

August 2018



WETASKIWIN COMPOSITE HIGH SCHOOL

WETASKIWIN REGIONAL PUBLIC SCHOOLS

PRINCIPLES ON REPORTING

STUDENT ACHIEVEMENT

SECTION 1: ABOUT THIS GUIDE

WHY IS ASSESSMENT IMPORTANT?

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

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

- formative and summative assessments
- 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 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 the [School Act, Guide to Education](#) and [WRPS](#) Administrative Procedures, ensuring 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 show the teacher based on the Alberta Programs of Study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot use the students' behaviour, effort and work habits to decide on their grades, marks or codes, unless it is outlined in the Alberta programs of study for a specific subject.

Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include observations, conversations, the submission of student work, and tests or quizzes. 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: WRPS ASSESSMENT INITIATIVES

2017 – 2018

Utilize Maplewood Markbook as a standard of practice in all schools
Preparation to use Maplewood Markbook Portal
Assessment Working Group – review of Assessment Policies and Practices
Continued implementation of Common Math Assessment initiative

2018 – 2019

Maplewood Markbook Portal as a standard reporting practice

2019 - 2020

SUPPORTING STUDENT SUCCESS

Education systems need assessment practices that support a huge variety of needs – student learning, system accountability, program evaluation and more – to achieve the Board's priorities leading to the preparation of students to successfully transfer to post-secondary studies or work. (Cronin and Hegedus)

The following groups all have roles to play in supporting and helping students experience success in school.

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 initiative to revise or redo assignments or tests so they can show growth in their knowledge and skills

WCHS Missed Exam and Rewrite Policy

MISSED EXAM POLICY

A. Core subject areas (Math, Science, English, Social Studies)

1. Exams covered under this policy:
 - a. Any classroom evaluation performed by the student where more than 40 minutes is provided. Students **must write** after school, as outlined below.
 - i. Any other classroom evaluation (less than 40 minutes). The classroom teacher **may** make use of the after school writing facility or make other arrangements to have the student write in a suitable writing location (outside of the regular teaching class).
2. Missed exams will be written in Room 129 on Tuesday or Thursday, from 3:30 pm – 4:50 pm. Students must report to the exam room no later than 3:35 pm.
3. Upon return to school after missing an exam, a student has the opportunity to write the missed exam either of the available days that **follow the exam writing date**, as outlined below.

Missed Exam on Monday	Can write the following Tuesday or Thursday
Missed Exam on Tuesday	*Can write the following Thursday or Tuesday
Missed Exam on Wednesday	Can write the following Thursday or Tuesday
Missed Exam on Thursday	*Can write the following Tuesday or Thursday
Missed Exam on Friday	Can write the following Tuesday or Thursday

* Under circumstances where the student missed an evaluation but returns to school on that same day, and if that day is a Tuesday or Thursday, the student can also write the exam that day.

4. Classroom teachers are required to be in the exam room to provide the student with the exam and any relevant instructions.
5. Supervision of the exam room will be done according to a set schedule. Should this exam policy continue into the second semester, the rotation of names for supervision will continue.
6. Should a student legitimately be unable to meet the writing date deadlines, the classroom teacher may decide to either
 - a. redistribute the weighting of the exam throughout the rest of the course, **or**
 - b. have the student write a different exam on one of the available exam re-writing dates.
7. The exam writing room should maintain an exam writing atmosphere, where the same rules that we would apply in our own classroom would be followed (no cell phones, hats, food/drink, talking, sharing of materials, hanging out waiting for a friend, etc.).

B. All other subject areas:

1. For exams written outside of the above core areas, individual classroom teachers are responsible for providing supervision of the students writing missed exams. Such writing of a missed exam shall not be done during the regular classroom instruction period.

WCHS REDO POLICY

Redoing an Evaluative Activity (Core Courses)

All students taking *courses at WCHS* are eligible for a redo of a summative assessment.

