



Final Assessments & Reporting

In reference to the guidelines put forward by Alberta Education (see below), the following general principles will act to guide student assessment in St. Thomas Aquinas Catholic Schools:

- Teachers will continue to prepare learning opportunities for students with tasks and assignments that draw from the key elements of the Alberta Programs of Study;
- Assessment will occur in many different forms that allow students to demonstrate what they are learning;
 - Students will receive meaningful feedback on work from their teacher with a continued focus on providing continued learning opportunities;
 - Students are expected to make every effort towards addressing the work that teachers are providing under the focus areas. It is important that every student makes their best effort in their at-home learning experiences;
 - Teachers will continue to provide ongoing feedback and comments regarding student progress to inform students and parents;
 - Gaps in learning that may impact ongoing success in the coming year due to a changed method of delivery and condensed curriculum focus for the last part of this school year, will be assessed and addressed by teachers. Teachers have always been, and will continue to be, skilled in providing students with the support necessary for ongoing success.

Provincial Guidelines

The following provincial guidelines provided to school jurisdictions in response to the changed context of learning are being used to guide assessment practices in St. Thomas Aquinas Catholic Schools:

“For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins.”

“To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.”

“Teachers will be responsible for assessing a student’s progress and assigning a final grade.”

-News Release Education System Update – March 20, 2020

“We trust the professionalism of teachers and education leaders to assess their students’ progress, no matter the learning environment, to determine suitable final grades.”

“Report cards might not be exactly how they were in the past, but there is an expectation for schools to still provide final report cards for this school year.”

-AB Ed Continuity Plan QAs - March 20, 2020

“Those [Grade 12 students] who are on track to receive 100 or more credits will still be eligible To graduate and receive a high school diploma.”

-Information Sheet - Unallocated Credits - March 2020

“Schools will continue to support planning for success in school and progression through courses and planning for their post-secondary or employment future.”

-FAQ Unallocated Credits - March 2020



Information for Reference:

- **Comments:** Report card comments are expected, however the content is up to the professional judgement of the teacher. Comments on participation, engagement, learning, etc., can be addressed through individual comments.
- **Consistent Reporting:** *It is recommended that a division within a school agree on a consistent reporting style. For example, if all junior high teachers agree to report using grades, then all teachers in that school should attempt to adhere to the decision. Ideally it should not vary classroom to classroom.
- **Engagement:** The word “engagement” is used frequently in the document below. It is up to the teacher’s professional judgement as to what the student’s level of engagement is, and if he or she can be assessed.
- **Sufficient Evidence:** It will be dependent upon the course and the planned assessments, as to whether or not a student has provided sufficient evidence in a course. It is up to the teacher’s professional judgement as to whether or not there is sufficient evidence for the student to receive a mark or feedback.
- **Percentage Marks:** Marks should not be reduced more than **10%** from their outgoing mark before “Learning at Home” began due to COVID-19.



Grades K-6 – Elementary Final Report Cards

As per the direction of Alberta Education, the content at the elementary level emphasizes literacy and numeracy. Students in Elementary School will receive a regular report card in June.

Subject Area Reporting

- Literacy, Numeracy and Religion should be reported on, as agreed to by the staff (see below). Where teachers have integrated other subject areas, a comment(s) may be provided.
- Where teachers believe they have enough evidence to provide a level of achievement mark, they may do so: *Exceeding Expectations, Meeting Expectations, Approaching Expectations, Experiencing Difficulty*.
- Comments are required at minimum, however levels of achievement are optional.
- Teachers will provide parents with a description of the outcomes covered in each area as well as descriptive feedback regarding the level of accomplishment specific for each student.

Growth as a Learner

- Growth as a Learner should not be assessed in the final term.
- If the teacher wishes to make a comment on the report card in regards to the student's growth as a learner, they may do so, but it is not mandatory.

Evidence

- In circumstances where teachers do not believe there is sufficient evidence, they will leave the achievement areas blank and provide a comment.
- Where there is insufficient evidence to support an assessment at the end of the year that is different from Term 2, parents will be referred back to the mark in Term 2 and a descriptive comment will be provided.

Comments

- Teachers may use or adapt the following comment in report cards for Term 3 for subjects such as Science, Social Studies, Music, PE, Health, and French:
For Grade 1-3
 - *Due to the COVID-19 pandemic and the resulting class cancellations, there were changes in delivery of instruction via "Learning at Home". There was a primary focus on Literacy, Numeracy, and Religious Studies; therefore, marks are unavailable for other subjects.*

For Grade 4-6

- Due to the COVID-19 pandemic and the resulting class cancellations, there were changes in delivery of instruction via “Learning at Home”. There was a primary focus on Literacy, Numeracy, and Religious Studies, and any outcomes that were integrated from Social Studies and/or Science are indicated on the report card.

