

Wetaskiwin Regional Public Schools

ASSESSMENT & REPORTING STAFF HANDBOOK

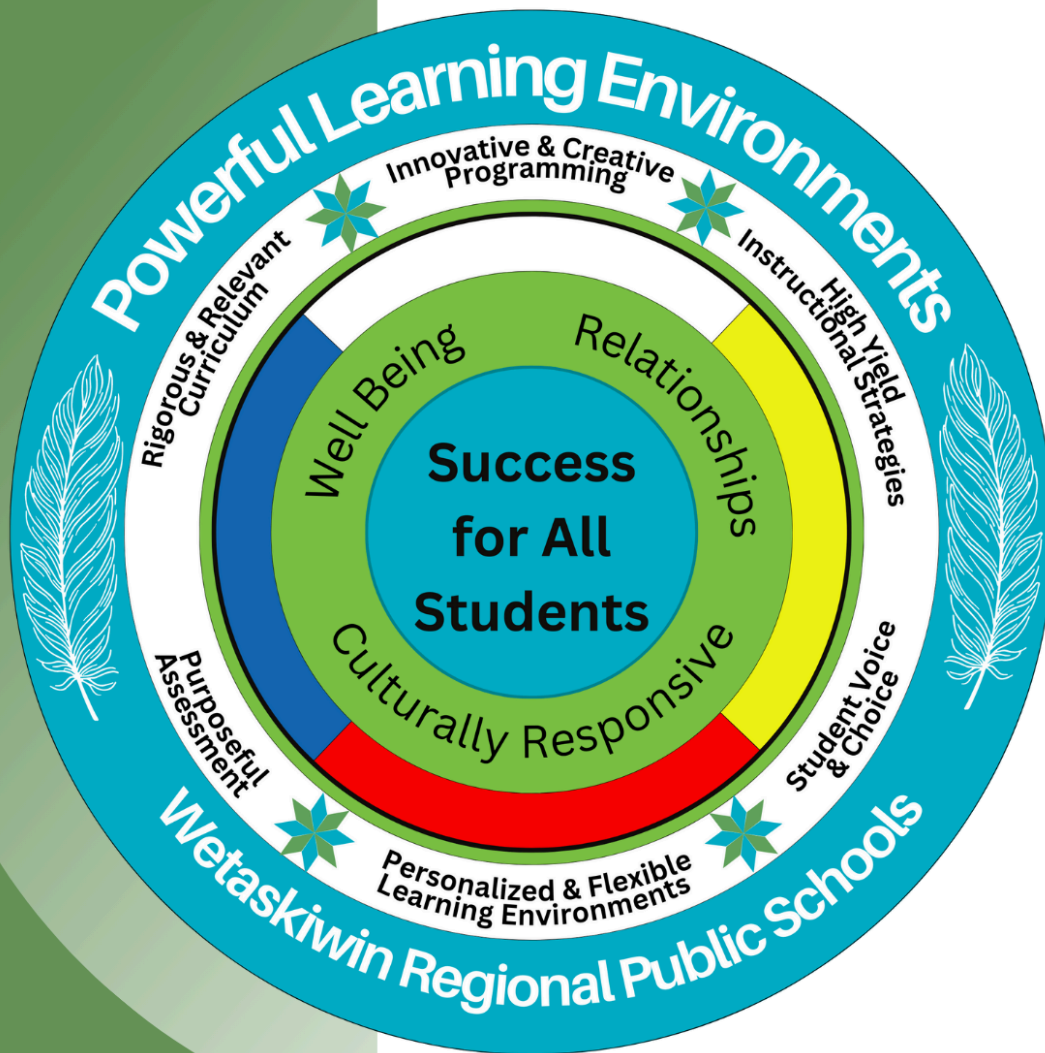


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SECTION 1:

ABOUT THIS GUIDE

WHY IS ASSESSMENT IMPORTANT?

