St. Martin's Catholic School

4314-54 A Ave
Vegreville AB   T9C 1C8
780-632-2266

Principal: Joe Kucy

Assistant Principal: Melanie Sorochan

## Elk Island Catholic Schools - Our Circle of Faith and Learning.

At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, our students are provided with a faith-based learning environment where they are safe and supported as they strive toward excellence in academics, athletics, fine arts and spiritual growth and development.

EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 6, education is the activity that opens doors to the future.

Elk Island Catholic Schools will ensure Success for all Students

District Education Plan Priorities

1. Elk Island Catholic Schools will enhance the Faith Formation of its students
   - Sacramental Preparation
   - Celebrations
   - Faith Permeated Instruction
2. Elk Island Catholic Schools will provide Quality Learning Environments
   - Collaborative Response Model
   - Technology Integration
   - Literacy and Numeracy
   - Effective Teaching Practices
   - Effective Assessment Practices

Pyramid of Supports
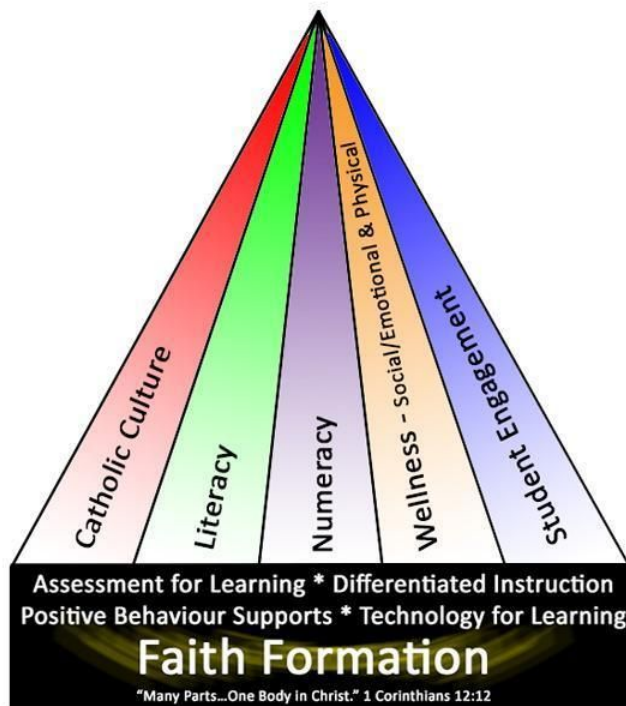
3. Elk Island Catholic Schools will provide Engaging and Diverse Program Offerings
   - Innovative and authentic educational opportunities
   - Student Health and Wellness
   - Grade 6 Transition

Communicating Student Learning

Report cards are only one piece of the communication system. It is a summary document that communicates student achievement that should have already been shared in some way. ***There should be no surprises for the student or parent.*** Alternate forms of communication may include:

- Feedback on student work
- Evidence of student learning
- Three-way conferences/Student-led Celebration of Learning
- Phone calls
- Emails
- Meetings (1 to 1) as needed
- Notes in agendas
- Student reflections
- Meet the Teacher Night

The Comprehensive Reporting System of Elk Island Catholic Schools, as indicated in ***Administrative Procedure 360,*** shall include:

- Communication of student learning in relation to the Alberta Program of Studies Learning Outcomes;
- Communication of student performance in relation to citizenship and social responsibility expectations;
- On-going communication between home and the school (e.g. phone calls, emails, agendas)
- The provision of regular and timely access to information about student achievement, which could include online access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of student learning;
- Report Cards.

Reporting Periods
- September 2018 – January 2019
- February 2019 – June 2019

Report Cards Issued
Report cards are written records of ***student performance on curriculum outcomes*** over a period of time. These will be live online on:
- February 2, 2019
- June 28, 2019

Evidence of Learning

Evidence of learning is a ***visual and/or oral history of student's learning*** over time. Evidence of learning and progress will be communicated to parents on a timely and ongoing basis. The process used to share Evidence of Learning at each school site must meet the following criteria:
- connected to student learning outcomes
- initiate conversations between the school and home,
- student centered (students articulate their learning)
- demonstrates student growth over time (strengths, areas of growth, and next steps).

