



Guide to Student Assessment and Achievement 2018-2019

Grades 9-12

Ecole Secondaire Beaumont Composite High School

Address:

5417-43 Ave

Beaumont, Alberta

T4X 1K1

Phone: 780.929.6282

Email: esbchs@blackgold.ca

Website: [.https://esbchs.blackgold.ca](https://esbchs.blackgold.ca)

Principal: Christopher Peacocke

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Guide to Student Assessment and Achievement 2018-2019

In Black Gold Regional Division, we recognize that successful student learning is relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when 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.

Student assessment is ongoing and cumulative. In grades 1 through 12, teachers gather information about what students know and can demonstrate to the teacher based on the Alberta programs of study (curriculum) and when applicable the Instructional Support Plan (ISP). In Kindergarten, teachers base their assessment on the Alberta programs of study (curriculum) and when applicable the Individualized Program Plan (IPP) Support Plan. Marks are not earned for homework completion, attendance or behaviour; only through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests. Teachers won't use your child's behaviour, effort, attitude, and work habits to decide on their grades/marks, unless it is included in the Alberta programs of study for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will 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.

Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

You can support your child's learning (*School Act, Section 16.2*) **by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- Keeping current with your child's progress on line through the Power School Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- Participating in parent-teacher conferences.

Teachers will help your child succeed (*School Act, Section 18*) **by:**

- providing programming that is 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, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- 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 (*School Act, Section 12*) **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;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

PowerTeacher Pro Electronic Gradebook:

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time.

- Schools will provide parents with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes;
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have access to technology to view student grades, please contact the school to make arrangements to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780 -929-6282
- Marking turn-around will vary as it is often dependant on the assignment and, in some cases, the subject area. Assignments may be returned anywhere from the next day to three weeks.
- Teacher gradebooks will be kept up to date on a regular basis and in conjunction with the timelines communicated in course outlines.
- Student marks will be posted in PowerSchool within three days of the grading of the assignment.

Reporting Periods:

Semester 1:

Quarter One: *November 2, 2018*

Quarter Two: *January 27, 2019*

Final Exam mark semester 1: *January 29, 2019*

Semester 1 Final Marks: *January 30, 2019*

Semester 2:

Quarter Three: *April 5, 2019*

Quarter Four: *June 24, 2019*

Final Exam mark semester 2: *June 26, 2019*

Semester 2 Final Marks: *June 27, 2019*

Formal Reports Issued:

Formal Reports will be issued online through PowerSchool

If a student has an ISP, (or IPP for Kindergarten students), it will be included as part of the formal report. Paper copies will be made available upon request.

Conferences:

Parent communication is important and parents are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents to meet with teachers to discuss student achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

The dates for these conferences are:

1. Wednesday, October 24, 2018
2. Thursday, November 8, 2018
3. Thursday, March 14, 2019

Parents/Guardians can book appointments online by following the instructions sent out by the school early in each semester.

Instructional Support Plan (Gr 1 – 12) and Individualized Program Plan (Kindergarten):

For students who need specialized services and supports, the ISP, or IPP for Kindergarten, is a working document that is developed within the first two months of the school year. The ISP (or IPP) is a record of specific goals for a child. It provides information about accommodation and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the guardian are expected to provide input into the ISP, or IPP for Kindergarten.

An ISP, or IPP for Kindergarten, is updated as students show growth and learning. Depending on the Program, ISP conferences will take place in conjunction with the first round of parent-teacher interviews or earlier as appropriate.

- ISP planning input forms will be sent home during the first week of school.
- ISPs for current students will be shared by September 30th
- ISPs for new students will be shared by October 15th
- A completed signature page will be collected and stored at the school.
- Reviews will be completed at the end of each semester (January 30th and June 30th)

English Language Learners:

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

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. All marks are cumulative.

When percentages are used, 48.0 and up will be rounded to 50 as a final grade only.