In Wetaskiwin Regional Public Schools, we are committed to transforming the learners of today into the leaders of tomorrow. We believe that every student can learn and experience success. One of the ways we help all students be successful is by continuously improving the way we assess and evaluate what students learn. Through careful evaluation of their achievement and growth, we can share information with students, parents and guardians.

This guide will help students, parents/guardians and staff understand:

- assessment
- the responsibilities of staff, students, parents/guardians
- how and when achievement information will be communicated or reported
- how marks and grades are determined
- the steps are taken when summative assessments are missing or incomplete

Parents and guardians are the key influences in a student's life. Understanding how a student is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read this guide and contact the school administration if further information is required.

This document follows:

- [Education Act](#)
- [Guide to Education](#)
- [AP 360 Classroom Assessment](#)
- [AP 361 Reporting Student Progress](#)

These documents ensure our students learn, are assessed, and graded in a similar manner, regardless of which school they attend.

WHAT IS ASSESSMENT?

Assessment means gathering information about what the student knows, understands and can demonstrate teacher based upon the Alberta Programs of Study, Curriculum or their Individualized Program Plan (IPP). Teachers may not use the student behaviour, effort or work habits as part of determining grades or achievement unless it is outlined in the Alberta programs of study for a specific subject.

Teachers regularly gather information about students' learning through various assessment tools. These tools can include observations, conversations, or products (assignments, labs, tests, quizzes etc.). Through these feedback opportunities, teachers determine students' areas of strength and the areas in which students may need more time or practice. These assessment activities help teachers shape their lesson plans and allow teachers to give students, parents and guardians a clear and accurate picture of achievement and growth.

SECTION 2: SUPPORTING STUDENT SUCCESS

SUPPORTING STUDENT SUCCESS

The following groups all have roles to play in supporting and helping students experience success in school as outlined in the Education Act.

Students have a responsibility for their own learning and are expected to:

- attend school every day and be on time
- complete assignments, projects and tasks to the best of their ability
- participate in activities to celebrate learning
- consistently demonstrate their learning
- take the initiative to revise or redo assignments or tests so they can show growth in their knowledge and skills
- self monitor their own learning in [PowerSchool](#)

Parents and guardians support the student's learning by:

- working in partnership with school staff
- providing time and a place for the student to practice and complete assigned work at home
- staying informed about school events through the school's website and social media, newsletters or other school materials
- communicating with school staff
- regularly monitoring student assessment information in the Gradebook through the [Powerschool Parent Portal](#).
- attending parent-teacher conferences/interviews

School staff will help the student succeed by:

- providing appropriate programming for the student
- clearly explaining what is expected of each student and how the student's work will be assessed
- providing multiple opportunities and different ways for students to demonstrate their learning
- giving students who have missed assessments and activities the chance to complete the work
- keeping documentation describing the student's successes and challenges
- keeping an up-to-date PowerSchool Gradebook
- providing timely and ongoing communication with stakeholders about the student's progress and achievement.
- providing opportunities for parents/guardians to be involved in the student's learning

Central Administration Leadership Team guides our division by:

- knowing how schools and students are performing
- knowing that the curriculum is being delivered
- providing leadership for system strategies and supports
- setting required procedures
- allocating of resources

Board of Trustees guides our division by:

- meeting provincial accountability requirements ,l
- setting, monitoring and reviewing priorities

SECTION 3:

DETERMINING STUDENT ACHIEVEMENT

Classroom Assessment Beliefs

1. The instructional decisions that have the greatest impact are made day to day in the classroom.
2. Teachers must possess and be ready to apply knowledge of sound classroom assessment practices.
3. Students are crucial instructional decision-makers whose information needs must be met.
4. Teachers understand that supportive classroom assessment strategies benefit all students.
5. Teachers use their professional judgement based on evidence of student learning, to determine student achievement using the WRPS Achievement Indicators.

