

Rural Roots Academy ***Student Standards and Assessments***

As per the Ministerial on Student Learning (and Ministerial Order # 005/2024), Rural Roots Academy intends to provide an environment for students in which *literacy and numeracy are the foundational building blocks of learning* and students will be able to *learn in an inclusive environment where all students feel valued and where multiple perspectives are encouraged and respected* through impartial and objective teachers and content delivery.

Through the standards established by Rural Roots Academy, students will be encouraged and supported in their pursuit of effective *communication, critical thinking, knowledge development, health for life, character development* to ultimately prepare students for *future community and civic engagement*. Rural Roots Academy echoes the sentiments in the Ministerial order that state *children and youth are central to the future prosperity and social well-being of the province. Parents and caregivers deserve the best from those who help them educate their children. Students will develop intellectual ability and practical skills and be taught by caring and knowledgeable teachers. They will inherit a rich, interconnected knowledge base and be practiced in free, lively, and respectful dialogue with varied viewpoints* and will pursue the highest standards to help students achieve this. (<https://www.alberta.ca/ministerial-order-on-student-learning>)

Rural Roots Academy Standards and Assessments:

As stated in Section 10 (1) *The operator of an accredited private school shall develop, maintain and review policies with respect to (a) the assessment of students, (b) the supervision, evaluation and professional growth of teachers, and Section 2, The operator of an accredited private school shall ensure that any policies developed, maintained and reviewed by the operator, including the policies referred to in subsection (1), are consistent with the policies of the Minister in respect of accredited private schools.* Rural Roots Academy has the following standards in place:

- At the onset of each course/grade level, teaching staff is required to introduce and review expectations and long term goals with students (both through syllabus and verbally) and parents/guardians. For the purpose of transparency and effective communications, parents/guardians are to sign course outlines from grades 1-9.
- Students in grades 6 & 9 will write Provincial Achievement Exams (PAT). Exams will be administered in the Rural Roots Academy building under teacher supervision. The centre will be closed for drop in support during the hours of the

exam so that all testing protocols and accommodations can be met satisfactorily. In the case of students that are registered from afar, arrangements will be made with school districts and jurisdictions local to student(s) and in place by January 31 of the academic year in which the exam is to take place.

- Students in grades 1-6 will be evaluated with Outcome Based Reporting and will have the following letter grading scale:

Letter Grade	Description
E (Excellent)	• Student shows competence in understanding and application of content from The Program of Studies. • Student shows insightful understanding in the way concepts are applied deliberately and independently in various contexts. • Student is precise and deliberate with skill application.
Pf (Proficient)	• Understanding and application from the Program of Studies is thoughtful and purposeful. • Student is intentional in applying content learned and can transfer contexts logically. • Student is able to flexibly adjust application of content to new contexts.
S (Satisfactory)	• Student demonstrates satisfactory understanding of concepts from the Program of Students. • While occasionally able to apply knowledge independently, guidance and supports is required most of the time. • Student is inconsistent in demonstrating a transfer of knowledge to various contexts. • While student may show straightforward application of skills, the application of skills is inconsistent
BE (Beginning Standard)	• Student shows little understanding of content and application of skills from the Program of Studies • . Understanding that is presented is simplistic and inconsistent. • Student is unable to apply knowledge without support and guidance. • Student lacks skills to transfer knowledge to new context.
B (Below Standard)	• Not enough to adequately evaluate OR students little to no understanding from the Program of Studies. • Comprehension and application of skills are non

	applicable or can not be partially achieved without full time support.
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***While grade 6 will still be Outcome Based Reporting, students will be eased into Junior High Expectations with assignments, timelines, and expectations that encourage independence and personal accountability. ***

- Students in grades 7 - 9 will be evaluated on a percentage system that demonstrates their knowledge of the Alberta Program of Studies. Teachers will be expected to show students (and families as it will be posted in the Online Classroom) the rubric and rationale for all major assignments and projects prior to assigning. Additionally, the breakdown of major projects and exams is to be delivered to students beforehand - a minimum of 3 days before a scheduled project or exam.
- Students in grade 7 - 9 will be provided with a breakdown of course weightings at the onset of each course. No project or exam can be worth more than 20 %.
- Students in grades 1-6 can expect to be assessed through various pedagogical practices such as (but not limited to): oral question and answering(live, recorded, and in person if preferred), creative projects and experiments, discussions.
- Students in grades 7 - 9 (and sometimes 6) can expect to be assessed through various pedagogical practices such as (but not limited to):labs, written assignments, hands on creative projects, examinations, oral recordings, oral read alouds (live, recorded, and in person if preferred)
- It is the responsibility of the student and/or guardian (s) to seek clarity regarding expectations and timelines
- It is the responsibility of the teacher to provide concise instruction and make it clear they are readily available for support. When additional help is requested, the teacher must accommodate the student and family at a mutually convenient time
- integrity is a key virtue at this school and there will be no tolerance for academic dishonesty or tardiness (cheating, plagiarism, consistently missing assignment deadlines in Jr. High). Actions taken will vary by age and level of offense. The first goal is always to educate before punish. In recurring cases of academic

dishonesty, further steps will need to be pursued, as per *Rural Roots Academy Discipline Policy*