Engagement

- **For all K-6-** Students who are not engaging in the course will not receive a mark, but will receive a comment on the report card referring to engagement/participation.
 - *Suggested comment: {Student’s Name} did not engage in the work that was provided in Term 3 therefore no mark or achievement can be provided at this time.”*

Retention

- There will be no grade retention due to the shift to “Learning at Home” during the Covid-19 pandemic.



Grades 7-9 – Junior High Final Report Cards

As per the direction of Alberta Education, the content at the junior high level emphasizes the core subjects of Math, Science, Social, English Language Arts and Religion. Students in Junior High will receive a regular report card in June.

Subject Area Marks & Comments

- Teachers at their discretion, can provide either comments or numerical grades, or a combination of both.
- All core subjects (Math, Science, Social, ELA and Religion) should be reported on, as agreed to by the staff. If other subjects other than core were taught, then a comment may be provided.
- As a general guideline, a student’s mark should not go down more than 10% than the Term 2 mark.
- A final cumulative mark for the course will be provided.
- For Term 3 (or 4), teachers may choose to provide parents with the outcomes and concepts addressed in each of the five core subjects (Math, Language Arts, Science, Social Studies and Religious Studies) as well as descriptive feedback regarding the level of engagement and accomplishment specific for each student.

Engagement & Final Marks

- **Students will not fail, if they were passing prior to March 15th, 2020.**

- Students who are not engaging in the course will not receive a Term 3 (or 4) mark, but will receive a comment on the report card referring to engagement/participation.
 - *Suggested comment: {Student's Name} did not engage in the work that was provided in Term 3 (or 4), therefore a mark cannot be provided for Term 3 (or 4).*
- **Scenarios:**
 - **Student A-** Engages in Term 3 (or 4) and gets a term 3 (4) mark. The student would receive a final mark on the report card, as they would in any other school year, as long as it is not a failing grade or has not decreased by 10%.
 - **Student B-** Does not engage in Term 3 (or 4), but only receives a comment regarding participation. The student would receive a final cumulative mark for the culmination of their work up to March 15th. Please note that the students cannot fail or receive a mark that is less than 10%.
 - **Student C-** Engages in the work in Term 3 (or 4), however the mark is 10% lower than the average of the first 2 terms. Therefore if the average of the first 2 terms was 65%, and the student engaged and received 45% in Term 3, the mark for Term 3 would be adjusted to 55%. The final cumulative mark would be calculated as per usual procedure.



Grades 10–12 – High School Final Report Cards

Alberta Education Guidelines:

- ***Principals can award credits for students to progress to the next grade level if a student is unable to complete a course, that would have allowed them to progress.***
- ***Principals can award up to 15 credits to students in grade 12, if they were negatively impacted by class cancellations.***
- ***If a student is unable to complete a course, that would have led them to achieve a high school diploma, such as work experience or a CTS course, principals can award credits to ensure the student graduates.***

Grades

- **Students will not fail, if they were passing prior to March 15th, 2020.**
- Students in High School will receive numerical grades on their June report cards.
- As suggested by Alberta Education, all students registered in courses on track for completion before “Learning at Home” began, will pass the course.
- Marks should not be reduced more than **10%** from their outgoing mark before “Learning at Home” began due to COVID-19.

Final Assessment(s)

- The semester culminating activities may include a final production, performance task, project, essay, or exam.
- Teachers will have the professional autonomy to determine what cumulative activities are most appropriate for the subject discipline.

Engagement & Final Marks

- Scenarios:
 - Student A: Engaged in the course before March 15th and continued to be engaged after that date, a student will be assessed as in any other school year, provided they do not fail the course or their mark does not drop more than 10%.
 - Student B: Student was not engaged prior to March 15th, and may have been failing the course. The student does not engage after March 15th, and may fail the course. Teachers and administrators should consult on the final decision.
 - Student C: The student was engaged prior to March 15th, and was passing the course, but was not engaged after that date, should pass the course at the end of the year.
 - Student D: The student was not engaged prior to March 15th, but did engage thereafter. The student should receive a mark appropriate to his/her performance. Should this student's mark be below 50%, teachers and administrators should discuss context before making a final decision.

Document	
Report Cards	Ideally, report cards would be issued on June 19th. However, schools may modify the report card issuance. The intention, as approved by the Board, was that the last week of June was to be reserved for Powerschool Training and other final wrap up work (i.e. CUM files)
Individual Program Plan (IPP)	Complete the year end summary page in the IPP and add the following statement: <i>"Due to COVID-19, STAR Catholic Schools transitioned to online learning starting on March 16, 2020. This has resulted in the focus of programming, strategies, accommodations, and priorities of the IPP to match the digital learning environment. The IPP will identify the changes in programming focus in the Progress / Review sections of the Goals."</i>
English Language Learner Benchmarks (ELL)	Due to COVID-19 and "Learning at Home", ELL Benchmark year end assessments were not completed."

**Adapted from Lethbridge School Division*