Types of Assessments

Universal Screeners (Benchmarks)

The purpose of a Universal Screener is to identify the needs of all students. It is an assessment that measures students' skills and abilities in different areas.

Formative Assessments (Assessment FOR learning)

Throughout the year, the student will work on many activities that help them increase what they know, understand, and demonstrate. These activities show the student's teachers how they are progressing, their strengths, and areas in which they can improve.

Teachers use this information to adjust their instruction, provide feedback to students and to prepare the student for times when they will receive grades, marks, and achievement indicators.

Summative Assessments (Assessment OF Learning)

During the school year, the student will have a chance to show what they have learned up to that point in time.

Using their judgment as professionals, teachers make decisions and assign grades, marks, and achievement indicators to the student. Teachers base these decisions on what they've seen the student accomplish (observations), discussions they have had with the student (conversations) and the work the student has completed (products).

(Assessment AS Learning)

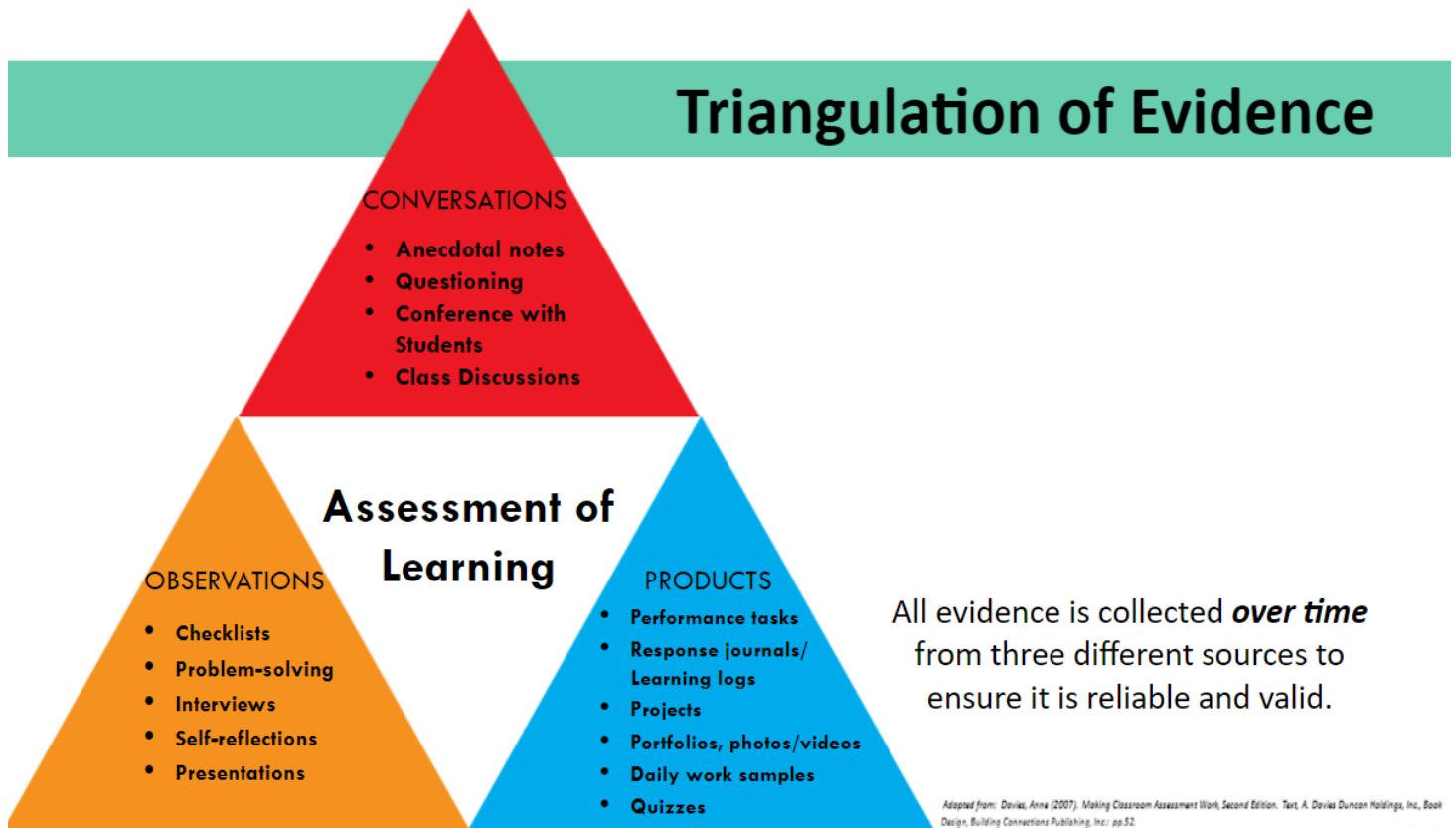
Assessment *as* Learning is the use of ongoing self-assessment by students to monitor their learning, which is “characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding.” (Western and Northern Canadian Protocol for Collaboration in Education [WNCPE], 2006, p.41)

