

PARKLAND SCHOOL DIVISION STANDARDS AND CRITERIA



ASSESSMENT refers to the process of collecting information on student performance that includes a variety of assessment tasks.

EVALUATION involves making a professional judgement based on the assessments provided.

REPORTING involves communicating to students and parents the evaluation of student performance in relation to the learning outcomes in the Alberta Programs of Study.

While a student's Report Card may have a variety of uses, it is primarily used to communicate, to parents, a statement of a student's progress at a particular time. The Report Card must not be the primary source of communication between the teacher and the parent.

The following chart identifies equivalent indicators and standards. For instance, the Standard of Excellence aligns to the exemplars below and to assessments in the range of 100% to 80%

Provincial Assessments for Diploma Examinations and Achievement Tests are evaluated within three standards:

Provincial Assessment Standards (for Provincial Achievement Tests and Diploma Examinations)									
At a Standard of Excellence			At Acceptable Standard						Below Acceptable Standard
Parkland School Division – Levels of Achievement – In Alignment with Alberta Post-Secondary Institutions									
Excellent			Competent			Satisfactory			Insufficient
80% - 100%			65% - 79%			50% - 64%			0-49%
95-100% (6%)	86-94% (9%)	80-85% (6%)	76-79% (4%)	69-75% (7%)	65-68% (4%)	61-64% (4%)	54-60% (7%)	50-53% (4%)	0-49% (49%)
Equivalencies									
A+	A	A-	B+	B	B-	C+	C	C-	F
4.0		3.7	3.3	3.0	2.7	2.3	2.0	1.7	0.0

Parkland School Division shall report progress with four indicators of achievement (K-6), and percentages (7-12). Note that the indicators of achievement for knowledge tasks are equal, in the range of percentage, as to the indicators of achievement.

While a 50% -64% notes a passing grade (satisfactory), students are expected to strive for a level of competence (65%+) at a minimum while continually endeavouring to work toward the standard of excellence.

*** A final mark of 90% or greater will receive a notation of “with distinction”.**

Teachers assess criteria in a manner guided by standards. The items below should guide a better understanding of a student's level of achievement. It is possible to demonstrate differing levels of mastery within a class, given the complexity and variety of outcomes. A teacher's role is to professionally weigh a student's performance across a variety of learning tasks – this is then provided as a summative grade on the report card.

Standards and Criteria	Excellent	Competent	Satisfactory	Insufficient
Knowledge and Skills	Mastery of foundational knowledge or skills; quickly and independently makes accurate generalizations; highly efficient retrieval of information and skills; fluidity with the detailed and the complex; has the ability to analyze for differences and similarities; effectively employs strategies in non-routine situations; evidence of creative and flexible thinking; has a strong conceptual understanding; independently connects previous learning to new learning; makes connections between concepts	Has consolidated important knowledge and skills; is growing their capacity to work with the detailed and the complex; consistently successful with tasks that are predictable and routine; sees relationships, generalizations and connections between concepts and is therefore capable of transfer learning; may not yet intuitively recognize inherent concepts, and needs structure and guidance to analyze for similarities and differences in transfer situations that are less evident; generally able to see the connection to previous learnings; may need prompting to see the less evident connections amongst related concepts	Has independent capacity with the basic “must haves” of the curriculum, is at the surface level of understanding with the key ideas; may still be consolidating information and developing efficient retrieval of necessary content or skills; generally works independently and consistently with the most evident and basic scenarios; heavily reliant on support to see similarities and differences and requires significant scaffolding to transfer their learning; still moving towards a conceptual understanding and therefore has difficulty making the connections without explicit instruction.	Has not yet demonstrated independent and consistent capacity with the basic “must haves” of the curriculum; struggles to respond to the most evident and basic of scenarios; significantly dismayed by unfamiliar challenges and non-routine tasks; making connections to previous learning is difficult as there are often gaps in the learning; insufficient evidence of learning thus far; may produce satisfactory level work, but with significant and ongoing support
Literacy	Confidently able to engage with a variety of types of communication to acquire and construct meaning; capably scans information to anticipate meaning; intuitively summarizes and synthesizes ideas; makes inferences and continues to build an already broad vocabulary through contextual cues and knowledge of word structures	Clearly grasps and summarizes the main idea; may need support with synthesis and inferencing; sometimes needs support in noticing the complexities and nuances of less evident ideas; has a solid vocabulary and is able to determine the gist of new words	Is able to gather a basic understanding of the main idea; relies on information that is presented in a direct and evident manner; needs support with summarizing or re-phrasing in one’s own words; has a functional vocabulary but needs to grow fluency with recognizing contextual cues and word structures	Literacy skills are still developing; struggles to process information and find the main idea of what is being communicated; is working to develop a sufficient level of vocabulary and decoding vocabulary through the use of contextual cues and word structures