At ESBCHS we use the following Grading Scale(s):

2018-2019 Grade Scales:

Grades 7-9 Grading Scales		
Junior High Core Outcomes Junior High Core courses grading scale		
Core (ELA, FLA, Math, Science, Social, PE) use % (can include Junior High non-Core Outcomes Letter Scale for formative assessment only) <ul style="list-style-type: none"> • Percentage grades will be given for summative assessment in all core courses (0% - 100%) • Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades. 		
Junior High non-Core Outcomes Scale Grades 7-9 Grading Scale for NON-Core subjects		
All other courses (Fine Arts/Options, Second Languages, Health, and CTF) use Junior High non-Core Outcomes Letter Scale		
Scale Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	Proficient	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	Limited	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Grades 10-12 Grading Scale		
Grades 10-12 Grading Scale for ALL subjects Every course uses this grade scale		
All courses use % for summative assessments Teachers can include Grade 10-12 Formative Assessment Letter Scale for formative assessment only		
Grades 10-12 Formative Assessment Letter Scale This scale can be used by any teacher who wishes to record formative assessment - these marks will not count towards a final grade.		
Scale Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	Proficient	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	Limited	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Principals will ensure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, we will do **one or more** of the following:

- provide student with additional time to complete the assignment
- assign an alternative assignment
- assign student to complete the activity at lunchtime or after school
- Provide targeted tutorials
- contact student's parent/guardian
- meet with parents/guardian, teachers, students and administration to emphasize consequences if work is not completed
- create a behavioural contract between the student and the teacher
- assign an "**incomplete (INC)**" which awards a mark of 0 on the assignment.

When your child has missing or incomplete work, they are encouraged to take the initiative to make arrangements with their teacher to complete the missing work. This may include:

- Teacher/student discussions
- Contact with parent/s guardians
- Student request for drop in support
- Student attending the missed assignment/exam room

- Peer tutoring in academic support center or teacher's classroom
- Targeted tutorials through subject/department teachers

If your child is away from school for an extended period of time, other than vacation, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternate assignments or other strategies that will support them through their course. Homework can be requested through the school office for extended illness etc. As well, students can access Google Classroom, or the teacher's preferred digital methods, for specific assignments details.

Vacations:

It is the expectation that students will attend school on scheduled school days and take holidays according to the school year calendar. In the event that parents choose to take their child out of school at times other than school holidays, teachers will not provide work for that time. In situations where a teacher has an online forum for students to join such as Google Classroom, Moodle etc., students can access class readings and submit assignments as pre-arranged with their teacher. Any missed work or tests will be made up when the student returns, at the teacher's discretion.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students' work, abilities and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student's strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.

Summative Assessments:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of students learning

and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. 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).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used for individual assignments.

<i>Other Icons</i>		
Icon	Label	Description
	Missing	Assignment was not handed in. Please contact your teacher to discuss.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	Assignment is late or was handed in late. Please contact your teacher to discuss.
	Incomplete	Assignment is not complete. Please contact your teacher to discuss.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent. Please contact your teacher to discuss.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.
ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.

How We Determine Student Grades/Marks

Course Outlines:

Teachers will provide a course outline to all students, parents/guardians within the first two days of the course. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

Reluctant Zeros:

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. If students do not take the opportunity to complete the assignment, they may receive a zero.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks. Please note the following:
 - Students will receive a zero if they skip class in which a formal assessment such as a quiz or exam occurs
 - Students who are absent from a formal assessment will have the opportunity to make arrangements with their teacher to complete the assessment if they were absent for legitimate reasons, such as illness, as confirmed by their parent/guardian
2. Students can access their marks through Powerschool or printouts from their teacher to keep track of their incomplete assignments.
3. Students may only work to complete tasks in the current reporting period. Once report cards are issued, marks are locked and zeros will be reluctantly awarded.
4. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered as a reason to take in work beyond a scheduled due date.
5. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
6. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

“Would we ever give a zero? Absolutely,” said Michael Hauptman, superintendent of EICS. “But we call them reluctant zeros. What that means is, we give them because we’ve done everything possible to support that student to be successful, and it really is about assessment, where giving a zero on the first time a child fails could be considered to be — let’s just say, would we be doing our job?”

