General Information Bulletin
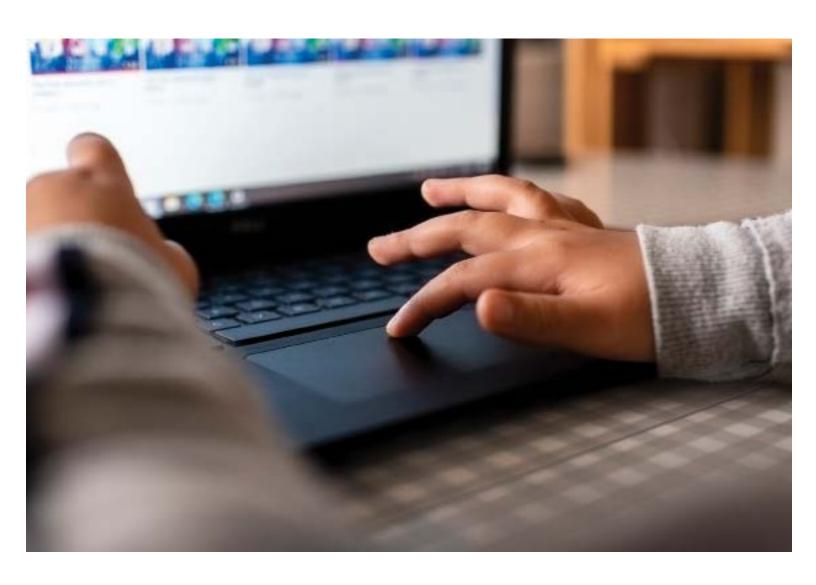
2022–2023

Alberta Provincial Student Learning Assessment

Alberta

This document was written primarily for

Students	
Teachers	✔
Administrators	✔
Parents	
General Audience	

2022–2023 *Alberta Provincial Student Learning Assessment General Information Bulletin*

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Student Learning Assessment Program General Information Bulletin* is authorized in accordance with section 18, subsection 4, of the Education Act, for use in Alberta accredited schools. This document supports the Provincial Assessment Directives.

Contents

Other materials related to the Student Learning Assessment can be found on the [SLA web page](#).

Introduction to the Student Learning Assessment Program

Purpose of the bulletin

The bulletin serves the following purposes:

- to support school authorities and their staff in the administration of Student Learning Assessment
- to provide information about Student Learning Assessment administration and marking procedures
- to serve as the key policy, rules, and procedures repository for Student Learning Assessment.

Definitions and Interpretations

In this document:

- *school* includes all learning environments in which Student Learning Assessments is administered by a School Authority including, but not limited to:
  - a school as defined in the *Education Act*;
  - and a learning environment operated by an entity that has an agreement with Alberta Education to administer the Student Learning Assessments.
- *school authority* includes all entities responsible for the administration of Student Learning Assessments including, but not limited to:
  - a board as defined in the *Education Act*;
  - a Francophone Regional Authority;
  - an operator and governing body of a charter school;
  - a person responsible for the operation of a private school;
  - any entity that has an agreement with Alberta Education to administer the Student Learning Assessments.
- *superintendent* is in accordance with the definition used in the *Education Act* and includes persons designated to supervise the operation of schools and the provision of education programs
- *principal* is in accordance with the definition used in the *Education Act* and means all persons designated as a principal in the delivery and marking of provincial assessments. The principal is responsible to adhere to the policies, rules and procedures in this document
- *student* is in accordance with the definition used in the *Education Act*.

General Information about Student Learning Assessment (SLA)

The SLA is based on outcomes related to literacy and numeracy in language arts and mathematics in Alberta's current Grade 2 provincial programs of study. Some questions include contexts from arts education, health, science, and social studies.

Purpose statements for assessment

Assessment is a process and the primary purpose of assessment is to **improve student learning**. To facilitate this, assessment information can be used by:

- a student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
- parents to have meaningful conversations with their child and their child's teacher(s); and
- a teacher to assist in meeting the learning needs of a student.