Problem Solving	Flexible and creative problem solver; is persistent and will employ a variety of approaches if needed; checks and evaluates the effectiveness of the process utilized; sees the problem within the larger context and evaluates the reasonableness of the solution	Is a capable problem solver, but relies somewhat on rehearsed strategies to find solutions; checks the effectiveness of the process utilized; sometimes loses sight of the larger context or real-world application and therefore the reasonableness of the response; may require encouragement to persevere and try alternate approaches	Has a reasonable idea of where to start with basic problems; solves problems with some assistance to find solutions and with limited self-checks in review of approach; is heavily reliant on a pre-determined, step by step approach; does not easily access conceptual understanding to assist with solving of the problem	Requires significant assistance in breaking the problem into smaller parts, and making connections to strategies.
Metacognition	Demonstrates a clear understanding of the learning goal; seeks information to determine next steps and effectively acts on a plan to move the learning forward; actively seeks feedback in a constructive manner; strong critical thinker; carefully considers criteria before making judgments and evaluations; clearly describes and reflects on their thinking processes	Has a good understanding of the learning goal, but may not have a clear idea of where they sit with respect to the target; open to and responds well to feedback; sometimes loses sight of the criteria in making judgements; is growing their capacity to be aware and descriptive of their thinking	Struggles to identify where they are at with respect to the learning goal; needs assistance with knowing or applying next steps, but is open to working with support; may have difficulties with seeking and responding to feedback, but will work to improve the learning; critical thinking is evident but requires frequent prompting to reference criteria	Requires significant support to understand the learning goal and how to move their learning forward; avoids feedback or struggles to respond to feedback in a constructive manner
Communication	Communicates insightful ideas with fluency, mastery of conventions, style and voice; communication is well organized and carefully considered; is able to select from a variety of mediums to determine which will have the greatest degree of impact, with respect to the audience	Communicates ideas clearly, but may need to grow with certain, more complex concepts or communication structures; is working to show more creativity and insight; is growing their capacity to communicate with various mediums to most effectively have impact with the audience	Communicates ideas in a straightforward but limited manner; main idea is evident but needs support with organization and development of the ideas with detailed support, and the artistry of the language	Ability to communicate ideas is unclear and fragmented
Collaboration	Significantly contributes in situations when working with others; demonstrates respect and appreciation for the contribution of others; incorporates the perspectives of others into their own learning; genuinely seeks to understand; offers helpful and respectful feedback to others	Makes contributions to the collaborative process; is willing to hear what others have to say; may need prompting or support to incorporate the perspective of others into their own learning; sometimes benefits from guidance in offering constructive feedback to others	Demonstrates willingness and ability to work with others; performs best when taking on designated roles or tasks; may need guidance with intentional listening in order to achieve understanding of another's perspective; growing their capacity to offer constructive feedback	May be open to working with others; needs guidance in maintaining focus on the common goal; has difficulty with intentional listening and seeking to understand the perspective of others

The intent is to provide a clear range of competency and understanding, given the criteria standards listed above. The examples are meant as a starting place and educators are encouraged to use this range to determine assessment criteria as required.