

# Guide to Student Assessment, Achievement & Growth 2018-2019

Grades 10-12

**Lillian Osborne High School**

2019 Leger Road, Edmonton, AB T6R 0R9

Phone: 780-391-2450

Email: [lillianosborne@epsb.ca](mailto:lillianosborne@epsb.ca)

Website: [www.osborneschool.ca](http://www.osborneschool.ca)

Principal: Bryan Radmanovich

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## Guide to Student Assessment, Achievement and Growth 2017-2018, 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:

**Term 1**

September 4, 2018 – November 9, 2018

**Term 2**

November 10, 2018 – January 31, 2019

**Term 3**

February 1, 2019 – April 18, 2019

**Term 4**

April 19, 2019 – June 28, 2019

### Progress Reports Issued: (released on Schoolzone)

Term 1: November 9, 2018

Term 2: January 31, 2019

Term 3: April 18, 2019

Term 4: June 28, 2019

### Interim Reports:

Interim Reports are an important tool for communicating student achievement. They offer students and their parent(s)/guardian(s) a detailed mark breakdown and information about missing or incomplete assignments. Marks for every course will be uploaded once a month [with the exception of September's upload for some full year courses] to schoolzone.

### Conferences:

September 13, 2018 @ 7:00 PM – Meet the Teacher

November 8, 2018 [4:00 – 8:30 by appointment] -- Parent Teacher Conferences [students are encouraged to attend]

April 11, 2019 [4:00 – 8:30 by appointment] - Parent Teacher Conferences [students are encouraged to attend]

**Individualized Program Plans (IPPs):** for students who need specialized services and supports, the IPP 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 and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

IPP Planning will take place in September/October to organize communication between the school and the parents in order to begin gathering input into the IPP process. Mr. Leong, our Special Needs lead teacher, will review, mentor and communicate with each student about their IPP.

Review 1 – January 31, 2019

Review 2 – April 18, 2019

Review 3 – June 7, 2019

IPP's will be available for review on Schoolzone.

Parents are advised to attend the Parent Teacher Conferences (November 8, 2018 and April 11, 2019) to discuss and review IPP's.

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

In September, students who are coded English Language Learners, or students who have been identified by teachers as possible English Language Learners, will attend a meeting to outline the ELL Benchmarking process and supports available. At this time, students will also receive a letter to take home to their parent/guardians informing them that their child may be eligible for ELL supports. Our ELL lead teacher Mrs. Tiffany Reed, will work closely with the English Department to assess and benchmark students according to the Alberta Education's Benchmarking criteria. Using that information, students will be coded and receive the appropriate supports and exam accommodations. Student coding information will be uploaded to PowerSchool and a letter will be sent to each parent to notify them of their child's results and the supports available. Teachers will also be notified of ELL learners and will work closely with the ELL lead teacher to determine appropriate supports and modifications for instruction and assessments.

## 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.

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

**District-Approved Term and End of Year 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 when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
<b>WDR</b>	Withdrawal	WDR is used only as an <b>end of course</b> 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.
<b>INC</b>	Incomplete	Incomplete is used only as an <b>end of course</b> 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 child's interim reports, a teacher may use these District codes.

<b>OMIT</b>	Omit	Professional judgment indicates that the student is not required to do this task.
<b>NYC</b>	Not Yet Complete	Steps are in place to ensure the student completes the assessment activity.
<b>RNE</b>	Replace with New Evidence	This assessment has been replaced by more relevant evidence that demonstrates the student's understanding of the expected outcome(s).
<b>TBA</b>	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 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:

- hold individual student meetings to discuss the completion of the work
- communicate with parents/guardians by phone, email, or conference
- provide missed assessment opportunities (after school - teacher supervised)
- direct students to attend flex tutorial time (one on one, peer tutoring, or in a group setting)
- set up round table meetings with teachers, student and parent/guardians
- involve administration as necessary

## Course Outlines:

At Lillian Osborne High School, course outlines are distributed to students at the beginning of each course. Teachers will review the course expectations with students and may also post course outlines to Schoolzone for additional communication.



## 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 Lillian Osborne High School, our homework policies include the expectation that students will complete all work directed to them from their teacher, even though this work may not be evaluated.

For students who fail to complete assigned homework, the school will provide the following opportunities to ensure student learning.

- Flex tutorials
- Missed assessment room (after school)
- Teacher/Administration interventions
- Peer tutoring/mentoring

Teachers will maintain communication with parent/guardians throughout the process to ensure all stakeholders are informed.

## 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 Large Scale Tests

**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 10

The MIPI test(s) will be administered during the administration window September 4-21, 2018. For students writing the MIPI in the second semester, the administration window will be from the first day of semester 2 until February 22, 2019.

**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 per cent.

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

**International Baccalaureate Program**

- Lillian Osborne offers the International Baccalaureate program. Students can choose to enroll in the full IB diploma program or take select courses to receive an IB subject specific certificate(s).
- IB students take written examinations in May of the last year of their program, which are marked by external IB examiners. Dates will be posted on the Lillian Osborne public google calendar.
- IB exams are not blended or averaged with Alberta Education marks.
- Students also complete IB assessment tasks in the school, which are either marked by their teachers or by external examiners
- The marks awarded for each course range from 1 (lowest) to 7 (highest).
- Students can also be awarded up to three additional points for their combined results on the Theory of Knowledge course and the extended essay.
- The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the creativity, action, service requirement.
- The highest total that an IB Diploma Program student can be awarded is 45 points. All final IB marks are awarded separately from Alberta Education assessments. This results in students achieving two diplomas at the end of grade 12, if they are full IB candidates.
- Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.