



Your Future **in MIND** ●

Guide to Reporting Student Achievement

2023-2024

Grades 10-12

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians.

This guide will help parents and guardians understand:

- assessment;
- the responsibilities of students, staff, and parents and guardians;
- how and when achievement information will be communicated or reported;
- how marks and grades are determined; and
- the steps taken when summative assessments are missing or incomplete.

Parents and guardians are the key influences in a child's life. Understanding how a child is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read this guide and contact our school's administration with any questions or if further information is required.

What Is Assessment?

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice. All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.

Supporting Student Achievement and Success

In alignment with the [Education Act](#), students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

Students have a responsibility for their own learning and are expected to:

- attend school every day and be on time;
- be active learners;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to demonstrate a different level of understanding through various reassessment methods.

Teachers will help students succeed by:

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students opportunities to demonstrate a different level of understanding through various reassessment methods;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

Parents and guardians can support a student's learning by:

- working in partnership with school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;
- regularly accessing student assessment information via PowerSchool; and
- attending Parent-Teacher-Student conferences/interviews.

Instructional Support Plan (ISP)

Elk Island Public Schools (EIPS) is using the Instructional Support Plan (ISP) as well as the Individualized Program Plan (IPP) templates to support programming for students with diverse learning needs. These may be created for students with identified learning needs in Early Childhood Services (ECS) to grade 12. The process aligns with Alberta Education initiatives and supports the success of each and every student.

Parents and/or guardians of students recommended to have an ISP or IPP to support their learning during the 2023-24 school year are involved in the collaborative process of ISP/IPP creation and updated as to their child's progress.

Features of EIPS' ISP that help make a student's programming more effective include:

- ways in which a student likes to learn which allows teachers to focus on a student's strengths and interests.
- class-wide and more student-specific strategies that increase learning opportunities for all students.
- an online format making the creation, updating, and communication.
- scheduled meetings with parents during the course of the year during which goals and student progress is shared and discussed.

Course Outlines

Information about the Alberta Curriculum can be accessed from Alberta Education's, [My Child's Learning - A Parent Resource](#). Further specific details about course content can be provided by the classroom teacher.

Teachers communicate classroom information (assignments, activities, events, etc.) through Brightspace. Teachers will also utilize email to communicate with parents.

[Brightspace student log-in](#)

[Brightspace parent log-in](#)

Determining Report Card Grades

Teachers consider multiple sources of evidence and use professional judgment to determine the report card grade.

Formative Assessments

Opportunities to collect a variety of evidence and provide feedback to further student understanding and to inform teacher instruction. The evidence collected during the learning process may be used to inform levels of achievement.

Summative Assessments

Opportunities to measure student knowledge, skill and understanding to make informed professional judgments about student achievement in relation to learning outcomes.

Final summative assessments in junior high core subjects provide students with the opportunity to demonstrate their learning at the end of a course. In exceptional circumstances alternative final summative assessment arrangements may be made in consultation with school administration.

Missing, or Re-assessed Student Work

As outlined in Administrative Policy 360, principals work with their teachers to ensure:

- A. teachers collect multiple sources of reliable and valid evidence that supports their judgment about students' achievement. Teachers may choose to exclude assessments that are inconsistent with the teacher's professional judgment;
- B. students are offered opportunities to demonstrate a different level of understanding on comprehensive assessments;
- C. communication plans for reporting student achievement and growth to parents/guardians/students are developed and aligned with school-wide assessment and intervention plans;
- D. students have been given multiple opportunities and ways to demonstrate learning;
- E. teachers engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work;
- F. follow up has occurred to determine the reason why a comprehensive assessment (assignment, test, project, etc.) is missing or incomplete, and that opportunities are provided for the student to resubmit and/or fulfill the requirements of the comprehensive assessment (assignment, test, project, etc.);
- G. When a student does not utilize the given opportunities to submit missing or incomplete assessments, the student and parents/guardians are informed and the teacher, in consultation the student and student's parents/guardians will determine a plan to hold the student accountable and/or plan for further learning;

- H. the teacher, in consultation with the principal, uses professional judgment to determine the impact of the missing or incomplete assignments on the student's grade;
- I. that provided the preceding have been followed, the teacher may assign the student a mark of zero for that missed assessment item.

Please contact your child's teacher for more information about opportunities to demonstrate a different level of understanding.

Assessment

Senior High Grading Scale

All senior high courses will be reported using percentages.

(Adapted from Alberta programs of study)

80 - 100%	<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.
65 - 79%	<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.
50 - 64%	<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.

