
Agenda:

1. Introductions and rationale for presentation
2. Learning Outcomes and Task Design
3. Assessment and Reporting
4. Report Card Comments

School Council Meeting

January 22, 2026

Leadership Report

LEARNING OUTCOME

What knowledge, skills, and values will students demonstrate upon successful completion of the course?

TASK DESIGN

(using UDL principles and differentiation)

How have class activities and resources scaffolded student understanding to support learning?

How is student learning or demonstration of progress toward the outcome being assessed?

TEACHING & LEARNING

ASSESSMENT STRATEGIES

TASK DESIGN - LEARNING OUTCOMES

- Teachers begin designing a task by first examining the curriculum to identify the knowledge, skills, and processes students need to understand and develop.

Organizing Idea
Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.

Guiding Question
What is the significance of places within communities?

Guiding Question
How can sharing cultures build connections between communities?

Organizing Idea
Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.

Guiding Question
How can people work together to satisfy needs and wants?

Guiding Question
In what ways can people contribute to communities?

Organizing Idea
Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.

Guiding Question
How can people develop a sense of belonging?

Same Organizing Ideas For Each Grade

One to Two Guiding Questions per Organizing Question

Guiding Question
What are places within a community?

Learning Outcome
Children examine places in communities.

Knowledge, Understanding and Skills & Procedures

- A variety of places can be part of a community, for example,
 - playgrounds
 - natural areas
 - schools
 - fire stations
 - police stations
 - town or city halls
- Places in a community can be recognized by distinctive features and symbols.

Understanding
Places in communities have distinct symbols.

Skills & Procedures

- Recognize familiar places in the local community.
- Share places that have personal, family, or group meaning.

Learning Outcomes Presented Under Guiding Questions.

Demonstrates knowledge and understanding of topics and concepts

Develops Skills and Processes For Social Studies Inquiry

TASK DESIGN: Universal Design for Learning (UDL) - Differentiation

- Teachers use the UDL (Universal Design for Learning) framework to plan lessons that are **engaging, flexible and inclusive**
- UDL anticipates **student variability** from the start
- Lessons offer **multiple ways to engage, learn, and show understanding**
- In language classrooms, this means multiple ways to hear, read, speak, write, and show learning, while maintaining shared curricular goals
- Barriers are reduced while **high expectations remain** for all students
- Differentiation is responsive throughout the task

(CAST, 2018)

Universal Design for Learning

Why Use U.D.L.?

