



# **Guide to Student Assessment and Achievement 2022-2023**

**Grades 8-12**

**Harry Collinge High School**

*158 Sunwapta Drive*

*T7V 1E9*

Phone: 780.865.3714

Website: <https://harrycollinge.gypsd.ca/>

Principal: Glen Allen

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## Guide to Student Assessment and Achievement 2022 - 2023

In Grande Yellowhead Public School Division, we recognize that successful student learning<sup>1</sup> relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between all of these partners 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
- 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. Teachers gather information about what students know and can demonstrate based on the Alberta Program of Studies (curriculum) and, when applicable, the Individual Support Plan (ISP). Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests.

Teachers won't use your child's attendance, behaviour, effort, attitude, homework completion, or work habits to decide on their grades/marks, unless it is included in the Alberta Program of Studies 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.

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<sup>1</sup> Updated August 26/2022

## 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** (Education Act, Section 32) **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 online through the PowerSchool 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** (Education Act, Section 196) **by:**

- 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** (Education Act, Section 31) **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.

## Reporting Progress

### Reporting Periods

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Semester One (junior midterm, senior final marks): January 31, 2023

Semester One (junior midterm, senior final marks): June 28, 2023

## **Formal Reports Issued**

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Formal Reports will be issued as hardcopies to parents via mail on or about the semester end dates noted above.

If a student has an ISP, it will be included as part of the formal report. Paper copies will be made available upon request.

**Interim Reports Issued:** Teacher comments and updated marks available via Parent Portal (PowerSchool) on November 4, 2022 and April 14, 2023.

## **Conferences**

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Parent communication is important and parents/guardians 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/guardians 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.

Semester 1: October 18 & 20 (4 - 7 pm)

Semester 2: March 8 (3:30 - 8 pm)

Booking available via Google Calendar links no less than one week prior.

## **Individualized Support Plan**

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

ISP co-planning conferences will take place three times year:

- Our Learning Support Teacher (LST) and the student's teachers will collaborate with the student and parent/guardian to establish the specific goals and strategies for the student.
- Teachers will review the ISP with parents/guardians at parent-teacher conferences.
- The LST will ensure that the ISPs are reviewed, updated and shared with parents/guardians.

## **English Language Learners**

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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/guardians of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

## **Grades/Levels of Achievement/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.

Percentage grades of 47.5% and up will be rounded to 50% as a final grade only.

At Harry Collinge High School, we use the following level(s) of achievement:

**Grades 7 - 12:** percentage grades

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## **How We Determine Student Grades/Marks**

### **Course Outlines**

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Teachers will provide semester one course outlines to all students and parents/guardians by September 15th. Semester two course outlines will be provided by February 17th. 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.

### **Missing or Incomplete Student Work**

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Students expected to complete all assigned work even if they have been absent. In the event of an extended absence, the teacher will work with the student to determine what work is to be completed in order to best support the student's success in the course.

If your child is away from school for an extended period of time, 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, alternative assignments or other strategies that will support them through their course.

### **Zero Policy**

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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. Teachers are to provide every opportunity for students to satisfactorily complete their work. If students do not take the opportunity to complete the assignment, they may receive a zero.

Students who skip a summative assessment such as a quiz or exam may be awarded a zero. Teachers will assign a reluctant zero after providing students the opportunity to make up a missed assignment and the student fails to do so.

## Academic Integrity

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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.

### Academic integrity

The purpose of submitting work is to allow the teacher of a course to assess and guide a student's learning. This means that work submitted by the student must be their own, and representative of their ability level. Students must not take any actions that misrepresent, in any way, their own ability level. This concept applies to all work engaged in by students in their course work.

### Common Violations of Academic Integrity

**Plagiarism:** Is the practice of representing someone else's work or ideas as your own, in whole or in part.

- The process of sharing your work with someone else, when not expressly permitted by the teacher also falls under this category.
- This includes taking materials, in whole or part, from another source, including electronic sources, and passing them off as your own

**Cheating:** Is the practice of obtaining answers, help, outside assistance or intentionally not following guidance from the teacher for the purposes of improving one's grade.