Evidence of learning (in its variation) need to be approved by the Principal and may look like one/combination of the following:
- Learning Communication Folder to go home once a month to 6 weeks with student reflection and parent comment.
- Digital Portfolio via Fresh Grade, Google Classroom or a similar digital format
- Evidence of Learning Binders and Folders

Three-way Conferences / Student Led Celebration of Learning
An opportunity for the ***student, parent and teacher to engage in conversations*** around the strengths, area of growth, and next steps of the student. These conferences will occur on:
- November 7th, 2018
- March 20th, 2019

Individual Support Plans (ISP) /Behaviour Support Plans
All students with a diagnosis of a disability or disorder shall have an ISP.
- Supporting documentation for the student's diagnosis is available in his/her student portfolio on DocuShare.
- Completion of the ISP is the responsibility of the classroom teacher and is a collaborative process between all members of the student's Learning Support team.
- Parental input is ongoing, teachers invite parents to participate in the ISP process but granting them access to the ISP document through PowerSchool.
- ISPs are submitted to the Principal in early October for approval, once acknowledged by the principal contributing members also acknowledge the ISP by October 31.
- Reviews with supporting parties align with the reporting periods (including transition plans in June.)The ISPs will include all accommodations, modifications, and strategies for the student.

Behaviour Support Plan (BSPs):
- A BSP is required for students with a Severe Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed *Student Engagement Strategies* within the ISP may be all that is needed to meet the student's individual needs.

English as a Second Language (ESL)

- ESL benchmarks are to be completed and are entered into PowerSchool. Proficiency Benchmarks will be shared with parents. Specific language learning feedback is provided through formative and summative assessments.
- ISPs are submitted to the Principal by October 31 for approval; once approved contributing members acknowledge the ISP.
- Online IPT/ Picture Prompts and ESL Benchmarks are due by November 30th
- ESL Benchmarks must be reported by May 30th
- Sharing and agreement of plan is to be completed by first reporting period, Review #1 of ISP by second reporting period, Review #2 and Transition by mid-June.

Non-Achievement Factors

Teacher's professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours**. Non-achievement factors are not be a part of the student grade.

Growth as a Learner

Achievement Factors

Achievement factors are based on student's ***demonstration of attitudes, skills and knowledge*** relative to grade level learner outcomes in the Alberta Program of Studies or in Individualized Support Plans (ISPs).

Kindergarten

Evidence **of** *student learning* **is collected through a variety of assessments within a Kindergarten classroom.**

- · Assessment is an ongoing part of each child's daily learning.

- · Opportunities are created for children to demonstrate their understandings in a variety of ways.

- · Assessment is used to provide feedback to the child and parents and to plan the learning environment.

- · When assessment criteria is shared with children they will be more likely to be successful and complete the task (Alberta Education, *Kindergarten Program Statement,* 2008).

Levels of Achievement

The levels of achievement indicates a student's demonstration of attitudes, skills and knowledge relative to grade level outcomes as indicated in the Alberta Program of Studies at that time of the report card.

Academic Levels of Achievement		
4 · **Effectively** applies learning to **new** situations · Demonstrates an in-depth understanding of the learning outcomes outlined in the Alberta Program of Studies · Uses skills and knowledge **independently**	Exemplary Consistently	Meeting Grade Level Expectations
3 · **Effectively** applies learning to **familiar** situations · Demonstrates a solid understanding of the learning outcomes outlined in the Alberta Program of Studies · Uses skills and knowledge **with little support**	Proficient Usually	
2 · Applies learning to **simplistic** situations · Demonstrates a basic understanding of the learning outcomes outlined in the Alberta Program of Studies · Uses skills and knowledge **with moderate support**	Progressing Sometimes	
1 · Demonstrates a **limited or incomplete** understanding of the learning outcomes outlined in the Alberta Program of Studies · **Consistently** requires guidance and support	Beginning	**Not Yet** Meeting Grade Level Expectations
Insufficient Data · The student has recently arrived at the school or been away on an extended absence. · The student has not yet demonstrated enough evidence for reporting purposes		