Evidence of Student Learning

We believe that teachers are in the best position to assess student learning. Teachers rely on the ***triangulation of evidence*** to make a professional judgement regarding student achievement in relation to the learner outcomes in the Alberta curriculum.

The ***triangulation of evidence*** refers to the conversations, observations, and student products that are created/produced by students that represent students’ learning of curriculum outcomes. Teachers use this evidence to determine the student’s progress in relation to Alberta learner outcomes. A balanced approach is used by Teachers in their classroom assessment practices.

A teacher's markbook consists of all three types of evidence which students and parents can view through the [PowerSchool Gradebook portal](#).



Teachers use Conversations, Observations and Products as both Summative and Formative assessments.

Planning

Teachers are required to plan instructional strategies to advance student learning. Planning may take a variety of formats and must follow Alberta education documents including:

- [TQS](#)
- [AP 436](#)
- K-6 Curriculum: [LearnAlberta Curriculum](#)
- Grade 7 - 12 Curriculum: [Program of studies](#)

An easy tool for parents is the [My Child's Learning: A Parent Resource](#) (Curriculum at a Glance) on the Alberta Education website.

Student Work

Missing or Incomplete Student Work

Incomplete work will be recorded in PowerSchool Gradebook as incomplete, late or missing.

When the student has missing or incomplete work, we will:

- meet with the student to discuss a plan to complete the work
- provide reasonable support for the work to be completed and submitted. This might include: extra time, provision of school time to complete the work and/or provision of teacher assistance
- provide reasonable task adaptation/modification if needed
- address continued concerns regarding work completion/submission by communicating with parents through notes in the student agendas, phone calls and/or emails

Multiple Opportunities to Demonstrate Learning:

New assessment takes precedence over previous demonstrations of learning. Students will have many opportunities to demonstrate their learning through a variety of assessments at various times throughout the school year.

Division Belief and School-Based Rewrite/Reassessment Policy

WRPS believe that students should have the opportunity to improve their academic performance. These opportunities and adaptations will be provided through each school's process.

Academic Integrity

All students are expected to conduct themselves with academic integrity.

Students will:

- be diligent in their studies,
- properly reference work developed by others that they use in assignments and
- display respect for others and themselves

These are some characteristics, but not inclusive, of a student showing academic integrity.

Standardized Testing

Alberta Education mandates that Provincial Achievement Tests and Diploma Exams be administered each school year. Results from these assessments provide schools, school authorities and the province with information about student learning and achievement to monitor and improve student learning.

Provincial Achievement Tests (PATs)

PATs measure student learning based on grade-level outcomes prescribed in the curriculum. Students in Grades 6 and 9 in English or French Language Arts, Math, Science and Social Studies are expected to take the PATs. Aggregated results are shared publicly to demonstrate how Alberta students are progressing, compared to provincial standards. We will report individual results to students and parents/guardians in a statement in the June progress report. While PATs are an important part of determining student growth and achievement, they are just one part of the assessment process.

