



Camilla School Assessment Plan

At Sturgeon Public Schools, we dare to reimagine learning through dynamic programming, dedicated teachers, and innovative technologies that keep our schools on the leading edge of education in Alberta.

One of the ways we help all students be successful is by assessing and evaluating what students learn. This guide will help you understand:

- what assessment is, different types and uses;
- responsibilities of staff, students and parents/guardians;
- how your child is assessed; and
- how your child's progress and learning is communicated;

What is Assessment

What is Assessment?

In this guide, the terms assessment and evaluation are used to describe what students have learned and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Assessment means gathering information about what your child knows, understands, and can demonstrate based on the Alberta curriculum or a student's Individualized Program Plan (IPP).

Purpose of Assessment

Assessment refers to the process of collecting, interpreting, and communicating information about a student's progress in relation to the learning outcomes.

Formative Assessment

Formative assessment, or assessment for learning, is an ongoing exchange of information between students and teachers to:

- inform students, about their progress towards achieving the intended learning outcome(s),
- identify the gains and difficulties students are experiencing in what they are being asked to learn or perform,
- provide specific, descriptive and meaningful feedback that encourages growth, and
- inform teachers of student progress, allowing timely adjustments to instruction where necessary.





Summative Assessment

Summative assessment, or assessment of learning, refers to assessment that takes place after an instructional segment such as a group of integrated lessons, unit, reporting period or grade to:

- describe the degree to which each student can demonstrate the achievement of learning outcomes as set out in the programs of study,
- provide accurate information of each student's strengths and areas of need to inform teachers evaluations and communication to students and parents/guardians, and
- evaluate the effectiveness of the instruction used during the instructional segment to inform future teaching practice.

Achievement of Academic Outcomes

Teachers ensure that a variety of assessment techniques are used to measure student growth and achievement. Teachers use a combination of observations, conversations and products to inform student achievement. A student's final standing in any course is based on a number of indicators of achievement throughout the term.

Outcome Based Reporting

Outcomes based reporting is a method of assessing and reporting student learning based on learning goals or outcomes. Students, families and teachers have clarity around learning goals and student progress towards those learning goals is clear. Outcomes based reporting provides explanations of how well students demonstrate key learning outcomes (on the report card) and essential skills and procedures (through PowerTeacherPro).

Instead of a grade on an assignment, students receive a grade on the learning outcome(s) or essential skill(s) and procedure(s) they are learning. Best practice around outcomes based reporting includes listing learning outcomes in simple, clear language that makes sense to students and their families.

Social Skills and Development/Growth as a Learner Outcomes (Grades 1-6)

Evaluation of student growth as a learner and development of personal and social skills is reported separate from academic achievement of learner outcomes.

Work Ethic (Grades 7-9)

Evaluation of student work ethic is reported separate from academic and achievement of learner outcomes.

Grade Scales

Division Grade Scales [Linked Here](#)

At Camilla School, K-6 is using outcome based reporting and our grade 7-9 uses assignment based reporting.





Shared Responsibility

We all have a role to play to ensure student success.

Parent/guardians can support learning by:

- working in partnership with school staff;
- staying informed and keeping in touch with school staff. This includes reading newsletters, interacting with PowerSchool Parent Portal etc.; and
- attending parent-teacher conferences.

Teachers will support student learning by:

- providing suitable programming for each student;
- providing many opportunities and different ways for students to show what they know;
- providing multiple opportunities for students to submit missing work, while maintaining ongoing communication with parents/guardians;
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e. course outline);
- keeping detailed, accurate notes describing student successes and challenges;
- communicating regularly about student progress and achievement; and
- providing opportunities for parents to be involved in the learning process.

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

- come to school regularly and punctually;
- actively engage in learning activities, projects, and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate their learning; and
- take advantage of opportunities to demonstrate growth in their knowledge and skills.

Communicating Assessment

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods or Terms, End of Year Report Card (sent late June)

Camilla School reports on a three term basis with a final report card in June that is emailed via Powerschool.

Parent Teacher Conferences

Camilla School hosts Fall and Spring dates for parent teacher conferences.