Assessment information is also available to **enhance instruction for students**. To facilitate this, assessment information can be used by:

- a teacher to be informed about, to reflect upon, and to initiate activities to enhance his or her instruction;
- a principal to strategically support instructional practices and address the organizational needs within the school;
- a superintendent to allocate resources appropriately and promote effective instructional practices.

The SLA is meant to complement, not replace, day-to-day teacher observations and classroom assessment. It is a source of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers. SLA results are not reported in the Accountability Pillar.

Participation in the Grade 3 SLA

Information regarding Student Learning Assessment participation for this school year is available at the Student Learning Assessment web page.

Structure of the Grade 3 SLA

The four components of the Grade 3 SLA in English and in French are:

- digital literacy questions
- literacy performance task
- digital numeracy questions
- numeracy performance task.

For detailed information on the format of the Student Learning Assessments, please refer to the *Grade 3 Literacy and Numeracy Information Bulletin* found on the SLA web page.

Grade 3 SLA administration

The SLA Application provides access to the:

- SLA Teacher Dashboard
- SLA Student Login
- Practice Questions
- Released Questions
- SLA results/reports.

Digital questions

The digital literacy and numeracy questions are administered using the SLA Application.

Performance tasks

The literacy and numeracy performance tasks are administered electronically to all students except for those approved to use print copies. Student responses may be written using pencil and paper or a word-processing device. The documents necessary for administering the literacy and numeracy performance tasks, as well as all other pertinent materials and resources, will be available on the SLA Teacher Dashboard.

Prior to administering the Grade 3 SLA, it is essential to review the *SLA Access User Guide* and the *SLA User Guide* both for teachers and school administrators, found on the SLA web page. These documents include information regarding:

- instructions on how to set up access to the SLA Teacher Dashboard
- pre-administration set-up of class lists and registration of assessments
- how to use the SLA Application.

Preview and administration dates

The SLA Teacher Dashboard is available from mid-August 2022 for teachers to set up their class lists, print performance task materials, preview, and administer the assessment. From mid-August to the end of October 2022 the SLAs are available for administration. The SLAs should be administered as soon as possible to maximize the value of this beginning-of-the-year assessment.

The Grade 3 SLAs are available for re-administration throughout the school year to further support learning and instruction.

Home education students

Grade 3 students enrolled in a home education program whose school authority has chosen to participate in the SLA program may participate in the SLAs. Since home education programs are supervised by either public or private school authorities, it is the responsibility of the school authority to:

- confirm that these students have access to the Grade 3 SLA (digital questions and performance tasks)
- mark the performance tasks and share the results with parents.

To facilitate the administration of the Grade 3 SLA to home education students, the supervisor of home education students can create class groups in the SLA Teacher Dashboard specifically for these students.

If a student is home-schooled, the parent can supervise the SLAs. However, performance task SLAs written by home-schooled students must be marked by the supervising teacher.

Preparing students for the Grade 3 SLA

To prepare students for the Grade 3 SLA, teachers participating should provide students with opportunities to engage with the SLA practice questions as well as the released digital questions and performance tasks from the previous SLA administrations. Practice questions, released digital questions, and released performance tasks can be accessed on the SLA Application.

- Practice questions familiarize students with the interactivity of the digital SLA questions. The practice questions are not examples of the content or complexity of the SLA questions.
- Released questions from previous administrations familiarize teachers and students with examples of content, question types, and the digital interactivity of the SLA.

How to administer SLAs

All documents referenced below can be found on the [SLA web page](#).

Prior to the administration of the Grade 3 SLA, teachers and school administrators should access the following documents:

- *SLA General Information Bulletin* (this document)
- *Grade 3: Literacy and Numeracy Information Bulletin*
- *SLA Technical Requirements*
- *Quick Facts for:*
  - *Teachers*
  - *Trustees*
  - *Superintendents*
- *SLA Access User Guide* (for teachers and school administrators)
- *SLA User Guide* (for teachers and school administrators)
- *Sample Digital Reports*
- Additional Resources.