### Violations of Academic integrity

- When a teacher suspects a violation of academic integrity they will bring the matter to the attention of the student. The teacher will outline their specific concerns and seek clarification from the student.
- Considering the apparent intent and potential clarification of a student, the teacher will consider whether to informally warn the student about their violation. Informal violation will be communicated to the parents, but will not warrant any further steps. This step is to be used only when the teacher feels that there was no intention to break academic integrity.
- **Violation - First Instance:**
  - Students will receive an immediate zero for the assignment
    - i. The student will be given an opportunity to redo the assignment, at the teacher's discretion a mark may be given in place of the zero
  - The teacher will contact the parents by phone to inform them of the infraction
    - i. Contact is logged into PowerSchool
  - The teacher will contact the appropriate assistant principal to inform them of the infraction
  - Teachers of that student will be notified of the infraction
- **Violation - Second Instance:**
  - Students will receive an immediate zero for the assignment
    - i. No opportunity to make up the assignment will be offered

- The teacher will contact the parents by phone to inform them of the infraction
  - i. Contact is logged into PowerSchool
- The teacher will contact the appropriate assistant principal to inform them of the second infraction
- The student will be removed from the class until a conference can be scheduled between the assistant principal, parents, teacher and student
- The student will become ineligible for all extra curricular activities until otherwise decided by administration
- The student may be removed from the course and scheduled in an alternative learning option.

### Grades/Marks Appeal Process

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To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 5 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.

### Exams

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Semester 1 Midterm and Final Exam Week: January 25 - January 31, 2023

Semester 2 Final Exam Week: June 22 - 28, 2023

#### Semester 1 Provincial Exam Schedule

January 2023	
13	DE ELA 30-1/-2 Pt. A
14	DE Social 30-1/-2 Pt. A
16	DE Francais 30-1 Pt. A/ FLA 30-1 Pt. A
18	DE Fr. 30-1 Pt. B/ FLA 30-1 Pt. B
19	DE Math 30-1/-2
20	DE ELA 30-1/-2 Pt. B
23	DE Soc. 30-1/-2 Pt. B
24	DE Bio 30
25	DE Chem 30
26	PAT Math 9 (FRIM only) DE Physics 30
27	DE Science 30

Semester 2 Provincial Exam Schedule:

May 2023	
16	PAT ELA 9 Part A (9 am)
18	PAT FLA 9 Partie A (9 am), Grade 10 Orientation and Parent Meeting (TBD)

June 2023	
12	ELA 30-1/-2 Pt. A
13	Social 30-1/-2 Pt. A
14	Fr. 30-1 Pt. B/ FLA 30-1 Pt. A
15	Fr. 30-1 Pt. B/ FLA 30-1 Pt. B
16	PAT ELA 9 Part B Math 30-1/-2
19	PAT FLA 9 partie B ELA 30-1/-2 Pt. B
20	PAT SS 9 Social 30-1/-2 Pt. B
22	PAT Math 9 Part A & B Biology 30
23	PAT Sci 9 Chemistry 30
26	Physics 30
27	Science 30

## 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 majority of our grade 9 courses are full-year courses although the French Immersion mathematics and science courses are semestered.

- Semester 1 (Frim only) PATs will be administered between January 19 and 27\*.
- Semester 2 PATs will be administered between June 12 and 23\*.
  - English Language Arts 9 - Monday, May 15
  - French Language Arts 9 - Wednesday, May 17
- \*Dates for specific exams will be shared pending information from Alberta Education.



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?**

- We use the PAT as the final exam weighted at 20% for the purposes of calculating the final grade.

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### **Grade 12 Diploma Exams Program**

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The Grade 12 Diploma Exams 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 diploma exam courses, the final grade (blended) will be calculated using 70% of the school-awarded mark and 30% of the diploma exam mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50%. More information about the Diploma Exam Program is available online through Alberta Education.