

Guide to Student Assessment, Achievement & Growth 2018-2019

Grades 10-12

Metro Continuing Education

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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 student is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians;
- how we will tell you about your student's progress and learning;
- how we assign grades/marks to your student;
- how your student is assessed; and
- the steps we take if your student'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 student 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 student'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 student 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 student's progress in school.

How to support your student's learning

As a parent or guardian, you are your student's 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 your student be successful.

You can support your 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; and
- going to parent-teacher conferences.

Teachers will help your student succeed by:

- providing programming that's suitable for your student;
- 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/graded (i.e., course outline);
- keeping detailed, accurate notes describing your student's successes and challenges;
- communicating with you regularly about your student's progress and achievement; and
- providing opportunities for you to be involved in your 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; 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 student's learning throughout the year. We encourage you to review your student's reports and attend conferences regularly.

Reporting Periods:

Fall Term: September 5, 2018 – January 16, 2019

Quarter 1: September 8, 2018 – October 27, 2018

Quarter 2: November 15, 2018 – January 15, 2019

Winter Term: February 4, 2019 – June 10, 2019

Quarter 3: January 31, 2019 – March 21, 2019

Quarter 4: April 13, 2019 to June 8, 2019

Progress Reports Issued:

In addition to regular, ongoing communication by the teacher, Metro Continuing Education will issue Progress Reports at the mid-point and end of each course. Progress Reports will be uploaded to SchoolZone by the dates listed below:

Quarter 1 Final: November 9, 2018

Fall Term Midpoint: November 25, 2018

Fall Term (includes Quarter 2) Final: January 25, 2019

Quarter 3 Final: April 15, 2019

Winter Term Midpoint: April 12, 2019

Winter Term Final: June 24, 2019

Interim Reports:

Teachers will upload interim mark summaries to SchoolZone on a regular basis, usually following the completion of any major unit or major assessment. Students may ask teachers for a final grade in the course. Interim mark summaries may also include brief comments and/or codes about particular assignments. Students and parents (if student is under 18 years of age) should review the content of these mark summaries carefully. Students who have not completed critical summative assessments (i.e. NYC) will not have a final mark posted to SchoolZone.

Individualized Program Plans (IPPs):

IPP's are not used at Metro. A student's record will be looked at for special needs and/or prior coding, and students are encouraged to share any coding/accommodations that they have had in the past. Our Special Needs coordinators and counselors will work to identify students with special 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 the student has learned and their professional judgment.

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

(80 - 100%)	(65 - 79%)	(50 - 64%)	(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.

District-Approved Term and End of Year Codes: On the student's progress report, a teacher may use these District codes for term or end of course grades/marks.

IEA	Insufficient Evidence Available	IEA is used only as a term mark when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
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.

District-Approved Codes for use on Interim Reports in SchoolZone: On your student's interim reports, a teacher may use these District codes.

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/marks in a variety of ways.

Formative Assessments

Throughout the school term, students will work on many activities that help them increase what they know and practice their skills. These activities show your student'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 the students feedback to help them improve and prepare the student for times when they will receive grades/marks.

Summative Assessments

During the school term, students 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 the students. They base these decisions on what they've seen the student do (observations), discussions they've had with the students (conversations) and the work students have 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.).*

Students are expected to complete summative assessments (i.e. Quizzes, exams, essays, ...) on the dates that they are due.

Missed or incomplete summative assessments will result in a meeting between the student and the teacher to determine a plan to assess these curricular outcomes. For students under the age of 18, communication will occur between the teacher and parent to develop a plan to hold the student accountable for completing this missed work.

If a student misses a critical summative assessment, teachers will enter a mark of NYC (Not Yet Completed) to GradeBook, and will enter a Log Entry in PowerSchool. If appropriate, the teacher may call parents/guardians during the major assessment to inform them of the student absence.

If a major summative assessment is not completed prior to the Final Progress Report, the teacher will consult with their Subject Lead and use their professional judgment to evaluate the student's understanding of all outcomes from the Program of Studies.

Students who have not completed all of the required major summative assessments prior to the Final Progress Report will either receive a grade based on only the curricular outcomes demonstrated or will not receive a final grade, as there was insufficient evidence in determining their achievement in the course. In this case, the following comment will be used on the Progress Report: "_____ did not complete enough course work to receive a final mark in this class."

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 a student's learning;
- reinforce what the students learned in class; and
- gives students more practice.

At Metro Continuing Education, our homework policies are based on the belief that regular practice is essential to success, and that students are expected to complete assignments on time.

- regular homework will be given to students to complete outside of class time to reinforce their learning
- assigned homework will be reasonable, and will be based on the Program of Studies for the course

To assist their learning and to provide 1-1 assistance, tutoring is available at no charge to Metro students as follows:

Math & Science: Monday to Thursday – 5:00 – 6:15 PM

Humanities: Mondays and Thursdays – 5:00 – 6:15 PM

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 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 you, the student, has been given, your first contact is the classroom teacher. If the issue is not resolved in this manner, the assistant principal will make a decision and explain it to you. The assistant principal's decision is final. A principal's (or their designate) authority to do this is set out in the *School Act*.

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 all 30-level diploma courses, the school mark will be weighted at 70 per cent of the total mark, and the diploma examination mark will be weighted at 30 per cent of the total mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 percent.

More information about the Diploma Examination Program is available online at <https://education.alberta.ca/diploma-exam-administration/diploma-examinations-program/>

