
- What assessment is, different types and uses;
- responsibilities of staff, students and parents/guardians;
- how your child is assessed; and
- how your child's progress and learning is communicated;

What is Assessment

What is Assessment?
In this guide, the terms assessment and evaluation are used to describe what students have learned and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Assessment means gathering information about what your child knows, understands, and can demonstrate based on the Alberta curriculum or a student's Individualized Program Plan (IPP).

Purpose of Assessment
Assessment refers to the process of collecting, interpreting, and communicating information about a student's progress in relation to the learning outcomes.

Formative Assessment
Formative assessment, or assessment for learning, is an ongoing exchange of information between students and teachers to:
- inform students, about their progress towards achieving the intended learning outcome(s),
- identify the gains and difficulties students are experiencing in what they are being asked to learn or perform,
- provide specific, descriptive and meaningful feedback that encourages growth, and
- inform teachers of student progress, allowing timely adjustments to instruction where necessary.

Summative Assessment

Summative assessment, or assessment of learning, refers to assessment that takes place after an instructional segment such as a group of integrated lessons, unit, reporting period or grade to:

- describe the degree to which each student can demonstrate the achievement of learning outcomes as set out in the programs of study,
- provide accurate information of each student's strengths and areas of need to inform teachers evaluations and communication to students and parents/guardians, and
- evaluate the effectiveness of the instruction used during the instructional segment to inform future teaching practice.

Achievement of Academic Outcomes

Teachers ensure that a variety of assessment techniques are used to measure student growth and achievement. Teachers use a combination of observations, conversations and products to inform student achievement. A student's final standing in any course is based on a number of indicators of achievement throughout the term.

Outcome Based Reporting

Outcomes based reporting is a method of assessing and reporting student learning based on learning goals or outcomes. Students, families and teachers have clarity around learning goals and student progress towards learning goals is clear. Outcomes based reporting provides explanations of how well students demonstrate key learning outcomes (on the report card) and essential skills and procedures (through PowerTeacherPro).

Instead of a grade on an assignment, students receive a grade on the learning outcome(s) or essential skill(s) and procedure(s) they are learning. Best practice around outcomes based reporting includes listing learning outcomes in simple, clear language that makes sense to students and their families.

Social Skills and Development/Growth as a Learner Outcomes (Grades 1-6)

Evaluation of student growth as a learner and development of personal and social skills is reported separate from academic achievement of learner outcomes.

Work Ethic (Grades 7-12)

Evaluation of student work ethic is reported separate from academic and achievement of learner outcomes.

Grade Scales

Division Grade Scales Linked Here

> We are currently using assignment based reporting. Assessments can be found on PowerSchool throughout the year. Teachers attach curriculum strands to learning outcomes.

Shared Responsibility

We all have a role to play to ensure student success.

Parent/guardians can support learning by:
- working in partnership with school staff;
- staying informed and keeping in touch with school staff. This includes reading newsletters, interacting with PowerSchool Parent Portal etc.; and
- attending parent-teacher conferences.

Teachers will support student learning by:
- providing suitable programming for each student;
- providing many opportunities and different ways for students to show what they know;
- providing multiple opportunities for students to submit missing work, while maintaining ongoing communication with parents/guardians;
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e. course outline);
- keeping detailed, accurate notes describing student successes and challenges;
- Communicating regularly about student progress and achievement; and
- providing opportunities for parents to be involved in the learning process.

Students have a responsibility for their own learning and are expected to:
- come to school regularly and punctually;
- actively engage in learning activities, projects, and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate their learning; and
- take advantage of opportunities to demonstrate growth in their knowledge and skills.

Communicating Assessment

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods or Terms, End of Year Report Card (sent late June)

The fall reporting period closes in November and the second reporting period is at the end of March. The final reporting period is at the end of June.
Term 1: December 6th, 2024
Term 2 : April 1st, 2025
Term 3: June 27th

Parent Teacher Conferences

 Parent/teacher interviews are held two times per year in November and March. Prior to parent/teacher interviews parents can book their interview online at https://www.schoolinterviews.ca. Information on how to book your interview will be distributed prior to interview bookings. Please watch for this important information. Student progress is updated regularly and can be checked through the Parent Portal in PowerSchool. Should concerns regarding student progress arise during the school year parents are encouraged to contact their child's teacher directly or the school at any time.

## SPS Approved Report Card Codes

Code	Explanation
NG	No Grade communicates achievement for all students where there is not enough information to assess a student on their achievement. Final grade is 49% and exempt from the student average. "No Grade" is also used to communicate achievement for students accessing modified programming in their age typical classroom.
INC	The course has been attempted and is not complete. Final grade is 49% and exempt from the student average.

SPS Approved Assessment Codes for Learning Outcomes / Assignments

Code	Explanation
Collected	The student has completed the assessment. No mark is calculated.
Incomplete	The assessment has been turned in/attempted/observed and is not complete. No mark is calculated.
Missing	The student has not turned in, or performed, an assessment. No mark is calculated.

Absent	The student was absent during the assessment. Teacher is responsible for communicating the procedure for determining and submitting work during an absence. No mark is calculated.
Late	The assessment is late. No mark is calculated.
	The teacher has determined, using professional judgment, that a student is exempt from completing an assessment. No mark is calculated.
NG	The teacher does not have enough information to assess a student on their achievement of the learning outcome/assignment.. No mark is calculated. No Grade is also used to communicate achievement for students accessing modified programming in their age typical classroom.
NHI	The teacher has not received an assessment from a student. A mark of 0 is used as a placeholder until the assessment is submitted. Multiple opportunities must be provided to the student to submit an assignment and ongoing communication must occur with students, and parents/guardians. Used in Junior High and High School only.

