

# Guide to Student Assessment, Achievement & Growth 2016-2017

Grades 10-12

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Updated: Date: 9 September 2016

## Guide to Student Assessment, Achievement and Growth 2016-2017, Grades 10-12

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At Edmonton Public Schools, we're committed to transforming the learners of today into the leaders of tomorrow. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians;
- how we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- the steps we take if your child's work is missing or not finished.

### What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Assessment means gathering information about what your child knows, understands and can show the teacher based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers can't use your child's behaviour, effort and work habits to decide on their grades/marks, unless that's outlined in the Alberta programs of study for a specific subject.

To find out where your child is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help.

These activities – conversations, observations and the products students create – help teachers shape their lesson plans. They even guide *how* they'll explain a concept, to help every student meet their learning goals. The activities also help inform the teacher's understanding so that they may assign each student a grade, course or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

### How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

## Supporting Student Success

We all have a role to play in helping your child be successful.

### **You can support your child's learning by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- going to parent-teacher conferences.

### **Teachers will help your child succeed by:**

- providing programming that's suitable for your child;
- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work;
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e., course outline);
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and
- providing opportunities for you to be involved in your child's learning.

### **Students have a responsibility for their own learning and are expected to:**

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- show that they're learning; and
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

## Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

### Reporting Periods:

September 1 – November 4, 2016 (Term 1)

November 7 – January 27, 2017 (Term 2)

February 1 - April 21, 2017 (Term 3)

April 24 - June 28, 2016 (Term 4)

### Progress Reports Issued:

November 7, 2016

January 31, 2017

April 24, 2017

June 30, 2017

### Conferences:

Dates of Parent-Teacher interviews: Thursday, October 6, 2016 and Thursday, April 6, 2017.

**Learning Support Plan (LSP):** for students who need specialized services and supports, the LSP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals. It gives you confirmation that your child's needs are being addressed and gives information about accommodations and strategies your child needs to succeed. The LSP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the LSP.

LSP planning conferences will take place in September. LSP review dates will be November 30, 2016  
March 17, 2017 and June 9, 2017.

**English as a Second Language (ESL) Proficiency Benchmarks:** for students learning English, the ESL Proficiency Benchmarks measure English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool each year to help them plan lessons and communicate with you about your child's progress in learning English.

Information will be reported to parents on the report card.

- 1) Students are assessed on an annual basis during the month of October.
- 2) Students new to Jasper Place are assessed upon arrival at the English Language Reception Centre at Jasper Place School.
- 3) Results are reported to parents via a personalized letter.

## Grades/Marks and Codes

To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned and their professional judgment. Percentages will be the only grades/marks used for formal reporting in Grades 10 to 12.

**District Approved Codes:** On your child's progress report, a teacher may use these District codes for term or end of course grades/marks.

<b>IEA</b>	Insufficient Evidence Available	IEA is used only as a <b>term</b> mark. It lets you know that the teacher doesn't have enough evidence about your child's progress to give a mark.
<b>WDR</b>	Withdrawal	WDR is used when a student chooses not to complete a course and the school agrees to remove the student from the course. WDR may be used for all courses.
<b>INC</b>	Incomplete	Incomplete is used when a student does not withdraw from a Career and Technology Studies (CTS) course and does not successfully complete the course with a mark of 50% or more. No mark is submitted to Alberta Education and the course does not appear on the student transcript. INC may be used only for CTS courses.

### School Approved Codes:

Code	Phrase	Explanation
Mark %	Students % Score	The mark a student receives on a <b>Summative Learning Task</b> .
OMIT	OMIT	This <b>Summative Learning Task</b> is not needed to accurately determine the student's course mark.
NYC	Not Yet Completed	Student is missing a critical <b>Summative Learning Task</b> . Students should arrange with teacher to complete this task in a timely manner. If critical <b>Summative Learning Tasks</b> are not completed a student may not successfully complete the course.
RNE	Replaced by New Evidence	More current evidence of improved learning is being used to replace a previous <b>Summative Learning Task</b> .

## How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades/marks in a variety of ways.

**Formative Assessments:** Throughout the year, your child will work on many activities that help them increase what they know and practice their skills. These activities show your child's teacher how they are doing, what their strengths are and where they can improve. This is called formative assessment. Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades/marks.

### Summative Assessments

During the school year, your child will have a chance to show what they have learned up to that point in time (summative assessments).

Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

### Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation [GKB.AR – Standards for Evaluation](#), section 4:

4. *Principals must work with their teachers to comply with the following:*
  - a. *evidence of student achievement has been collected by the teacher;*
  - b. *communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;*
  - c. *a student has been given multiple opportunities and ways to demonstrate his/her learning;*
  - d. *follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;*
  - e. *if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;*
  - f. *teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and*
  - g. *providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).*

When your child has missing or incomplete work, we will make arrangements for your child to complete the work. This may include:

- Contact with parents/guardians.
- Drop-in support at the academic support centre (ACCESS ROOM).
- Missed assignment room (D.T. room).
- Peer tutoring in academic support centre or teacher's classroom.
- Targeted tutorials in academic support centre (ACCESS ROOM), or by subject/department teachers.

## Course Outlines:

At Jasper Place School, course outlines are provided at the beginning of each semester for each course.

## The Role of Homework

Homework is meant to:

- help support your child's learning;
- reinforce what your child learned in school; and
- give your child more practice.

At Jasper Place School, teachers reinforce the role of homework in their individual classes. If issues arise with homework completion, teachers will work with the student and /or parent to assist and support the student.

## Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation [HG.AR – Student Behaviour and Conduct](#).

## Grades/Marks Appeal Process

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the *School Act*.

In early July, there will be a day to contact the school to appeal June final marks. When this date is set, we will communicate it to you.

## The Role of External, Large Scale Tests

The Grade 12 Diploma Examinations Program:

- certifies the level of individual student achievement in selected Grade 12 courses
- helps maintain province-wide standards of achievement
- reports individual and group results

For all 30-level diploma courses, the school mark is worth 70 per cent of the final mark and the diploma exam is worth 30 per cent. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 per cent.

More information about the Diploma Examination Program is available online at [www.education.alberta.ca/students/exams.aspx](http://www.education.alberta.ca/students/exams.aspx).