0 - 49%	<ul style="list-style-type: none"> The student has demonstrated insufficient performance in relation to learner outcomes. The student will not earn credits and will not fulfill prerequisite requirements for higher level courses.
----------------	---

Academic Integrity

All students are expected to behave ethically. Cheating, plagiarism (copying someone else’s work and passing it off as one’s own), copying, stealing tests or assignments and/or getting answers for a test or assignment in advance are not acceptable. Unethical behavior also includes giving answers or work to others to claim as their own.

If a student is suspected of unethical behavior, school administration will meet with the student and take action in accordance with [Administrative Procedure 350 - Student Conduct](#).

Reporting Student Achievement

Communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or parent-student-teacher conferences/interviews, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

Reporting Periods

Please visit the school’s website and school calendar to learn when report cards will be issued. Report Cards will be available via the Parent Portal on PowerSchool. Parents must set up an account by visiting the [PowerSchool Parent Portal](#) login page.

Senior High Schools

Marks for assignments will be available on the Parent Portal in PowerSchool. Calculated grades will be displayed throughout each semester. Parents are urged to click on individual grades to review marks that have been awarded for individual assignments.

Conferences/Interviews

Conferences are an important opportunity to speak with your child’s teacher(s). Please visit the school’s website and school calendar to learn when conferences will be held and how to book an appointment with your child’s teacher(s).

To book a time to speak with a teacher or administrator at any time during the school year, please feel free to call the school and arrange for a meeting time.

Grades/Marks Appeal Process

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the [Education Act. Administrative Procedure 391](#) outlines specific appeal process dates.

The Role of External, Large Scale Assessment

The Grade 12 [Diploma Examinations](#) Program has three main purposes:

- to certify the level of individual student achievement in selected Grade 12 courses;
- to ensure that province-wide standards of achievement are maintained; and
- to report individual and group results.

The program has diploma exams in selected Grade 12 courses: Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1, and Social Studies 30–2.

In order to receive accommodations on diploma exams (scribe, reader, assistive supports), students require an ISP which identifies the use of the accommodation throughout the course of the school year.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30–1 or English Language Arts 30–2 and either Social Studies 30–1 or Social Studies 30–2.

Further high school completion requirements are found here: [Alberta High School Completion Requirements](#) (p. 107).

EIPS Final Examinations

January 2024

All students are provided with up to double the official time noted below, if they require it.

Grade 10-11 Final Assessments		
Wednesday, January 10	90 Minutes 90 Minutes	Grade 10 English Language Arts Part A (pilot) Grade 11 English Language Arts Part A (pilot)
Thursday, January 11	90 Minutes 90 Minutes	Grade 10 Social Studies Part A (pilot) Grade 11 Social Studies Part A (pilot)
Monday, January 22	90 Minutes 90 Minutes	Grade 10 Mathematics Grade 11 Mathematics
Tuesday, January 23	120 minutes 120 minutes	Grade 10 English Language Arts Part B Grade 11 English Language Arts Part B
Wednesday, January 24	120 minutes 120 minutes	Grade 10 Social Studies Part B Grade 11 Social Studies Part B
Thursday, January 25	90 Minutes 90 Minutes	Science 10 Biology 20

June 2024

All students are provided with up to double the official time noted below, if they require it.

Grade 10-11 Final Assessments		
Thursday, June 6 (a.m.)**	90 Minutes	Grade 10 English Language Arts Part A
Thursday, June 6 (p.m.)**	90 Minutes	Grade 11 English Language Arts Part A
Friday, June 7 (a.m.)*	90 Minutes	Grade 11 Social Studies Part A
Friday, June 7 (p.m.)*	90 Minutes	Grade 10 Social Studies Part A
Monday, June 17	90 Minutes 90 Minutes	Grade 10 Mathematics Grade 11 Mathematics

Tuesday, June 18	120 minutes 120 minutes	Grade 10 English Language Arts Part B Grade 11 English Language Arts Part B
Wednesday, June 19	120 minutes 120 minutes	Grade 10 Social Studies Part B Grade 11 Social Studies Part B
Thursday, June 20	90 Minutes 90 Minutes	Science 10 Biology 20
Monday, June 24	90 Minutes	Chem 20 (Pilot)
Tuesday, June 25	90 Minutes	Physics 20 (Pilot)

**** New dates – updated March 25, 2024**

Diploma Examinations

The Grade 12 [Diploma Examinations](#) Program has three main purposes:

- to certify the level of individual student achievement in selected Grade 12 courses;
- to ensure that province-wide standards of achievement are maintained; and
- to report individual and group results.

The program has diploma exams in selected Grade 12 courses: Biology 30, Chemistry 30, English Language Arts 30–1, English Language Arts 30–2, Français 30–1, French Language Arts 30–1, Mathematics 30–1, Mathematics 30–2, Physics 30, Science 30, Social Studies 30–1, and Social Studies 30–2.