Teachers and school administrators should also review the *Instructional videos*, including:

- *How to Access the Teacher Dashboard*
- *How to Use the Teacher Dashboard*
- *How to Use Some Promising Practices*

Teachers, school administrators, and school authority staff will work together so that the requirements outlined in *SLA Technical Requirements* are met and technical infrastructure is ready to administer the SLAs.

- Teachers who require access to the Teacher Dashboard need to get authorization from the school administration/principal prior to the administration of SLAs. Instructions for this process are outlined in the *SLA Access User Guide*.
- Teachers should read the *SLA User Guide* and the instructions pertaining to the use of the SLA Teacher Dashboard and the SLA Student Login. The *SLA User Guide* provides information to set up the SLA Application before students participate in the assessments.

Significant Dates

2022–2023 Grade 3 SLA administration

Pre-administration activities

- Principals must approve access for Grade 3 teachers to use the Teacher Dashboard on the [SLA Application](#). Prior to the administration of the Grade 3 SLAs, school principals are required to confirm school enrollment data is accurately entered into Provincial Approach to Student Information (PASI). If students are not entered into PASI, teachers will not be able to generate SLA class lists and students will not be able to access the SLA Application.
- Grade 3 student enrollment data must be submitted to the PASI system prior to setting up the SLA Teacher Dashboard.
- School staff notify parents/guardians that their child will be participating in SLAs (see the [Parent/Guardian notification section](#)).

Significant Dates	
Mid-August 2022	The SLA Teacher Dashboard is available for teachers to preview the assessments, set up their class lists, and print performance task materials.
Mid-August 2022	Principals contact Exam Administration to request access to paper-only versions of the SLAs for students who are not permitted to use, or cannot access technology.
Mid-August to the end of October 2022	Teachers administer SLA components.
Within 24 hours of a teacher submitting digital questions for marking	• Teachers and school administrators can access Individual Student Reports and Class Reports (digital and print) via the SLA Teacher Dashboard. • Superintendents can access reports via the SLA Teacher Dashboard. • Parents/guardians can access their child's Individual Student Report (including a parent/guardian-friendly print copy) via their child's school.
End of October 2022	Teachers are expected to share student results of the digital questions and performance tasks with parents.
End of October to end of June 2023	Teachers may re-administer SLA components.

Post-administration activities (within 24 hours following administration)

- Teachers and school administrators can access Individual Student Reports and Class Reports (digital and print) via the SLA Teacher Dashboard.
- Superintendents can access their reports via the SLA Teacher Dashboard.
- Parents/guardians can access their child's Individual Student Report (including a parent-friendly print copy) through their child's teacher.

Security & Assessment Rules

Security of materials

All materials for the Grade 3 SLA must be kept secure. Digital questions may not be copied or reproduced.

Student Learning Assessment rules

Assessment administration supervision

- Supervisors must administer SLAs in accordance with the directives.
- Supervisors may not provide assistance to students writing SLAs that would diminish the validity or reliability of student responses.
- No changes or alterations of any kind may be made to students' responses.
- Although suggested writing times are provided for each SLA component, there is no set time limit to complete a component. Extra time is not an accommodation; it is a provision available to all students.

Use of dictionaries

One purpose of the literacy performance task is to determine what students can write **independently**. This will support the teacher in designing instruction to meet individual strengths and areas for growth. Students who write the English Literacy performance task **may not use** published or personal dictionaries for the performance task. However, students writing the French Literacy performance task are permitted to use published or personal dictionaries. This is in accordance with the outcomes in the French-language programs of study.

Use of calculators

In keeping with the intent and specific outcomes in the programs of study, students **may not use** calculators at any time for the digital numeracy questions or numeracy performance task.

Use of manipulatives

Manipulatives as well as paper and pencil may be used when solving problems. In keeping with the intent of the specific outcomes in the programs of study, students **shall not use** manipulatives or paper/pencil for the number facts.

Administration Requirements and Expectations

This section outlines requirements and expectations related to the administration of Student Learning Assessments.