Adapted from: O'Connor, K. (2011). *A repair kit for grading; 15 fixes for broken grades.* Pearson Education Inc. Boston: MA

Student Grading

Creating quality learning environments that empower ***students to know where they are, where they need to go, and how they are going to get there*** is a focus within all Elk Island Catholic Schools. The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies.

1. Decisions **about student assessment and reporting** *shall be guided by* **the following:**
- Strategies shall be used to ensure the development of a quality assessment environment, designed to improve both teaching and student learning.
- Teachers will share learning outcomes and assessment materials with parents on an ongoing basis throughout the year. This may include:
  - Classroom newsletters
  - Meet the teacher night
  - 3-way or Student-led Celebration of Learning
  - Blogs and websites
  - Evidence of Learning

2. Formative Assessments
- Formative assessment occurs daily to monitor student learning
- Share learning targets regularly to develop a common understanding
- Give and receive timely descriptive feedback about student learning. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty.
- Involve students in their own assessment (e.g. self/peer)
- Should be an ongoing process
- Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
- Teachers should provide sufficient formative opportunities prior to summative assessment.

3. Summative Assessments
- Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
- Assessment must be based on the most recent demonstration of student learning.
- Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
- Student participation in group may only be assessed individually.
- Teachers will obtain assessment information through a variety of means.

Triangulation of Evidence may include:

Observations with Anecdotal Evidence : dramatization, group work, lab procedures, performance

Conversations with Anecdotal Evidence : questioning, conferencing, group work, class discussions, self/peer assessment, journaling

Products : exams, quizzes, authentic learning tasks

4. Based upon the *teacher's professional judgment* students may be provided *t*he opportunity to have a second chance at a summative assessment, with *sufficient time for learning opportunities* between assessments

Learning opportunities between assessments may look like:

- Small group intervention
- Differentiated instruction
- Teacher modelling
- Opportunities for extra practice
- Students need the opportunity to demonstrate their learning in performance based assessments.

5. Missing or Incomplete Student Work
The primary purpose of student assessment and evaluation is to *support student learning* and to have all students improve their performance. The following process will be followed in the case of missing or incomplete student work:

- Teacher will communicate with the student/parent to determine how best to have the work completed
- Opportunities will be given in a variety of ways depending on the circumstance on how to best help the student achieve the learning outcome.
- Tasks may vary from what was completed in class.

6. Homework
Homework is the extension of classroom learning. Homework allows students the opportunity to practice strategies that will assist in achieving the learning outcomes as outlined in the Alberta Program of Studies.

- Preparation for projects
- Daily reading / Daily math practice

7. Large Scale Testing

- **Brighter Beginnings: Early Years Evaluation Direct Assessment (EYE-**DA):
  EYE-DA assessments are conducted in the spring and results are shared with parents during scheduled conferences.

- **Kindergarten: Early Years Evaluation Teacher Assessment (EYE-**TA):
  EYE-TA assessments are conducted in the fall and in the spring and results are shared with parents during scheduled conferences.

- **CAT4 (Canadian Achievement Test)**
  CAT4 is administered in the spring to grade 4.

- **Fountas and Pinnell Assessment**
  Fountas and Pinnell is administered in grades 1 – 4 with a final assessment entered into Powerschool.

- **Math Intervention Programing Instrument (MIPI)**
  administered during the fall to all grade 1-4 students.

School Collaborative Response Model will be used to support student Learning
- Ongoing Assessments
- Collaborative Team Meetings
- Pyramid of Supports

References

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