St. Mary's Catholic High School

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Principal: Jim Salsbury

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## 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 12, 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
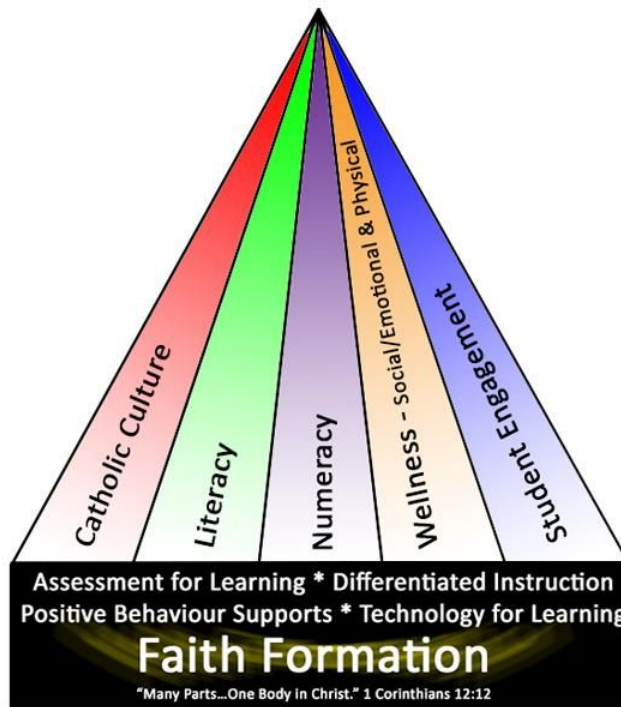
3. Elk Island Catholic Schools will provide Engaging and Diverse Program Offerings
   - Innovative and authentic educational opportunities
   - Student Health and Wellness
   - High School Transition

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, but are not limited to:
- Feedback on student work
- Evidence of student learning
- Family - Teacher Conferences
- Phone calls
- Emails
- RTI Meetings
- Student reflections
- Google Calendar
- Google Classroom
- PowerSchool Comments
- Remind (third-party texting service)

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

- Semester 1: August – January
- Semester 2: February – June

Interim Reports Issued

Interim reports are accessible online and are a reflection of **student performance on curriculum outcomes** over a period of time. These will be available in:

- The first week of November, prior to November break
- The second week of April, following Spring break

Report Cards

Report cards are written records of **student performance on curriculum outcomes** over a period of time. These will be sent home in:

- February, in the first week of Semester 2
- June, on the last 2 operational days of the school

Family – Teacher Conferences

This is 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 family – teacher conferences will occur in:

- November, prior to November Break
- April, following Spring Break

Individual Support Plans (ISP)

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 portfolio on DocuShare.

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process between all members of the student's Learning Support team, which includes teachers, parents and the student. As such, all three parties are responsible to report and comment on the level of achievement experienced by the student through the use of stated accommodations.

- Parental input is necessary and should be ongoing. Teachers can invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.

- ISPs are to be submitted to the principal by October 31 for approval. Once approved, contributing members sign the ISP. Sharing and reaching an agreement of the support plan is to be completed by the first reporting period. The first review of the ISP will be completed by the end of Semester 1; the second review and creation transition plans will be completed by mid-June.

Behavioural Support Plans (BSP)

A BSP is required for students with a severe behaviour disorder and for *some* students with a severe medical or physical disability. This will include all accommodations, modifications and strategies used with the student.

For students with a mild or moderate emotional/behavioural disability, detailed *Student Engagement Strategies*, created within an ISP, may be all that is required to meet the student's individual needs.

English Language Learners (ELL) Proficiency Benchmarks

English as a Second Language (ESL) benchmarks are completed by the classroom teacher or by a designated ELL teacher and are entered into PowerSchool. Proficiency benchmarks are shared with parents during Family - Teacher conferences. Specific language learning feedback is also provided through formative and summative assessments.