Who participates in Student Learning Assessments

Students registered in Grade 3 and ungraded students in their third year of schooling may write the Grade 3 SLAs, with the following considerations:

- If a parent withdraws a student from participating in writing the SLAs, the teacher shall indicate that the student is absent if the student was included on the class list set up in the SLA Teacher Dashboard. Teachers will identify absent students to Alberta Education through the SLA Teacher Dashboard using the status "not participating".
- Students who are repeating Grade 3 may write the SLAs in their repeating year.
- A home-educated student at a level equivalent to Grade 3 who is enrolled in a school authority that has chosen to participate in the SLA program may write the SLAs.
- Teachers administer the SLA to their students in their language of instruction (English or French).

Structure and language of Student Learning Assessments

The Student Learning Assessments are comprised of four components.

English Students	French Immersion Students	Francophone Students
Digital literacy questions	Questions de littératie en format numérique	Questions de littératie en format numérique
Literacy performance task	Tâche de rendement en littératie	Tâche de rendement en littératie
Digital numeracy questions	Questions de numératie en format numérique	Questions de numératie en format numérique
Numeracy performance task	Tâche de rendement en numératie	Tâche de rendement en numératie

The Literacy assessments are available in English, French (Immersion), and French (Francophone). The English, French Immersion and Francophone Literacy components differ from each other and reflect the expectations and programs of study of their respective programs.

Grade 3 students in French Immersion or Francophone programs may participate in the English Literacy assessments after the administration of the French assessments.

The Numeracy assessments are available in English and French. The French Numeracy assessments for both French Immersion and Francophone students do not differ from each other and are translated from the English version.

Retention of student SLA results

SLA results can be kept as part of a student's portfolio to support conversations with parents/guardians. Teachers are to retain SLA results **for at least one year**. SLA results documents include:

- Individual Student Reports from the digital questions
- Completed Literacy performance task and the student results
- Completed Numeracy performance task and the student results.

Parent/Guardian notification

During the administration of Student Learning Assessments, Alberta Education collects personal information, including student legal name, Alberta Student Number (ASN), and student responses. The personal information is collected pursuant to section 33(c) of the *Freedom of Information and Privacy Act* (RSA 2000, C. F-25). At the beginning of the school year, **school staff are required to notify parents/guardians that their child will be writing Student Learning Assessments**. A *Quick Facts for Parents/Guardians* document is included in this bulletin for school staff to share with parents/guardians.

For questions regarding the English-language SLAs, you may contact Kelly Rota, Director of Student Learning Assessments (SLAs) and Provincial Achievement Testing (PAT), Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 or at Kelly.Rota@gov.ab.ca or by telephone at 780-427-6204.

For questions regarding the French-language SLAs, you may contact Nicole Lamarre, Director of French Assessments, Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 or at Nicole.Lamarre@gov.ab.ca or by telephone at 780-422-3535.

Call 310-0000 for toll-free access within Alberta.

Technical Requirements and Contingency Plan

Technical requirements

Minimum technical requirements for the administration of the Grade 3 SLAs can be found in the *SLA Technical Requirements* document located on the SLA web page.

Contingency plan

The flexibility afforded by the SLA administration period should be taken into consideration when creating a contingency plan. Teachers, principals, and technical staff must have a contingency plan in place for the administration of the Grade 3 SLAs. The plan should address potential technical issues such as loss of connectivity, as well as other circumstances that may impact SLA administration.

Assistive Supports for Students

Alberta Education is committed to supporting the learning needs of students so that they may have fair and equitable access to educational opportunities, including participation in the SLA. To improve accessibility, the SLA Application incorporates as many digital supports as possible.

Assistive support options

The following table outlines the assistive supports that administrators, teachers, and/or students can select for the administration of the SLA.

Setting	Options	Description and Notes
Deaf or Hearing Impaired	Transcript for all listening activities is provided for the Grade 3 SLA.	A transcript is available upon request at exam.admin@gov.ab.ca. Text may be communicated to the student in a manner suitable to the student's requirements.
Print Size	The zoom option is controlled by the student.	The option to change the font size on each question is available.
Text-to-Speech	English and French literacy instructions: text-to-speech	The option for students to have audio is available for the instructions portion of the assessment, with the exception of some listening activities and videos.
	English and French literacy assessment parts and source material: no text-to-speech	The administrator of the assessment has the option to provide a reader for students who meet the Assistive Support Guidelines (see below).
	English and French numeracy instructions, assessment parts, and source material: text-to-speech	The option for students to have audio is available for the instructions, sources, and the questions.

