

ASSESSMENT AND REPORTING BATTLE RIVER SCHOOL DIVISION

Grades Seven to Twelve



In the fall of 2015 Battle River School Division undertook the process of reviewing our current assessment and reporting procedures through an extensive process with all stakeholders. Through such venues as: a teacher Assessment and Reporting committee, Division Surveys, and Board Planning Day input we were able to develop draft report cards and review our Assessment and Reporting Admin Procedure. The spring of 2016 saw us sharing the report card template drafts with school staff and parent councils. Feedback from all was used to develop our new report card templates which will be used starting this 2017/18 school year.

This guide has been developed to share information regarding; Assessment, Evaluation, Reporting, Report Cards, Descriptors of Achievement and Grades, Learning Behaviours, Student Roles and Responsibilities, Teachers, Parents/Guardians and Parent/Teacher Communication

“Every Student, Every Day, A Success”



Our Partnership with you...

Your child’s education today must prepare them for tomorrow’s world. Students need to learn more than facts—they must acquire skills such as critical thinking, communication, collaboration, and creativity.

Instruction, assessment and evaluation in today’s classroom means teachers knowing your child’s strengths, areas of need and how to support them to be and become their best. As students develop their basic skills, explore personal interests and pathways to success, they work toward key learning outcomes, developing skills and habits that will help them be productive, successful citizens.

This guide offers clear, meaningful information about assessment, evaluation and our new report card format. It will also provide you with tips on how to communicate with your child and their teachers and answer some of the most common questions you may have regarding your child’s education.

Principles Of Assessment And Evaluation:

The primary purpose of assessment and evaluation is to improve student learning. Teachers use assessment and evaluation practices that:

- Are fair, transparent and equitable;
- Support all students;
- Are carefully planned;
- Are clearly explained to students and parents at the beginning of the school year;
- Are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning;
- Include feedback that is clear, meaningful and timely, and;
- Develop self-assessment skills and take

Report Cards are just part of the story...

Report cards are a snap shot in time of the much larger story of your child’s learning. Through discussions with your child, with teachers and with your school, you will learn much more about your child’s individual strengths, significant achievements, areas for growth and next steps in their learning journey. With your child you will be able to review their learning through work that is sent home, and the ConnectEd parent portal.

Children learn best when the significant adults in their lives—parents, teachers, family and friends—work together to support them.



JUST KIDDING

STUDENT ASSESSMENTS ARE A BIG PART OF MY JOB. IT'S IMPORTANT FOR ME TO KNOW WHAT YOU CAN DO.

DO YOU KNOW I CAN PLAY THE RECORDER WITH MY NOSE?



WHAT IS ASSESSMENT, EVALUATION AND REPORTING?



Assessment: The process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a program.

Evaluation: The process of judging the quality of student learning on the basis of established criteria and assigning a descriptor/value to represent that quality.

Reporting: The process of communicating students' achievement of the curriculum expectations and the demonstration of Learning Behaviours. The BRSD Report Card represents a summary of a teacher's professional judgement about student achievement and gives students and parents descriptive feedback in comments, indicating their strengths, areas for growth and guidance to help students improve their learning.

The Importance of Feedback.....

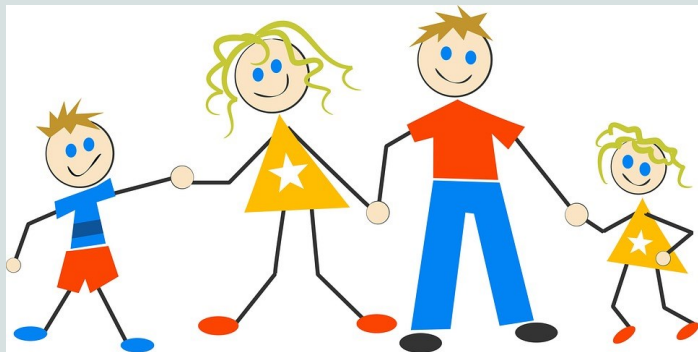
Our goal is to ensure students are provided with many opportunities to practice new skills and receive feedback on their learning before being evaluated on that learning. Emphasis will be placed on the most recent and most consistent performance and achievement. Research has shown that providing feedback to students about their learning more often can improve student achievement.

What can I do as a parent?

The best support you give your child is your loving home, healthy meals, and physical activity. After that your positive, supportive interest in your child's learning also can result in better grades, better attendance and greater success in completing additional education and training.