Non-Achievement Factors

Teacher's professional judgment and rubrics will be used to assess **student effort, participation, attitude and other behaviours** such as those outlined in Inspiring Education (Alberta Education, 2010). **Non-achievement factors are not to be a part of the student grade unless they are part of a subject Program of Studies.** See Appendix A.

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 Instructional Support Plans (ISPs).

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.

- ***Formative Assessments***
  - o Formative assessment occurs daily to monitor and facilitate student learning and as such, may or may not be reported and/or communicated to parents via PowerSchool.
  - o Share learning targets regularly to develop a common understanding
  - o 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.
  - o Involve students in their own assessment (e.g. self/peer)
  - o Should be an ongoing process
  - o Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
  - o Teachers should provide sufficient formative opportunities prior to summative assessment.

- ***Summative Assessments***
  - o Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
  - o Reflect the most recent demonstration of student learning.
  - o Effort, participation, attitude and other behaviours, unless outlined by the Alberta Program of Studies for a specific course, must be reported separately from academic achievement.
  - o Unless supported by the Program of Studies, student participation in group may only be assessed individually.
  - o Teachers will obtain assessment information through a variety of means.
    Triangulation of Evidence may include:
      - ***Observations*** *(Anecdotal Evidence) (e.g. dramatization, group work, lab procedures, performance)*
      - ***Conversations*** *(Anecdotal Evidence)(e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)*
      - ***Products*** *(e.g. exams, quizzes, authentic learning tasks)*

- Based upon the <u>teacher's professional judgment</u> and in accordance with the Alberta Program of Studies, **students may** be provided the opportunity to have a second chance at a summative assessment. A student is responsible for requesting a second chance and must meet with his or her teacher to make this request and will be required to complete and/or correct alternative and/or previous work.
- Students need the opportunity to demonstrate their learning in performance based assessments.

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. Student work is considered missing or incomplete if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), it is partially completed on the due date but not ready for submission, or if the work is plagiarized. This can include both in or out of class assignments, as well as missed exams. The following process will be followed in the case of missing or incomplete student work unless otherwise stated in the Program of Studies:

1. The student must meet with the teacher; the purpose of this meeting is to :
    - Check student progress and determine why the assignment is missing or incomplete
    - Provide help or assistance to the student
    - Set a revised due date to hand in the missing or incomplete work within a reasonable amount of time, as determined by the teacher, that reflects the nature of the assignment
    - Teachers will make a Log Entry on PowerSchool that includes the plans for completion. This plan may include such things as:
        - Attending the Student Success Center on Tuesday or Thursday
        - Making up missing work on a spare
        - Staying after school to complete missing work
        - Timeline for completion
    - A SynerVoice message will be sent to parents to inform them of the missing work, by email and phone messages
2. Missing or incomplete work may be recorded in PowerSchool as Not Handed In ("NHI") with a value of zero until the terms of the arrangement between teacher and student are met ('reluctant zero').
3. Upon receiving the completed work or at the expiration of the prearranged agreement, a mark indicating achievement earned (without penalty) must be recorded OR, in the case of the work still being missing or incomplete, the "NHI" *may* be changed to a zero (0). In these situations, a comment will be written on PowerSchool next to the assignment to identify why the grade of 0 was submitted.

4. For students who are chronically missing assignments or who repeatedly fail to complete work or meet due dates:
   ○ The teacher must make contact with the parent by email, phone, or face-to-face
   ○ A referral may be made by the teacher to the school counsellor and/or school administration
   ○ A meeting may be held with parents and the student. The meeting may include school administration, the school counsellor, the classroom teacher, parents, and the student
   ○ Actions may include behavioural consequences, removal from the course, etc.

Academic Dishonesty

The purpose of assessment is to provide an accurate reflection of a student's achievement of curricular goals. When a student submits work that is not their own original thought or demonstration of knowledge, it is impossible to show a true indication of the learning that has occurred.

