



School Assessment Plan 2024-2025

Grade 10 to Grade 12

September 2024

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School Assessment Plan 2024–2025, Grade 10 to Grade 12

At Edmonton Public Schools, we're committed to enhancing pathways for student success. One of the ways we help enhance pathways for student success is by 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.
- the steps we take if your child'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 your child knows, understands and is able to do based on the Alberta Programs of Study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base percentage marks on your child's behaviour, effort and work habits unless those behaviours are outlined in the Alberta Programs of Study for a specific subject.

Teachers can collect evidence of your child's learning in many different ways. 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 a variety of evidence 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 information from SchoolZone, newsletters and other school materials.
- attending parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that is appropriate for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who have missed important assessments and activities the chance to complete the work.
- clearly explaining what is 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 areas for growth.
- communicating with you regularly about your child's progress and achievement.
- 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 on time.
- finish their assignments, projects and tasks to the best of their ability.
- participate in learning activities.
- regularly review what has been taught and ask for help when required.
- use opportunities to revise or retake assignments or tests to demonstrate growth in 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

2024-2025

Quarter 1: Sept 7 - Oct 26

Quarter 2: Nov 14 - Jan 14

Quarter 3: Feb 4 - Apr 5

Quarter 4: Apr 24 - Jun 14

S1: Sept 9 - Jan 13

S2: Feb 5 - Jun 11

Progress Reports Issued

Progress reports will be updated at the end of each term.

Individual Student Reports (ISRs)

The term *individual student report* refers to the report generated through the use of the Individual Student Report Module in PowerTeacher Pro by teachers at various times throughout the year. This report communicates information about a student's marks/grades for specific assignments and activities.

For students in Metro classes, individual student reports will be released regularly throughout the term.

Quarter 1: Sept 7 - Oct 26

Quarter 2: Nov 14 - Jan 14

Quarter 3: Feb 4 - Apr 5

Quarter 4: Apr 24 - Jun 14

S1: Sept 9 - Jan 13

S2: Feb 5 - Jun 11

Teachers may choose to release additional Student Reports at any time throughout the course, usually after a major assessment.

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 support are in place.

English as an Additional Language (EAL) Proficiency Assessments

EAL proficiency assessments are not used at Metro. Teachers will use a variety of tools each year to support students.

Grades/Marks and Codes

Percentage marks are the only marks used for progress reports in Grade 10 to Grade 12.

To determine your child’s percentage marks at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
<ul style="list-style-type: none"> • Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an efficient manner. 	<ul style="list-style-type: none"> • Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an effective manner. 	<ul style="list-style-type: none"> • Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an acceptable manner. 	<ul style="list-style-type: none"> • Student has not yet demonstrated sufficient knowledge required to meet outcomes. • Student has not yet demonstrated a basic understanding of the concepts relating to outcomes. • Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.
<p><i>Extensive - ideas and/or actions provide extension or enriched thinking</i></p> <p><i>Insightful - accurate and deep understanding</i></p> <p><i>Efficient - ability to produce desired results with minimal steps or effort</i></p>	<p><i>Substantial- a considerable amount of ideas or degree of a desired quality</i></p> <p><i>Logical - using reason in an orderly and compelling fashion</i></p> <p><i>Effective - producing a result that is wanted</i></p>	<p><i>Sufficient - shows enough evidence of having met the criteria or requirements</i></p> <p><i>Basic - simple or merely functional</i></p> <p><i>Acceptable - meeting minimum criteria or requirements in a way that is agreeable to others</i></p>	<p>* Taken from: AAC Rubric Wordsmith at www.aac.ab.ca/go and Performance Standards Word List</p>

Division-Approved Term and End of Course Codes:

On your child’s Progress Report, a teacher may use these Division codes for term or end of course marks.

IEA	Insufficient Evidence Available	<ul style="list-style-type: none"> IEA is used only as an end-of-term code when a teacher does not have enough evidence about a student’s progress to give a mark at the end of a term.
NGC	Not on Graded Curriculum	<ul style="list-style-type: none"> NGC is used as an end-of-term code when a student, identified as having special education needs as documented on the student’s IPP, is receiving modified programming and is therefore not on the graded curriculum. NGC is used as an end-of-course code when a student is provided a code of NGC in one, two or all three terms.
WDR	Withdrawal	<ul style="list-style-type: none"> WDR is used only as an end of course code 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	<ul style="list-style-type: none"> INC is used only as an end-of-course code 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 per cent 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.

Codes for use on Individual Student Reports (ISRs)

- These reports are issued before the end of term in SchoolZone.
- On your child’s ISR, a teacher may use these Division codes.

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

OMIT	Omit	Evidence has already been or will be collected to inform professional judgment.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available.
RNE	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome.

The following codes provide information about evaluation of student achievement and growth.

ISR Approved Codes for Evaluation of Student Achievement and Growth

E	Exemplary	The student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts.
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P	Proficient	The student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations.
AD	Adequate	The student has adequate knowledge, skills, and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
L	Limited	The student has limited knowledge, skills, and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of student achievement and growth.

How We Determine Student Grades/Marks

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

Formative Assessment

Throughout the year, your child will work on many activities that help them increase what they know, understand and are able to do. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta curriculum. 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.

Summative Assessment

During the school year, your child 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 your child is learning. 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, Metro teachers will connect with students to support them in submitting or completing that work. If a student is under 18 years of age, parents or guardians will be informed where necessary to help restore success. Timely submission of assignments, consistent class attendance, and regular communication with teachers is critical. Students who do not participate in this way are at risk of being removed from

the course. For all Metro students, summative assessments must be completed either on camera, or in-person under the supervision of Metro staff. Any assessments not completed this way will be considered missing or incomplete.

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.

Curriculum Summaries

[Curriculum at a Glance](#) (Alberta Education)

The Role of Homework

Homework is meant to:

- help support your child's learning.
- reinforce what your child learned in school.
- give your child 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), 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](#).

Percentage Marks Appeal Process

To appeal the percentage mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, contact the principal who 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. For Summer School, marks appeal will be available late August. When these dates are set, we will communicate them to students.

The Role of Large Scale Tests

What is the Math Intervention/Programming Instrument (MIPI)?

The **Math Intervention/Programming Instrument (MIPI)** measures students' knowledge of the previous year's math curriculum. It shows teachers how well students understand different math concepts so they can identify appropriate programming for students.

Who takes the MIPI?

- students in Grade 10C, including those in French immersion programs

The MIPI test(s) will be administered during the administration window of August 30, 2024 to September 20, 2024. For students writing the MIPI in the second semester, the administration window will be from February 3–14, 2025.

What is the Grade 12 Diploma Examinations program?

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 student's final mark, and the diploma examination mark will be weighted at 30 per cent of the final mark. 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 [Diploma exams](#).

The diploma exam schedule for 2024-2025 can be found at [Diploma exams - overview](#).