Park West School



***School Plan for Communication 2022-2023***

Assessment and Evaluation

Assessment is the ongoing process of gathering information on students’ learning using a variety of sources and strategies. Assessment occurs during teaching and learning and is intended to show growth over time. Also, assessments provide teachers with information to inform their instructional practices and decisions for planning purposes.

Evaluation is the process of analyzing, summarizing and making decisions based upon the information gathered through assessment. Evaluation determines the extent to which learning has occurred to meet the expected learning outcomes. Examples; Report cards, program decisions, grade placement …

The purpose of assessment and evaluation is to monitor the growth of student learning over time. Also, assessment and evaluation is designed so students can be assessed and evaluated on their level of understanding of the expected learning outcomes.

Curriculum Alignment is aligning the written Department of Education and Early Childhood Development Provincial Curriculum outcomes with all assessments and instructional practices.

Parent/Guardian Involvement

Parents/Guardians can become more knowledgeable about outcomes by:

* Attending information sessions at school
* Accessing the relevant Learning Outcomes Framework at the Department of Education websites.[www.ednet.ns.ca](http://www.ednet.ns.ca)
* Reading the curriculum information that the school provides
* Observing your child’s schoolwork
* Monitoring homework
* Asking your child about school
* Asking teachers about your child’s progress
* Attending Curriculum Night

Student Involvement

Teachers will develop and maintain learning environments that promote student involvement.  In such learning environments, the students:

* understand and are able to express the expected learning outcome
* know what high quality work looks like and are able to collect and refer to samples that show high quality work
* set criteria defining quality
* use scoring guides to assess work samples, give descriptive feedback, and/or revise the work
* have time to learn, practice and apply their skills and knowledge
* collect information regarding their learning from self, peers and others, and set goals
* revisit and revise the criteria as they learn more
* communicate and present their evidence of learning to others, and receive feedback

### Students Requiring Additional Supports

The school is committed to supporting the learning of all students. Timely intervention is the most effective approach in supporting student learning.

The school has a process for the identification, assessment, and the program planning for students with learning needs. Classroom teachers, resource teachers, and parents may initiate and/or assist in identifying students with learning / special needs. When a student is identified as having learning / special needs, a referral is made to the School Planning Team.

The School Planning Team consists of the principal, Vice-Principal, Learning Center teachers, Speech Language Pathologist / School Psychologist, Guidance teacher, Social Worker, Resource Teacher and classroom teachers.

Parents are informed before any intervention / support takes place. Parents are consulted and written permission is required for any formal individual assessment. Parents are informed of the results. The assessment results along with other information will be used in making adaptations to the student’s program or develop an Individual Program Plan (IPP) for the student. The student and the parents/guardians as participants of the program planning team will be involved in making adaptations or developing an IPP for the student.

Communication Calendar

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| --- | --- | --- |
| Event | Month  (specific dates will be communicated when finalized) | Purpose |
| Curriculum Night | September | Meet and greet, obtain an overview of the programs and assessment strategies |
| Parent/Teacher Conferences | December | Discuss students’ academic achievement to date, update on behavior and work habits |
| Report Cards | November  March  June | Using Department of Education authorized report card to report students’ academic progress on the Department of Education Provincial Outcomes |
| Parent/Teacher Conferences | March | Discuss students’ academic achievement to date, update on behavior and work habits |

Grade Primary

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| --- |
| **Term 1-3: November, March and June**   * Students in Primary will not receive letter grades. * Integrated English and Integrated Math will be reported with a comment inclusive of integrated subjects. as applicable. * Learner Profile will be reported with the developmental scale and a comment. * Music and Physical Education will report in Term 2 and 3 using the developmental scale and a comment. *The Learner profile comment has been removed for specialists.*   Developmental scale:  **Well Developed** application of work habits and social skills.  **Developing as Expected with application of work habits and social skills.**  **Needs Development** with applications of work habits and social skills.  **Not Applicable** (N/A)  **Term 1-3: November, March and June (grades 1-3)**   * Learner Profile will be reported with the developmental scale and a comment from the classroom teacher. * Integrated English and Integrated Math will be reported with the developmental scale and a comment inclusive of integrated subjects, as applicable. * Music and Physical Education will report in Term 2 and 3 using the developmental scale and a comment. *The Learner profile comment has been removed for specialists.*   Developmental scale:  **Well Developed** application of work habits and social skills.  **Developing as Expected with application of work habits and social skills.**  **Needs Development** with applications of work habits and social skills.  **Not Applicable** (N/A) |