- A request for a redo **will be made within 2 school days** of receiving a mark on an evaluation.
- **A redo on a specific evaluative activity can only occur once.**
- The redo itself will be **completed** within a timely manner. The time and date will be determined by the classroom teacher. The assessment will be **returned** to the student **at maximum 3 school days after it is submitted.**

Expectations of the Student Requesting a Redo

Teachers will have *reasonable* specific expectations/conditions before a redo is granted. These expectations may include but are not limited to the following:

- Producing a study guide or other pre-redo materials
- Attending extra help sessions
- Completing review work assigned

Exceptions to Redo Requests

In practice, not all assessments can be redone and these may include but are not limited to the following:

- Final exams - these fixed assessments are the final assessment of student achievement in the total course
- Unit exams – to maintain valid assessment materials which are developed over time to represent the most appropriate and fair assessment of student understanding of course content
- Pre-dos – assessments which provide the opportunity for students to hand in draft versions for scoring or teacher comment

Calculation of Grade as a Result of Redoing an Evaluation

In all cases the mark awarded to the redone evaluation will replace the original mark regardless if the redo mark is more than or less than the original mark.

**WCHS Request for Redo Form
(Core Courses)**

Course & Teacher: _____

Date Redo requested: _____

Date Redo to be done: _____

Assessment Type: _____

I accept and agree to the following requirements that, upon completion, may grant me the privilege of a Redo:

- _____

- _____

- _____

- _____

- _____

This signed form must be returned before the scheduled date of the Redo. At this time, the teacher will determine whether the criteria have been met sufficiently to grant a Redo. Evaluation of the redone assignment may result in a **lower, higher or similar grade** when compared to the initial assessment.

Date: _____

Student (printed) _____

(Signature) _____

Parents and Guardians support the student's learning by:

- working in partnership with school staff (i.e., communication booklet, journals, school newsletter...)
- 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, newsletters or other school materials
- keeping in touch with school staff
- regularly accessing student assessment information on Maplewood Markbook ([Parent Link](#)) attending parent-teacher conferences/interviews

Teachers, Educational Assistants and Administration 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
- use of formative assessments to provide teachers feedback for student improvement
- providing multiple opportunities and different ways for students to demonstrate their learning
- giving students who have missed important assessments and activities the chance to complete the work
- keeping records describing the student's successes and challenges
- keeping an up to date Maplewood Gradebook
- providing timely and ongoing communication with parents/guardians 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
- diagnose and provide leadership for system strategies and supports
- set required procedures
- allocation of resources

Board of Trustees:

- ensure the school division is meeting provincial accountability requirements
- set, monitor and review priorities

The Board Achievement Priorities

- **Improve the academic success of all students; and**
- **Enhance the success of Indigenous students and encourage the active involvement of their families.**

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. Teachers understand that supportive classroom assessment strategies benefit all students
4. Students need meaningful feedback to take responsibility for their learning
5. Grades, marks and codes are determined in a variety of ways

Types of Assessments

Formative Assessments (Assessment FOR Learning)

Throughout the year, students will work on many activities that help them increase what they know and practice their skills. These activities show the teacher how students are doing, what their strengths are and where they can improve.

Teachers use this information to adjust their teaching, give students feedback to help them improve and prepare students for times when they will receive grades, marks and codes.

Summative Assessments (Assessment OF Learning)

During the school year, students 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 give grades, marks and codes to the student. They base these decisions on what they've seen the student do (observations), discussions they had with the student (conversations) and the work the student has completed (products).

Planning

Teachers are required to plan instructional strategies to move learning forward. Planning comes in a variety of forms but adheres to Alberta Education documents like the Programs of Study, Math/Literacy Scope and Sequence, etc. A good resource for parents to understand the planning process is the curriculum at a glance documents on the Alberta Education website.

Student Work

The Role of Homework

Homework is meant to:

- help support the student's learning
- reinforce what the student has learned in school
- give the student more practice
- completion of class assigned work
- prepare for upcoming learning

At WCHS we effectively incorporate purposeful and appropriate homework to practice and reinforce learning; and help students prepare for classroom activities.

Missing or Incomplete Student Work

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

- have a conversation with the student about the work
- provide reasonable supports 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 modification or adaptations, if needed
- if concerns continue regarding assignment completion/submission, parents may be contacted through, for example; notes in the student agendas, phone calls, emails, etc.

