



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Medicine Hat Christian School

Grades: K - 9

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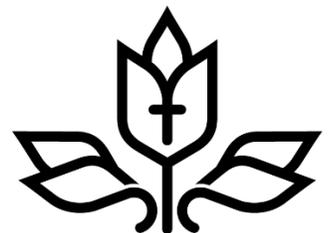
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MHCS

Guide to Student Assessment, Achievement, and Learning

Teachers in Medicine Hat Public School Division are focused on supporting our students to be confident 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 need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. 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 the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card.

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 questions 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
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations, and how student work will be graded/marked
- 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 reading and math to plan for instruction and learning.

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 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 increase what they know. 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 assessments are marked 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. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

At Medicine Hat Christian School teachers will communicate missing or incomplete work by talking to the student first and giving other opportunities for the student to complete the work. If not completed, the teacher will communicate with the parent before the report card is sent home. Communication methods include: Fresh Grade (junior high) and Google Classroom (junior high), agendas (elementary) and email, text, or phone calls home. If missing or incomplete work becomes a pattern, the teacher will invite parents to a programming meeting where a plan can be developed, communicated, and strategies can be implemented to help the student. Sometimes incomplete or missing work can be a sign of a different concern altogether and we can work together to identify and address these challenges to assist in learning.

It is important that students who are absent from school and miss assignments and/or summative assessments, complete these as soon as possible. For students who miss significant time due to vacation an effort will be made to provide the student with work that can be done while the student is away and assessed upon their return. This work may look different than students in regular programming as many concepts are taught as a progression and in ways that a handout or worksheet cannot duplicate. Although a student would never be academically penalized for absences or extended absences due to vacation or illness, please be aware that missing longer periods of time may leave gaps in learning that will impact student achievement.

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
	Welcome Back BBQ September 12, 2019	Teacher - phone call home (homeroom students only) before Welcome Back BBQ on Sept. 12. At Welcome Back BBQ teacher outlines parent communication and talk about diagnostic tools - when / how they are used
Term 1	<u>September 4, 2019 – November 21, 2019</u> Individual Support Plan (ISP) for specialized learning - (if applicable) - parent questionnaires sent out before September 30 Parent Conferences - October 16, 17 ISP Parent Meetings before end of October Report Card distributed on November 29	ISP parent input (if applicable) - questionnaire to help guide teachers in creating an ISP to maximize student learning, sent out before Sept. 30 Parent conferences - update for parents before report cards come out and in junior high to introduce Fresh Grade as a communication tool ISP Check-In with parent <u>BEFORE</u> Nov. 29 Report Card is sent home.
Term 2	<u>November 22, 2019 – March 19, 2020</u> Parent Conferences – Feb 12, 13 Mid year - ISP review meeting BEFORE March report card Report card distributed on March 27	Parent Conferences to officially update parents before report card comes out. ISP meeting with parents (to update, revise, and discuss the Individual Student Plan) BEFORE March report card.
Term 3	<u>March 20, 2020 - June 26, 2020</u> Final ISP/transition meeting - June 22 – 26 Final Report Cards distributed on June 26	ISP meeting with parents (including Transition Plan) Report Card

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to regular communication:

Parent communication is on-going through strategies such as FreshGrade (junior high) and Google Classroom (junior high), personal phone calls, email/text, and/or agendas (elementary). This will help communicate what is happening in the classroom. In order to create consistency at MHCS, there will be emails, every second week, for grade one to nine homeroom teachers to parents on what is happening in the classroom. (For junior high this email communication may be through FreshGrade).

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.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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) assessment will be reported and included for parent information as it becomes available.