Equal Opportunity



Serve the needs of all learners

Benefits of UDL

Enhanced Curriculum



Challenging & Achievable

Removes Barriers

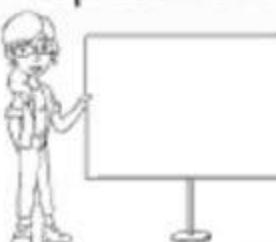
Strengths

UDL Principles

Expression



Representation



Engagement



Collaboration

Inclusion Classroom



Shared Vision



Set Times



Communicate

Plan & Assess

Lesson Planning

Class Profils



Find Viable Curriculum

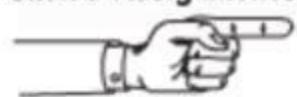


S.M.A.R.T. Goals

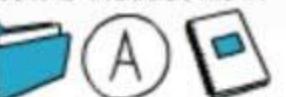


Incorporating a UDL

Choice Assignments



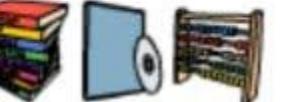
Flexible Assessment



Support



Variety of Materials



Vary Presentation



Classroom Examples

Environment



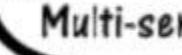
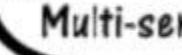
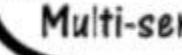
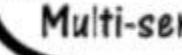
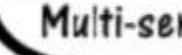
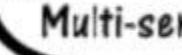
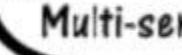
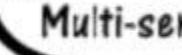
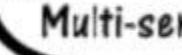
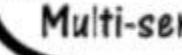
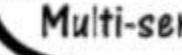
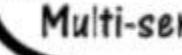
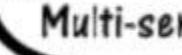
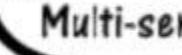
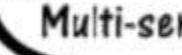
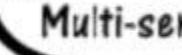
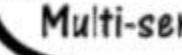
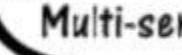
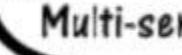
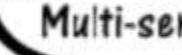
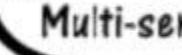
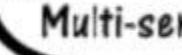
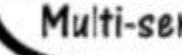
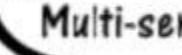
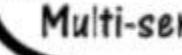
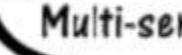
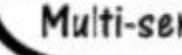
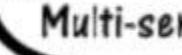
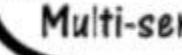
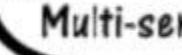
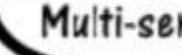
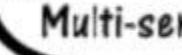
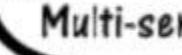
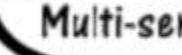
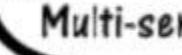
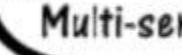
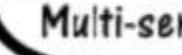
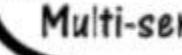
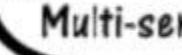
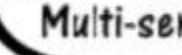
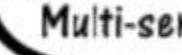
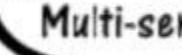
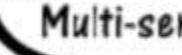
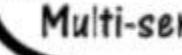
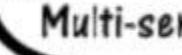
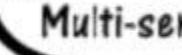
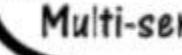
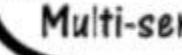
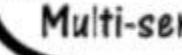
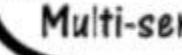
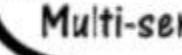
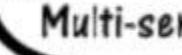
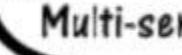
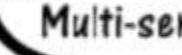
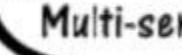
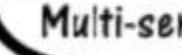
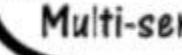
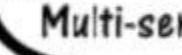
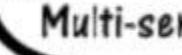
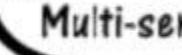
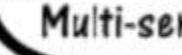
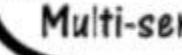
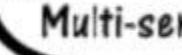
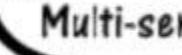
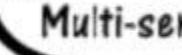
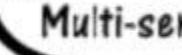
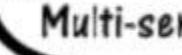
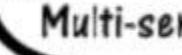
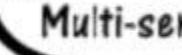
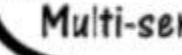
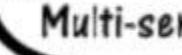
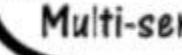
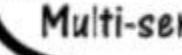
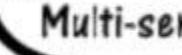
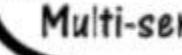
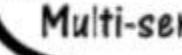
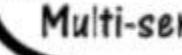
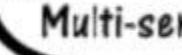
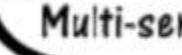
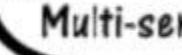
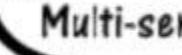
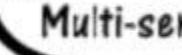
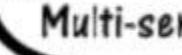
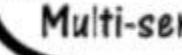
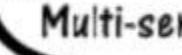
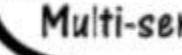
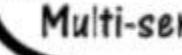
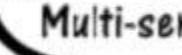
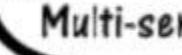
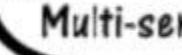
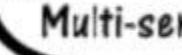
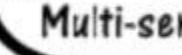
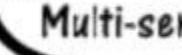
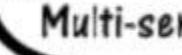
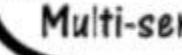
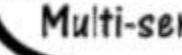
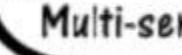
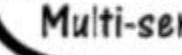
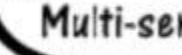
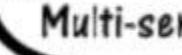
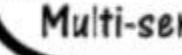
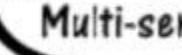
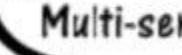
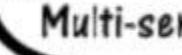
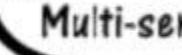
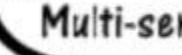
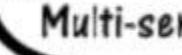
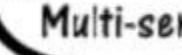
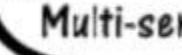
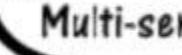
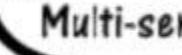
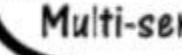
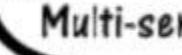
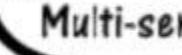
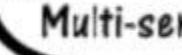
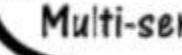
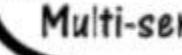
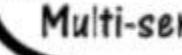
Group Work



