

# K-12 PARENT GUIDE FOR ASSESSMENT AND REPORTING

Assessment is crucial for student learning and growth, not just for assigning grades. Research indicates that effective assessments help students identify their strengths and areas for improvement. Parents and guardians play a vital role by staying informed and supporting their student's learning, fostering a partnership with teachers.

**Alberta's Guide to Education** emphasizes that a shared understanding of goals among students, parents, and teachers enhances the learning progress. Let's work together to ensure our students reach their full potential!

# WHAT IS ASSESSMENT?

In Alberta, assessment is an essential part of teaching and learning. It is the process of gathering, interpreting, and using information about what students know, understand, and can do in relation to the Provincial learning objectives as set by the Ministry of Education in the New K-6 curriculum documents or Grades 7-12 found in the **Programs of Study (Alberta Curriculum)**.

## K-9 ASSESSMENT



Grades for K-9 students are expressed through the **Academic Achievement Grade Scale**. Grande Yellowhead Public School Division does not assign overall grades and percentages for these students; rather, we provide information about their **level of understanding** in relation to the learning objectives.

## 10-12 ASSESSMENT

Grades for 10-12 students are **expressed numerically**. In all courses, students will receive numeric scores on assignments and an overall final percentage grade. Percentage grades are determined using a formula created by the teacher, found in the course outline. Please contact the school for more details.



# TYPES OF ASSESSMENT



There are three types of assessment each with a different purpose.

## Assessment **FOR** Learning

**Purpose:** To guide teaching and improve student learning.

- Happens during the learning process to provide students with feedback to support their growth.
- Focuses on growth versus solely on grades.
- Helps teachers identify any misunderstandings early on and adjust their lessons to meet the needs of each student.
- Ongoing and embedded into daily instruction and lessons.

## Assessment **AS** Learning

**Purpose:** To build student responsibility and independence in learning.

- Students learn to reflect on their learning and monitor their progress.
- Supports students in setting their own goals and determining their next steps.
- Builds student confidence and independence.
- Gives students a voice and helps them take ownership of their learning.

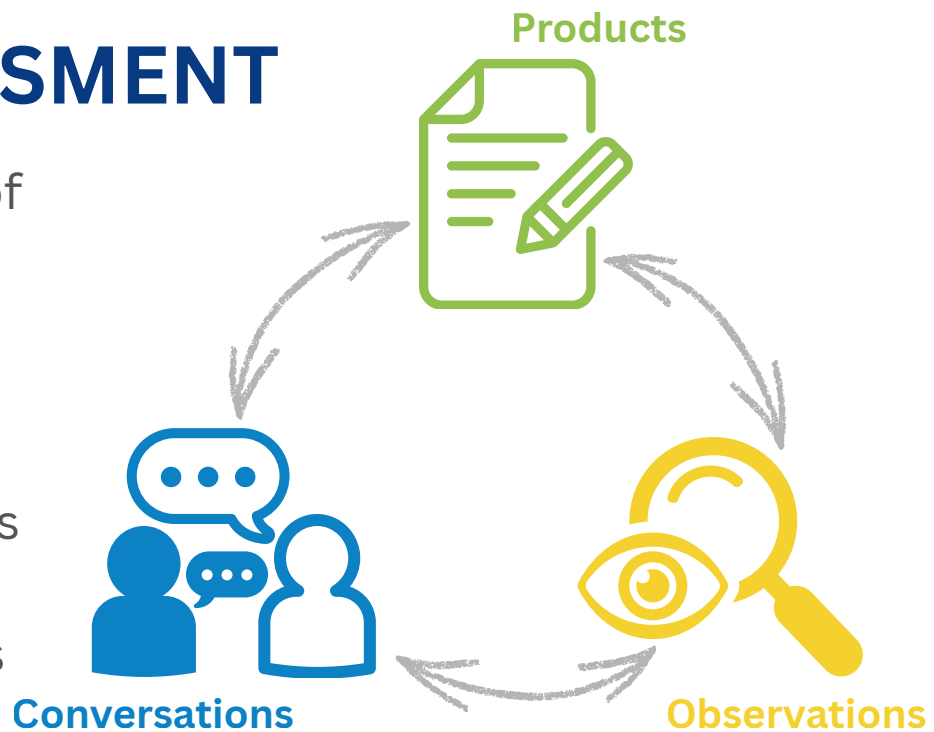
## Assessment **OF** Learning

**Purpose:** To evaluate student learning for reporting purposes.

- Traditional way of grading with tests, quizzes, and report cards that summarize what students have learned at the end of a unit or term.
- Focuses on the final result.
- Measures how well a student met specific learning goals.
- Provides a summary of learning and the degree to which learning outcomes have been achieved.

# MULTIPLE MODES OF ASSESSMENT

Teachers collect evidence of student learning through multiple modes of assessment: conversations with students about their learning, observing students demonstrate a skill, or reviewing a product such as an essay.



