

Administrative Procedure 360

STUDENT ASSESSMENT, EVALUATION & REPORTING

Background

Our mission is to develop educational opportunities in the context of Gospel values. Quality Catholic education programming for Kindergarten to Grade 12 ensures all students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

The primary purpose of assessment is to improve student learning, inform instructional decisions and promote student engagement.

Definitions

Achievement

A student's demonstration of attitudes, skills and knowledge relative to grade level learner outcomes in the Alberta Program of Studies or on an Instructional Support Plan (ISPs).

Accommodations

Programming retains the learning outcomes of the Program of Studies with additional supports and accommodations. Students receiving accommodations are typically working at the same grade level as their peers.

Adapted Programming

Programming retains the learning outcomes of the Program of Studies with significant supports and accommodations. Students receiving adapted programming are typically working below the grade level of their peers.

Assessment for Learning (Formative Assessment)

Assessment experiences that result in an ongoing exchange of information between student and teachers about student progress toward clearly specified learner outcomes.

Assessment of Learning (Summative Assessment)

Assessment experiences designed to collect information about learning to make judgments about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms.

Criteria

Statements beginning with strong action verbs that identify the learning to be achieved based on Alberta Program of Studies.

Descriptive Feedback

Ongoing, specific and constructive conversations about learning that relates directly to the learner outcomes.

Diagnostic Assessment

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to and during instruction to guide planning and instruction.

Evaluation

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the course. Evaluation is a professional judgment about the quality, value or work of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Evidence of Learning

A visual and/or oral history of the student's learning over time.

Grade (mark)

A letter, number or comment as a statement of student performance.

Graded Curriculum

The grade-specific Alberta Program of Study for Kindergarten to Grade 12. Some students, in need of specialized supports and services, are not working on the same grade level outcomes as their peers.

Kindergarten Learner Expectations

Learnings that are appropriate for young children and are a part of a learning pathway.

Modified Programming

Programming in which the learning outcomes are significantly different from the grade-level provincial curriculum and are specially selected to meet students' special education needs. Students are typically working on basic numeracy and literacy skills.

Peer-coaching

One student considering the quality of another's work and providing feedback by applying criteria to help improve performance; requires a non-threatening and supportive relationship between the peers (also referred to as peer assessment, peer-tutoring, or peer-editing).

Performance Assessment

A meaningful, real-life task that enable student to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.

Report Card/Progress Report

Written records of student performance on curriculum outcomes over a period of time.

Rubric

A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student's performance.

Self-reflection

Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work (also referred to as self-assessment or self-evaluation).

Student Learning Outcomes

Statements/expectations that articulate the knowledge and skills that students are expected to know, be able to do, and understand as outlined in the Alberta Program of Studies.

Three Way Conferences

An opportunity for the student, parent and teacher to engage in conversations around the strengths, area of growth and next steps of the student.

Triangulation of Evidence

Evidence of student learning is collected through formal and informal observations, conversations and products (e.g. tests, performance tasks).

Instructional Support Plans (ISPs)

An Instructional Support Plan is required for any student or ECS child that requires specialized supports and services. Students requiring specialized supports and services have a diagnosis of a disability or disorder by a qualified professional. In the case of an ECS child, a current Educational Environment Impact Statement (EEIS) that clearly indicates how the disability/disorder impacts the ECS child's participation and learning in an educational environment is also required. The purpose of an ISP is to provide meaningful and successful learning opportunities for all students, using the programs of study as a starting point of instruction.

ESL Proficiency Benchmarks

Measures the English abilities of English Language Learners in four areas: listening, speaking, reading and writing. Teachers use this tool each year to help them plan lessons and communicate with student's progress in learning English. The IDEA Proficiency Test (IPT) is a group administered test teachers may use to simplify identifying Benchmarks, placement, and programming.

