



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Crestwood STEM School

Grades: ELP – Grade 6

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Principal: Mrs. Richelle Thomas
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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 should know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do if there are barriers, struggles or challenges. 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 their learning and levels of achievement throughout the year, through communication features on Edsby such as Gradebook or Learning Story. In addition to the regular, ongoing communication report cards are accessible in Edsby at the end of each reporting period.

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.
- Making sure your child attends school regularly and 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 at.
- Attending school events and parent-student-teacher interviews/conferences.
- Asking your child question about their learning and helping them recognize the actions they are taking towards improvement and learning.

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.
- Planning with students who may have missed important assessments and activities.
- Communicating expectations and how student work will be graded/marked in student friendly language.
- 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 and/or course.
- Using Universal Screening Tools for literacy and numeracy to plan for instruction and learning for Grade 1 – 10 students.

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 and/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 develop their knowledge. 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 are assessed 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 a mark on 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. . At Crestwood School, if a pattern of missing or incomplete student work arises, teachers will connect with parents/guardians through an e-mail/Edsby communication and/or a phone calls. A programming planning meeting may be arranged with the teacher and/or school-based team to collaborate and develop strategies for completed work and improved learning. Often, missing or incomplete work is an outcome of other concerns and together we can identify the challenges your child may be facing.

It is important that students who are absent from school complete missing assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. When students miss a significant amount of time due to vacation, they are missing valuable learning that often cannot be replicated in other formats. For example, classroom discussion, problem-solving, and collaborative opportunities with their peers, and other unique learning opportunities are missed. When students are away for a significant amount of time due to illness, teachers will provide assignments through Google Classroom. If your child is absent due to vacation, we request families contact their child's teacher to identify the key concepts that will be taught while they are away. We appreciate parents'/guardians' support with their child's learning of missed outcomes.

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
	August 29, 2024	Welcome Email & Meet the Teacher Event (5:30-6:30)
	September 3-6 2024	ELP Family Meetings
	October 9 & 10, 2024	Parent/Student/Teacher Conferences for Grade 1-6 - Review Assessment Strengths and Challenges - Goal creation for ISP
	October 17, 2024	Exhibition of Learning #1
	November 28, 2024	Exhibition of Learning #2
	December 4 & 5 2024	Kindergarten Family Meetings Kindergarten teachers will review the Early Year Evaluation report
Term 1	September 3- December 2, 2024	Report Cards released on December 6 2024 in Edsby
	January 23, 2025	Exhibition of Learning #3
	February 5 & 6, 2024	Student/Parent/Teacher Conferences Grade 1-6 - Reflect on achievement strengths and growth and set goals for continued improvement - Artifacts of achievement will be used to guide the conferences. - ISP will be reviewed with parents/guardians during these conferences for term 2
	March 13, 2025	Exhibition of Learning #4
Term 2	December 3 2024 – March 24 2025	Report Cards released on March 28, 2025 in Edsby
	April 2 & ,3 2025	Kindergarten Portfolio Family Meetings
	May 1, 2025	Exhibition of Learning #5
	June 13, 2025	Exhibition of Learning #6
Term 3	March 25 – June 25 2025	Final Report Card released by June 26, 2024 in Edsby

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. Edsby is an online tool that is used Division wide to support this communication. To support this, our teachers commit to communicating with families through phone calls and the Edsby Platform. At the beginning of the year, information will be sent out regarding the Edsby app that will be used at Crestwood School and in our classrooms. We encourage families to frequently check Edsby communications and to follow up with any questions you may.

Google Classroom is another valuable method of communicating and collaborating with our families. As students' progress into higher grade levels, Google Classroom is used more extensively in our programming. Throughout the school year, learning and instructional resources, assignments, and projects may be posted in Google Classroom. We look forward to working with families to enhance and support student learning. Please contact the school or your child's teacher with questions you might have.

To share evidence of learning and growth with families over time, our teachers will be using Inquiry and Field Studies journals at all grade levels. These journals will capture a progression of learning connected to Alberta Learning outcomes in Language Arts, Mathematics, Social Studies, and Science and will be used as a tool to guide conversations with parents regarding their child's learning. In addition, teachers may post learning through the learning stories feature on the Edsby application. These posts will be connected to curricular outcomes and include a level of performance as assessed by the teacher. All teachers will establish a system to collect and track evidence of learning which is connected to curricular outcomes and including criteria for the proficiency scale. The intent of these tools are to support conversations about learning and growth with families during phone calls and parent/student/teacher interviews.

Throughout the school year, parents will be invited into the learning environment for an Exhibition of Learning. This event will occur at the end of each division 2 rotation and will provide families with an opportunity to experience a demonstration of skills learned during the rotation. Students in grade 4 – will demonstrate learning connected to Art, Music, Second Languages, Foods & Nutrition, Coding & Robotics and Digital Media. Students in grade 1 – 3 will demonstrate learning connected to Coding & Robotics, Arts and Music. Inquiry & Field Studies Journals will be available for parents to review during our open house events.

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, he or she has 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.

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.