Projects

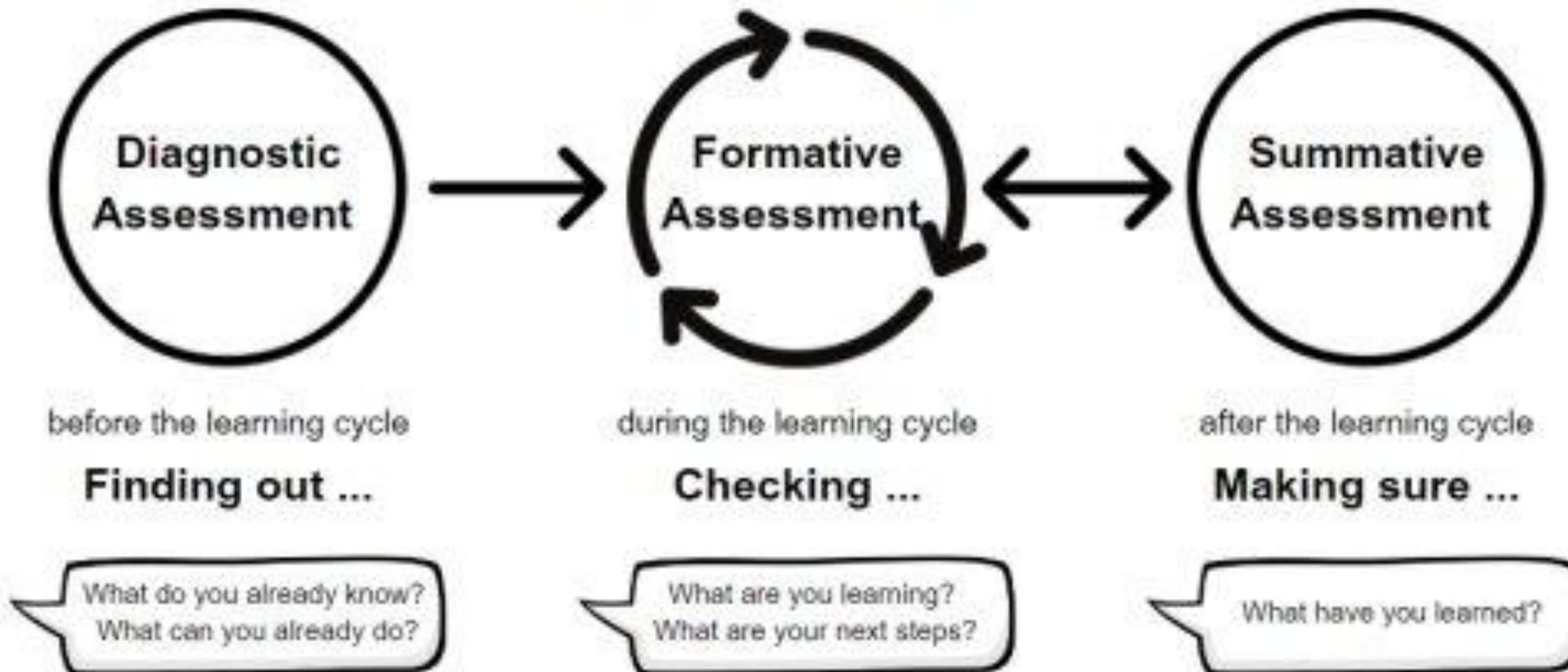


Flexibility

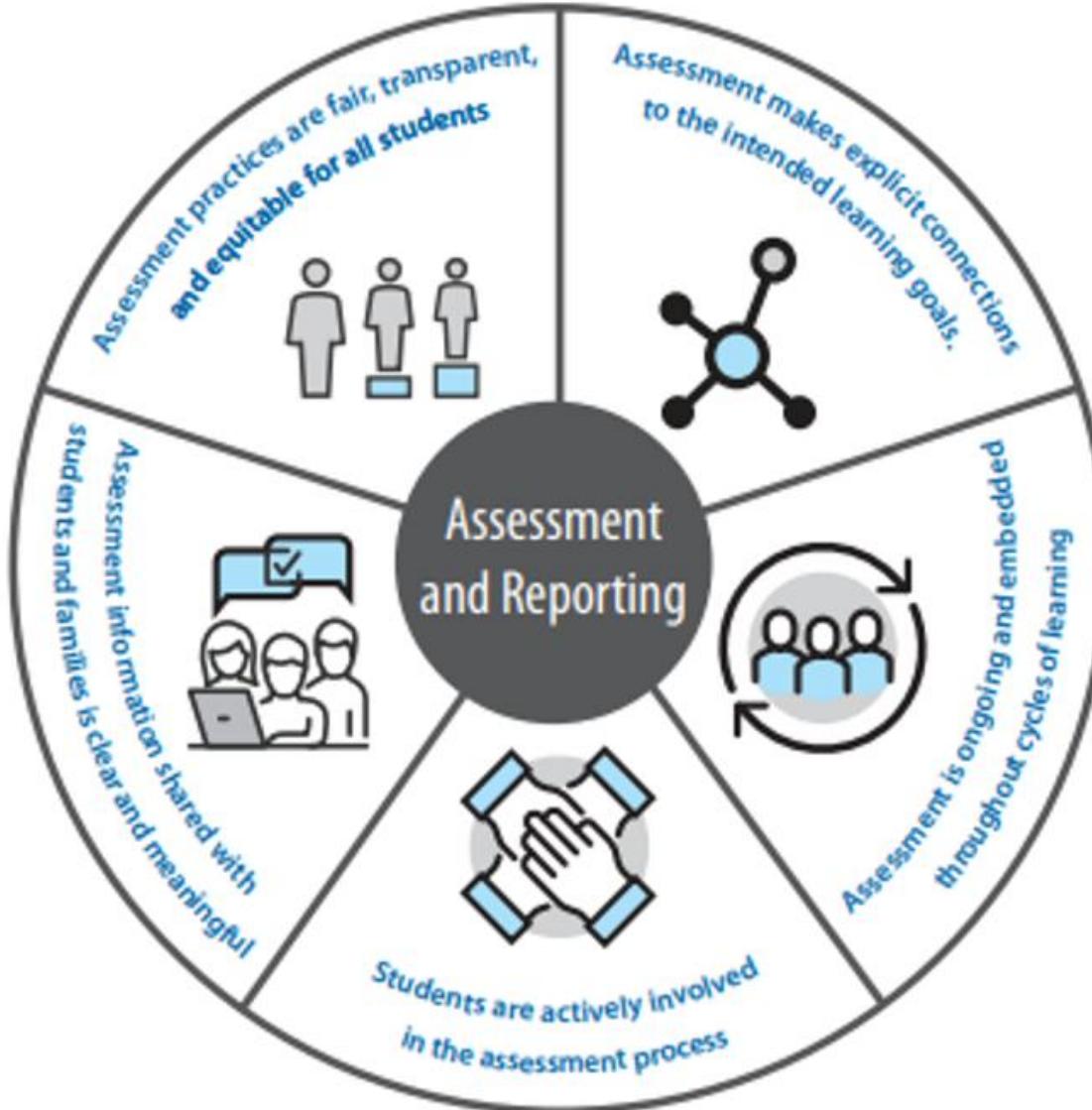


ASSESSMENT AND REPORTING – Assessment Types

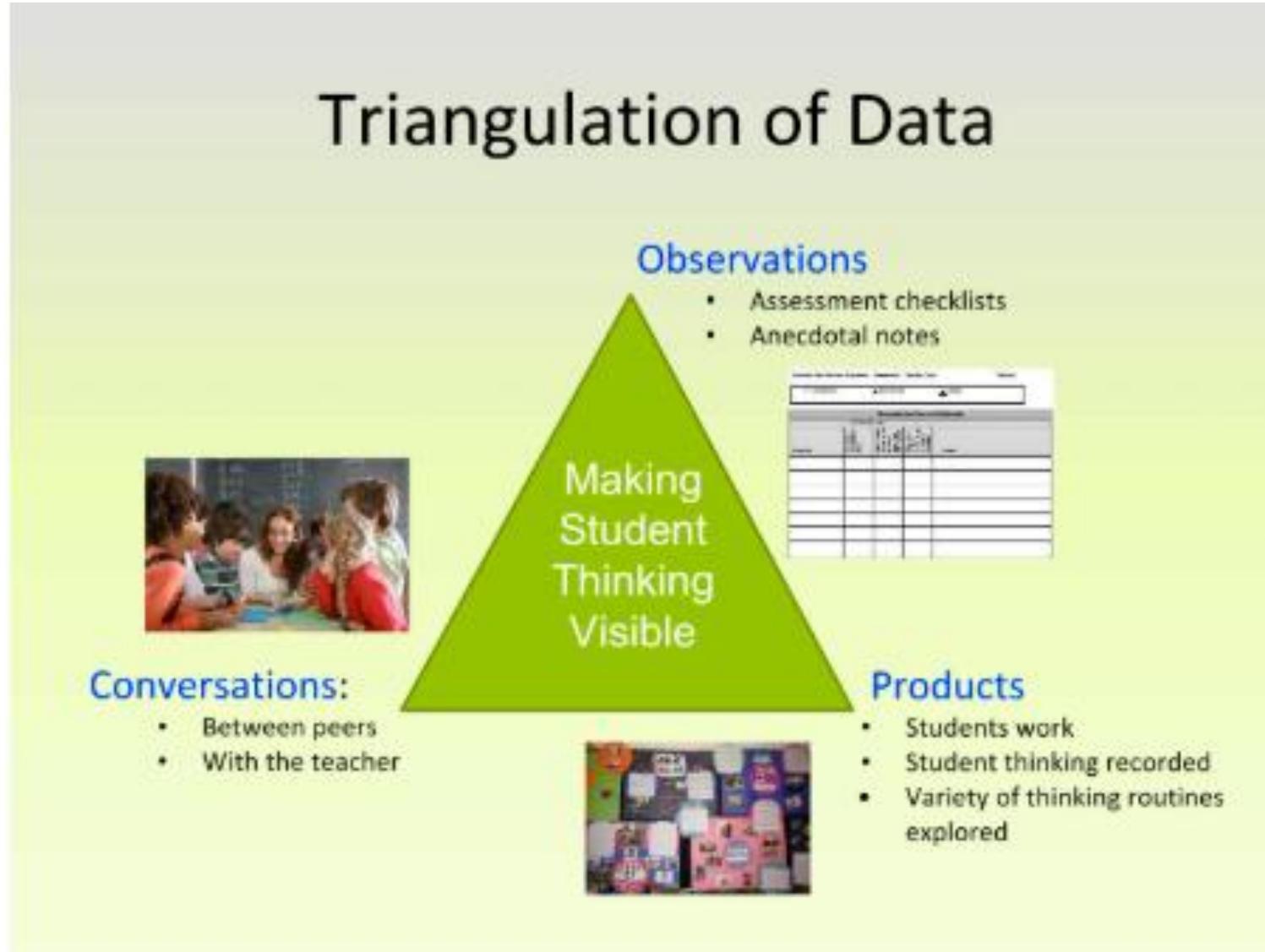
Figure 2. Assessment types throughout a learning cycle.



ASSESSMENT AND REPORTING – The Responsive Learning cycle



ASSESSMENT AND REPORTING – Triangulation of Data



ASSESSMENT AND REPORTING – Proficiency Scale

K-9 Proficiency Scale

Not Meeting (1)	Basic (2)	Good (3)	Excellent (4)
<p>The student is not meeting grade level achievement expectations.</p> <ul style="list-style-type: none">- The student demonstrates a beginning level of understanding.- The quality of work within the body of evidence may be vague and/or undeveloped.- The student consistently demonstrates this level of achievement.- Targeted adjustments to planning and instruction will be necessary for further learning in this area.	<p>The student has demonstrated basic achievement of grade level expectations.</p> <ul style="list-style-type: none">- The student demonstrates a developing level of understanding.