



# **MEDICINE HAT PUBLIC SCHOOL DIVISION**

## **Guide to Student Assessment, Achievement and Learning**

**Grades: Kindergarten-Grade 6**

### **River Heights Elementary School**

301 6 Ave SW T1A 5A8

403-527-3730

<https://riverheights.mhpsd.ca>

Principal: Mrs. Wendy Weiss

Updated: June 23, 2026

## **Guide to Student Assessment, Achievement, and Learning**

Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students should know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do if there are barriers, struggles or challenges. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about their learning and levels of achievement throughout the year, through communication features on Edsby such as Gradebook or Learning Story. In addition to the regular ongoing communication, report cards are accessible in Edsby at the end of each reporting period.

### **ACTIONS TO SUPPORT STUDENT SUCCESS**

---

#### **You can support your child's learning and success by:**

- Knowing you are an important part of the team.
- Creating routines at home that help your child be prepared for learning every day.
- Making sure your child attends school regularly and on time.
- Staying informed and connected to the school – reading the information sent home or communicated through social media.
- Asking your child's teacher questions if you're unsure about where your child is at.
- Attending school events and parent-student-teacher interviews/conferences.
- Asking your child questions about their learning and helping them recognize the actions they are taking towards improvement and learning.

#### **Teachers will help your child's learning and success by:**

- Providing programming that is suitable for your child.
- Providing multiple opportunities and ways for students to show what they know and can do.
- Planning with students who may have missed important assessments and activities.
- Communicating expectations and how student work will be graded/marked in student-friendly language.
- Keeping detailed evidence of your child's achievement and challenges.
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course.
- Using Universal Screening Tools for literacy and numeracy to plan for instruction and learning for Grade 1 – 10 students.
- When appropriate, clearly communicating expectations around academic integrity and the use of AI tools, so students understand what is and is not permitted before submitting work.

## **Students have a responsibility for their own learning and are expected to:**

- Attend school every day and on time.
- Be participants in classroom and school activities.
- Ask questions.
- Demonstrate their learning by finishing assignments to the best of their ability.
- Let the teacher know when they need help.
- Take advantage of chances offered to revise and/or redo assignments or tests so they can show growth in their knowledge or skills.
- Demonstrate academic integrity by submitting work that honestly represents their own learning, while following class and assignment guidelines regarding the appropriate use of AI.

## **HOW DO WE DETERMINE STUDENT ACHIEVEMENT?**

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

### **Formative Assessments**

Over the course of the year, your child should have many opportunities to develop and practice key skills and develop their knowledge. These opportunities show your child's teacher how they are doing, what their strengths are, and where they can improve. This is called formative assessment.

### **Summative Assessments**

Throughout the school year, your child will have opportunities to demonstrate what they have learned by an identified point in time. These are assessed and are put together with other evidence. Teachers then make decisions using the work your child has completed (products), what they've seen your child do (observations), and discussions they've had with your child (conversations), to determine a mark on the report card.

### **Missing or Incomplete Student Work**

It is important that teachers communicate with parents/guardians regularly and in a timely fashion about missing or incomplete student work. At River Heights, if there are concerns regarding missing or incomplete student work, teachers will contact parents by phone or through Edsby to discuss ways the teacher and school team can support students and families in completing assigned work. This may include a meeting to brainstorm strategies or create a supportive and collaborative plan to ensure students and families have the tools needed to complete learning goals.

Students absent from school must complete missing assignments and summative assessments as soon as possible from the original assessment date unless otherwise determined by the teacher. Students who miss significant school time due to vacation miss valuable learning and educational experiences in the classroom with their teacher and classmates. Homework packages or assignments cannot replace or serve the student, and the crucial learning stemming from the exploration, creation, reflection, collaboration, discussion, and problem-solving in

the classroom and school. However, we know that students will likely miss some school due to illness or health-related reasons. If your child is absent for any reason (especially for numerous days), teachers will utilize Google Classroom or Edsby to provide key concepts and applicable assignments that students will be learning while your child is away. It is expected that parents will support their children in learning these outcomes.

