



Guide to Student Assessment and Achievement 2024-2025

Grades K - 5

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In Grande Yellowhead Public School Division, we recognize that successful student learning¹relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between all of these partners is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- steps we take if your child's work is missing or not finished.

What is assessment?

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

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate based on the Alberta Program of Studies (curriculum) and, when applicable, the Individual Support Plan (ISP). Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests.

Teachers won't use your child's attendance, behaviour, effort, attitude, homework completion, or work habits to decide on their grades/marks unless it is included in the Alberta Program of Studies for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course, or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

¹ Updated August 26/2024

Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

You can support your child's learning (Education Act, Section 32) **by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials, and
- participating in parent-teacher conferences.

Teachers will help your child succeed (Education Act, Section 196) **by:**

- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning (Education Act, Section 31) **and are expected to:**

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Reporting Progress

Reporting Periods

Term One: September 6 to December 5, 2024

Term Two: December 9 to March 14, 2025

Term Three/Final mark: March 24 to June 25, 2025

Formal Reports Issued

Formal Reports will be digital and available on the PowerSchool Parent Portal on December 5, 2024, March 21, 2025, and June 25, 2025.

If a student has an ISP, it will be included as part of the formal report.

Conferences

Parent communication is important, and parents/guardians are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents/guardians to meet with teachers to discuss student achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

October 23, 24, 2024 - Teachers will set up individual appointments with parents

May 1, 2025 - Open House, Celebration of Learning & Night of the Notables

Early Years Evaluation Teacher Assessment (EYE-TA):

This EYE-TA is used to assess the universal, targeted and individualized areas of growth and strengths of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. The EYE-TA is provided to parents as a first term reporting tool.

Individualized Support Plan

For students who need specialized services and supports, the ISP is a working document that is developed within the first two months of the school year. The ISP is a record of specific goals for a child. It provides information about accommodations and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the parent/guardian are expected to provide input into the ISP.

ISP co-planning conferences will take place three times year:

October 22-24, 2024

February 18-21, 2025

May 20-23, 2025

English Language Learners

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents/guardians of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

Grades/Levels of Achievement/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment.

At École Westhaven School, we use the following level(s) of achievement:

Kindergarten - Grade 5:

Personal and Social Responsibility (Kindergarten)
Personal Growth and Work Habits (Grades 1-5)

Consistently	Student consistently applies and demonstrates effort towards the activity
Usually	Student applies and demonstrates effort towards the activity most of the time
Requires Growth	Student needs to apply more effort towards the activity

Academic Achievement

E- Excelling	Demonstrates superior performance and an in-depth understanding of learning outcomes *extends to new learning situations
M- Meeting	Demonstrates consistent performance and understanding of learning outcomes *independently
A- Approaching	Demonstrates inconsistent performance and understanding of learning outcomes *with assistance
B- Beginning	Demonstrates minimal performance and a limited understanding of learning outcomes *even with assistance
INS-Insufficient	Insufficient data to report on
NA - Not Assessed	This outcome has not yet been formally assessed

How We Determine Student Grades/Marks

Missing or Incomplete Student Work

Students are expected to complete their work and turn it into the teacher according to deadlines set by the teacher. If work is not being completed or turned in on time, teachers will work with students to put a plan in place to ensure they are able to complete the work in a timely manner. Teachers will notify parents if their child is not completing work or is late with turning in their work. Unfinished work might be sent home as homework.

If your child is away from school for an extended period of time, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternative assignments or other strategies that will support them through their course.

Zero Policy

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. Teachers are to provide every opportunity for students to satisfactorily complete their work. If students do not take the opportunity to complete the assignment, they may receive a zero.

Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources), 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.

Grades/Marks Appeal Process

To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 5 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact the Principal, who will make the final decision. The Principal's decision is final.