

# Student Grade Level of Achievement Form

**Purpose:** Alberta Education collects information on students' grade level of achievement to supplement provincial achievement test data to have more comprehensive, accurate and valid information on student achievement. This data will inform program evaluation needs at provincial, jurisdiction and school levels.

**Directions** - Please complete the Student Grade Level of Achievement (GLA) Form for each student in your class by the end of the school year as defined by the traditional or alternative school calendar. Reporting is required for both (1) Students on Graded Curriculum, and (2) Students with Disabilities who are NOT on Graded Curriculum. Please refer to the specific instructions detailed below for reporting on both these groups of students. Submit the data requested to your school office either in hard copy or electronically for transmission to your school authority central office. The school authority central office then sends GLA data for all of the required schools to Alberta Education via Edulink. This form is designed to assist you in reporting Language Arts and Mathematics GLA information for multiple students.

## Instructions for completing the form

### STUDENT

**Legal Surname and Given Name(s)**—must be completed and cannot contain more than 25 characters each.

**Alberta Student Number (ASN)**—must be completed and valid, and contain 9 characters.

**Enrolled Grade**—is the grade to which the student is assigned. Enter a value between 01 and 09, inclusive.

### STUDENTS ON GRADED PROGRAMS OF STUDY

Provide a Grade Level of Achievement (GLA) for English Language Arts, Mathematics and, if applicable, French Language Arts for each student in your class that is on Graded programs of study. If a student is not enrolled in French Language Arts this field is left blank.

**Grade Level of Achievement (GLA)** – “At, Above or Below” – this new method restricts reporting GLA as “at, above or below grade level” using a two character alpha set as follows: **AT** = at grade level; **AB**= above grade level; or **BE** = below grade level.

For each student in grades one through nine who is following the graded programs of study, the GLA fields must contain one of the three alpha sets: , AT, AB or BE or ‘NA’ if not available (i.e., if there is insufficient information to judge GLA). The fields must be left blank if a student is not enrolled in a course or for each student who is coded with severe or mild/moderate disabilities **and** is not following the graded programs of study.

The GLA code you provide for each subject is based on your judgment and interpretation of all of the classroom assessment activities throughout the school year for your students in English and/or French Language Arts and for Mathematics. In some school boards, there is a standard test or battery of tests used to determine grade level of achievement—if that is true for your board, consider that assessment in relationship to the full range of assessment information available to you, including classroom assessment marks, in making a professional judgment of the student's

grade level of achievement. Remember, grade level of achievement refers to the learner outcomes defined in the programs of study in relationship to the student's enrolled grade.

**Grade in which English LA is introduced for French students only** (i.e., those enrolled in either a French as a First Language program or in a French Immersion program)—This field is completed for all students who have a GLA in French Language Arts. It contains a number typically between 01 and 03. This field is left blank for all other students.

**“Met IPP goals and objectives” fields**—must be left blank for students on graded programs of study.

### **Illustrative Examples:**

**Student A is enrolled in grade 4.** Her Language Arts program is based on the grade 4 learner outcomes defined in the English Language Arts K–9 Program of Studies. The overall assessment results demonstrate she has achieved the outcomes for Language Arts grade 4 so **AT** “at grade level” is entered.

**Student B is enrolled in grade 8.** He has been coded as having a mild learning disability. His Mathematics program is based on the grade 6 learner outcomes defined in the Mathematics K–9 Program of Studies. The overall assessment results demonstrate he has achieved the outcomes for Mathematics grade 6, so **BE**, “below grade level” is entered.

**Student C is enrolled in grade 2.** He has been coded as having a moderate learning disability. His Language Arts program is based on developing language arts readiness skills and on many of the grade one learner outcomes defined in the English Language Arts K–9 Program of Studies. The overall assessment results demonstrate he has not yet achieved the learner outcomes for Language Arts grade 1 so **BE** is entered.

**Student D is enrolled in grade 4.** He has been coded as having a severe emotional/behavioural disability. His Mathematics program is based on the grade 3 learner outcomes defined in the Mathematics K–9 Program of Studies. The overall assessment results demonstrate he will continue to study the learner outcomes for Mathematics grade 3 next year, so **BE** is entered.

**Student E is enrolled in grade 5.** He has been coded as being gifted. His Mathematics program is based on the grade 6 learner outcomes defined in the Mathematics K–9 Program of Studies. The overall assessment results demonstrate he has achieved all of the learner outcomes for Mathematics grade 6, so **AB** is entered, i.e., ‘achieved above grade.’

**Student F is enrolled in Grade 4.** The overall assessment results demonstrate that as of the end of the current school year he has met the learner outcomes in the Program of Studies for grade 4 Language Arts, so **AT** would be entered for Language Arts, indicating ‘achieved at grade’; however, the student has not met the learning objectives in Grade 4 Mathematics, only those of Grade 2 Mathematics. Thus **BE** “achieved below grade” would be assigned in Mathematics.

