



**MEDICINE HAT PUBLIC SCHOOL DIVISION**

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

**Grades 3-12**

**School Name: Hub Virtual School**

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

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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**

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#### **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 questions of your child's teacher 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.

**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.

## **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. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

- Tools in Edsby and will be used to alert parents of missing assignments
- Email and/or phone communication with parents regarding new or patterns of concerns
- Meetings by appointment with parents, teachers, and students to create a support plan as needed
- Inform parents of any contracts that are formed between the teacher and the students
- Ensure assignments and instructions are posted on Google Classroom regularly to ensure access for students who may be absent
- Recording of new lessons will be made available on a regular basis and posted on Google Classroom

It is important that students who are absent from school complete missing assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher.

For students who has been missing or has incomplete work, due to vacations, health reason, or from general absenteeism, teachers will follow this process:

- Utilize designated time either before, during, or after the school day to meet individually with the teacher
- Ensure students understand success criteria

- Work with students to clarify assignment parameters and make a support plan for completion
- Give opportunities to complete missing work or alternative assessment(s)
- Provide targeted accommodation as appropriate for students
- Refer to any available recordings of missed lessons to support student learning

\* As a last resort, if this intervention still results in incomplete evidence of learning a NYD (not yet demonstrated) may be assigned to the student.

Our teachers have built and maintained a Google Classroom as the main point of access so that students can access all lessons and assignments to keep up with the class. Teachers are also available to meet individually or in small groups to answer any questions students might have.

Students are expected to attend school on scheduled days and take holidays according to the school year calendar. If parents choose to take their child out of school at times other than school holidays, the student will be missing valuable learning that cannot be recreated through a worksheet package. Classroom discussion, problem solving and collaborative opportunities with their peers and many other unique learning opportunities are lost. If your child is absent due to vacation, teachers will provide families with key concepts and basic resources that may be used to support their learning. It is expected that parents will support their child in learning these outcomes.

If a student is absent due to significant illness, they are expected to access their assignments via Google Classroom. Parent/Guardians can see their student's work, assessments, and feedback via Google Classroom as well, including any missing assignments.

## 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:

#### *Elementary (Grades 3-5)*

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	September 2, 2025 – December 1, 2025	<p><b>August 28-29:</b> Teacher Initial Contact- introductory email and phone call</p> <p><b>Sept. 5-19:</b> Meet the Teacher Opportunities- Individual Teachers to communicate and schedule themselves</p> <p><b>Sept 18-</b> School Open House and Staff Meet and Greet</p> <p><b>November 26-27:</b> Parent Teacher Interviews</p> <p><b>Dec. 5<sup>th</sup>:</b> Report Cards released on Edsby</p>
Term 2	December 2, 2025 - March 23, 2026	<p><b>March 25-26-</b> Parent Teacher Interview</p> <p><b>March 27<sup>th</sup>-</b> Report Cards released on Edsby</p>
Term 3	March 24, 2026 - June 25, 2026	<p><b>June 25<sup>th</sup></b> -Final Report Card released on Edsby</p>
<b>Note:</b> We encourage all parents to routinely check Edsby for updates on student progress as well as whole school and classroom communications.		

#### *Middle and High School (Grades 6-12)*

TERMS	DATES	COMMUNICATION TYPE & DATE
Semester 1	September 2, 2025 – January 29, 2026	<p>Ongoing academic data will be accessible via Edsby. Student-parent-teacher learning conferences can be scheduled at the request of the parent, teacher, or school administration.</p> <p><b>November 24<sup>th</sup></b>- Edsby Generated Progress Report Shared</p> <p><b>November 26-27:</b> Parent Teacher Interviews</p> <p><b>January 30<sup>th</sup></b>- Report Cards released on Edsby</p>
Semester 2	January 30, 2026 – June 25, 2026	<p>Ongoing academic data will be accessible via Edsby. Student-parent-teacher learning conferences can be</p>

		<p>scheduled at the request of the parent, teacher, or school administration.</p> <p><b><i>March 23<sup>rd</sup></i></b> - Edsby Generated Progress Report Shared</p> <p><b><i>March 25-26:</i></b> Parent Teacher Interviews</p> <p><b><i>June 25<sup>th</sup></i></b>-Report Cards released on Edsby</p>
<p><b><i>Note:</i></b> We encourage all parents to routinely check Edsby for updates on student progress as well as whole school and classroom communications</p>		

### Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. Edsby is an online tool that is used Division wide to support this communication. Our teachers commit to keeping the Edsby gradebooks updated for parents to view current level of achievement. Additionally, where they see best fit, teachers may choose to use Edsby to send out communications regarding such things as weekly updates, upcoming assignments or exams, or special in class activities. Teachers will send weekly updates about concepts being covered in classes which may come in the form of a weekly email or message through Edsby portal. Teachers will maintain regular contact with parents regarding attendance or achievement concerns. Our school will consider and utilize multiple modes of communication such email, phone, Google Chat, Google Meetings, and the use of Edsby messenger.

Google Classroom, which is used as our main point of access for learning materials, is another valuable method of communicating and collaborating with our families. Throughout the school year, learning and instructional resources, assignments, and projects may be posted in Google Classroom. Families are encouraged to engage with their child in reviewing each Google Classroom which they are a part of to review both completed as well as incomplete or missing assignments.

We are active on social media and would encourage families to follow us on Facebook and Instagram. We look forward to working with families to enhance and support student learning. Please contact the school or your child's teacher with questions you might have.

## UNDERSTANDING REPORTING (Grades 1 – 9)

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### 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
<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>	<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>	<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>	<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>

### 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
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## 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.

## UNDERSTANDING REPORTING (Grades 10 - 12)

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Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post secondary institutions rarely grade using percentages and generally utilize a 4-point scale or letters connected to a 4- point scale.