Diploma Examinations:

Diploma Examinations have three main purposes:

- to certify the level of individual student achievement in the selected 30-level courses;
- to ensure that province-wide standards of achievement are maintained; and
- to report individual and group results

There are diploma exams in selected 30-level courses: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, Français 30-1, French Language Arts 30-1, Mathematics 30-1, Mathematics 30-2, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30-1 or English Language Arts 30-2 and either Social Studies 30-1 or Social Studies 30-2.

[Alberta Education High School Completion](#)

WRPS Assessment Tools

To support instruction, schools will use the following formative assessment tools as described in the attached guidelines:

[WRPS Literacy Assessment Guidelines](#)

QUICK REFERENCE CHART

Grade	Assessment	September	January	May
Kindergarten	❖ PAST		January 13 - 31	
	❖ RAN		January 13 - 31	
	❖ LeNS Cards 1-2		January 13 - 31	
Grade One	❖ PAST	September 9 - 27		
	❖ RAN	September 9 - 27		
	❖ LeNS Cards 1-5	September 9 - 27	January 13 - 31	May 12 - 30 *Only students requiring additional supports
	❖ CC3		January 13 - 31	May 12 - 30 *Only students requiring additional supports
Kindergarten & Grade One - Reading Readiness Screening Tool Can Be Used - Teachers Discretion - Not Mandatory				
Grade Two	❖ LeNS Cards 3, 4, 5	September 9 - 27	January 13 - 31	May 12 - 30 *Only students requiring additional supports
	❖ CC3 -	September 9 - 27	January 13 - 31	May 12 - 30 *Only students requiring additional supports
Grade Three	❖ CC3 -	September 9 - 27	January 13 - 31	May 12 - 30 *Only students requiring additional supports
Grade 4	❖ The Core Reading Assessment	TBD		
Grades 5-9	❖ STAR READING <i>To Attain More Diagnostic Assessment Information</i> <i>The CORE Reading Assessment</i>	Sept 11th - Sept 27th <i>Formative Assessments can be administered between these dates.</i>		May 26th - June 13th
Grades 1-6	❖ Writing Assessment - WRPS Created Rubrics	On Demand Writing Samples From A Common Prompt Will Take Place In Dec/Jan and May/June for Grades 1-6.		

[WRPS Numeracy Assessment Guidelines](#)

QUICK REFERENCE CHART

Assessment	Grade	Timing
EICS Math Assessment	Grades 4-9	September 12th - 20th
Alberta Education Numeracy Screeners	Grades 1, 2 and 3	September 9th - 27th
Alberta Education Numeracy Screeners	Kindergarten	January 13th - 31st
District Common Math Assessment	Grade 1-5 & Grades 7 & 8	May / June

SECTION 4:

GRADES, MARKS and SCALES

A student's grade is determined by a teacher's professional judgment in reference to the Alberta Curriculum learner outcomes. Teachers use evidence of student learning (observations, conversations, and products) to make an informed decision on student achievement.

Guidelines for Reporting

Summative Reporting of grades will not include:

- **Class Averages:** A student's progress is independent of their peers and class averages will not be reported
- **Effort/Behaviour:** A student's reported learning is about the learning outcome. 'behaviour factors' (effort, participation, etc) will not have an impact on a grade reflecting academic achievement; unless they are specifically set out in the program of studies as a learning outcome
- **Group Work Marking:** Each student is individually accountable for their learning. A group project or group assessment strategies will only be added to a student's mark when the group project is intended to develop 'role skills' or the course of study sets group skills as an outcome of the learning.
- **Late:** Student's achievement relative to the learning outcome is the basis for grading. Work submitted late will not be graded downward and then factored into the final grade. Interventions must be in place within the school site to address the concern/issue.
- **Homework is not for grading. Homework is meant to:**
 - o help support the student's learning
 - o reinforce what the student has learned in school
 - o give the student more practice
 - o completion of class assigned work
 - o prepare for upcoming learning
- **Bonus Marks:** bonus marks are not appropriate when assessing learning outcomes but other learning opportunities should be provided to improve a mark.