- The quality of work within the body of evidence may be adequate and/or concrete.- The student consistently demonstrates this level of achievement.- Adjustments to planning and instruction may be necessary for further learning in this area.	<p>The student has demonstrated good achievement of grade level expectations.</p> <ul style="list-style-type: none">- The student demonstrates a well-developed level of understanding.- The quality of work within the body of evidence may be clear and/or well-reasoned.- The student consistently demonstrates this level of achievement.- The student can be confident of being prepared for further learning in this area.	<p>The student has demonstrated excellent achievement of grade level expectations.</p> <ul style="list-style-type: none">- The student demonstrates a mastery level of understanding.- The quality of work within the body of evidence may be perceptive and/or insightful.- The student consistently demonstrates this level of achievement.- The student can be confident of being prepared for further learning in this area.

ASSESSMENT AND REPORTING - Highlights

- PowerSchool for recording assessment information, helps teachers to organize assessment information and accurately assign indicators at report card time (Grade 6 available for parents)
- Calibration within grade teams to ensure consistent and balanced assessment practices
 - Tasks and bodies of evidence for report cards
 - Sometimes done with other CBE schools
- SDP Goal – Improving Writing with formative assessment and student agency
- K-6 CBE System AI generated rubrics | Westgate Grade teamwork

Report Cards – System Expectations

- **Elementary School Generalist Teachers**
 - Indicators are reported for each STEM in both reporting periods.
 - For each reporting period, teachers provide **no more than** three to six Areas of Strength and three to six Areas for Growth, including next steps for continued learning.
 - At least one Area of Strength and one Area for Growth (with next steps) must be included for:
 - Mathematics, and
 - English Language Arts and Literature (ELAL) / French Immersion Language Arts and Literature (FILAL).

