



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Crescent Heights Middle School

Grades 7 – 9

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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 need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. 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 the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a report card. In MHPSD*, report cards are available online with the platform Edsby. Parents are encouraged to create an account in Edsby in order to be able to view and print report cards, as well as use the other features to stay connected with the school community. If a parent does not have access to suitable technology, they can request a printed copy from the school.

*Note: Kindergarten only receives a final report card in June.

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 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.
- Making sure to check Edsby regularly

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
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- 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 in Edsby gradebook.
- Using Universal Screening Tools for reading and math to plan for instruction and learning.

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 or redo outcomes 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 increase what they know. 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 assessments are marked 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 each outcome.

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 CHHS, you can expect that teachers will use the following methods to communicate with you about this area:

1. **Google Classroom** and **Edsby** will be foundational tools where our students can access learning opportunities. We will use EDSBY as a communication tool to share information with families and students to establish a common/consistent message within our classroom/school community.
2. Edsby gradebook will be used to share student achievement on outcomes in a timely manner. Student assessments will be posted in Edsby **within two weeks of submission** and parents will be notified quarterly that grades are accurate and updated reflecting student achievement.
3. We will work to build capacity in our students by establishing Edsby baseline expectations to support students in taking ownership in the uploading/submitting of documents to support portfolio development through Edsby. Evidence of learning will be uploaded and attached to the gradebook in order to share formative assessments/feedback with families in a timely manner.
4. Teachers will communicate with the families in their class/homeroom updating them on classroom information, upcoming assessments, reminders, curricular focus and activities to support.
5. Teachers will communicate with parents/guardians regularly about missing or incomplete student work. Parents are encouraged to reach out to their child's classroom teacher with any concerns you have.

If patterns of missing or incomplete student work arise, teachers will connect with parents/guardians via email or phone call to arrange a supportive planning meeting. Often missing or incomplete work is a sign of other

concerns. We will work with you to identify the challenges that your child is facing and create a supportive plan for growth and improvement.

It is important that students who are absent from school and miss assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. When students miss a significant amount of time due to illness teachers will provide assignments through Google Classroom or Edsby. When students miss a significant amount of time due to vacation, they are 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 through Google Classroom. It is expected that parents will support their child in learning these outcomes.

Reassessment

Students may be provided a reassessment opportunity given they have finished the initial assessment to the best of their ability. Based upon the teacher's professional judgment students may be required to take advantage of re-learning opportunities between assessments. Learning opportunities between assessments may include:

- targeted tutorials
- small group instruction
- peer tutoring
- instructional support (during the day, at lunch time, before and after school)

The intent of the CHHS reassessment plan is to ensure students have multiple opportunities to demonstrate mastery of curricular objectives. The teacher may use a variety of reassessment techniques to determine mastery. These techniques may include oral questioning, observation, retesting, demonstration, an additional assignment, or an alternative assignment.

CHHS focus remains on quality evidence of learning. Although department reassessment process may vary, reassessment is in alignment with our school assessment plan.

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:

SEMESTER	DATES	COMMUNICATION TYPE & DATE
Semester 1	Sept. 2nd – January 28, 2026	<p>Parent-Teacher Conferences</p> <ul style="list-style-type: none">• Parents will book appointment through EDSBY• October 9th - 6:00pm - 8:30pm• October 10th - 3:00pm - 5:30pm• Edsby gradebook will be updated with current assessments for P/T interviews. <p>Gr. 7 - 9 Report cards due to the office January 26, 2025</p> <p>Gr. 7 - 9 Report cards released on January 30, 2025</p>
Semester 2	January 29 – June 26, 2026	<p>Parent-Teacher Conferences</p> <ul style="list-style-type: none">• Parents will book appointment through EDSBY• March 12th - 6:00pm-8:30pm• March 13th - 3:00pm-5:30pm• Edsby gradebook will be updated with current assessments for P/T interviews. <p>Gr 7 - 9 Report cards due to the office June 23, 2025</p> <p>Gr.7 - 9 Report cards released on June 26, 2026</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.

Google Classroom and regular emails with a continued transition to EDSBY will be used for ongoing and consistent communication from Grade 7-9.

UNDERSTANDING REPORTING (Grades 7 – 9)

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.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

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

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.

****For more information on reporting in MHPSD, please see the document linked here - [Reporting Student Achievement \(K-9\) Summary*](#)***