Grades 4-6

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| --- |
| **Term 1: November**   * Learner Profile will be reported with the developmental scale and a comment from the classroom teacher. * English and Math will be reported with the developmental scale and a comment inclusive of integrated subjects, as applicable.   **Term 2 and 3: March and June.**   * Learner Profile will be reported with the developmental scale and a comment from the classroom teacher. * English will be reported with the letter grade scale and a comment inclusive of integrated subjects as applicable. * Math will be reported with the letter grade scale scale and a comment inclusive of integrated subjects, as applicable. * Music, Physical Education and French will report in Term 2 and 3 using the developmental scale and a comment. *The Learner profile comment has been removed for specialists.*   **Letter Grade Scale**  **A- Thorough** understanding and application of concepts and skills  **B- Good** understanding and application of concepts and skills.  **C- Basic** understanding and application of concepts and skills.  **D-Limited** understanding and application of concepts and skills.  **INS-Insufficient evidence** to report on achievement. |

Achievement of Expected Learning Outcomes: Grades indicating level of understanding of the outcomes in **Junior High**:

|  |  |
| --- | --- |
| Grade | Expected Learning Achievement |
| 90 – 100 % | Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes |
| 80 – 89% | Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes |
| 70 – 79% | Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes |
| 60 – 69% | Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes |
| 50 – 59% | Demonstrates *minimal* understanding and application of concepts and skills in relation to the learning outcomes |
| Below  50% | Has not met minimum requirements of the course |
| N/A | Not Applicable at this time |
| INS | Insufficient evidence to report on achievement of the expected learning outcomes |

 Classroom Assessment

### Teachers are responsible for:

* Ensuring the assessment, evaluation, and communication of student

learning is aligned with the Department of Education and Early Childhood

Development programs and expected learning outcomes;

* Designing assessment tools and strategies to ensure that all students are

given equitable opportunities to demonstrate their achievement of the

expected learning outcomes as per the *Race Relations, Cross Cultural*

*Understanding and Human Rights in Learning Policy* C.010;

* Interpreting assessment results with a student’s personal and social context in mind (e.g., age, ability, gender, language, opportunity to learn, self-esteem, Socio-economic background, special interests, special needs, “test taking” skills);
* If a student performs poorly on an assessment, teachers will

consider the possibility that one or more of these contextual

factors interfered with this performance. If appropriate, the

student will be given other opportunities to learn the skills or

information involved and to demonstrate this learning.

* Providing students and parents/guardians with a written syllabus of

expected learning outcomes, assessment and evaluation strategies and

grading criteria early in the school year. This will be communicated in a

language students and parents can understand and will indicate how

summative assessment will be used to determine course letter grades

(grades 1-6) or percentage grades (grades 7-9) for the same grade or course within a school to establish common expectations for student achievement of learning outcomes. Student learning will be evaluated based on these expectations;

* Evaluating student learning by:

Developing clear criteria for marking student work;

Communicating criteria for evaluation with students before the

process of learning, assessing, evaluating and reporting occurs.

The criteria and guidelines can be teacher-generated, student generated,

or developed collaboratively and, where possible, will

be accompanied by examples of quality performance or product

for each level of proficiency;

Analyzing evidence of learning from multiple sources and

methods.;

Focusing on students’ growth and achievements in relation to

expected learning outcomes, rather than on students’

characteristics and/or non-academic achievement.

* Considering students’ most recent work when making

professional judgments and/or assigning value to their work.