Early Years Evaluation Teacher Assessment (EYE-TA)

The EYE-TA is used to assess the developmental strengths and areas of growth of children as they enter Kindergarten. It is used as a screening tool in the fall to identify children who may require specialized services and supports in any of the five developmental domains assessed (Awareness of Self and Environment; Social Skills and Approaches to Learning; Cognitive Skills; Language and Communication; Physical Development). It is statistically tied to early literacy development. The EYE-TA indicates the type and amount of support required for individuals and for the entire class. ECS children are re-assessed in spring to determine growth and to support the transition into grade 1.

Formative Assessment

Formative Assessment is information gathered during instruction to determine concepts that students know and can do and what they are struggling to understand, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved. These assessments are not used on report cards; they provide teachers and students information to guide what the student needs to do to improve performance.

Summative Assessment

Summative Assessment is information gathered by teachers after instruction to determine how well students learned the intended outcomes.

Standardized Assessments

Large scale tests that measures student's abilities critical to developing reading, written language and mathematics skills.

Specialized Assessment Protocols

Students with a diagnosis of a disability or disorder require ongoing assessment to ensure appropriate supports are being provided. This may include psycho educational assessments, functional assessments, and/or behavior assessments. Inclusive Learning Services provides [guidelines](#) to assist teams in identifying when to refer students for assessments.

Programming to Support All Learners

Accommodations

The purpose of accommodations ensure students have equal access to curriculum and a way to be successful. Accommodations is a change or alteration in the regular ways a student is expected to learn, complete assignments or participate in classroom activities. The purpose of accommodations is to ensure that each student has the opportunities and support he or she needs to learn.

Programming ***retains the learning outcomes of the Program of Studies with additional supports*** and accommodations. Students receiving accommodations are typically working at the same grade level as their peers.

Students receiving accommodations could have the following documentation:

- Collaborative Response Dashboard (CRD)
- ESL Benchmarks
- Instructional Support Plan (ISP, Plan A)

Adapted Programming

The purpose of adapted programming is to differentiate instruction so that all students are supported and have equally engaging learning tasks.

Programming that ***retains the learning outcomes of the Program of Studies*** with significant supports and accommodations. (Alberta Education: Standards for Special Education p. 3). Students are typically working below the grade level of their peers.

Students on adapted program *must* have the appropriate documentation:

- Students who have Plan A ISP must have an assessment and/or a diagnosis.
- Alternatively, students could have appropriate documentation through:
 - Collaborative Response Dashboard (CRD)
 - ESL Benchmarks

Examples of adaptations include ([see exemplar list](#)):

- Complete the first example with students
- Present new material in short periods of time through varied activities
- Use materials at a variety of difficulty levels
- Adjust pace of instruction
- Demonstrate, model or act out instructions
- Break information into steps
- Adapt level of questioning
- Use advanced organizers and graphic organizers
- Allow the student to use assistive technology to demonstrate their understanding (e.g. speech-to-text)

Modified Programming

The purpose of modified programming is to personalize learning outcomes to provide the student with the opportunity to participate meaningfully and productively across a variety of learning experiences and environments.

Programming in which the ***learning outcomes are significantly different*** from the grade-level provincial curriculum and are specially selected to meet students' special education needs. Personalized learning outcomes are created to provide the student the opportunity to participate meaningfully and productively across a variety of learning experiences and environments. Modifications typically include significant changes in instruction level, content and/or performance criteria.

Students on a modified program *must* have the appropriate documentation:

- Plan B Instructional Support Plan (ISP)
- A psycho-ed or multidisciplinary assessment
- The decision to modify a student's program is a collaborative decision made in consultation with Central Learning Services.

