

What is the Student Learning Assessment (SLA)?

The Student Learning Assessment is a beginning of the year "check in" or formative digitally based provincial assessment tool. Alberta is developing the SLA to enable both teachers and parents to identify and become aware of student strengths and areas for growth at the start of the school year. The SLA is based on Alberta's Grade 2 programs of study with a focus on literacy and numeracy. The SLA is flexible and can be completed over a number of days rather than on a specific day and time, thereby giving teachers greater flexibility and students the opportunity to take the assessment "when ready". The SLAs are digitally-based and allow students to show their learning in ways that are not possible with paper-based tests like the Provincial Achievement Tests (PATs). As such, the SLAs are a more inclusive assessment tool.

Literacy

Literacy is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

Numeracy

Numeracy is the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.

What are the SLAs used for?

Provincial assessments are meant to complement, not replace, day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

The results of this assessment, that was administered to Grade 3 students in September and October 2015, allow teachers to plan teaching and learning activities to improve student success. Knowing early in the school year, rather than at the end, what students know and are able to do, and areas for growth will serve as useful reference and enable collaboration between parents and teachers to help students learn and grow during the year.

What kind of "score" does a student get?

The SLA looks at a holistic picture of assessment to identify student strengths and opportunities for growth. A student's performance level is based on their ability to respond to digital interactive questions of increasing difficulty. Student performance is identified within a difficulty level from 1 to 5, with 5 being the highest level of performance. In addition to a summary of student performance, a breakdown of their response details are provided for further analysis.

Next steps

This report provides a summary of student results on the digital interactive questions. These results are one of many tools used to follow the student's educational progress. Parents are encouraged to discuss their child's results on the digital interactive questions contained in this report and the performance tasks that were marked locally with their child's teacher. Teachers are in the best position to interpret the results relative to learning expectations and to identify strategies to help students in areas for growth.

Literacy

Difficulty Level Descriptions

At Difficulty 1, a student who reads, views, listens, and responds to this assessment **may not yet demonstrate or is at the initial stage of**

- demonstrating an understanding of literacy and its use in daily life.
- understanding the content and vocabulary in some straightforward sources (e.g. stories, video clips, reports, etc.).
- recognizing some features of print (titles, key words, etc.).
- identifying some relationships between stated facts, events, and characters.
- using explicit information to make and confirm some simple predictions and draw some simple conclusions.

At Difficulty 2, a student who reads, views, listens, and responds to this assessment **occasionally**

- demonstrates an understanding of literacy and its use in daily life.
- understands the content and vocabulary in some straightforward sources (e.g. stories, video clips, reports, etc.).
- uses knowledge about some features of print (e.g. titles, key words, etc.).
- understands some stated relationships between facts, events, and characters.
- uses explicit information to make and confirm simple predictions and draws simple conclusions.

At Difficulty 3, a student who reads, views, listens, and responds to this assessment **generally**

- demonstrates an understanding of literacy and its use in daily life.
- understands the content and vocabulary in straightforward sources (e.g. stories, video clips, reports, etc.).
- uses knowledge about features of print (e.g. titles, key words, etc.).
- understands stated relationships between facts, events, and characters.
- uses explicit information to make and confirm basic predictions, synthesizes information and draws basic conclusions.

At Difficulty 4, a student who reads, views, listens, and responds to this assessment **frequently**

- demonstrates an understanding of literacy and its use in daily life.
- understands the content and vocabulary in a variety of sources (e.g. poems, stories, video and audio clips, presentations, etc.).
- uses knowledge about features of print and how information is organized (e.g. order of events in a story, charts, diagrams, font features, titles, captions, key words, etc.).
- understands the stated and implicit relationships between facts, events, and characters.
- makes and confirms predictions, synthesizes information and draws conclusions.

At Difficulty 5, a student who reads, views, listens, and responds to this assessment **consistently**

- demonstrates an understanding of literacy and its use in daily life.
- understands the content and vocabulary in a variety of sources (e.g. poems, stories, video and audio clips, presentations, etc.).
- uses knowledge about features of print and how information is organized (e.g. order of events in a story, charts, diagrams, font features, titles, captions, key words, etc.).
- understands the stated and implicit relationships between facts, events, and characters.
- makes and confirms predictions, synthesizes information and draws conclusions.

Numeracy

Difficulty Level Descriptions

At **Difficulty 1** students who respond to this assessment **may not yet demonstrate** or is **at the initial stage** of solving **simple** problems by using:

- connections to personal experiences and background knowledge when working with some simple information
- a vague understanding of numeracy content (e.g. number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g. recognize, recite, perform a simple single step procedure)
- logic and reasoning that is undeveloped or missing
- pictures and symbols that are underdeveloped to represent and interpret information
- some simple strategies

At **Difficulty 2** students who respond to this assessment can **occasionally** solve **simple** problems by using:

- connections to personal experiences and background knowledge when working with simple information
- a minimal understanding of numeracy content (e.g. number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g. recognize, identify, demonstrate, perform a simple one or two step procedure)
- logic and reasoning that inadequately supports or communicates a solution
- pictures and symbols to partially represent and interpret some information
- straightforward strategies

At **Difficulty 3** students who respond to this assessment can **generally** solve **basic** problems by using:

- connections to personal experiences and background knowledge when working with basic information
- an adequate understanding of numeracy content (e.g. number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g. retrieve, recall, describe, explain)
- some logic and reasoning that supports and communicates an appropriate solution
- pictures and symbols to generally represent and interpret some information
- appropriate strategies

At **Difficulty 4** students who respond to this assessment can **frequently** solve **complex** problems by using:

- connections to personal experiences and background knowledge when working with most information
- a substantial understanding of numeracy content (e.g. number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g. compare/contrast, interpret, generalize)
- logic and reasoning that supports and communicates a relevant solution
- pictures and symbols to accurately represent and interpret information
- reliable strategies

At **Difficulty 5** students who respond to this assessment can **consistently** solve **complex** problems by using:

- connections to personal experiences and background knowledge when working with a variety of information
- an in-depth understanding of numeracy content (e.g. number sense, pattern rules, measurement, 2-D shapes and 3-D objects, statistics) and skills (e.g. mental math, estimation, analysis, prediction, creation, explanation)
- logic and reasoning that supports and communicates a comprehensive solution
- pictures and symbols to effectively represent and interpret information
- effective strategies