Zeros: Utilizing zeros in the assessment of students is not a true reflection of student learning.

The Division discourages the utilization of zeros in assessment but recognizes that they might need to be used as a part of the evaluation process.

WRPS is committed to working towards consensus with all stakeholders on how and when zeros will be used in the Gradebook

How We Use Assessment Information

It is important to provide frequent, descriptive and prescriptive feedback to students, based on the learner outcomes. Teachers continually use classroom assessment information to revise instruction

Formative Assessments (Assessment for Learning)

- formative assessment is a practice
- Students are assessed based on the learner outcomes as stated in the programs of study (including locally developed courses and electives designed at individual school sites)
- student grades are compiled about how each student is progressing toward mastery of the learning outcomes
- learning is developmental; therefore, it is most appropriate to emphasize the most recent stage of achievement when reporting student level of learning/mastery of the learning outcome.

Summative Assessments (Assessment of Learning)

- these types of marks are the basis of student's achievement grades
- teachers plan directly from the Program of Studies, and therefore can articulate in advance of teaching, which learner outcomes their students are to achieve and what will be accepted as evidence of their achievement
- students must clearly understand the learner outcomes they seek to achieve, and that they understand what will be accepted as evidence of their achievement (assessment criteria). Students should be actively involved in the feedback process
- teachers understand and utilize the relationship between assessment and student motivation; therefore teachers have a responsibility to build assessments that enhance learning

Best Practices Using PowerSchool Gradebooks

Schools may have additional expectations for communicating student learning specific to each site. Below are general practices that support ongoing assessment being effectively communicated through PowerSchool and PowerTeacher Pro.

- A minimum of 3 and a maximum of 10 assessments should be used each reporting quarter per subject
- PowerSchool grade books should be updated every two weeks provided there are assessments to input during that period. These updates would include the input of grades and/or comments for assessments.
- Usually, assignments will be assessed and reported within 5 operational days of submission. Larger, more complex assignments will take longer to assess and will take longer to return.
- Formative assessment will be used to inform instruction and may be recorded in the teacher's grade book, but will not be used in the calculation of a grade.
- Teachers will attach standards to assessment items as they enter information into Gradebooks
- Teachers will use naming conventions for assignments that reflect the outcome being assessed when entering items into the Gradebook.
- Teachers will add comments to individual assignments when a student does not receive a passing grade
- PowerTeacher Pro offers Flags and Codes that provide information to our students and parents about achievement. **Teachers will use Flags and Codes** to bring additional information and a higher level of accuracy to the overall grade. Below is an explanation of the Flags and Codes:

Flags: Use along with or in lieu of an assignment grade. It gives the parent/student extra information to explain grading

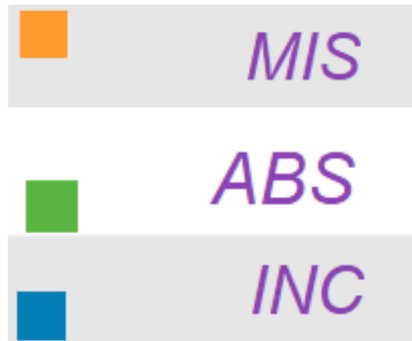
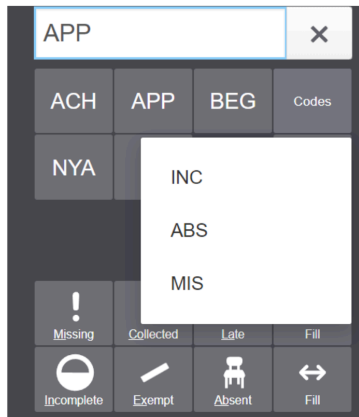
Flag	Score
Missing	7
Collected	✓
Late	7
Incomplete	
Exempt	
Absent	

Score	Flag
0	Missing
65	Collected
45	Incomplete
25	Exempt
0	Absent

No grade counted
"0" grade counted

Purple is EXEMPT and will not count in grade calculations

Codes: Use in place of an assignment grade. Each code attaches the relevant flag as well & exempts the grade from counting.