Examples of modifications include:

- Student is in grade 2 and diagnosed with Autism Spectrum Disorder, student demonstrates learning using augmentative communication and is approaching grade level expectations in some core subjects but has a detailed plan for listening and speaking, as well as social engagement.
- Student has been diagnosed with an intellectual disability and requires simplified units of study, novels, and textbooks based on the student's level of ability and understanding and modified outcomes.
- Student is in grade 7 and diagnosed with a global developmental delay, working on basic numeracy and literacy skills.
- Student is in grade 12, diagnosed with Autism Spectrum Disorder, working on career pathways within the school (e.g., Culinary Arts, Digital Arts, Cosmetology) as well as literacy and numeracy throughout the day.

Procedures

Principals shall support and collaborate with their teachers to ensure that school procedures support all aspects of ***assessment, evaluation and reporting***.

1. Decisions about student assessment, evaluation and reporting shall be guided by the following:
 - a. Strategies shall be used to ensure the development of a quality assessment environment, designed to improve both teaching and student learning.
 - b. Written description/course outline of the learner expectations (curriculum standards) and assessment methods shall be shared with students and parents by the teacher.
 - c. The Division's comprehensive reporting system shall include:
 - i. Communication of student learning in relation to Alberta Program of Studies Learning Outcomes;
 - ii. Communication of student performance in relation to citizenship and social responsibility expectations;
 - iii. Ongoing communication between home and school (i.e.: phone calls, email, etc.);
 - iv. Provision of regular and timely access to information about student achievement, which could include online access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of learning;
 - v. Report Cards.

2. Student assessment practices shall:
 - a. Be based on the Alberta Curriculum or ISP Outcomes, and student accommodations where required.
 - b. Inform the teaching process;
 - c. Actively involve the students
 - d. Inform evaluation and reporting.
 - e. Provide opportunities for parents/guardians to be engaged partners in their child's learning.
 - f. Include Assessment for Learning (Formative) Strategies such as:
 - i. Sharing learning targets regularly with students to develop common understanding.
 - ii. Providing timely feedback to students about their learning and identifies strengths and next steps.
 - iii. Involving students in their own assessment (e.g. self/peer).
 - iv. Be an ongoing process that guides instruction.
 - v. Providing sufficient formative opportunities prior to summative assessment.
 - g. Follow the criteria/guiding principles around Assessment of Learning (Summative):
 - i. Occur at or near the end of a period of learning, and may be used to inform further instruction.
 - ii. Based on the most recent demonstration of student learning.
 - iii. Report separately from academic achievement; effort, participation, attitude and other behaviours, that may not be curriculum-based.
 - iv. During group work, a student's summative assessment shall be based on individual achievement.
 - v. Evidence of student learning will be collected through the **Triangulation of Evidence:**
 - a. **Observations** (Anecdotal Evidence) (e.g. dramatization, group work, lab procedures, performance)
 - b. **Conversations** (Anecdotal Evidence) (e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)
 - c. Products (e.g. exams, quizzes, authentic learning tasks)
 - vi. Based upon the teacher's professional judgment, students may be provided the opportunity to have a second chance at a summative assessment, with sufficient time for learning opportunities between assessments (Semester/Year End Final exams are exempt from second chances).
 - vii. Students need the opportunity to demonstrate their learning in performance based assessments.

- viii. Summative assessments should not exceed a weighting of 20% of the course grade.

Principals shall support and collaborate with teachers to ensure that the school's philosophy and procedures regarding student assessment, evaluation and reporting are in accordance with the following:

1. A student's achievement is based solely on the curricular outcomes stated in the Program of Studies or as directed by the ISP (#8).
2. The primary purpose of student assessment and evaluation is to support student learning and to have all students improve their performance. The following grading practices distort achievement and are inconsistent with Elk Island Catholic School's Assessment Administrative Procedure:
 - i. extra credit or bonus points
 - ii. penalties for student work submitted late
 - iii. penalties for student absences
 - iv. an automatic permanent grade of zero when evidence is missing or as a punishment
 - v. academic dishonesty and incomplete evidence of learning
 - vi. group marks
 - vii. homework should have little or no part of grades
3. Teachers shall work collaboratively to prepare common grade level assessments and reporting practices.
4. Feedback shall be provided in a timely manner to students and/or parents.
5. Grades shall be "determined" not calculated.
6. The reporting of student achievement shall adhere to the following:
 - a. Evidence of student learning and progress is to be communicated to parents on a timely and ongoing basis. The process used to share Evidence of Learning at each school site must meet the following criteria:
 - i. connected to student learning outcomes
 - ii. initiate conversations between the school and home
 - iii. student centered (students articulate their learning)
 - iv. demonstrates student growth over time (strengths and next steps)
 - b. One (1) report card will be issued for Kindergarten Students in June, with two (2) three-way conferences.