Note | For Kindergarten teachers in Language Programs, please refer to the [Reporting Expectations and Timelines](#).

Report Cards – System Expectations

- Except for Mathematics and ELAL/FILAL, comments may be distributed flexibly across the year, based on when sufficient evidence of learning is available.
- The remaining comments may address other subject areas, and their distribution is a leadership team decision based on school context.
- Any “1”, “IPP”, “EAL”, “ADP”, and “NER” indicators must be addressed with a corresponding comment.
- At no point should the number of Areas for Growth exceed the number of Areas of Strength within any discipline area.

Report Card - Comment requirements

- the **Outcome or Stem**
 - as described in the relevant Alberta Curriculum / Program of Study (but not necessarily verbatim) or within PowerTeacher.
 - in the case of modified or blended programming, a reference is made to the intended learning goal.
- a **proficiency descriptor**
 - which reflects the degree to which the student has demonstrated the learning, using language that aligns with the proficiency scale.
 - in the case of modified or blended programming, a descriptor of quality or growth is used.
- **evidence of learning**
 - that describes what the student knows, understands and/or can do, rather than what they cannot, and
 - that uses student-specific, strength-based, and growth-oriented language, referencing evidence (e.g., observation, conversation or product) and communicates achievement clearly and positively to families.

Report Card - Proficiency Descriptors

Proficiency Descriptors	
Not Meeting (1) / Beginning	Beginning to, emerging, novice, shows an initial understanding of..., vague, shows foundational awareness, explores ideas about, preliminary, is learning to, uses strategies for, can participate, ...
Basic (2) / Developing	Adequate, approaching, acceptable, concrete, general(ly), met, simplistic, sufficient, shows growing competency, primary, basic, ...
Good (3) / Proficient	Adept, clear, competent, effective, efficient, in depth, skilled, thorough, well-developed, well-reasoned, solid application of concepts, coherent, ...
Excellent (4) / Exemplary	Highly accurate, complex, comprehensive, confidently, excellent, insightfully, precisely, perceptively, sophisticated, expertly, masterful, outstanding, exceptional, ...

Report Card Comments – Westgate

3 options of comment format **presented by CBE**

Staff input

Leadership team review of input

Preference to focus on Literacy/Numeracy

No comments – SC/SS/Art/PE and Wellness

Grades K-2: FILAL/Math

- Areas of Strength - 3 (**Total of 6**)
- Areas of Growth - 2 (**Total of 4**)

Grades 3-6: FILAL/Math/ELA

- Areas of Strength - 2 (**Total of 6**)
- Areas of Growth - 1 (**Total of 3**)

3 options of comments format – Westgate choice

- **Area(s) of Strength:**

A(n) [PROFICIENCY DESCRIPTOR] level of understanding was demonstrated of [OUTCOME]. This was demonstrated through [EVIDENCE], where they successfully [SUCCESS CRITERIA].

Area(s) for Growth:

A(n) [PROFICIENCY DESCRIPTOR] level of understanding was demonstrated of [OUTCOME]. [ACTION] would deepen their understanding **and/or** improve their ability to successfully [SUCCESS CRITERIA].

Example:

Area(s) of Strength: A skilled level of understanding was demonstrated of multiplication of decimal numbers. This was demonstrated through our classroom cafe simulation, where she successfully determined the GST of a food bill, using standard algorithms.

Area(s) for Growth: A beginning level of understanding was demonstrated of interpreting volume. Using unit cubes to build a right rectangular prism would deepen her understanding and improve her ability to successfully determine the volume of prisms.

How to Understand PowerSchool Grades – Parent Perspective

Grade 6 – assessment information shared

- [Kindergarten to Grade 9](#) - Video Tutorial
 - how to log in and navigate the portal when you have more than one child attending CBE schools.
 - How is my child doing at school? <https://insite.cbe.ab.ca/teaching/learningresources/How-is-My-Child-Doing-in-High-School.pdf>
- Questions?