Braille versions are not available for the Grade 3 SLA.

Assistive support guidelines

If assistive supports are utilized, individual results should be interpreted and discussed in a way that reflects the use of assistive support.

Literacy assessment (digital)

A student may receive the assistance of a Reader if the following conditions are met:

- The student's parents/guardians, teacher, and administrator have agreed that this support is necessary.
- The student has an IPP or Learning Plan that includes the requirement and outlines how the student's reading needs will be addressed.

Literacy and numeracy assessment (performance task)

If a student is unable to respond to the performance task in written form, the student's verbal response should be recorded and/or scribed. This response will then be marked by the teacher. A student may be provided with a Scribe and/or Reader if the following conditions are met:

- The student's teacher, parents/guardians, and school administrator have agreed that this is an appropriate support.
- The student has an IPP or Learning Plan that includes the requirement and outlines how the student's written communication needs will be addressed.

Requesting and Administering a Paper Version of Student Learning Assessments

Schools or school authorities with policies prohibiting the use of technology or those with technical accessibility issues must request a paper copy through the school administration. The paper-only version enables all four components of the SLA to be administered in a paper format.

How to request a paper version

- Requests are emailed to exam.admin@gov.ab.ca. No form is required.
- Requests must include:
  - the rationale for the request
  - the name(s) and four-digit school codes of the school(s) included in the request
  - for each school, the number of students writing the SLA paper version
  - a contact person and email address to allow Exam Administration staff to follow up on the request

Paper version administration

Teachers at schools that are approved for the use of the paper version will be shipped all printed materials required to administer the SLAs. To re-administer the SLA at any time during the school year, school administrators are to submit another request to Exam Administration.

Student question booklets

Students will respond to questions directly in the booklet and the booklets must be shipped back to Alberta Education for marking and reporting. Return shipping instructions will be included in the SLA materials shipment. Within 5 days of receipt by Alberta Education of the completed paper format question booklets, student results will be available (see the Paper format SLA student reports section).

Marking SLA Performance Tasks

Performance tasks

Performance tasks are marked locally by teachers. Below are four possible scenarios for the marking process, although this should not be considered an exhaustive set of options.

Scenario 1: A teacher may mark his/her own students' responses.

Scenario 2: Teachers within the same school may collaboratively mark student responses.

Scenario 3: Teachers within a school authority may collaboratively mark student responses.

Scenario 4: Teachers from a number of neighbouring participating school authorities collaboratively mark student responses.

Local marking of performance tasks

Teachers mark students' responses using the Exemplars of Student Responses and the Performance Task Descriptors (rubrics) provided through the SLA Teacher Dashboard.

Teachers are expected to share the results of the performance tasks with parents or guardians. See the Student Learning Assessment web page for updates regarding the reporting of performance task results to Alberta Education.

Reporting Student Learning Assessment Results

Using the SLA Teacher Dashboard, teachers will be able to access reports on student results within 24 hours after submitting the digital questions for marking. The Grade 3 SLA will include embedded digital field test questions. Student responses to embedded field test questions will not be included in the reports. Teachers are able to print the reports.

A parent-friendly report of their child's digital questions results is available on the SLA Teacher Dashboard. Teachers are expected to share the students' individual SLA results with students' parent(s) or guardian(s).

Submission of student responses and results

Following the administration of the digital questions, teachers are to submit the digital questions for marking.

Results reporting

The results from the Grade 3 SLAs are intended to help improve student learning.

- Teachers can use these results to guide their teaching throughout the year and inform students and parents about progress and learning. In addition, teachers can use the results to select appropriate resources to meet the individual needs of each student.
- Superintendents and principals can use the results to support teachers and instructional practices.
- Parents can use the results to inform discussion with their child's teacher.

