



Your Future **in MIND**

Guide to Reporting Student Achievement

2016 – 2017

Grades 10 - 12

Bev Facey Community High School

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Updated August 2016

About This Guide

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.

Assessment is based on the knowledge and skill areas outlined in the Alberta Programs of Study or a student's Instructional Support Plan (ISP). Teachers do not use a child's behaviour, effort, or work habits to determine grades or marks unless otherwise stated in the Alberta Programs of Study.

Supporting Student Achievement and Success

In alignment with the *School 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;
- 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 revise or redo assessments to demonstrate their learning.

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 the opportunity to redo/complete missed assessments and activities;
- 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 to support programming for students with diverse learning needs. An ISP may be created for students with identified learning needs in Early Childhood Services (ECS) to grade 12. The ISP 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 to support his/her learning during the 2016/2017 school year will be contacted by the school in September or early October.

Features of EIPS' new 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 of ISPs more efficient with a plan is for the ISP to become available online to parents in the future.
- scheduled meetings with parents during the course of the year during which ISP goals and student progress is shared and discussed.

Course Outlines

Students will be given course outlines by their subject area teachers. Teachers will make their course outlines available electronically on their e-teacher page or through Google Classroom or Class Notebook, or distribute copies to students during the first week of classes.

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.

Determining Report Card Grades

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

Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students can improve. These are called *formative* assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

Summative Assessments

Summative assessments provide students a formal chance to “show what they know”. Using professional judgment, teachers consider summative assessments, observations, and conversations with student in determining report card grades.

Final summative assessments in secondary 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, Incomplete, or Resubmitted Student Work

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

- A. teachers collect 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 redo and resubmit summative 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 summative 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 summative assessment (assignment, test, project, etc.);

- G. once the student has been given opportunities to resubmit summative assessments, but does not submit missing or incomplete summative 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 summative assessment item (assignment, test, project, etc.).

Bev Facey Guidelines for Missing or Incomplete Summative Work

When a student has missing or incomplete summative work:

1. The teacher will discuss with the student the fact that they have a missing or incomplete assignment and take that opportunity to re-establish completion dates with the student.
2. If the student still does not submit the missed work, the teacher will contact a parent via email or phone and enlist the support of the parent to have the student complete the work. A timeline for the completion of the work will be established between the parent and the teacher.
3. If the missed work is still not submitted, the teacher will contact the grade administrator about the situation and make them aware of the steps already taken to assist with the completion of the assignment. The grade administrator, in conjunction with the teacher, will work with parents and the student to bring about a resolution.
4. After these options have been explored and the student chooses not to complete the assignment, the teacher may assign a zero for incomplete work. The zero will be communicated in PowerSchool.

Bev Facey Redo/Rewrite Guidelines

Students may apply to rewrite/redo summative assessments. Rewrite/redo guidelines:

- Students must apply for a rewrite within 2 school days of reviewing their graded assessment.
- Students are responsible for obtaining a redo/rewrite form from staff in the General Office, Library, Student Services or on the school website and submitting it to their teacher personally.
- Teacher will determine whether an additional assessment will need to be submitted or if future assessments may be considered as the redo opportunity.
- Final assessments for courses may not be rewritten/redone.
- Failure to show up for a rewrite or to submit a redo by the deadline will forfeit the opportunity, unless an extenuating circumstance is present.
- Only one rewrite/redo is allowed per summative assessment.
- A rewrite/redo will cover the same key learning outcomes as the original assessment, but may take a different format than the original assessment.
- To ensure that students are not missing valuable instructional time, students may be required to complete their redo/rewrite outside of the school day (before school, at lunch, or after school)
- The higher mark will be awarded.
- In addition to following the Bev Facey guidelines and AP 360 there may be specific department requirements to be considered:

English Department Procedures

- Students who are redoing written assessments must be logged in to the secure generic accounts when completing their assessment.

Social Department Procedures

- Students who are redoing written assessments must be logged in to the secure generic accounts when completing their assessment.

Math Department Procedures

- Depending on the unit, teachers will schedule the rewrite opportunity at a time they deem most beneficial for student learning. This may be within a few weeks of the original assessment date or near the end of the semester.

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.