**Student G is enrolled in French as a First Language program** and is following the graded programs of study. For this student both a grade level of achievement is reported for his French Language Arts program and for his English Language Arts program (at the end of the year that English Language Arts instruction is initiated – this may range from grade 1 to 9 but typically English Language Arts is introduced in grades one, two or three). If English Language Arts has

not been introduced yet, then the ELA data field is left blank. The grade level of achievement for Mathematics is reported independent of the language of Mathematics instruction.

**Student H is enrolled in a French Immersion program** and is following the graded programs of study. For this student report both a grade level of achievement for her French Language Arts program and for her English Language Arts program at the end of the year that English Language Arts instruction is initiated (may range from grade 1 to 9) and in subsequent years. Report a single grade level of achievement for Mathematics.

## **STUDENTS WITH DISABILITIES WHO ARE NOT ON A GRADED PROGRAMS OF STUDY**

Each student is either in this category or in the previous category ‘STUDENTS ON GRADED PROGRAMS OF STUDY’. To be in this category, the student must be coded as a student with a severe or mild/moderate disability and must not be following the graded programs of study. **Not following a graded programs of study** means that you are reporting student outcomes based on an IPP that outlines programming in which the learner outcomes are significantly different from the learner outcomes defined in the programs of study and are specifically selected to meet students’ special education needs. Results are reported in the categories of life skills, foundational skills or academic readiness skills as defined below and on page 23 of this Handbook. While students within this category may have a some IPP goals in the category of academic readiness that are related to learner outcomes at the grade 1 level or above, students within this category are not studying a comprehensive or articulated curriculum based on the programs of study.

For students within this category, the “**Grade Level of Achievement**” fields and the “**Grade in which English LA was introduced for French students**” field must be left blank.

Reporting for students within this category is completed along the following three skill areas:

**Foundational Skills**—refers to communication, classroom behaviour, gross motor and fine motor skills.

**Academic Readiness Skills**—refers to readiness skills to prepare the student for learner outcomes in the programs of study in Grade 1 and subsequent grade levels.

**Life Skills**—refers to skills that will assist the student in developing independence in the home, school and community.

For each of the three skill areas, indicate the degree to which the student has met the goals and objectives in his/her Individualized Program Plan (IPP), i.e., whether **all**, **most**, **some** or **none** of the goals have been met. If there have been no goals set for one or more of the skill areas, indicate **not applicable** for those areas. Thus, for students who are coded with severe or mild/moderate disabilities and who are not on graded programs of study, each of these fields must contain one of the following codes:

‘A’ = All;  
‘M’ = Most;  
‘S’ = Some;  
‘N’ = None; or,  
‘NA’ = Not Applicable

## Illustrative Examples:

### Student J (Adapted programming)

Ken, who is enrolled in grade 5, is a student with a mild cognitive disability. During the school year, Ken has been enrolled in an age-appropriate grade 5 learning group where the majority of students are working towards the learner outcomes of grade 5 language arts. Ken's teacher, Ms. Jackson, has been adapting language arts programming for Ken as she is aware that he is not ready to challenge the learner outcomes at the grade 5 level. Ken's previous teacher documented that Ken is now ready to work towards the grade 2 learner outcomes in language arts. Based on the progress Ken has been demonstrating, Ms. Jackson is fairly confident that Ken will be at a grade 2 level of achievement by the end of the year and will be ready to challenge the grade 3 language arts learner outcomes in the next school year. A GLA indicator of **BE** "below grade level" is entered. Throughout the school year, Ken's parents have been kept informed of what grade level of the Program of Studies Ken is working toward, so there will be no surprises at the end of the year.

### Student K (Modified programming)

Carla is enrolled in grade 2 and is a student with a moderate cognitive disability. Her current programming focuses on the development of functional literacy and numeracy skills as well as life skills. The goals and objectives outlined in Carla's Individualized Program Plan (IPP) indicate that she is working toward achieving skills typically observed in children prior to beginning kindergarten. Because Carla is not working towards the learner outcomes of the graded programs of study at this time, a grade level of achievement will **not** be assigned at the end of the year for any course of study. Rather, her teacher will report her achievement relative to the goals specified in her IPP.

### Student L (Modified programming)

Leslie is currently enrolled in grade 8 and is a student with a severe cognitive disability. The learner outcomes she is working toward are specifically related to her special education needs, and are significantly different from the provincial programs of study. Because Leslie is not at this time working toward the learner outcomes of graded programs of study, a grade level of achievement will **not** be assigned at the end of the year for any course of study. Rather, her teacher will report her achievement relative to the goals specified in her IPP.

## TRANSMITTING GLA DATA

School staff must submit their GLA data to their central office. Central office staff transmit GLA data to Alberta Education for all schools in the jurisdiction with grades 1-9 enrolment. A *GLA Edulink Manual* is available to assist with data transmission to Alberta Education and may be located on the Alberta Education website @

<http://education.alberta.ca/admin/resources/gla.aspx>

Assistance may also be obtained from the Alberta Education Help Desk at (780) 427-5318 or [cshelpdesk@gov.ab.ca](mailto:cshelpdesk@gov.ab.ca).