## Conversations

- Student/teacher conferences
- Classroom discussions
- Debate
- Oral presentations



## Products

- Portfolios
- Essays
- Quizzes, tests, and/or exams
- Projects



## Observations

- Physical Education skills
- Lab skills
- Partner and/or group work
- Classroom dialogue

# WHAT IS REPORTING?

Reporting in Alberta schools communicates a student's learning progress beyond just grades. It provides:

- A summary of learning based on the Alberta Programs of Study.
- Insights into strengths, areas for improvement, and next steps.
- Opportunities for collaboration among parents, students, and teachers.

Reporting is linked to continuous classroom assessment, emphasizing learning over time to ensure families understand progress and ways to stay involved and supported.

## LIVE REPORTING

At Grande Yellowhead Public School Division, communication about student learning is prioritized through live reporting, allowing parents and students to view progress in real time.

Teachers input assessment data into PowerTeacher Pro which integrates with PowerSchool, providing families with continuous updates on student achievement. Parents and students are encouraged to regularly check the ParentPortal to stay informed and support learning throughout the year.

# FINAL GRADES AND REPORT CARDS

Reporting dates and report card delivery will vary depending on a student's grade level. Reach out to your school for specific information.



## GRADES K-9

Students in grades K-9 will receive report cards throughout the year with a final report card issued at the end of the year. GYPSD does not assign overall grades for K-9 students; instead, we provide information about their level of understanding in relation to the learning outcomes.

- Report Cards are accessed through the Parent Portal. Reporting dates are listed on GYPSD's website.



## GRADES 10-12

Students in grades 10-12 will receive a report card at the end of the first semester with a final report card issued at the end of the year. Report cards will list an overall final grade, as well as any comments that express student achievement, growth, and recommendations.

- Report cards are shared with students and families at the end of each semester. Contact your school for more information.

# UNDERSTANDING THE K-9 ACADEMIC ACHIEVEMENT GRADE SCALE

Levels of Achievement are the scores teachers use to indicate a student's level of performance in relation to the learning objectives from the Alberta Programs of Study.

## E

Excelling

- Demonstrates an **in-depth** and **mastery-level understanding** of the learning outcomes from the program of studies.
- Applies concepts in learning situations **strategically** and/or **independently**; the student **accurately** and **consistently transfers** understanding to new contexts
- Demonstrates evaluative and creative skills and strategies when approaching new learning situations.

## M

Meeting

- Demonstrates a **proficient level of understanding** of the learning outcomes from the program of studies.
- Applies concepts in learning situations **routinely** and/or **logically** and is **generally consistent** in transferring understanding to new contexts **independently**.
- Demonstrates **flexibility** and/or **purpose** in applying skills and strategies to approach new learning situations.

## A

Approaching

- Demonstrates a **basic** and/or **emerging level of understanding** of the learning outcomes from the program of studies.
- Applies concepts in learning situations with **scaffolded guidance and support**; the student is **inconsistent in independently** transferring understanding to new contexts.
- Demonstrates **basic skills** and strategies when approaching new learning situations; application of skills and strategies **may be inconsistent**.

## B

Beginning

- Demonstrates a **limited** and/or **partial level of understanding** of the learning outcomes from the program of studies.
- **Rarely applies** concepts in learning situations **without repeated guidance and support**; the student is **not yet able to independently** transfer understanding to new contexts.
- Demonstrates **uncertainty** and/or **struggles** with approaching new learning situations and/or concepts; development of skills and strategies **requires significant support**.

## INS

Insufficient

- There is **insufficient evidence of learning** to assess.
- This could be for a variety of reasons, so please refer back to the teacher and/or school for more information.

# FLAGS AND SPECIAL CODES

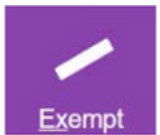
In addition to achievement levels, you may see the following codes used by teachers to provide context around your student's learning evidence. These indicators are entered by teachers and are visible to families through the PowerSchool Parent Portal.



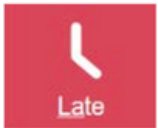
The student has **submitted** the assessment, and the teacher has **received** it.



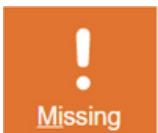
The assessment has been **submitted/attempted** and is **incomplete**.



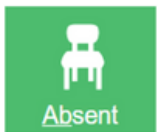
The student is **exempt from completing** the assessment.



The assessment was **submitted** and **collected late**.



The student has **not submitted or performed** an assessment.



The assessment was **not completed due** to the student being **absent**.

## ISP

This student is on an **Individual Support Plan (ISP)** for this subject and/or specific learning outcomes. The student's learning goals and assessments are personalized to support their specific learning needs. Please refer to the student's Individual Support Plan for further information.



# SUPPORTING YOUR STUDENT'S LEARNING

[new LearnAlberta Parent Resources](#)

[GYPSD Reporting and Assessment](#)

[GYPSD Education Plans and Assurance  
Measure Review Documents](#)

[Alberta Graduation Requirements,  
Credentials, and Credits](#)

