



# School Assessment Plan

## 2024-2025

Grade 10 to Grade 12

*September 2024*

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## School Assessment Plan 2024–2025, Grade 10 to Grade 12

At Edmonton Public Schools, we're committed to enhancing pathways for student success. One of the ways we help enhance pathways for student success is by 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.
- the steps we take if your child's work is missing or not finished.

### What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. Assessment is not just about tests and grades.

Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta Programs of Study (curriculum) or their Individualized Program Plan (IPP). Teachers cannot base percentage marks on your child's behaviour, effort and work habits unless those behaviours are outlined in the Alberta Programs of Study for a specific subject.

Teachers can collect evidence of your child's learning in many different ways. Conversations, observations and student work are just some of the ways teachers determine 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 guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of a variety of evidence 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

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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 information from SchoolZone, newsletters and other school materials.
- attending parent-teacher conferences.

### **Teachers will help your child succeed by:**

- providing programming that is appropriate for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who have missed important assessments and activities the chance to complete the work.
- clearly explaining what is 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 areas for growth.
- communicating with you regularly about your child's progress and achievement.
- 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 on time.
- finish their assignments, projects and tasks to the best of their ability.
- participate in learning activities.
- regularly review what has been taught and ask for help when required.
- use opportunities to revise or retake assignments or tests to demonstrate growth in knowledge and skills.

## Our Communication Plan for Reporting Progress

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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

September 27 = Q1 courses learning reports released  
October 25 = Semester 1 courses learning reports released  
December 6 = Quarter 2 courses learning reports released  
January 24 = Semester 1 courses, Quarter 2 courses learning reports released  
March 7 = Quarter 3 courses learning reports released  
April 11 = Semester 2 courses learning reports released  
May 9 = Quarter 4 courses learning reports released  
June 20 = Semester 2 courses, Quarter 4 courses learning reports released

### Progress Reports Issued

Learning reports will be released electronically in all instances. Grades will also be uploaded to Alberta Education so that students can access this information through MyBlueprint and MyPass ([myPass.alberta.ca](https://myPass.alberta.ca)). Students may also need to access ApplyAlberta when applying to a post secondary program or institution.

### Individual Student Reports (ISRs)

The term *individual student report* refers to the report generated through the use of the Individual Student Report Module in PowerTeacher Pro by teachers at various times throughout the year. This report communicates information about a student's marks/grades for specific assignments and activities.

An Individual Student Learning Report will be issued at the midpoint of each course. Teachers also often provide regular marks updates (eg, after an assessment) through SchoolZone during the course. All students will be provided with a final learning report at the end of each course. Teaching faculty may collect evidence of learning from conversations, observations, and products. Student reports will be released through Schoolzone in alignment with the schedule outlined above. Students are invited and encouraged to contact teachers to request a learning conversation to discuss current academic progress and marks as required.

### Conferences

Schools must establish at least two formal parent-teacher conferences per year (one in each school semester).

Learning conversations can occur at any time based on student or teacher request. As all Centre High Campus students are 4th and 5th year students and many are adults, learning conversations are ongoing and with students rather than parents. Parents are welcome to participate in learning conversations in situations in which the student is not yet 18 or has signed the required FOIP form so that the school can share information with parents.

## 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 conferences will take place in October. IPP goals will be related to student learning as well as helping students with the life skills of negotiating and navigating to needed supports as required.

IPP review dates will be as noted below.

IPP Set Areas for Growth and Collect Baseline Data - November 9, 2022

IPP Review # 1 will be January 31, 2023

IPP Review # 2 will be April 11, 2023

Final Review - June 26, 2023

## English as an Additional Language (EAL) Proficiency Assessments

For students learning English, the EAL 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.

EAL Proficiency assessments will be completed in the Fall and the Spring. All Language Assessment results will be uploaded on November 30, 2022 in the student's EAL Module in PowerSchool. These scores can be reviewed with the student and their teacher so that necessary strategies can be identified and implemented. School faculty will engage in ongoing dialogue to help students increase knowledge and skill related to English language understanding and usage. Language acquisition and learning is a long-term developmental process that requires explicit language instruction and integration in all curricular content areas. To facilitate this process, all faculty have engaged in reading and multiple PD sessions related to the art and science of reading and have also committed to including reading strategies (eg, breaking words down into parts and teaching parts, daily/ weekly 5, etc.) in all classes in an ongoing way. First language, culture and family are foundational strengths upon which to build new learning as our EAL students continue their journey to becoming multilingual members of society.