Purple is EXEMPT and will not count in grade calculations

Reporting Using Grade Scales

Why Grade Scales Are Used

Scales provide students, parents/guardians and teachers a cumulative description of how a student is doing based on achievement of learning outcomes.

Grade Scales

- K- 6 and Junior High Options
 - Student achievement is reported using the following scale:
 - [WRPS Grades Scale descriptions](#)
- Grade 7 -9 Cores Courses, as well as all Grade 10 - 12 courses, will use percentages to report student progress.

SECTION 5:

COMMUNICATION FOR REPORTING STUDENT PROGRESS

We encourage parents/guardians to review the student's Gradebook and attend parent-teacher conferences regularly. Understanding how a student is achieving in school and how to support that achievement is integral to success in a school.

Reporting

- Academic achievement shall be reported separately from behavioural characteristics that impact learning.
- Students receiving adapted programming (on the graded program of studies) or modified programming (on the graded program of studies) shall have that reflected within the reporting mechanism.

WRPS Communication Plan for Reporting Progress

- Divisions I and II will use WRPS grade scales.
- Division III will use percentages for core subjects and the WRPS grade scale for non-core courses
- Division IV will use percentages.

Reporting Procedures and Dates for 2024/2025

WRPS recognizes the importance of reporting student progress in a clear concise manner to all stakeholders.

Schools will report student progress to families four times per year (Quarter System).

Parents will have access to the online Teacher Gradebook throughout the school year and be able to monitor their student's learning and progress reporting in real-time.

In addition to the online Teacher Gradebook through PowerSchool, schools will provide formal progress reports/reporting as outlined below:

- For Families of Kindergarten - Grade 6 Students:
 - Formal Progress Reports will be accessible in January and June.
 - Families will be notified via email that Progress Reports are available in PowerSchool that can be printed.
 - In November and April, There will be a 'window of time' in which schools will plan to invite parents to come to the school for:
 - "Celebrations of Learning"
 - "Student-Led Conferences" or
 - Parent/Teacher Conferences.

- For Families of students in Grades 7-12:
 - Quarterly Progress Reports will be available with comments in PowerSchool.
 - Families will have access to progress reports in all Quarters (November, January, April and June).
 - Schools will invite parents to come to the school for "Celebrations of Learning" "Student-Led Conferences" or Parent/Teacher Conferences throughout the year as a part of the reporting progress.

Please note teachers will communicate student learning in each subject area in each reporting term.

[Use of the Adapted ELAL and Math Courses](#)

Purpose

In order to best serve students who require a more personalized plan in ELAL and Math, we have created a NEW Adapted ELAL Course and a NEW Adapted Math Course.

These Adapted Courses provide teachers access to all outcomes from K-6 in the two different subject areas.

This layer of reporting is meant to provide teachers with the tools to effectively instruct, assess and report student progress where the student is accessing curriculum learner outcomes outside of their current grade level/placement. This is to ease the complex nature of reporting student progress which falls outside of the traditional grade level reporting requirements.

The new courses with larger curricular outcome choices will help to provide accurate and meaningful reporting to parents/guardians about their child's academic trajectory.