## Classroom Assignments

### Teachers are responsible for:

* Communicating the purpose(s) of the assignment and the criteria for

evaluating the work to the students when it is assigned;

* Providing timely, descriptive feedback when a product is involved;
* Ensuring that the marks students receive are a pure reflection of the

student’s achievement of the outcomes;

* Ensuring that assignments have clearly stated due dates that are

communicated to students and parents/guardians where appropriate;

* Setting due dates for assignments which:

Are reasonable and involve students where appropriate;

Provide support and checkpoints;

Encourage self-monitoring and the seeking of assistance;

Involve consultation with other teachers within the school to

avoid overlap;

Can be extended at their discretion, in consultation with the

principal.

Determining an extended deadline and plan for successful completion of incomplete assignments with the student, as well as the principal.

* + - When deciding how much extra time to provide before the extended deadline, teachers will consider:

The nature of the assignment and the amount of time needed for completion;

The time needed for additional instruction;

The need to return assignments to students for meaningful feedback;

The need to maintain the logical progression of the course as

prescribed by the Department of Education and Early Childhood

Development.

* If an extended deadline is missed for assignments, the student’s grade will be affected.

## Students are responsible for:

* Seeking assistance with assignments when required;
* Requesting an extension for assignments at least 1 day prior to the due date
* Completing assignments by specified due dates in order for teachers to

provide timely feedback.

* Having the late assignment contract signed by both themselves and their parents.
* Understanding that missing multiple opportunities to meet outcomes will negatively affect their final grade in the course.

Grade Level Placement Decisions

It is the responsibility of the teachers and the school administration to establish early interventions, two-way communication and involvement with students at risk and their parents/guardians.

The principal and teachers will review recommendations and any supporting documentation about the grade level placement of students.  The best interest of the student will guide this decision.  In all cases, careful consideration will be given to possible disadvantages of placement and additional support required by the student.

In cases when the grade level placement is in question, the principal and teachers will make the decision in consultation with the parents/guardians and (when appropriate) the student.  Following consultation the principal will make the final decision.

Parent Concern Protocol

Park West School and the Halifax Regional Center for Education are committed to addressing parent concerns in an efficient and respectful manner. Every reasonable effort will be made to resolve issues brought to the attention of teachers, school administration and the Center’s professional staff. (HRCE Parent Concern Protocol) To view this policy in its entirety, visit  <https://www.hrce.ca/about-our-schools/parents/parent-tool-kit/parent-concerns> or the school website under the Parent section.

If you have a question or concern regarding your child, the channel of communication begins with your child’s teacher. Concerns related to classroom issues should always be addressed with the teacher first. If the issue remains unresolved, it should then be directed to the Vice Principal attached to your child's grade. P-4 parents contact Mr. Melanson and 5-9 parents contact Mrs. Olsen. Should the matter not be resolved by this communication, please refer to the “Parental Concern Form” which can be obtained from the school.

The ***Parent Concern Reporting Form*** may be used, at the request of the parent, when all attempts to resolve the concern at the school have not been successful.

Standards of Communication with Parents/Guardians

Parents will obtain information from our school at the following scheduled occasions:

* Curriculum Night (September)
* Report Cards December, April and June)
* Parent-Teacher Visitations (November and April)

We actively communicate with parents and guardians through a variety of formal and informal methods. Some examples of these include:

* On going assessments and homework assignments
* Notices/Newsletters and memos to parents
* Parent Teacher communication logs (2 way communication)
* Email
* Direct telephone communications
* Recognition of student achievements
* Scheduled appointments
* Class websites
* Projects
* Portfolios
* Reading-At-Home Programs
* Performances
* Power School – Parent Portal
* Journals
* Writing Folders
* Work Samples
* School Advisory Council
* Bulletin board displays
* School sign
* Our school website: <https://pws.hrce.ca>
* Alert Messages (whole school emails)

Please take an active role in your child’s learning. We welcome and recommend that you contact teachers and/or the school if you have questions and/or would like to inquire about your child’s learning. Let’s work together to ensure student success!

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