SPS Approved Report Card Codes

| Code | Explanation |
|------------|--|
| NG | No Grade communicates achievement for all students where there is not enough information to assess a student on their achievement. Final grade is 49% and exempt from the student average. “No Grade” is also used to communicate achievement for students accessing modified programming in their age typical classroom. |
| INC | The course has been attempted and is not complete. Final grade is 49% and exempt from the student average. |

SPS Approved Assessment Codes for Learning Outcomes / Assignments

| Code | Explanation |
|--|---|
|  Collected | The student has completed the assessment. No mark is calculated. |
|  Incomplete | The assessment has been turned in/attempted/observed and is not complete. No mark is calculated. |
|  Missing | The student has not turned in, or performed, an assessment. No mark is calculated. |
|  Absent | The student was absent during the assessment. Teacher is responsible for communicating the procedure for determining and submitting work during an absence. No mark is calculated. |
|  Late | The assessment is late. No mark is calculated. |
| | The teacher has determined, using professional judgment, that a student is exempt from completing an assessment. No mark is calculated. |
| NG | The teacher does not have enough information to assess a student on their achievement of the learning outcome/assignment. No mark is calculated. No Grade is also used to communicate achievement for students accessing modified programming in their age typical classroom. |
| NHI | The teacher has not received an assessment from a student. A mark of 0 is used as a placeholder until the assessment is submitted. Multiple opportunities must be provided to the student to submit an assignment and ongoing communication must occur with students, and parents/guardians. Used in Junior High and High School only. |





Benchmark and Screening Assessments

Division or provincial benchmark or screening assessment tools help teachers better understand the current skills or understanding students have. They allow teachers to program more accurately or build review and support materials for student growth and success. They are not considered as evidence for grading.

| Grade | Literacy | Grade | Numeracy |
|-------|---|-------|---|
| 1-2 | Letter Name-Sound (LeNS) Helps understand foundational phonics skills. | 1-4 | Alberta Education Numeracy Screener Helps identify general number sense development and can be used to address early gaps in number knowledge. |
| 2-4 | Castles and Coltheart (CC3) Helps identify single word reading, phonological decoding and whole word recognition. | | |
| 1-4+ | Fountas and Pinnell (F&P) Helps understand reading behaviours such as rate, prosody, decoding fluency and comprehension. | 7-9 | Math Intervention / Programming Instrument (MIPI) Helps evaluate a student's understanding of the Alberta mathematics curriculum taught at the previous grade level. |
| 5+ | Reading Comprehension Assessment Tool (RCAT) Helps identify areas of strength and need with regard to specific skill categories of reading comprehension (Identify and Interpret Ideas, Interpret Text Organization, Associate Meaning, Make Connections, and Evaluate). | | |

Classroom Assessment

Missing or incomplete work

Teachers communicate with students and parents/guardians promptly and regularly about missing or incomplete student work.

Parents/guardians are encouraged to follow PowerTeacher Pro to keep informed regarding student achievement. Teachers will communicate with parents/guardians through email, phone calls and interviews regarding concerns about incomplete work.





Course Outlines

All teachers will provide students with a course outline at the beginning of the course outlining course objectives and class expectations. This may be done on Google Classroom as well posted in the course description section on power school.

Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child meaningful practice.

Course Summative Assessment (Gr. 6-9)

Course summative assessment will not exceed the following weighting: Grade Six 5%, Junior High 10 %.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (claiming someone else's work as your own), copying another's work, stealing tests or assignments, and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. If your child is suspected of plagiarism or cheating, their teacher will meet with them and take the following action as outlined in our student conduct policy.

Final Exam or Final Course Grade Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If the situation is unable to be resolved with the teacher, the appeal can be brought forward to the principal. The principal's decision is considered final as per the [Education Act](#).

Individualized Program Plans (IPPs) and Learning Plans (LPs)

IPP's are designed for students who need specialized services and supports. The IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

Students working with IPPs receive one of the following comments on their report cards:

- 1) If your student receives a course grade, "this grade is a reflection of the student's current level of achievement with accommodations or modifications as outlined in students IPP or LP".





Or

- 2) If your student receives a course code of NG, “No final grade is calculated, as the student’s current level of achievement is based on modifications. A more accurate representation of their progress is described in their assignment work and outlined in student’s IPP or LP”.

Learning Plans are designed for students who access accommodations. The LP is a working document that is developed as needed and is a record of the accommodations provided to ensure your child’s success. The LP is reviewed at least three times a year.

Provincial Assessments

Grade 1-4 Provincial Literacy and Numeracy Screeners

Provincial Literacy and Numeracy Screeners intended to help educators understand students’ foundational literacy and numeracy skills and are not intended to measure mastery of the curriculum for a particular grade.

Assessments are administered twice a year in order to understand the growth that students demonstrate throughout the year in their literacy and numeracy skills. Grade 1 students participate in January and June. Grades 2, 3 and 4 students participate in September and June.

Provincial Achievement Tests (PATs)

Provincial Achievement Tests are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location. The PAT Schedule is determined by Alberta Education and is shared by schools when available.

PATs help:

- determine if students are learning what they are expected to learn,
- report to Albertans how well students have achieved provincial standards at given points in their schooling,
- assist schools, authorities and the province in monitoring and improving student learning.