Reporting Quarters for Schools

Regular School Year Calendar

- Quarter 1: September 3rd - November 6th
- Quarter 2: November 7th - January 31st
- Quarter 3: February 1st - April 16th
- Quarter 4: April 17th - June 26th

Individualized Program Plans (IPPs)

IPPs for students who need specialized services and support, the IPP is a working document that is developed within the first reporting period of the school year. It is a record of the student's progress related to specific goals and strategies. It gives confirmation that a student's needs are being addressed and provides information about accommodations and supports the student's needs to succeed. The IPP is reviewed at least three times a year. We expect all stakeholders involved to provide input into the IPP.

Individual Schools IPP Procedures (dates)

To be reviewed and completed by the last school day of September and the last day of May in the current school year. The plans will be formally reviewed at three intervals a year, Initial, Mid Year, and Final. These plans are fluid documents that can and should be changed throughout the school year to support the needs of the student.

Reference Material:

[AP 214](#)

[Alberta Education Inclusive Education Standards for Special Education](#)

English Language Learners:

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing.

Teachers use this information to help them plan lessons and communicate your child's progress in learning English. In addition to student progress reports and/or conferences, teachers will share the student's ESL Proficiency Benchmark.

Teachers will inform parents of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark

SECTION 6:

APPENDIX

Definitions used within Wetaskiwin Regional Public Schools

Using language consistently and effectively will allow a shared understanding of assessment and grading, and inform our educational practice in the interests of higher levels of student learning. Provided below are definitions used for assessment/reporting throughout WRPS.

GLOSSARY OF RELEVANT TERMS

accommodation: A change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

achievement level: A student's demonstration of knowledge, skills and attitudes relative to grade-level learner outcomes.

adapted programming: Programming that retains the learning outcomes of the program of studies and where adjustments to the instructional process are provided to address the special education needs of the student.

assessment: Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

assessment for learning: Ongoing exchange of information between students and teachers about student progress toward clearly specified learning goals. (also called formative assessment) Formative assessment: assessments that take place during instruction and learning to:

- inform students, on an ongoing basis, about their progress towards achieving the intended learning outcomes as set out in the programs of study.
 - identify the gains and difficulties students are experiencing in what they are being asked to learn or perform.
 - provide specific, descriptive, and meaningful feedback.
 - motivate students to learn by providing feedback continuously. Wetaskiwin Regional Public Schools Administrative Procedures
 - monitor student performance toward the expected learning outcomes as set out in the programs of study and adjust instruction based on the findings where necessary.

assessment of learning: Assessment experiences are designed to collect information about learning to make judgments about student achievement and performance at the end of a period of instruction that can be shared with those outside the classroom. (also called summative assessment) Summative assessment: assessments that take place after an instructional segment (e.g., group of integrated lessons, unit, reporting period, grade) to:

- describe the degree to which each student has achieved the learning outcomes as set out in the programs of study.
- analyze assessment information and results obtained from assessments conducted for each instructional segment to understand each student's progress and achievement at the end of the instructional segment and to inform future instructional planning.
- synthesize assessment information and results obtained from assessments conducted for each instructional segment for the reporting period to form comments and grades, which summarize the student's strengths and areas of need, and be communicated to students and their parents/guardians at the end of the reporting period.
- evaluate the effectiveness of the instruction used during the reporting period.

Benchmark Assessments: Benchmarks to help them determine the child's or student's level of proficiency

enrichment: Providing more in-depth learning opportunities with respect to the learner outcomes at or above the enrolled grade level.

grade level of achievement: A teacher judgment, based on the results from a variety of classroom assessments throughout the school year, expressed as 'at, above or below' relating to learner outcomes in a subject area after a course for a specific grade level has been completed at the student's enrolled grade.

learner outcomes: What Alberta Education expects a student to learn; the knowledge, skills and attitudes a student demonstrates as a result of schooling.

modified programming: Programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs.

Other Links

[AP 360 Classroom Assessment](#)

[AP 361 Reporting Student Progress](#)

AAC visual <https://www.aac.ab.ca/updated-aac-key-visual>

Curricular Exemplars <https://www.learnalberta.ca/content/mychildslearning>