- c. Two (2) report cards will be issued for Grades 1–8 students in January and June, with two (2) three-way conferences.
 - d. Report cards will be issued for Grades 9 - 12 students one (1) time at the end of each semester; January and June.
 - e. Grades are to be calculated cumulatively (i.e. each report card represents a cumulative calculation from the beginning of the course to the end of the current reporting period, with teacher professional judgment used to determine and adjust item weightings). When more consistent and/or convincing evidence of learning is demonstrated by a student, teachers should de-emphasize (i.e. reduce the weighting of) or replace prior evidence of learning with more recent, more consistent, or more convincing evidence.
 - f. PowerSchool Parent Portal will be utilized by all teachers who have students in Grades 7 – 12 to communicate information related to achievement and learning on a regular and ongoing basis.
 - g. Categories in PowerTeacher Pro should reflect the outcome or key concept.
7. All schools will use the *Elk Island Catholic School Division Report Card*.
- a. A copy of each student's final written report card will be placed in the Student's Record Portfolio (SRP).
 - b. If there is a culminating assessment at the end of a course in grades 7 to 12, it shall be weighted at a maximum of 20% of a student's grade in the course.
 - c. The decision of whether to use Provincial Achievement Test results as summative evidence is part of teacher professional judgment, and may be part of a school or teaching team's decision.
 - d. In Diploma Exam courses, classroom-based culminating assessments are to be weighted at a maximum of 20% of the school-awarded mark (i.e. 14% of a student's total final mark).
8. All students with a diagnosis of a disability or disorder shall have an ISP.
- a. Supporting documentation for the student's diagnosis is available in his/her student portfolio on DocuShare.
 - b. Completion of the ISP is the responsibility of the classroom teacher and is a collaborative process between all members of the student's Learning Support team.
 - c. Parental input is ongoing; teachers invite parents to participate in the ISP process but granting them access to the ISP document through PowerSchool.

- d. ISPs are submitted to the Principal in early October for approval, once endorsed by the principal contributing members also endorse the ISP by October 31. Reviews align with the reporting periods indicated in 6b, 6c, and 6d. The ISPs will include all accommodations, resources and strategies for the student.

9. Behaviour Support Plan (BSPs):

A BSP is required for students with a Severe Behavior Disorder and for *some* students with a Severe Medical or Physical Disability. For students with Mild or Moderate Emotional/Behavioural disability, detailed *Student Engagement Strategies* within the ISP may be all that is needed to meet the student's individual needs.

10. English Second Language (ESL):

ESL benchmarks are completed by the classroom teacher and are entered into PowerSchool. Proficiency Benchmarks are shared with parents during scheduled conferences in November and March. Specific language learning feedback is also provided through formative and summative assessments.

11. Standardized Assessments:

The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.

- a. Insight – Group Test of Cognitive abilities - administered in Grades 5 and 8 in October.
- b. CAT4 (Canadian Achievement Test) administered in the spring to grades 4 and 7.
- c. Fountas and Pinnell Assessment – administered in Grades 1 – 6, and administered in grades 7-9 where required.
- d. Early Years Evaluation Teacher Assessment (EYE-TA) - administered in the fall and in the spring and results are shared with parents during scheduled conferences.