## **SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN**

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

### **Reporting Terms:**

<b>TERMS</b>	<b>DATES</b>	<b>COMMUNICATION TYPE &amp; DATE</b>
	August 27, 2026- 5:30-6:30	Welcome Email & Meet the Teacher Evening
Term 1	September 1, 2026 - January 28, 2027	Report Cards released on February 1, 2027 in Edsby
	November 25-26, 2026- 3:30-6:00	Parent, Student, Teacher Interviews for K-6 -Review student's strengths and areas of growth -Review ISPs Goals
Term 2	February 1, 2027 - June 24, 2027	Final Report Cards released on June 25, 2027 in Edsby
	February 26, 2027- 1:00-3:00	Showcase of Learning for K-6 -Students showcase their learning through project sharing
	March 24-25, 2027- 3:30-6:00	Student-Led Conferences for K-6 -Students share their learning through hands-on activities -Review student's strengths/celebrations and areas of growth

### **Ongoing Communication:**

It is important that you know what your child is learning about and their achievement along the way. Our teachers commit to communicating with parents about how they plan to share information throughout the year. Edsby is an online tool that is used Division wide to support this communication. We encourage families to check Edsby messages and River of News regularly, as this is our main tool of communication with families.

### **Ongoing Communication about School Information:**

Teachers and parents will continue to utilize student agendas to support ongoing, frequent communication. Parents will receive ongoing communication and updates on school events and learning outcomes through weekly and monthly communication through Edsby and personal phone calls.

## **Ongoing Communication of Student Learning:**

At River Heights, we believe that families are essential partners in supporting student success. In addition to report cards, parent-teacher interviews, student-led conferences, and our showcase of learning we are committed to providing regular, meaningful communication throughout the school year so families have a clear understanding of their child's academic strengths, areas for growth, and next steps in learning.

Teachers will share evidence of student learning on an ongoing basis through weekly or biweekly learning reviews that highlight progress across the four core subject areas. Current learning goals, success criteria, and progress toward curricular outcomes will be communicated through samples of student work sent home for review, opportunities for parent feedback or signatures when appropriate, and photos, videos, or examples of learning shared through Edsby. These regular updates are intended to keep families informed about their child's learning journey.

All teachers will implement a plan to gather and communicate evidence of student learning aligned with curricular outcomes. This evidence will include clearly defined learning goals and success criteria, ongoing assessment of student progress, achievement and growth as measured using the EMAB proficiency scale, and multiple opportunities for students to demonstrate their understanding in meaningful ways.

The information collected throughout the year will guide conversations about student learning during parent-teacher interviews, student-led conferences, and other meetings as needed. Teachers will use this information to celebrate academic growth and achievement, identify areas where additional support may be beneficial, and discuss strategies to help students continue to grow and succeed.

We value strong home-school partnerships and encourage families to reach out at any time throughout the school year. Parents and guardians are welcome to request a meeting with their child's teacher to discuss progress, ask questions, or collaborate on ways to support learning both at home and at school.

## UNDERSTANDING REPORTING (Grades 1 – 6)

### WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

E	M	A	B
<p><b>Excelling</b> in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. <b>Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.</b></p>	<p><b>Meeting</b> grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. <b>Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.</b></p>	<p><b>Approaching</b> grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. <b>Additional supports may be necessary to further learning in this area.</b></p>	<p><b>Beginning</b> grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. <b>Additional planning and instructional supports will be necessary for further learning in this area.</b></p>

### WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child’s achievement is recorded. Your child’s teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement.	Student is working on provincial curriculum with adjustments made to instruction.	Student is working on programming significantly different than provincial curriculum. The student’s Individual Support Plan (ISP) will reflect more specific achievement towards goals.

## **WHAT ABOUT EFFORT OR BEHAVIOUR?**

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
------------------	-------------	---------------	------------

## **HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?**

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.