ACADEMIC INTEGRITY

All students are expected to behave ethically. cheating, plagiarism (i.e., copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance is not acceptable. Unethical behaviour also includes giving answers or work to others to claim as their own.

If a student is suspected of plagiarism or cheating, school administration will meet with him/her and take action in accordance with Administrative Procedure 360

STANDARDIZED TESTING

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

The 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 show how Alberta students are doing, 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. The PAT's at WCHS will be used as the Final Exam mark in all core courses.

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

This assessment program has 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 Diploma Requirements](#)

SECTION 4: GRADES, MARKS AND CODES

Teachers use evidence and their professional judgement to determine the student's grade, mark or code, to communicate achievement.

GUIDELINES FOR REPORTING

- **Class Averages:** A student's progress is independent of their peers and class averages will not be reported.
- **Effort/Behaviour/Attendance:** A student's reported learning is in reference to the learning outcome. 'Behaviour factors' (effort, participation, attendance, 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 into a student's mark when the intent of the group project is 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. Support mechanisms or pyramids of intervention must be in place within the school site to address the concern/issue.
- **Zeros:** Assessment of students utilizing zeros is not a true reflection of student learning. The Division discourages the utilization of zeros in the assessment process, but recognizes that they might need to be considered, in specific situations, as part of evaluation.
- **Bonus Marks:** Bonus marks are not appropriate when assessing learning outcomes but other learning opportunities should be provided to improve a mark.

HOW ARE WE GOING TO USE ASSESSMENTS

It is important to provide frequent, descriptive and prescriptive feedback to students, based on the learner outcomes.

Formative Assessments (Assessment of Learning)

- students are assessed on the basis of 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 in reference to 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.
- it is not appropriate for formative assessment information, which is used by students and teachers to inform teaching/learning strategies, to be factored into the final report or grade.

Summative Assessments (Assessment for Learning)

- teachers plan directly from the Programs of Study, 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.
- teachers continually use classroom assessment information to revise instruction.

WCBS SCHOOL ASSESSMENT POLICY

Assessment

In assessing pupil progress for promotional purposes, the following guidelines should be observed:

- Assessment policies will be consistent throughout the school. Where there is more than one teacher teaching the same course, they shall consult with their department head to ensure a common assessment policy.
- All teacher markbooks shall be set up in a consistent format that adheres to department guidelines. Please consult your department head for further information.
- Assessment will be done in terms of measuring the pupil's progress towards predetermined measurable outcomes (skills, knowledge, understanding and values). The teacher must set course objectives and communicate these to the students, as they have a right to know the basis of the assessment.
- The Evaluation "Weighting" shall be reflective of the outcomes in the Program of Studies and consistent throughout the department. .
- **Assessment should be a comprehensive and on-going exercise with data being collected throughout the entire year on all-phases of school work.**
- Teachers shall use both Formative and Summative Assessments
- Teachers must provide accurate and appropriate information to parents/guardian, students and school personnel about the student's achievement and progress in relation to curriculum outcomes.

Setting Expectations

Within the first full week of the semester, each teacher shall provide to their students a course syllabus explaining:

- Description of course content and related timelines
- Description of the ‘elements’ of the assessment process and the associated weighting of each of those elements.
- Appeal process

Teachers will be required to submit a copy of the above information to their Department Head. Department Heads will review and then forward it to school administration.

RELUCTANT ZERO POLICY

Background: At WCHS, it is understood that students complete assignments and projects for practice and for evaluation. Assignments can be used to calculate a final mark. It is believed that students need to complete all assigned work in order to master the skills required to meet curricular outcomes. Therefore, teachers will work with students to ensure the work is completed and will only award a grade of zero reluctantly.