12. Provincial Standardized Assessments

- a. Student Learning Assessments (SLAs) – administered during the fall in grade 3, at teacher discretion.
- b. Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. See Administration Schedules set by Alberta Learning for grade 6 and grade nine students. The raw score of the Math, Social, Science and Language Arts Part B PATs will be shared with parents at the end of June.

- c. Diploma Examinations are delivered to grade 12 students to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, to report individual and group results. See Administration Procedures and Schedules set by Alberta Learning.

13. Psychological Educational Assessments:

The classroom teacher in collaboration with parents and school-based learning support team will refer students for assessment according to EICS Assessment Protocol.

14. Accommodation Tracker:

An Accommodation Tracker in PowerSchool is used to track accommodations in both the ISP and the Collaborative Response Dashboard. With the exception of additional time, writing in isolation, and use of computers, teachers must identify students receiving accommodations on either the ISP or the Collaborative Response Dashboard.

Accommodations to Submit

| Test | Accom 1 | Accom 2 | Accom 3 | Accom 4 | Accom 5 | Delete |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------------------|
| <input checked="" type="checkbox"/> Accommodations Defined in ISP <input type="checkbox"/> Accommodations Tracked in Collab Response Dashboard <input type="checkbox"/> Grade 6 PAT <input type="checkbox"/> Grade 6 Français - French Language Arts Partie A <input type="checkbox"/> Grade 6 English Language Arts Part A <input type="checkbox"/> Grade 6 Français - French Language Arts Partie B | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="button" value="-"/> |
| <input type="button" value="Submit"/> | | | | | | |
| Description | | | | | | |

References:

Alberta Assessment Consortium. Assessment Glossary. Taken from: http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf

Alberta Assessment Consortium. (2012). AAC key visual: Assessing student learning in the classroom. Taken from: <http://www.aac.ab.ca/professional-learning/professional-learning-modules/>

Alberta Education. Teacher Quality Standard

Alberta Education. Guide to Education

Alberta Education. (2008). Kindergarten Program Statement. Taken from: <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Alberta Learning. (2004). Standards for Special Education

Davies, A., Herbst, S. & Reynolds, B. (2008). Leading the way to making classroom assessment work. Connections Publishing Inc.: B.C.

O'Connor, K. (2013). The School Leader's Guide to Grading. Solution Tree Press: Bloomington, IN.

Alberta Education. 2017-2018 Educational Environment Impact Statement: Learner Services Branch

Beswick, J (2017). Using the Early Years Evaluation Teacher Assessment to Support Early Literacy Development

Appendix

Kindergarten

Evidence of student learning is collected through a variety of assessments within a Kindergarten classroom.

- Assessment is an ongoing part of each child's daily learning.
- Opportunities are created for children to demonstrate their understandings in a variety of ways.
- Assessment is used to provide feedback to the child and parents and to plan the learning environment.
- When assessment criteria is shared with children they will be more likely to be successful and complete the task (Alberta Education, *Kindergarten Program Statement*, 2008).








Kindergarten Growth as a Learner

| <i>Learner Skills</i> | <i>Level of Frequency</i> <i>(Consistently, Shows Progress or Requires Growth)</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>An Engaged Thinker looks like...</i> | |
| <ul style="list-style-type: none">● Listens with purpose● Actively participates in learning tasks | |
| <i>An Ethical Citizen looks like...</i> | |
| <ul style="list-style-type: none">● Acts respectfully to learn, share and adapt as a part of a diverse community● Demonstrates self-respect and positive interactions towards others | |
| <i>An Entrepreneurial Spirit looks like...</i> | |
| <ul style="list-style-type: none">● Takes responsibility and demonstrates independence● Demonstrates curiosity, persistence and a willingness to explore | |
| <i>An Evangelizer looks like...</i> | |
| <ul style="list-style-type: none">● Understands that they are created by God and celebrate their uniqueness and capabilities as a trace of God● Celebrates caring by making friends and by helping with their community | |

Elementary/Middle Years

Growth as a Learner is represented by the 4 E's with corresponding indicators. They are assessed based on three levels of frequency or learner skills across the subject areas.