Results from the performance tasks are to be shared with parents and maintained at the school for 1 year. SLA reports from Alberta Education will be based on results from the digital literacy and numeracy questions. Feedback regarding SLAs will continue to be collected through the SLA Application and/or the Workforce Development Help Desk.

Individual student reports and class reports – digital questions

- Individual Student Reports: The digital report contains detailed information on responses to individual questions, keyed responses, performance level, learner outcomes, and the literacy/ numeracy components assessed by each question. Print reports contain student performance level in relation to the provincial standard and the correctness of each question.
- Sample Reports, found on the SLA web page, provide an overview of the print version of the individual student report, class report, and superintendent report. The online interactive reports on the Teacher Dashboard provide the ability to filter information.

If the SLAs are re-administered to individual students, updated reports will be available via the SLA Teacher Dashboard.

Superintendent reports

Within 24 hours of the administration and submission of the digital questions for marking, superintendents will be able to access reports showing the distribution of students across performance levels:

- within their school authority;
- for any school within their school authority.

Discussing results with parent(s)/guardian(s)

Interpretation of results is best accomplished through conversation between parent/guardian, student, and teacher.

Home Education reports

Home Education student results will be reported to teachers, school administrators, and superintendents in the same manner as other students.

Paper format SLA student reports

Schools that have students who complete the paper-only version of the SLAs will receive reports through the SLA Teacher Dashboard. If schools have limited access to technology and are unable to access the SLA Teacher Dashboard, they may contact exam.admin@gov.ab.ca and paper format reports will be mailed.

Quick Facts for Parents/Guardians
Grade 3 Student Learning Assessment (SLA)

Overview of the SLA Participation in the SLA

SLAs are a digitally based provincial assessment that provides a beginning of the year "check in". This enables parents/guardians and teachers to learn about and identify student strengths and areas for growth at the start of the school year. The Grade 3 SLA is based on outcomes related to literacy and numeracy in language arts and mathematics in Alberta's current Grade 2 provincial programs of study. Some sets of questions are created using topics that may be familiar to students from other subject areas such as arts education, health, science, and social studies.

Purposes of the SLA

The purposes of the SLAs are to:

- improve student learning (primary purpose);
- enhance instruction for students.

Provincial assessment programs, including SLAs, are meant to complement, not replace, day-to-day teacher observations and classroom assessment.

Structure of the SLA

This literacy and numeracy assessment consists of digital interactive questions (marked by Alberta Education) and performance tasks (marked locally):

- digital interactive literacy questions;
- a literacy performance task;
- digital interactive numeracy questions;
- a numeracy performance task.

Participation in the SLA

Information regarding Student Learning Assessment participation for this school year is available on the SLA web page.

Your child's preparation for the SLA

Your child does not need to study to do this assessment. However, students should be familiar with using a computer or similar technology.

Practice questions available before the administration of the SLA

Students can try out the practice questions and released questions that are located on the SLA Application.

Important dates for the SLA

The Grade 3 SLA is available to teachers to administer from mid-August to the end of October 2022. Parents/guardians can access their child's results, including a parent/guardian-friendly report, via their child's teacher. Schools are expected to share students' Grade 3 SLA results with students' parents/guardians.

Teachers and parents/guardians are encouraged to discuss students' Grade 3 SLA results together, as teachers are in the best position to interpret the results.

Information and resources

The personal information collected in the Student Learning Assessment is collected pursuant to section 33(c) of the *Freedom of Information and Protection of Privacy Act* (RSA 2000, C. F-25). This information will be used for the purpose of administering the Student Learning Assessment as well as support programs and policy evaluation and measurement.

Additional information is available on the SLA web page.

Contact information

For questions regarding the English-language SLAs, you may contact Kelly Rota, Director of Student Learning Assessments (SLAs) and Provincial Achievement Testing (PAT), Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 or at Kelly.Rota@gov.ab.ca or by telephone at 780-427-6204.

For questions regarding the French-language SLAs, you may contact Nicole Lamarre, Director of French Assessments, Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 or at Nicole.Lamarre@gov.ab.ca or by telephone at 780-422-3535.

Call 310-0000 for toll-free access within Alberta.