By reviewing your child's learning regularly, through the work they bring home, homework completion or ConnectEd, you will have a sense of what assignments are being completed and how much effort your child is putting into their work.

Consider your child's teacher and school as partners in supporting your child's health, wellbeing, and growth as a learner. Stay involved through school activities, meetings and contact your child's teacher any time you have a question. A strong partnership with the school will provide your child with an integrated team supporting his or her success.



How will teachers determine my child's Level of Achievement/Grades?

Throughout the term, teachers will gather examples of your child demonstrating their understanding of the learning outcomes outlined for a reporting period. These examples may include assignments, presentations, products, projects, performances, quizzes and exams. Teachers will also record observations of your child in class and talk with them about their learning to gather as much information as possible before assigning an Achievement Level/Grade.

In addition to determining an Achievement level / Grade, this process of continuing assessment and feedback helps students adjust learning strategies as they learn and improves their abilities in being successful. It also helps student build awareness of themselves as learners, and become increasingly self-directed.

What's different about the new reports?

- ⇒ The new reports are just one part of a larger communication of student learning strategy that encourages ongoing communication between you, your child, and your child's teacher about your child's progress as a learner.
- ⇒ Through Achievement Levels/Grades and teacher comments on areas of strength, areas for growth and next learning steps, the report will provide you with a snapshot in time of how your child is developing/progressing in the essential skills and abilities required for success in relation to the Alberta Education curriculum.





How Do Teacher's Determine Students' Grades?

Teachers do not simply calculate averages in an electronic grading program or spreadsheet in order to determine student grades. They use both mathematical calculations and professional judgement and consider factors such as consistency, recent improvement and amount of evidence to determine students' grades. Teachers and students gather evidence of their learning over time from observations, conversations and student products. Teachers then look at the more recent and most consistent level of achievement or performance as measured against the curriculum expectations and the achievement chart. Teachers then summarize the evidence of learning into a percentage grade for 7 to 12 for report cards.

Achievement is indicated with an assessment of the student's level of understanding. The student demonstrates higher levels of understanding by applying the learning to increasingly difficult tasks, with increasing levels of independence. Both the grade 4 to 6 and 7 to 12 Achievement Levels will also be visible on this report to help build student and parent understanding as to how the two align with each other.


Academic Achievement of Provincial Expectations	Grades 4 to 6 Achievement	Grades 7 to 12 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary	80 to 100%
Good understanding and application of concepts and skills	Proficient	70 to 79%
Basic understanding and application of concepts and skills	Achieving	60 to 69%
Limited understanding and application of concepts and skills; see also teacher comments	Developing	50 to 59%
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting	Less than 50%

Learning Behaviours help students to learn more effectively, develop their potential as independent learners and take ownership over their own learning. While they contribute to a student's ability to be successful at school, they are evaluated separately from student achievement of curriculum outcomes. These behaviours will be relevant to students long after graduation in helping them to transform into critical thinkers, and responsible productive global citizens.

Learning Behaviours		
Scale	C: Consistently – almost all or all of the time S: Sometimes – less than half of the time	U: Usually – more than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/ activities, reflecting on his/her learning, using and providing feedback for improvement.	
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively	
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.	

Parent Champions....

- ✓ Encourage children to read nightly
- ✓ Encourage children to do homework
- ✓ Attend school events and meetings
- ✓ Share expertise and knowledge with their child to bring real life to the curriculum





For all subjects taught there are key learning outcomes from the Alberta Program of Studies on which your child will be assessed. Your child's teacher will report on their progress in relation to these outcomes each reporting period.

Achievement is indicated with an assessment of the student's level of understanding. The student demonstrates higher levels of understanding by applying the learning to increasingly difficult tasks, with increasing levels of independence.

For the grade 7 to 12 report card Learning Behaviours, Attendance and the Level of Achievement/ Percentage Grade will be reported for each course your child is enrolled in.



Courses	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						
Comments <i>(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)</i>							

Report card comments are developed by the teacher so that you can clearly understand how your child is progressing in each of the curriculum areas. Comments will outline your child's strengths, areas for improvement and what is being done to address these areas. Comments may also include ways your child can take some responsibility for his/her improvement and/or ways your family can be of support. On the grade 7 to 9 report card there will be a comment box for each course your child is enrolled in.

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If you have further questions regarding assessment, evaluation and reporting in relation to your child, please contact your child's teacher.