In order to receive accommodations on diploma exams (scribe, reader, assistive supports), students require an ISP which identifies the use of the accommodation throughout the course of the school year.

To receive a high school diploma, students are required to write at least two diploma exams, either English Language Arts 30–1 or English Language Arts 30–2 and either Social Studies 30–1 or Social Studies 30–2.

Further high school completion requirements are found here: [Alberta High School Completion Requirements](#) (p. 107).

For the 2023-24 school year, diploma exams will be administered in all relevant subject areas in November, January, April, June and August. Alberta Education’s [Diploma schedule](#) outlines the exact dates of administering Diplomas. The weighting of diploma exams will return to 30% effective September 1, 2023.

Diploma Exam Schedules

Nov 2023

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams remain SECURED before, during, and after the administration. Teacher perusals are not permitted.

Thursday, Oct. 26	9 AM–12 PM	Français 30–1 Partie A French Language Arts 30–1 Partie A
Friday, Oct. 27	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Monday, Oct. 30	9: AM–12 PM	English Language Arts 30–1 Part A English Language Arts 30–2 Part A
Tuesday, Oct. 31	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A Social Studies 30–2 Part(ie) A
Thursday, Nov. 2	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Friday, Nov. 3	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, Nov. 6	9 AM–11:30 AM 1 PM–4 PM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B Chemistry 30
Tuesday, Nov. 7	9 AM–12 PM 1 PM–4 PM	Physics 30 Biology 30
Wednesday, Nov. 8	9 AM–12 PM	Science 30

All students are provided with up to double the official time noted above if they require it.

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided that these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8:00 AM A diploma exam that is scheduled in the afternoon must not be started before 11 AM;
- Students writing morning diploma exams cannot be dismissed until 10:00 AM and students writing afternoon diploma exams cannot be dismissed until 2 PM; and
- The order of diploma exams that are scheduled on the same day cannot change.

Jan 2024

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams remain SECURED before and during the administration. Teacher perusals are permitted (see Diploma Exam Rules and Policies for rules).

All diploma exams, except those that are asterisked (*), must remain SECURED after the administration and be returned to Alberta Education.

Wednesday, Jan. 10	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Thursday, Jan. 11	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Friday, Jan. 12	9 AM–12 PM	Français 30–1 Partie A French Language Arts 30–1 Partie A*
Friday, Jan. 19	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Monday, Jan. 22	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Tuesday, Jan. 23	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Wednesday, Jan. 24	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Thursday, Jan. 25	9 AM–12 PM	Biology 30
Friday, Jan. 26	9 AM–12 PM	Chemistry 30
Monday, Jan. 29	9 AM–12 PM	Physics 30
Tuesday, Jan. 30	9 AM–12 PM	Science 30

All students are provided with up to double the official time noted above if they require it.

*NEW April 2024

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams remain SECURED before, during, and after the administration. Teacher perusals are not permitted.

Wednesday, April 3	9 AM–12 PM	Français 30–1 Partie A French Language Arts 30–1 Partie A
Thursday, April 4	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Friday, April 5	9 AM–12 PM	English Language Arts 30–1 Part A English Language Arts 30–2 Part A
Monday, April 8	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A Social Studies 30–2 Part(ie) A
Thursday, April 11	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Friday, April 12	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, April 15	9 AM–11:30 AM 1 PM–4 PM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B Biology 30
Tuesday, April 16	9 AM–12 PM 1 PM–4 PM	Chemistry 30 Science 30
Wednesday, April 17	9 AM–12 PM	Physics 30

All students are provided with up to double the official time noted above if they require it.

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided that these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8:00 AM diploma exam that is scheduled in the afternoon must not be started before 11 AM.
- Students writing morning diploma exams cannot be dismissed until 10 AM. and students writing afternoon diploma exams cannot be dismissed until 2 PM.
- The order of diploma exams that are scheduled on the same day cannot change.

June 2024

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams remain SECURED before and during the administration. Teacher perusals are permitted (see Diploma Exam Rules and Policies for rules).

All diploma exams, except those that are asterisked (*), must remain SECURED after the administration and be returned to Alberta Education.

Tuesday, June 11	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Wednesday, June 12	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Thursday, June 13	9 AM–12 PM	Français 30–1 Partie A* French Language Arts 30–1 Partie A*
Friday, June 14	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Monday, June 17	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Tuesday, June 18	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Wednesday, June 19	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Thursday, June 20	9 AM–12 PM	Biology 30
Monday, June 24	9 AM–12 PM	Chemistry 30
Tuesday, June 25	9 AM–12 PM	Physics 30
Wednesday, June 26	9 AM–12 PM	Science 30

No exams scheduled on June 21, National Indigenous Peoples Day.

All students are provided with up to double the official time noted above if they require it.