“We recognize that there does come a point in time where, yup, we have to give a zero because the student is just not responding to intervention or choosing to accept assistance, so we can’t leave it blank,” Hauptman said. “It’s a policy of supporting students first and reluctant zeros second, not first,” Hauptman added. “To say that you’d never give a zero would be incorrect, but to say that the first time a child fails, you’d give a zero, is also not appropriate, either. It’s a balanced approach between assessment versus consequence.”

Academic Integrity:

Cheating is not acceptable. This includes plagiarism (copying someone else’s work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources) 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 as well as copying from an online source or passing off information without citing the reference. If your child is suspected of plagiarism or cheating, the teacher and school administration will work with them to determine an appropriate response and/or consequence for the choices the student has made.

Grades/Marks Appeal Process:

To appeal a grade/mark given on an assignment/test or for a final mark, students/parents/guardians are encouraged to talk to the teacher within 10 school days of receiving the grade. If they can’t resolve the appeal with the teacher, they should contact the principal who will make the final decision. The principal’s decision is final. (*Administrative Procedure 390 Student Appeals*).

Final Exams 2018-19:

Please do not book family vacations during this time.

Please consult the school website for a more detailed final exam schedule as each semester progresses.

Please note there are no exams on Aboriginal Day which will be on Friday, June 21, 2019.

Teachers will be available for tutorial sessions for students as needed on this day

Semester 1:

Diploma Exams: Monday, January 14 to Wednesday, January 30th, 2019

Provincial Achievement Tests (PATs): Monday, January 14 to Wednesday, January 30th

Final Exam Week including Diplomas, PATs and all other class finals** - January 22 to January 30th, 2019

**Classroom final exams are non-government, school-based exams developed by classroom teachers in accordance with the assessment development of our school’s respective Departments .

Semester 2:

Diploma Exams run from Monday, June 12 to June 27, 2019

Provincial Achievement Tests:

-May 6-10 (ELA and FLA Part A's only) and June 10 to June 27 for all other PATs.

Final Exam Week including Diplomas, PATs and all other class finals** - June 17 to June 27th, 2019

**Classroom final exams are non-government, school-based exams developed by classroom teachers in accordance with the assessment development of our school's respective Departments .

***Please note there are no exams on Aboriginal Day which will be on Friday, June 21, 2019. Teachers will be available for tutorial sessions for students as needed on this day

Please do not book family vacations during exam time

Provincial Achievement Tests (PATs):

Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Students in Grades 6 and 9 in English and French language arts, math, science and social studies write PATs. The PATs will be administered on specific dates to be determined early in each semester but in within a window of time between Monday, January 14 to Wednesday, January 30th in semester one, and May 6-10 (ELA and FLA Part A's only) and June 10 to June 27 for all other PATs in semester two.

*For exact exam dates, please refer to our exam schedules as they are finalized and posted on our school website approximately half-way through each semester.

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

How do PAT scores affect student marks?

Student final marks will be determined by the classroom teacher as approved by the principal. The weightings and grade calculations will be shared with parents and students at the beginning of the course on the course outline.

In Grade 9, the final exam category will be weighted between 10% and 20% of the student's final mark in English and French Language Arts, Math, Science and Social Studies. The final

exam category may include the PAT and/or a teacher developed final exam at the discretion of the principal.

The Alberta government requires that we report the raw scores from Grade 6 and 9 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.

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 total mark, and the diploma examination mark will be weighted at 30 percent of the total 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 <https://education.alberta.ca/diplomaexam-administration/diploma-examinations-program/>