## Grades/Marks and Codes

Percentage marks are the only marks used for progress reports in Grade 10 to Grade 12.

To determine your child's percentage marks at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

<b>Exemplary—A</b> <b>(80–100%)</b>	<b>Proficient—B</b> <b>(65–79%)</b>	<b>Adequate—C</b> <b>(50–64%)</b>	<b>Limited—D</b> <b>(0–49%)</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge required to meet outcomes.</li> <li>• Demonstrates an insightful understanding of the concepts relating to outcomes.</li> <li>• Demonstrates the skills and processes embedded in outcomes in an efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge required to meet outcomes.</li> <li>• Demonstrates a logical understanding of the concepts relating to outcomes.</li> <li>• Demonstrates the skills and processes embedded in outcomes in an effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient knowledge required to meet outcomes.</li> <li>• Demonstrates a basic understanding of the concepts relating to outcomes.</li> <li>• Demonstrates the skills and processes embedded in outcomes in an acceptable manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has not yet demonstrated sufficient knowledge required to meet outcomes.</li> <li>• Student has not yet demonstrated a basic understanding of the concepts relating to outcomes.</li> <li>• Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.</li> </ul>
<p>Extensive - <i>ideas and/or actions provide extension or enriched thinking</i></p> <p>Insightful - <i>accurate and deep understanding</i></p> <p>Efficient - <i>ability to produce desired results with minimal steps or effort</i></p>	<p>Substantial- <i>a considerable amount of ideas or degree of a desired quality</i></p> <p>Logical - <i>using reason in an orderly and compelling fashion</i></p> <p>Effective - <i>producing a result that is wanted</i></p>	<p>Sufficient - <i>shows enough evidence of having met the criteria or requirements</i></p> <p>Basic - <i>simple or merely functional</i></p> <p>Acceptable - <i>meeting minimum criteria or requirements in a way that is agreeable to others</i></p>	<p>* Taken from: AAC Rubric Wordsmith at <a href="http://www.aac.ab.ca/go">www.aac.ab.ca/go</a> and <a href="#">Performance Standards Word List</a></p>

### Division-Approved Term and End of Course Codes:

On your child's Progress Report, a teacher may use these Division codes for term or end of course marks.

<b>IEA</b>	Insufficient Evidence Available	<ul style="list-style-type: none"> <li>IEA is used only as an <b>end-of-term code</b> when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.</li> </ul>
<b>NGC</b>	Not on Graded Curriculum	<p>NGC is used as an <b>end-of-term code</b> when a student, identified as having special education needs as documented on the student's IPP, is receiving modified programming and is therefore not on the graded curriculum.</p> <p>NGC is used as an <b>end-of-course code</b> when a student is provided a code of NGC in one, two or all three terms.</p>
<b>WDR</b>	Withdrawal	<ul style="list-style-type: none"> <li>WDR is used only as an <b>end of course code</b> 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.</li> </ul>
<b>INC</b>	Incomplete	<ul style="list-style-type: none"> <li>INC is used only as an <b>end-of-course code</b> 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 per cent 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.</li> </ul>

### Codes for use on Individual Student Reports (ISRs)

- These reports are issued before the end of term in SchoolZone.
- On your child's ISR, a teacher may use these Division codes.

The following codes provide information about circumstances regarding the collection of evidence.

<b>OMIT</b>	Omit	Evidence has already been or will be collected to inform professional judgment.
<b>IEA</b>	Insufficient Evidence Available	Sufficient evidence is not yet available.
<b>RNE</b>	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome.

The following codes provide information about evaluation of student achievement and growth.

### ISR Approved Codes for Evaluation of Student Achievement and Growth

<b>E</b>	Exemplary	The student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts.
<b>P</b>	Proficient	The student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations.

