

Guide to Student Assessment, Achievement & Growth 2014-2015

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 to 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 or your child's progress and learning;
- how we assign grades/marks to you or your child;
- how you or your child is assessed; and
- the steps we take if you or 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 his/her teacher based on the Alberta programs of study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot use your child's behavior, effort and work habits to decide on their grades/marks, unless that is outlined in the Alberta programs of study.

To find out where you or your child is in their learning, teachers use many tools. Conversations, observations and student work are just some of the ways teachers discover where students' strengths are 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 the teacher assign each student a grade, course or level of programming that's right for them at that moment in time. All of this allows teachers to give you a clear and accurate picture of the student'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. Look through this guide, and call 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;
- keeping in touch with school staff and news from school. 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 that 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 you or your child's learning throughout the year. We encourage you to review you or your child's progress regularly.

Reporting Periods:

Fall Term: September 6, 2014 – January 29, 2015

Quarter I: September 13, 2014 – November 1, 2014

Quarter II: November 6, 2014 – January 29, 2015

Winter Term: February 7, 2015 – June 26, 2015

Quarter 3: February 7, 2015 – April 7, 2015

Quarter 4: April 18, 2015 – June 26, 2015

Progress Reports Issued:

In addition to ongoing communication, Metro Continuing Education will issue Progress reports at the mid-point and end of each course. Progress reports will be uploaded to SchoolZone on the dates below. Upon request, Metro will issue a paper copy of these Progress Reports.

Fall Term Midpoint: November 21, 2014

Fall Term Final: January 30, 2015

Winter Term Midpoint: May 1, 2015

Winter Term Final: June 29, 2015

Interim Reports:

Teachers will upload Interim mark summaries to SchoolZone on a regular basis. Final calculated grades will be shown only at formal reporting times, as indicated above. Student's 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 should review the content of these mark summaries carefully.

Individualized Program Plan (IPP): 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. It gives you confirmation that your child's needs are being addressed and gives teachers information on accommodations and strategies 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 on the IPP.

IPP's are not used at Metro. Student's records will be looked at for special needs, and students are encouraged to share any coding/accommodations that they have had in the past. Our Special Needs coordinator and counselor 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.

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

ELL testing will occur at the beginning of each term. The results of these tests will assist our Special Needs/ELL coordinator and counsellor in identifying these students and to assist them in ensuring that appropriate programming and supports are in place.

Grades/Marks and Codes

To decide on your or your child's grade/mark at the end of a reporting period, teachers use their professional judgment, along with evidence of what the student has learned.

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

Exemplary – A (80 - 100%)	Proficient – B (65 - 79%)	Adequate – C (50 - 64%)	Limited – D (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 Codes: On progress reports, 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. It lets you know that the teacher doesn't have enough evidence about the student's progress to give a mark.
WDR	Withdrawal	WDR is used when a student chooses not to complete a course and the school agrees to remove the student from the course. WDR may be used for all courses.
INC	Incomplete	Incomplete is used 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 may be used only for CTS courses.

School Approved Codes:

At Metro Continuing Education, the following school codes will also be used to share information around student performance and achievement:

Assessment Code	Phrase	Explanation
Mark%	Student's Score	Most student's marks will show the percentage that they achieved on a particular summative assessment.
NYC	Not Yet Completed	This assessment code indicates that the student is missing an important summative assessment for the purpose of evaluation. This code is used to indicate that the student is missing a required assessment which could hinder or prevent the student's success in the course if the assessment remains incomplete.
OMIT	Omit	This assessment code is used when a teacher, using his/her professional judgment, may decide that some pieces of summative assessment are not essential to determining a student's course grade. Thus, it is omitted as part of the summative assessment category.

How We Determine Student Grades/Marks

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

Formative Assessments

Throughout the year, students will work on many activities that help them increase what they know and practice their skills. These activities show the 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 student feedback to help them improve and prepare them for times when they will receive grades/marks (a summative assessment).

Summative Assessments

During the school year, students will have a chance to show what they have learned up to that point in time.

Using their judgment as professionals, teachers make a decision and give a grade/mark to the student. They base these decisions on what they've seen the student do (observations), discussions they've had with the student (conversations) and the work the student has completed (products). These decisions are called summative assessments.

Teacher Professional Judgment

Teachers are professionals who know how to collect evidence about student's progress in school, adjust their teaching as needed and make decisions about grades/marks for students. This is teacher professional judgment.

At Edmonton Public Schools, teachers give students clear expectations, outcomes, indicators, criteria and standards. This helps make sure that the assessment information teachers collect measures what it's supposed to measure (that it's valid), and can be repeated over time (that it's reliable). A teacher's professional judgment also lines up with the Alberta programs of study or a student's IPP goals and objectives.

Throughout the school year, teachers will collect a variety of student work (including observations, conversations and work done by your child). Then, they will consider the most relevant evidence of what the student knows, and look at a student's most consistent level of achievement based on what they are expected to know and do.

We share this information with you in a progress report. A progress report has up-to-date information about what the student knows and can do based on what's expected of them in the Alberta programs of study or their IPP.

Missing or Incomplete Student Work

Principals must make sure that teachers communicate with the student and/or parents/guardians (where appropriate) 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 you or your child has missing or incomplete work, staff will work with the student to ensure that the work is completed.

When a student is missing any summative assessment, we expect it to be completed as soon as possible following the original assessment date. Missed Evaluation evenings, which run every Tuesday and Wednesday from 5:00 – 8:00 PM, may be used by students to complete these critical missing assignments. 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. Our teachers, counselors, Student Support Team, and Administrators will work with the student to develop a plan to complete this missed work.

If a student misses a major 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.

Upon the student's return, the teacher will meet with the student to determine the reason for the absence, and to arrange an alternate time for the student to complete the assessment. If a student does not complete the assessment within 1 week of the original assessment date, students will be referred to their administrator to find a solution for completing the assessment.

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 students learn what's expected of them based on the Alberta programs of study;
- reinforce what students have learned in school; and
- give 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 practice 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 additional 1-1 assistance, tutoring is available at no charge to Metro students as follows:

Math and Science: Monday – Thursday: 5:00 – 6:20 PM

Humanities: Wednesday – Thursday: 5:00 – 6:20 PM

Academic Integrity

Plagiarism – copying someone else's work and passing it off as your own – is not acceptable. Cheating may include plagiarism, copying, stealing tests or assignments or getting answers for a test or assignment in advance. Cheating is also not acceptable.

If a student is suspected of plagiarism or cheating, school administration will meet with them and take action. This is outlined in Administrative Regulation [HG.AR – Student Behaviour and Conduct](#).

Grades/Marks Appeal Process

To appeal the grade/mark a student 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*.

The Role of External, 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

To pass a diploma examination, a student must earn a final "blended" mark, consisting of the school mark and diploma exam mark, of at least 50 per cent.

For all courses, the school mark and the diploma examination mark are each worth 50 per cent of the total mark.

More information about the Diploma Examination Program is available online at www.education.alberta.ca/students/exams.aspx.