The intent of the policy is to encourage students to complete all tasks in order to master the curricular outcomes. It allows students to complete work after deadlines. It only applies if the reasons for incomplete work are legitimate, and if the student makes arrangements with his/her teacher to complete the work at a later date.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students must take ownership of their learning. If they fail to complete a daily task or assignment, they must talk to their teacher about the potential zero.
3. Students can access their marks through Maplewood or printouts from their teacher to keep track of their incomplete assignments.
4. Teachers will consider the reasons for absences before awarding a zero. There may be reasons to take in work beyond a scheduled due date.
5. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
6. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

Sufficiency of Evidence:

How much evidence is required and which assessments are you as a teacher going to report on? In order to provide an accurate grade the student must have produced a sufficient amount of work for the Teacher to make an accurate judgment of student progress.

1. In core classes ... Teachers must include a minimum of 5 summative assessments in each reporting period

Students must have time to go through a learning process in which they have an opportunity to learn, practice and receive feedback through formative assessments. Practice and homework that is meant to reinforce or support instruction is not a summative assessment.

2. Teachers shall have a maximum of 15 Summative assessments in a reporting period. These summative assessments shall accurately reflect instructional time and outcome importance.
3. Teachers will use the Maplewood Markbook to record student achievement. This Markbook needs to be continually updated through the school year to provide students and parents real-time access to student progress.
4. Teachers will enter Summative Assessments into the Maplewood Markbook no later than 5 school days school days after the assessment due date. For term papers teachers will return the paper no later than 10 school days after it was collected.

Rationale: The quicker the turnaround the more meaningful the learning experience for the student.

FINAL EXAMS

Rationale

Final exams are set in the majority of courses. The purpose of these exams is to assess student achievement in the total course. The final exam experience is an essential element in completing a course of studies.

Policy

The writing of final exams is compulsory. Students are not permitted to write early but may make arrangements to write later (late August/early February).

If a student fails to write a final exam, a grade of 0% will be assigned to the exam.

WCHS Departments have developed consistent standards regarding Final Exam weightings in each grade. The weightings for all final exams will fall between 20% - 30%.

- Grade 9 Final will be the PAT's for each of the four classes.

Exceptions

Absence from final exams resulting from serious medical problems as attested to by a physician, or dentist, and absences due to compassionate considerations are the only circumstances which will be treated as exceptions to the above policy. These exceptions will be ruled upon by administration. When a student justifiably misses a final exam under the exceptions listed above, the course evaluation may be made on the basis of the course progress.

Requests for Early Writing

On occasion, students approach teachers, requesting permission to write a final exam early. Students who are unable to write the final on the prescribed day may make arrangements with administration to write the final exam (e.g. Exam make up day).

Awarding Final Grades

In all subjects (except for school awarded diploma marks) 48% and 49% will not be awarded. These grades should be adjusted to 50%.

In high stream subjects that have more than one level of program (i.e. English 10-1, 20-1, Math 10-C, 20-1, 20-2, Science 10) marks of 38% and 39% should be adjusted to 40%. A 40% mark will allow the student to then transfer to a less academic stream and work towards retroactive credits.

Combating Cheating

- When students are writing an important test, circulate around the room. Make it clear to the students you are watching them. Keep the closest watch on those students who are watching you closely.
- Make it clear to the students, that, if they are caught cheating, they will receive a grade of “0”.
- Give tests which test comprehension rather than the type for which cheat sheets can be prepared.
- If you are giving the same test to several classes throughout the day, vary certain sections slightly. Different essay topics could be given to different classes.
- Never start the exam by giving out the exam sheets until each desk is cleared of all books, papers, etc.
- Make certain the test answer key is secure.
- Keep your grade book in a safe place. If your marks are located in a computer program, ensure your computer is not accessible by students.

DIPLOMA EXAMS – INCLEMENT WEATHER

In an effort to anticipate any possible problems or confusion associated with the writing of Diploma Exams the following procedures will be in effect in the case of inclement weather.

If all transportation (buses) to the school is cancelled, students writing Diploma Exams who can safely make it to school within the time frame scheduled for exams will have the opportunity to write. For those students who are unable to write because of inclement weather, the following procedures would be in effect:

- a) Students who are unable to write or to complete a diploma examination because of an emergency have the opportunity to review their options with school administration.
- b) On review of a student’s options, the school administration shall recommend in writing to the Special Cases Committee, Alberta Education, one of the following options:
 - i. An exemption from writing the diploma examination or the missed part of an English 30-1, 30-2, or Francais 30 diploma examination.
 - ii. An incomplete course record, and a request that the student write the examination during the next scheduled administration.
 - iii. A recommendation based on individual student circumstances.