Growth as a Learner

| Homeroom | Brian Wynder |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Growth as a Learner Attributes | Level of Frequency |
| |  Consistently  Shows Progress  Requires Growth |
| <p>An Engaged Thinker looks like</p> <ul style="list-style-type: none"> • Listens with purpose • Remains focused and organized • Flexible and adapts to change • Reflects on their learning • Seeks clarification when in doubt |  Consistently |
| <p>An Ethical Citizen looks like</p> <ul style="list-style-type: none"> • Respects the rights of others • Makes responsible choices • Engages in collaboration |  Shows Progress |
| <p>An Entrepreneurial Spirit looks like</p> <ul style="list-style-type: none"> • Takes responsibility for personal goals • Is willing to take risks • Perseveres when faced with a challenge |  Shows Progress |
| <p>An Evangelizer looks like</p> <ul style="list-style-type: none"> • Imparts God's teachings through respect, empathy and compassion for others • Models and acts on God's love within our Catholic Community |  Requires Growth |

Levels of Achievement

The Levels of achievement indicates a student's demonstration of attitudes, skills and knowledge relative to Grade level outcomes as indicated in the Alberta Program of Studies at that time of the report card.

Evidence of student learning is collected through a variety of assessments including formal and informal conversations, observations and products (e.g. tests, performance tasks.)

Academic Levels of Achievement

| | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------|
| 4 | <ul style="list-style-type: none"> Applies learning to new situations Demonstrates an in-depth understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge independently | Exemplary Consistently | Meeting Grade Level Outcomes |
| 3 | <ul style="list-style-type: none"> Applies learning to familiar situations Demonstrates a solid understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge with little support | Proficient Usually | |
| 2 | <ul style="list-style-type: none"> Applies learning to simplistic situations Demonstrates a basic understanding of the learning outcomes outlined in the Alberta Program of Studies Uses skills and knowledge with moderate support | Progressing Sometimes | |
| 1 | <ul style="list-style-type: none"> Demonstrates a limited or incomplete understanding of the learning outcomes outlined in the Alberta Program of Studies Consistently requires guidance and support | Beginning | Not Yet Meeting Grade Level Outcomes |
| ID | Insufficient Data <ul style="list-style-type: none"> The student has recently arrived at the school or been away on an extended absence. The student has not yet demonstrated enough evidence for reporting purposes | | |

Additional ISP Related Achievement Levels

| | |
|-----------|-------------------------------------------------------------------------------|
| I4 | Consistently meeting ISP Outcomes |
| I3 | Usually meeting ISP Outcomes |
| I2 | Occasionally meeting ISP Outcomes |
| I1 | Not meeting ISP Outcomes, requires a change in strategies to achieve success. |

Adapted from: O'Connor, K. (2011). *A repair kit for grading; 15 fixes for broken grades*. Pearson Education Inc. Boston: MA

Middle Years

Middle Schools will use Levels of Achievement (as indicated above) as they report student performance to parents in Physical Education, Health, Religion and Optional Courses (CTF, Environmental and Outdoor Education, Ethics, Fine Arts, French as a Second Language and International Languages, First Nations, Metis and Inuit Languages, Religious Studies and Locally Developed Courses).

Junior/Senior High Years

The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies. Teachers will use percentages to reflect student achievement. Teacher's professional judgment and rubrics will be used to assess student effort, participation, attitude and other behaviours.

Instructional Support Plan B (ISP) Levels of Achievement

Teachers use the ISP Levels of achievement for students who are on an Instructional Support Plan (ISP). These Levels of Achievement indicates a student's demonstration of attitudes, skills and knowledge relative to their ISP goals. The ISP review section aligns with the student report cards.