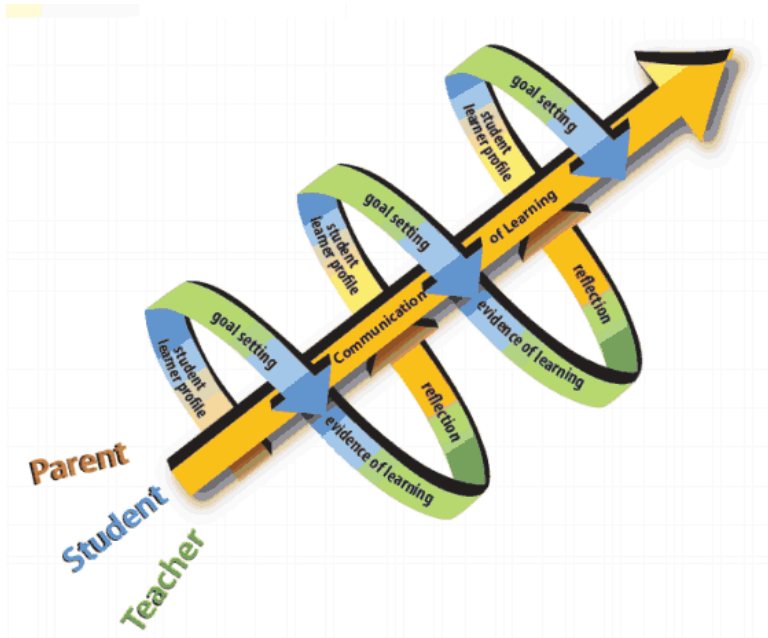


## 2013-2014 Communication of Student Learning at Mitford School



In the past, schools relied heavily on summative assessment in the form of a grade assigned at the end of learning. If you think of learning as a life-long journey, however, relying entirely on summative assessment might be like waiting until the end of the journey to realize you'd taken a wrong turn and

arrived in Paris when you'd meant to go to New York


It would be more valuable for both learners and travellers to have ongoing feedback and assessment throughout the journey to ensure they're heading in the right direction and can make course corrections as needed. This is known as **formative assessment**. Rocky View Schools balances **summative assessment** - assessment *of* learning - with **formative assessment**, *for* learning and *as* learning. Assessment is a primary learning tool at Rocky View Schools and based on the following principles:



### Assessment Principles

- | Rocky View Schools |  |
|--------------------|--|
| 1.                 | Assessments capture student proficiency in demonstrating learner outcomes specific to the grade level.   |
| 2.                 | Assessments help build knowledge about themselves as learners.   |
| 3.                 | Assessments are designed to be fair to all students.   |
| 4.                 | Assessment balances multiple forms of evidence, including conversations, observations and products, or the results of learning.                |
| 5.                 | Assessment focuses only on learning, not on behaviour or effort.   |
| 6.                 | Assessments facilitate conversations of the next steps on the student's learning journey and support students in assessing their own learning. |

**Reporting of student learning will be targeted to the wholistic learner outcomes in the Alberta Education Programs of Study and the 21<sup>st</sup> Century learner competencies embedded within. The following indicators will be used to communicate the most up to date level of mastery a student is achieving.**

<b>Academic Achievement Reporting Key</b> This reporting key indicates how your child is performing in relation to each grade level learning goal in the Alberta Program of Studies at <i>this point of the school year.</i>		
LIMITED DEMONSTRATION	ACHIEVING LEARNER OUTCOMES 	
INDICATOR:	ACADEMIC ACHIEVEMENT:	Approximate Percentage Range
<b>Exemplary</b>	Demonstrates exemplary achievement of learning outcomes. Shows an in-depth understanding and insightful application of the learning in a variety of situations. No support required.	(Greater than 90%)
<b>Proficient</b>	Demonstrates proficient achievement of learning outcomes. Shows a solid understanding and significant application of the learning. Rare or infrequent support required.	(80% - 90%)
<b>Satisfactory</b>	Demonstrates satisfactory achievement of learning outcomes. Shows general understanding and relevant application of the learning. Minimal or initial support required.	(65% - 80%)
<b>Basic</b>	Demonstrates basic achievement of learning outcomes. Shows a basic understanding and initial application of the learning. Moderate support required.	(50% - 65%)
<b>Emerging</b>	Demonstrates emerging achievement of learning outcomes. Shows a beginning understanding and simplistic application of the learning. Consistent support required.	(40% - 50%)
<b>Limited</b>	Demonstrates limited achievement of learning outcomes. Shows an incomplete understanding of the learning. Extensive support required.	(Less than 40%)
<b>IE</b>	Insufficient evidence of learning to accurately assess progress during this reporting period.	
<b>NA</b>	This learning outcome has not been assessed this term or there has not been sufficient time in the unit of study to fairly and accurately assess progress in this area.	
<b>IPP</b>	This learning outcome has been modified to better support your child's learning need. Please see your child's Individual Program Plan for further details.	
<b>ELL</b>	This learning outcome has been modified to better support your child's learning need. Please see your child's English Language Learner Benchmark Assessment for further details.	

**Please see our school website for more detailed information on communication of student learning.**