



# Ochre Park School Assessment Plan 2024 / 2025

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 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 7-12)

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

## Grade Scales

Division Grade Scales [Linked Here](#)



**School Specific Comments:**

## Curriculum:

- K-Grade 3 in third year of implementing ELAL and Math curriculum
- K - Grade 3 in second year of implementing Science curriculum
- Grade 4 in second year of implementing ELAL and Math curriculum
- K-Grade 4 in third year of implementing PEWS curriculum
- Grade 4 in first year of implementing new Science curriculum
- K-4 is not piloting the new Social Studies curriculum

## Reporting:

- Starting second year of Outcome Based Reporting process
- PD sessions booked throughout the school year to support ATA staff on their learning journey
- PD sessions scheduled with SPSD Curriculum Coordinator throughout the year
- Regular communication to Families (small snippets) regarding assessment and reporting in weekly “Owl Power Family Updates” and then posted to the school website
- Targeted Programming for students on Individualized Program Plans & Learning Plans
- Staff regularly update PowerTeacher Gradebook with grades and comments
- Administrators will regularly monitor PowerTeacher Gradebook and provide feedback to teachers
- Regular reminders to parents sent via newsletters and social media platforms to support parents in using this reporting tool

## 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)

First round update with comments: November 29, 2024 (Grades and Comments)

Second round update with comments: February 21, 2025 (Grades and Comments)

Final update with formal report card: June 16, 2025 (Grades and Comments due)  
June 26/27, 2025 (PDF copies of Report Card sent via email)

Individualized Program Plans, Learning Plans, Medical, Safety and Behaviour Plans are formally updated around these same timelines. Plans are created in October 2024 to be presented to parents/guardians at the October Parent Teacher Conversations.

### Parent Teacher Conversations

First round: October 23 & 24, 2024  
Second round: February 26 & 27, 2024

These are completed in the evening in 10 minute time slots. Parents sign up for a time with the teachers they would like to speak with. Alternative arrangements and times are made with some families if these nights do not work.










- Conversations with families are also held on an as needed basis throughout the year to address successes, concerns and areas of focus

### SPS Approved Report Card Codes

Code	Explanation
<b>NG</b>	No Grade communicates achievement for all students where there is not enough information to assess a student on their achievement. Final grade is exempt from the student average.  “No Grade” is also used to communicate achievement for students accessing modified programming in their age typical classroom.
<b>INC</b>	The course has been attempted and is not complete. Final grade is 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.
<b>NG</b>	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	No Grade is also used to communicate achievement for students accessing modified programming in their age typical classroom.
<b>NHI</b>	<p>The teacher has not received an assessment from a student. A mark of 0 is used as a placeholder until the assessment is submitted.</p> <p>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.</p>

## 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
K-2	<a href="#">Letter Name-Sound (LeNS)</a> Helps understand foundational phonics skills.	K-4	<a href="#">Alberta Education Numeracy Screener</a> Helps identify general number sense development and can be used to address early gaps in number knowledge.
1-4	<a href="#">Castles and Coltheart (CC3)</a> Helps identify single word reading, phonological decoding and whole word recognition.		
K-1	<a href="#">Phonological Awareness Screening Tests (PAST)</a> Helps identify phonological awareness.		
K-1	<a href="#">Rapid Automatized Naming(RAN)</a> Helps identify automaticity and speed in reading.		
1-4+	<a href="#">Fountas and Pinnell (F&amp;P)</a> Helps understand reading behaviours such as rate, prosody, decoding, fluency and comprehension.	7-9	<a href="#">Math Intervention / Programming Instrument (MIPI)</a> Helps evaluate a student's understanding of the Alberta mathematics curriculum taught at the previous grade level.
5+	<a href="#">Reading Comprehension Assessment Tool (RCAT)</a> 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).		
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## Classroom Assessment

### Missing or incomplete work

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

#### **School Specific Comments:**

Students are provided with multiple opportunities to complete their work. Universal supports, including extra time, are provided so students experience success in their school work.

It is not often that students at Ochre Park do not complete assignments. This may occur in the event of extended illness or extended absences from the school. If this situation arises, the teacher and/or school administrators work with the family to address missing work and required learning.

### Course Outlines

#### **School Specific Comments:**

Teachers regularly communicate topics being covered in their classes via different communication platforms (for example, Seesaw), classroom newsletters, as well as in Gradebook.

Information pertaining to curricular outcomes for Kindergarten to Grade 4 was communicated to Owl Families via the weekly Owl Power Family Update. These newsletters are posted to our school website and are available for the whole year. Links to the NewLearn Alberta website are shared with families throughout the year in weekly emails to families.

### 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.

**School Specific Comments:**

Teachers in K-2 provide a home reading program for students to enhance literacy skills at home. Grades 3-4 students have access to digital learning websites and are encouraged to read 20 minutes a night and practice sight words. All students have access to a library block to choose books to take home.

Ochre Park hosts numeracy and literacy stations at Parent Teacher Conversations in October and February (run by Ochre Park Staff) where families could learn how to play a math and/or literacy games with supplies that can be found around the house. Teachers and Administrators will provide extra practice materials for families that request it.

Students access many digital learning platforms at school (for example, Raz-Kids, Mathletics, and Google Classroom) which students can access at home if they so choose.

**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:

**School Specific Comments:**

In our school, a primary teaching strategy is collaboration in group work. As such, we do not experience academic cheating. In ELAL, teachers spend time describing how to summarize reading passages using students' own words which supports students in avoiding plagiarism.

Teachers encounter claims of 'cheating' in gym class or sports events and respond with targeted fair play lessons.

**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](#).

**School Specific Comments:**

Parents and legal guardians have access to PowerSchool Gradebook which provides summative progress and teacher comments related to the learning outcomes. Parents are encouraged to discuss their child's progress at any time.







Sturgeon Public School Division Policy 245: Appeals Regarding Student Matters. The Board provides clear processes for parents and/or students to appeal administrative decisions that directly affect the student's education.

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

IPP's are designed for students who need specialized services and support. 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 two to three times a year (depending on grade level) in order to understand the growth that students demonstrate throughout the year in their





literacy and numeracy skills. Grades 1- 4 begin testing in September, while Kindergarten students begin testing in January.

