

School Assessment Plan 2021-2022

Grades 10-12

September 2021

Metro Continuing Education

7835 76 Avenue NW, Edmonton, AB T6C2N1

Phone: 780-428-1111

Email: metro@epsb.ca

Website: metrocontinuingeducation.epsb.ca

Principal: Jean Stiles

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At Edmonton Public Schools, we're committed to success, one student at a time. 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 students (and their parents when applicable) about how they are doing at school.

This guide will help you understand:

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

What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. Assessment is not just about tests and grades.

Assessment means gathering information about what a student knows, understands and is able to do based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on a student's behaviour, effort and work habits unless those behaviours are outlined in the Alberta programs of study for a specific subject.

To find out where a student is at in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers determine 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 guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of observations, conversations and student work 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 students first teacher. So, understanding how your student is doing in school is important. Read this guide, and contact the school or make an appointment to see your student's teacher or principal if you have any questions.

Supporting Student Success

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

Parents can support student's learning by:

- working in partnership with school staff.
- providing a quiet place for your student to study at home.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials.
- Communicating questions or concerns with the teacher or principal

Teachers will help students succeed by:

- providing programming that's suitable for all students.
- 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 a student's successes and challenges.
- regular communication about a student's progress and achievement.
- providing opportunities for parents to be involved in a student'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.
- 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 students and parents stay informed about student learning throughout the year. We encourage regular review of reports and ongoing communication with the teacher.

Reporting Periods

Semester 1: September 9, 2021 to January 28, 2022
Quarter 1: September 2, 2021 to November 9, 2021
Quarter 2: November 10, 2021 to January 29, 2022
Semester 2: January 29, 2022 to June 28, 2022
Quarter 3: January 29, 2022 to April 12, 2022
Quarter 4: April 13, 2022 to June 28, 2022
Summer School, 3-credit classes: July 4-14 & July 18-28, 2022
Summer School, 5-credit classes: July 4-28, 2022

Progress Reports Issued

Progress Reports for students in Metro classes will be electronically available through SchoolZone on the following dates:

- November 16, 2022
- February 5, 2022
- April 19, 2022
- June 28, 2022
- August 4, 2022

Individual Student Reports

Interim reports will be uploaded to Schoolzone monthly.

Individualized Program Plans (IPPs)

IPPs are not used at Metro. A student's record will be looked at for inclusive learning needs and/or prior coding. Students are encouraged to share any coding and/or accommodations that they have had in the past. Our Inclusive Learning coordinators and counselors will work to identify student needs and will work with teachers and students to ensure that appropriate programming and supports are in place.

Grades/Marks and Codes

To decide on a student's grade/mark at the end of a reporting period, teachers use evidence of what a student has learned and their professional judgment.

Percentages will be the only grades/marks used for formal reporting in Grades 10 to 12.

Exemplary – A (80 - 100%)	Proficient – B (65 - 79%)	Adequate – C (50 - 64%)	Limited – D (0 - 49%)
<i>(Adapted from Alberta programs of study)</i>			
<ul style="list-style-type: none"> Learning goals are met in an astute and comprehensive way. Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. Demonstrates an in-depth understanding and degree of skill on summative assessments. Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in a practical and thorough way. Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. Demonstrates a substantial understanding and degree of skill on summative assessments. Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in an appropriate and reasonable way. Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. Demonstrates a satisfactory understanding and degree of skill on summative assessments. Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes.

Division-Approved End-of-Term and End-of-Course Codes

On a student's progress report, a teacher may use these Division codes for end-of-term and/or end-of-year grades/marks.

WDR	Withdrawal	WDR is used only as an end of course mark when a student chooses not to complete a course and the school agrees to withdraw the student from the course. WDR may be used for all courses.
INC	Incomplete	Incomplete is used only as an end of course mark 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 is used only for CTS courses.

Division-Approved Codes for use on Individual Student Reports in SchoolZone:

On a student's individual student reports issued before the end of a term, a teacher may use these Division codes.

The following codes provide information about exceptional circumstances regarding the collection of evidence.

OMIT	Omit	Professional judgment indicates that the student is not required to do this task.
NYC	Not Yet Complete	Steps are in place to ensure the student completes the assessment activity.
RNE	Replace with New Evidence	This assessment has been replaced by more relevant evidence that demonstrates the student's understanding of the expected outcome(s).
TBA	To Be Addressed	The tasks for these outcomes will be assigned later in the course.

How We Determine Student Grades/Marks

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

Formative Assessment

Throughout the year, students will work on many activities that help them increase what they know, understand and are able to do. These activities show a student's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta programs of study. This is called formative assessment.

Teachers use this information to adjust their teaching, give students feedback to help them improve and prepare students for times when they will receive grades.

Summative Assessment

During the school year, students will have a chance to show what they have learned in relation to the Alberta programs of study. Using their judgment as professionals, teachers make decisions and determine grades that describe how a student is learning. They base these decisions on what they've seen a student do (observations), discussions they've had with a student (conversations) and the work a student 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.).
- Course Outlines

When a student has missing or incomplete work, Metro teachers will implement intervention strategies to help students achieve success. These measures include phone calls and/or emails to the home to discuss student progress and/or attendance concerns. The timely submission of homework, consistent class attendance and regular communication with teachers are critical. Teachers will explore strategies to help the student be successful.

Course Outlines

At Metro Continuing Education, course outlines are provided on the first day of class and detail the curricular outcomes that will be covered, as well as provide details on how students will be assessed and evaluated in the course.

The Role of Homework

Homework is meant to:

- help support student learning;
- reinforce what a student learned in school; and
- give a student more practice.

At Metro Continuing Education, our homework policies include the following:

- Regular practice is essential to success.
- Homework is purposeful, meaningful and based on the Program of Studies for the course.

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 a student 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 a student 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 [Education 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. There will also be a late August day to appeal all Summer School marks.

The Role of 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 2021- 2022 all 30-level diploma courses, the school mark will be weighted at 90 percent of the student's final mark, and the diploma examination mark will be weighted at 10 percent of the final mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 percent.

- Alberta Education may change these weightings at any time during the school year. Please check the website below for the most up to date information.

More information about the Diploma Examination Program is available online at

https://www.alberta.ca/administering-diploma-exams.aspx?utm_source=redirector

The diploma exam schedule for 2020-2021 can be found [here](#).