Cheating is a serious offense and will NOT be tolerated. Cheating also includes possession of materials not allowed in an examination room or area (e.g. cell phones).

Plagiarism is a serious violation of academic integrity. Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or material he or she takes from another, whether it is a fellow student or a published resource writer, is guilty of plagiarism.

Any circumstance of academic dishonesty, whether through plagiarism, copying assignments or cheating on exams, will be dealt with in the same fashion as incomplete work and assignments. Alternate assessments may be used to allow the student an opportunity to display the outcomes that have been achieved. In instances of repeated offenses, a referral to administration will be made.

Homework

At St. Mary's, we believe homework should consist mainly of studying and reviewing, doing readings, and should be used for predominantly formative work. In particular, we believe homework is an opportunity to practice and review concepts, or complete content that has been introduced or learned in class.

Course Outlines

All teachers shall provide a *course outline of the learner expectations* (curriculum standards), and assessment methods to students and parents. **Course outlines will be provided to students on the first day of class**. Course outlines should include:

- An approximate timeline of the course
- How the course will be evaluated and assessed
- Student behaviour and classroom expectations
- References to the policies regarding Academic Dishonesty and Missing or Incomplete Work

Large Scale Testing (SLAs, PATS, DIPS)

Standardized Assessments:

- The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.

    - Fountas and Pinnell Assessment – *may be* administered in grade 9 where required.

- Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. See [Administration Schedules](#) set by Alberta Learning for grade 9 students.

- Diploma Examinations are delivered to grade 12 students to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results. See [Administration Procedures and Schedules](#) set by Alberta Learning.

School Collaborative Response Model will be used to support student Learning

- On-going Assessments
- Collaborative Team Meetings
- Pyramid of Supports

Teacher, Student, and Parent Responsibilities

Teacher responsibilities regarding assessment and evaluation:

- Teachers will mark, hand back student work, and update gradebook in PowerSchool within a timely manner. Extensions to this must be communicated to students.
- Teachers will allow for sufficient time for students to seek extra help or guidance between assessments.
- Teachers will endeavor to help students to achieve their best.
- Teachers will make every effort to assess each student's achievement of each outcome through a variety of assessments and through triangulation of evidence.
- Teachers will reference Assessment Policy information concerning Academic Dishonesty and Missing or Incomplete Student Work in their course outlines at the beginning of each semester.
- Teachers will provide accommodations based on individual needs.

Student responsibilities regarding assessment and evaluation:

- Students are responsible for keeping up to date with assignments and assessments by checking PowerSchool regularly
- Students will make every effort to complete all assignments on time and be present in class to hand the work in
- Students will seek help from teachers either within class or during arranged times to support their learning
- Students are responsible for completing the work that is required of them. Students should take advantage of the opportunities the school provides them to support or reinforce their learning.
- Students must abide by all regulations in Section 12 of the Alberta School Act. Specifically:
    a. Be diligent in pursuing the student's studies
    b. Attend school regularly and punctually
    c. Co-operate fully with everyone authorized by the board (administrators, teachers, EAs, school staff) to provide educational programs or other services

Parent responsibilities regarding assessment and evaluation:

- Parents will work cooperatively with the school to follow policies to help achieve the goal for academic success for their child/children.
- Provide detailed and updated contact information so communication can occur
- Access the parent portal on PowerSchool in order to remain informed on student progress
- Assist student with adhering to timelines for assignments and other assessments
- Parents are responsible for the regular attendance of their child
- Parents are highly encouraged to minimize interruptions to learning (e.g. vacation, medical, phone calls or text messages during instructional time, etc.)