Benchmark and Screening Assessments

Division or provincial benchmark or screening assessment tools help teachers better understand the current skills or understanding students have. They allow teachers to program more accurately or build review and support materials for student growth and success. They are not considered as evidence for grading.

Grade	Literacy	Grade	Numeracy
1-2	**Letter Name-Sound (LeNS)** Helps understand foundational phonics skills.	1-4	**Alberta Education Numeracy Screener** Helps identify general number sense development and can be used to address early gaps in number knowledge.
2-4	**Castles and Coltheart (CC3)** Helps identify single word reading, phonological decoding and whole word recognition.		
1-4+	**Fountas and Pinnell (F&P)** Helps understand reading behaviours such as rate, prosody, decoding fluency and comprehension.	7-9	**Math Intervention / Programming Instrument (MIPI)** Helps evaluate a student's understanding of the Alberta mathematics curriculum taught at the previous grade level.

5+	Reading Comprehension Assessment Tool (RCAT) Helps identify areas of strength and need with regard to specific skill categories of reading comprehension (Identify and Interpret Ideas, Interpret Text Organization, Associate Meaning, Make Connections, and Evaluate).		

Classroom Assessment

Missing or incomplete work

Teachers communicate with students and parents/guardians promptly and regularly about missing or incomplete student work.

Teachers will assign clear deadlines and expectations for assignments and other learning activities related to their courses. Students will be responsible for these deadlines and will organize their time appropriately for the completion of these tasks. Should a student not hand in an assignment they will have their mark recorded as an NHI (Not Handed In). This mark will be calculated as a "0' in their final grade until such time as they meet with the teacher to discuss any process necessary for handing in their late assignment. Should a student not write a test, the same process will be followed until such time as they do write the test. Throughout this process, the teacher will use all means at their disposal to encourage the student to complete the assignment or write the test.   They may for example:

- post the NHI on the parent portal
- encourage the student to complete the assignment or test
- provide extra time/extra help if required
- call home/email home
- meet with parents
- call in the school counselor
- call in school administration
- teacher may choose to exempt the student from the task

Course Outlines

All course outlines are uploaded to PowerSchool.

Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child meaningful practice.

Course Summative Assessment (Gr. 6-12)

Course summative assessment will not exceed the following weighting: Grade Six 5%, Junior High 10 % and Senior High 30%.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (claiming someone else's work as your own), copying another's work, stealing tests or assignments, and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. If your child is suspected of plagiarism or cheating, their teacher will meet with them and take the following action:

> Evidence of plagiarism or cheating on an exam or assignment may result in a mark of zero on the entire exam or assignment. Teachers have the discretion to provide an alternative assignment. Any student assisting another to cheat may also receive the same penalty. Additionally this includes AI generated work.

Final Exam or Final Course Grade Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If the situation is unable to be resolved with the teacher, the appeal can be brought forward to the principal. The principal's decision is considered final as per the **Education Act.**

> To ensure that student evaluation procedures have been fair and just, a student or parent/guardian shall have the right to appeal his/her standings awarded in any subject. The right to appeal may be exercised in the following manner:
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> 1. **Appeal of an assignment mark must be made to the teacher no later than 2 days after the assignment has been returned.** Teacher response will be made within 5 working days of receiving the student appeal. In the event that no agreement is reached between the student and the teacher, the student may then submit in writing to the principal an appeal of the assignment mark along with the reasons for making the appeal. The principal will acknowledge receipt of the appeal and indicate the expected date of the decision.

2. Appeals may also be made after a regular reporting period. The correct procedure is the same as in (a) above.

3. **Appeals on final marks must be made to the principal no later than 5 days following the receipt of the marks.** The appeal must be in writing providing the reasons for the appeal. The principal shall advise the student within 5 days of receipt of the appeal of the decision regarding the appeal.

4. Should the student not be satisfied with the outcome of the school level appeals, he/she may request a hearing from an appeal committee appointed through the office of the Superintendent of Schools. The Superintendent must receive the appeal request within 5 days of the school ruling. The Superintendent or his designate, shall advise the student in writing, within 10 days of receiving the appeal.

Individualized Program Plans (IPPs) and Learning Plans (LPs)

IPP's are designed for students who need specialized services and supports. The IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

Students working with IPPs receive one of the following comments on their report cards:

1) If your student receives a course grade, "this grade is a reflection of the student's current level of achievement with accommodations or modifications as outlined in students IPP or LP".

or

2) If your student receives a course code of NG, "No final grade is calculated, as the student's current level of achievement is based on modifications. A more accurate representation of their progress is described in their assignment work and outlined in student's IPP or LP".

Learning Plans are designed for students who access accommodations. The LP is a working document that is developed as needed and is a record of the accommodations provided to ensure your child's success. The LP is reviewed at least three times a year.

Provincial Assessments

Provincial Achievement Tests (PATs)

Provincial Achievement Tests are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location. The PAT Schedule is determined by Alberta Education and is shared by schools when available.

PATs help:
- determine if students are learning what they are expected to learn,
- report to Albertans how well students have achieved provincial standards at given points in their schooling,
- assist schools, authorities and the province in monitoring and improving student learning.