

Dear QAS Families,

As part of our ongoing commitment to student learning and continuous improvement, Queen of All Saints is strengthening our assessment and reporting practices to further align with BC Ministry of Education expectations. This includes gathering and sharing beginning-of-year baseline information to help us better understand each student's strengths, areas for growth, and individual learning needs.

Students across the school have participated in a variety of baseline assessments that provide teachers with valuable information to guide instruction, plan appropriate supports, and monitor student progress throughout the year.

At your child's upcoming Three-Way Conference, you will receive a *Student Baseline Snapshot* highlighting key beginning-of-year assessment information, areas of focus at school, and practical ways to support continued growth at home.

Please note that different grades complete different assessments based on the age and learning needs of the students. We have attached an information page that explains each assessment and how the results are used by teachers.

These assessments are one part of the overall picture of your child as a learner. Teachers also consider classroom observations, daily work, student thinking, conversations, and other evidence of learning throughout the year.

Our goal in sharing this information is to strengthen communication between home and school and work together to support each child's continued growth. We look forward to discussing your child's learning with you at the Three-Way Conferences on **Thursday, October 22, 2026**.

Ms. Sandberg

Understanding Your Child's Beginning-of-Year Baseline Snapshot

Family Information | 2026–2027

At the beginning of the year, students at QAS completed assessments to identify strengths, areas for growth, and learning needs. These results provide a baseline for monitoring progress. The Student Baseline Snapshot highlights key results. Assessment types vary by grade.

ASSESSMENTS USED ACROSS THE SCHOOL		
ASSESSMENT	GRADES	WHAT IT HELPS US UNDERSTAND
DIBELS	K–7	A reading screening assessment that helps teachers understand how students are developing important literacy skills. Depending on grade, this may include letter sounds, decoding, reading fluency, accuracy, vocabulary, and/or reading comprehension.
School-Wide Write	K–7	A common writing task that gives teachers a beginning-of-year picture of student writing. Teachers consider age-appropriate areas such as ideas, organization, detail, vocabulary, sentence structure, conventions, and overall clarity.
Math IXL Online Diagnostic	Grades 3–7	An online diagnostic that adjusts to student responses and helps identify current strengths and areas for growth across mathematics.
Literacy IXL Online Diagnostic	Grades 3–7	An online diagnostic that helps identify strengths and areas for growth in literacy skills such as comprehension, vocabulary, grammar, and language conventions.
PM Benchmark Reading Assessment	1–3	A one-on-one reading assessment completed with the teacher. It provides information about reading level, accuracy, fluency, comprehension, and use of reading strategies.
QAS Numeracy Assessment	Kindergarten	Students engaged in age-appropriate, hands-on activities assessing one-to-one correspondence, 2D shape identification, number identification, and rote counting to establish a baseline of mathematical understanding.
Math IXL Written Diagnostic	Grades 1–2	A written numeracy assessment that provides baseline information about early mathematical understanding, including number sense, operations, counting, patterns, and mathematical thinking.

UNDERSTANDING THE RESULTS

DIBELS BENCHMARK LEVELS	BC PROFICIENCY SCALE
Well Below Benchmark: Well below the expected range; additional support may be needed. Below Benchmark: Approaching the expected range; targeted support and monitoring will be helpful. At Benchmark: Demonstrating skills within the expected range. Above Benchmark: Demonstrating skills above the expected range.	Emerging: Beginning to demonstrate the expected learning and may need ongoing support. Developing: Demonstrating some of the expected learning with growing consistency. Proficient: Consistently demonstrating the expected learning and understanding. Extending: Demonstrating understanding with greater depth, complexity, or application.

HOW THIS INFORMATION IS USED

These assessments help teachers identify strengths and areas for growth, plan instruction and support, set learning goals, and monitor progress. **They are one part of the overall picture of your child as a learner.** Baseline results are a starting point, not a final grade, proficiency, or prediction of future achievement.