NON-DIPLOMA EXAMS & SCHOOL CLOSURES – INCLEMENT WEATHER

If all bus transportation is cancelled, ALL NON-DIPLOMA final exams, **for that day**, will be cancelled. Students will be awarded a final grade based on their semester course work. Students who fail a course due to this situation may arrange an alternate writing by contacting Mrs. Simpson.

Parents and students are reminded that announcements with regard to buses not running are made on the following radio stations: CFCW (Camrose), CKJR (Wetaskiwin), CBC (Edmonton), CHED (Edmonton), CKGY (Red Deer). The ITV (Global) television network is also contacted.

Grade Level of Achievement (GLA)

GLA shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLA appears on each progress report for English and French language arts and math.

SECTION 5: COMMUNICATION FOR REPORTING STUDENT PROGRESS

Understanding how a student is achieving in school and how to support that achievement is integral to success in a school. There are many ways we report a student's learning throughout the year. We encourage parents/guardians to review the student's reports and attend conferences regularly.

REPORTING

- Academic achievement (summative assessment) shall be reported separately from the academic growth and the behavioural characteristics that impact learning.
- Our reporting mechanisms (formative assessment) provide feedback to stakeholders on all three elements of learning. Reporting mechanisms may be in the form of, but not limited to, Maplewood, report cards, progress reports, portfolios, parent-teacher interviews and student led conferences.
 - Students receiving adapted programming (on the graded programs of study) or modified programming (off the graded programs of study) will be stated within the reporting mechanism.
 - The 'academic growth' element shall reflect how the student has progressed relative to their initial understanding of the outcome, and/or their ability to perform any skills inherent in the outcome. We will inform stakeholders about the degree of progress a student has made, even if they have not fully accomplished the outcome. This information will be provided in a 'comments box' within the reporting mechanism, in the student's growth portfolio, in communication with the parent; or whatever form is most appropriate to the school site and the individual student.
 - The 'social-personal' element shall reflect a student's work habits in relation to achieving the learning outcomes. Areas like attendance, completion of assignments, listening skills, level of effort, etc., are important in each student's mastery of the outcome, but are more appropriately separated out from the student's academic achievement grade.
 - The 'symbolic representation' of student learning relative to the outcome is less important than the process by which it was determined. Therefore percentages, letter grades or rubric derivations are all acceptable methods of reporting, if the process by which they were determined was outcomes based and capable of showing student progress towards mastery.

OUR COMMUNICATION PLAN FOR REPORTING PROGRESS

Division I and II are under a formative assessment report card

Division III and IV are under a summative assessment report card

WCHS Reporting Policy

Grade Reporting

Student progress is reported **two times** each semester. During the first reporting period of each semester, parent-teacher-student interviews will be scheduled, allowing parents to see as many teachers as they feel necessary.

Early Years Evaluation Teacher Assessment (EYE-TA)

Assess the developmental strengths and areas for growth of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports.

The results of the EYE-TA will be shared with parents/guardians at the November Parent Teacher Conference. A written progress report is not required in the fall for children enrolled in kindergarten. Parents/guardians of kindergarten children will receive two written progress reports to document learning.

Individualized Program Plans (IPPs)

An IPP is for a student who needs specialized services and supports. 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 needs to succeed. The IPP is reviewed at least three times a year. We expect all stakeholders involved to provide input into the IPP.

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 pertaining to assessment/reporting throughout WRPS.

GLOSSARY OR 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 programs of study 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 on a continuous basis.
- monitor student performance toward the expected learning outcomes as set out in the programs of study and adjust instruction on the basis of the findings where necessary.

Assessment Of Learning: Assessment experiences 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, to 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.

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's judgment, based on the results from a variety of classroom assessments throughout the school year, expressed as 'at, above or below' in relation 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

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

WRPS Big Ideas <https://wrps.staffconnect.ca/document>

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