Appendix A

Growth as a Learner

Learner Skills	*Level of Frequency* (*Consistently, Shows Progress or Requires Growth*)
An ***Engaged Thinker***	
- Listens with purpose - Seeks clarification when in doubt - Reflects on their learning - Is Flexible/Adapts to change - Remains focused on task	
An ***Ethical Citizen***	
- Respects the rights of others - Engages in collaboration - Makes responsible choices	
An ***Entrepreneurial Spirit***	
- Takes responsibility for personal goals - Perseveres when faced with a challenge - Is willing to take risks	
An ***Evangelizer***	
- Imparts God's teaching through respect, empathy, and compassion for others - Models and acts on God's love within our Catholic community	

Appendix B

Levels of Achievement – Middle/High Schools

Levels of Achievement

THE LEVELS OF ACHIEVEMENT INDICATE 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.*

Evidence of *student learning* is collected through a variety of assessments including formal and informal conversations, observations, and products (e.g. tests, performance tasks.)

● *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 80% - 100%
● *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 65% - 79%
● 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 50% - 64%
● *Rarely* applies learning ● Demonstrates a *limited or incomplete* understanding of the learning outcomes outlined in the Alberta Program of Studies ● *Consistently* requires *guidance and support*	Beginning Seldom Below 50%

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

Appendix C

The primary purpose of assessment is to improve student learning, inform instructional decisions, and promote student engagement.

Definitions:

Achievement
A student's demonstration of attitudes, skills and knowledge relative to grade level learner outcomes in the Alberta Program of Studies or on an Instructional Support Plan (ISPs).

Adapted Programming
Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

Assessment for Learning (Formative Assessment)
Assessment experiences that result in an ongoing exchange of information between student and teachers about student progress toward clearly specified learner outcomes.

Assessment of Learning (Summative Assessment)
Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms.

Criteria
Statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Program of Studies.

Descriptive Feedback
Is a part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes.

Evaluation
The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course. Evaluation is a professional judgment about the quality, value, or work of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Evidence of Learning
A visual and/or oral history of the student's learning over time.

Grade (mark)
A letter, number, or comment as a statement of student performance.

Graded Curriculum
The grade-specific Alberta Program of Study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the graded curriculum but proceed with an alternative set of goals and outcomes outlined in the ISP.

Modified Programming
Programming in which the learning outcomes are significantly different from the provincial curriculum and are specially selected to meet students' special education needs.

Peer-coaching
One student considering the quality of another's work and providing feedback by applying criteria to help improve performance; requires a non-threatening and supportive relationship between the peers (also referred to as peer assessment, peer tutoring, or peer editing.)

Performance Assessment
A meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.

Report Card/Progress Report
Written records of student performance on curriculum outcomes over a period of time.

Rubric
A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance.

Self-reflection
Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to as self-assessment or self-evaluation).

Student Learning Outcomes
Statements/expectations that articulate the knowledge and skills that students are expected to know, be able to do, and understand as outlined in the Alberta Program of Studies.

Three Way Conferences
An opportunity for the student, parent, and teacher to engage in conversations around the strengths, area of growth and next steps of the student.

Triangulation of Evidence
Evidence of student learning is collected through formal and informal observations, conversations, and products (e.g. tests, performance tasks).

Instructional Support Plans (ISPs)

An Instructional Support Plan is required for any student or ECS child that requires specialized supports, assessment accommodations and services. Students requiring specialized supports and services have a diagnosis of a disability or disorder by a qualified professional. The purpose of an ISP is to provide meaningful and successful learning opportunities for all students, using the programs of study as a starting point of instruction.

ESL Proficiency Benchmarks

Measures the English abilities of English Language Learners in four areas: listening, speaking, reading and writing.

Standardized Assessments

Large scale tests that measures student's abilities critical to developing reading, written language, and mathematics skills.

Specialized Assessment Protocols

Students with a diagnosis of a disability or disorder require ongoing assessment to ensure appropriate supports and accommodations are being provided. This includes psycho educational assessments, functional assessments, and behavior assessments. Inclusive Learning Services provides a specialized Assessment protocol for Learning Support Teams as a guideline for new and re-referrals (see Specialized Assessment Protocol in Docushare).

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