Points saillants à l'intention des parents ou des tuteurs
Évaluation de l'apprentissage des élèves (EAE) de la 3ᵉ année

Aperçu des EAE

Les EAE sont des outils d'évaluation provinciale en format numérique qui constituent une vérification de début d'année. Ceci permet aux parents ou tuteurs et aux enseignants de connaitre les points forts et les points à améliorer de chaque élève dès le début de l'année scolaire. L'EAE de la 3ᵉ année s'appuie sur les résultats d'apprentissage reliés à la littératie et à la numératie qui se trouvent dans les programmes d'études provinciaux de 2ᵉ année actuels en English Language Arts, en français (immersion et francophone) et en mathématiques. Certains ensembles de questions ont été créés à partir de sujets avec lesquels les élèves peuvent être familiers et qui proviennent d'autres matières comme l'éducation artistique, la santé, les sciences et les études sociales.

Objectifs des EAE

Les EAE ont pour objectifs :

- améliorer l'apprentissage chez les élèves (objectif principal);
- améliorer l'enseignement offert aux élèves.

Les programmes d'évaluation provinciaux, dont les EAE, ne visent pas à remplacer, mais plutôt à compléter les observations et l'évaluation que font les enseignants chaque jour en salle de classe.

Structure des EAE

Cette évaluation en littératie et en numératie comprend des questions numériques interactives (notées par Alberta Education) et des tâches de rendement (notées à l'échelle locale par les enseignants) :

- des questions interactives de littératie en format numérique
- une tâche de rendement en littératie
- des questions interactives de numératie en format numérique
- une tâche de rendement en numératie.

Participation aux EAE

Pour cet année scolaire vous trouverez de l'information détaillée concernant l'EAE de la 3e année sur la page Web des EAE.

Préparation de votre enfant en vue des EAE

Votre enfant n'a pas besoin d'étudier en vue de cette évaluation. Toutefois, les élèves doivent être en mesure d'utiliser un ordinateur ou une technologie similaire.

Modèles de questions à la disposition de votre enfant pour se préparer aux EAE

Les élèves peuvent s'exercer avec des modèles de questions et des questions rendues publiques, qui se trouvent dans l'application des EAE.

Dates importantes concernant les EAE

L'EAE de la 3ᵉ année sera à la disposition des enseignants de la mi-aout jusqu'à la fin octobre 2022 pour qu'ils la fassent passer à leurs élèves. Les parents et les tuteurs auront accès aux résultats de leur enfant, comprenant un rapport facile à interpréter, par l'intermédiaire de l'enseignant. Les écoles sont censées communiquer au(x) parent(s) ou au(x) tuteur(s) les résultats obtenus par les élèves à l'EAE de la 3ᵉ année.

On encourage les enseignants et les parents ou tuteurs à discuter ensemble des résultats des élèves, étant donné que les enseignants sont les mieux placés pour interpréter ces résultats.

Information et ressources

Les renseignements personnels recueillis dans le cadre de l'administration de l'évaluation de l'apprentissage des élèves le sont conformément à l'alinéa 33(c) de la *Freedom of Information and Protection of Privacy Act (RSA 2000, C. F-25)*. Ces renseignements serviront à administrer l'évaluation de l'apprentissage des élèves et à appuyer l'évaluation et la mesure des programmes et des politiques.

Vous trouverez de l'information détaillée et des ressources concernant l'EAE de la 3e année à la page Web des EAE.

Personnes-ressources

Pour les EAE en français, communiquer avec Nicole Lamarre, directrice de l'Évaluation des études en français, Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 à Nicole.Lamarre@gov.ab.ca ou par téléphone au 780-422-3535.

Pour les EAE en anglais, communiquer avec Kelly Rota, Director of Student Learning Assessments (SLAs) and Provincial Achievement Testing (PAT), Alberta Education, 6th Floor, 44 Capital Boulevard, 10044 108 Street, Edmonton, AB, T5J 5E6 ou à Kelly.Rota@gov.ab.ca ou par téléphone au 780-427-6204.

Veuillez composer le 310-0000 pour faire un appel sans frais en Alberta.

Contacts 2022–2023

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