	<ul style="list-style-type: none"> 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

Although there are **three formal reporting periods**, 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

Marks will be available for parents to view on PowerSchool. Course grades will be displayed for the first time the week of Parent/Student/Teacher Conferences (October 17 for semester 1 and March 20 for semester 2) and will remain visible for the remainder of the semester. A printed report card will be available for pickup at the school office prior to the school closing for summer at the end of June.

Senior High Schools

A calculated grade will be available one week before first progress reports or conferences, whichever comes first. Marks for assignments will be available on the [Parent Portal](#) in PowerSchool before that date and can be accessed by clicking the double dashes for each subject. After that point, the [Parent](#)

Portal will show a cumulative score for the remainder of the semester. CTS and Next Step marks suppression practices will be reflective of their unique assessment landscape.

Conferences/Interviews

Parent/Student/Teacher Conferences will be held on the following dates: October 20, November 24, March 22 and April 20. A drop-in format is used so prearranged appointments are not required. If parents are unable to attend the scheduled interview dates they can contact teachers by email or telephone to make other arrangements.

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 School Act.

The Role of External, Large Scale Assessments

Alberta Education mandates that Student Learning Assessments, Provincial Achievement Tests, and Diploma Exams be administered each school year. Results from these assessments provide school divisions with information about student learning and achievement.

Diploma Examinations

The Grade 12 Diploma Examinations Program, established in 1984, 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.

Diploma Exams Schedule: November 2016

Wednesday, November 2	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A English Language Arts 30–2 Part A
Thursday, November 3	9:00 A.M. – 12:00 P.M. 9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) A Social Studies 30–2 Part(ie) A
Friday, November 4	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, November 7	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Tuesday, November 8	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Mathematics 30–1 Chemistry 30
Wednesday, November 9 *NEW	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Physics 30 Biology 30

Diploma Exams Schedule: January 2017

Monday, January 16	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Tuesday, January 17	9:00 A.M. – 12:00 P.M. 9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Wednesday, January 18	9:00 A.M. – 12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Part A*
Friday, January 20	9:00 A.M. – 11:30 A.M. 9:00 A.M. – 12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Monday, January 23	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Tuesday, January 24	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B

Wednesday, January 25	9:00 A.M. – 12:00 P.M.	Social Studies 30–2 Part(ie) B Mathematics 30–1 Mathematics 30–2 Biology 30 Chemistry 30 Physics 30 Science 30
Thursday, January 26	9:00 A.M. – 12:00 P.M.	
Friday, January 27	9:00 A.M. – 12:00 P.M.	
Monday, January 30	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	

Diploma Exams Schedule: April 2017

Wednesday, April 5	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A English Language Arts 30–2 Part A
Thursday, April 6	9:00 A.M. – 12:00 P.M.	Social Studies 30–1 Part(ie) A
Friday, April 7	9:00 A.M. – 12:00 P.M.	Social Studies 30–2 Part(ie) A English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, April 10	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Tuesday, April 11	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Mathematics 30–1 Mathematics 30–2* Digital Only Chemistry 30
Wednesday, April 12 *NEW	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Biology 30 Science 30* Digital Only
Thursday, April 13 *NEW	9:00 A.M. – 12:00 P.M.	Physics 30

Diploma Exams Schedule: June 2017

Thursday, June 15	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
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Friday, June 16	9:00 A.M. – 12:00 P.M. 9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Monday, June 19	9:00 A.M. – 12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Part A*
Tuesday, June 20	9:00 A.M. – 11:30 A.M. 9:00 A.M. – 12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Wednesday, June 21		National Aboriginal Day – No Exams Scheduled
Thursday, June 22	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Friday, June 23	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Monday, June 26	9:00 A.M. – 12:00 P.M.	Mathematics 30–1 Mathematics 30–2
Tuesday, June 27	9:00 A.M. – 12:00 P.M.	Chemistry 30
Wednesday, June 28	9:00 A.M. – 12:00 P.M.	Biology 30
Thursday, June 29	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Physics 30 Science 30* (French version is digital only)

In order for 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. 91).

Three-Year Education Plan/Priorities

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

GOAL 3 SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments

GOAL 1 A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3 BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication

GOAL 1 PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2 SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.