<b>AD</b>	Adequate	The student has adequate knowledge, skills, and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
<b>L</b>	Limited	The student has limited knowledge, skills, and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
<b>IEA</b>	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of student achievement and growth.



## How We Determine Student Grades/Marks

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At Edmonton Public Schools, we determine the level of learning and student marks in a variety of ways.

### Formative Assessment

Throughout the year, your child will work on many activities that help them increase what they know, understand and are able to do. These activities show your child's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta curriculum. 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.

### Summative Assessment

During the school year, your child will have a chance to show what they have learned in relation to the Alberta Programs of Study. Using their judgment as professionals, teachers make decisions and determine grades that describe how your child is learning. 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

- Meet with them to determine what is impacting their ability to learn and/or be successful in their classes. This may include conversations regarding career and/or post-secondary goals, as well as conversations about choice and behavior changes required to support learning.
- We will discuss current and possible learning access options and/ or alter their schedule to reflect their future goals and learning needs.
- We will provide students with choices related to accessing one or more forms of in-house curricular support and will also put them in touch with external support and resources as required.
- In-house curricular support can include any or all of Tier 1 (initial teaching and reteaching), Tier 2 (support for curricular delays), and/ or Tier 3 (foundational delays in reading) support. Support can take a variety of forms including seeking assistance from class teachers, academic and peer tutors, InReach, career and post-secondary counselors, personal counselors, work-experience and RAP advisers, online modules, access to teacher and course materials, and tutorials.
- We will provide students with the opportunities for reassessment when students have provided evidence of improved learning of curricular outcomes.

## Course Outlines

At Centre High Campus, course outlines are provided by all classroom teachers for all subjects and courses. Course outlines include brief descriptions of the units of study in a course, along with evaluation processes and breakdowns to be used in the determination of a student's final grade. Tentative dates may appear to inform students of major evaluations.

## Curriculum Summaries

[Curriculum at a Glance](#) (Alberta Education)

## The Role of Homework

Homework is meant to:

- help support your child's learning.
- reinforce what your child learned in school.
- give your child more practice.

Though homework is necessary for the completion of some learning tasks and assignments, it is not used as an evaluative component of a student's grade. The majority of assigned learning tasks occur in the class so that students have access to their teacher if/ when questions arise and to prevent the temptation of engaging in academic dishonesty. Students are encouraged to establish a daily routine of active studying and review and homework is provided to facilitate review and practice of learned information and skills. Students at Centre High Campus are also limited to taking classes in 3 of the 4 class blocks during the day. Student voice and sharing has revealed that many students have adult work or family responsibilities after school. This being the case, time is intentionally provided during the school day so students can complete homework, study, and access curricular (eg, Tutoring, InReach) and life support (eg, student services counselors and programs) during the school day. Students who wish to take additional classes can do so by accessing other City Campus schools or programming (eg, Metro).

### **Academic Integrity**

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), 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](#).

### **Percentage Marks Appeal Process**

To appeal the percentage mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, contact the principal who 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 [Education Act](#).

## The Role of Large Scale Tests

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### What is the Math Intervention/Programming Instrument (MIPI)?

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, including those in French immersion programs

Students at Centre High Campus are all in their 4th or 5th year of high school so do not complete the MIPI.

### What is the Grade 12 Diploma Examinations program?

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 student's final mark, and the diploma examination mark will be weighted at 30 per cent of the final mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 per cent.

**Note** = Centre High Campus serves as Division diploma writing centre at the conclusion of all four academic quarters between September and June. Students need to register to write or rewrite a diploma exam. All exams are provided, supervised, and assessed in accordance with Alberta Education diploma exam writing standards. Note that for the 2024-25 school year, VRETTA will be the online platform used for all writing components of diploma exams.

Diploma exam writing windows are:

- Quarter 1 = End of October/ Start of November
- Quarter 2/ Semester 1 = End of January
- Quarter 3 = End of March/ Start of April
- Quarter 4/ Semester 2 = End of June
- Centre High Campus does not offer summer school and is not a writing centre for summer school courses.

More information about the Diploma Examination Program is available online at [Diploma exams](#).

The diploma exam schedule for 2024-2025 can be found at [Diploma exams - overview](#).