



**Calgary Board
of Education**

Griffith Woods School

Dear families,

The conditions of the pandemic and its impact on students, families and staff have surfaced a wide range of issues and questions related to student learning in our schools. In response to some of these questions, in spring 2021, the Government of Alberta announced one time funding for additional supports for Grade 1 to Grade 3 students focused on literacy and math. This initiative is intended to help school districts and educators measure how classroom disruptions caused by the COVID-19 pandemic are affecting student learning and to provide some additional supports.

Assessing students early in the school year to determine their educational needs and to plan for instruction is a regular part of every school year. Much like a diagnostic assessment your doctor gives you during a visit (like checking your blood pressure, or taking your temperature), for educators, the diagnostic assessments that we traditionally use are designed to offer a quick “temperature check” several weeks after the start of classes to prioritize instructional content and identify students for whom more personalized learning may be required. This year is no different, except that instead of using some of the tools we may have used in the past, we will be using available diagnostic tools provided by Alberta Education as part of this initiative.

Our Grade 2 and 3 classes will be collecting information about students and assessing their literacy and numeracy skills and knowledge. These assessments are activities that will be done by your child’s teacher, during school time, before the end of September. Grade 1 students will be assessed in January 2022.

At the individual school level, diagnostic assessment results can be used by teachers to help identify and address gaps in student foundational understanding of numbers and skills required for reading. Given the nature of diagnostic assessments, these inform planning for next steps. Diagnostic assessment information is not used when determining report card grades.

Diagnostic assessment is different from ongoing formative classroom and summative student assessment evidence teachers use to share with parents in report cards, at parent teacher interview times and where applicable, as results from Provincial Achievement tests.

You can learn more about how schools share student progress with families on our [website](#) or in this document, [How is My Child Doing In School?](#).

As always, teachers will be in touch with families when they need to share a learning concern outside of reporting period timelines. Information shared on student report cards should not be a surprise to families or students, and we continue to work with parents as partners in order to ensure ongoing student success.

Data from these assessments will be collected centrally by CBE and shared with Alberta Education. This information will determine how much additional funding will be provided. Once CBE receives the

funding, this data will also inform how we best allocate additional supports across CBE schools. We will not be providing Alberta Education with individual student or results by school.

If you have more questions about these assessments, please connect with your child's teacher or with me directly.

Thank you,

Ryan Molyneux