



# School Assessment Plan 2024-2025

## Grade 7 to Grade 9

September 2024

**Vimy Ridge Academy**

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Principal: Jillian Marino

Updated: August 26, 2024

[epsb.ca](http://epsb.ca)



## Vision

Enhancing pathways for student success

## Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

## Values

Accountability, collaboration, equity and integrity

2022–26

## Division Priorities

- 1 Build on outstanding learning opportunities for all students.
- 2 Advance action towards anti-racism and reconciliation.
- 3 Promote a comprehensive approach to student and staff well-being and mental health.

## School Assessment Plan 2024–2025, Grade 7 to Grade 9

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 curriculum or their Individualized Program Plan (IPP). Teachers cannot base grades/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

**Term1: Aug 27, 2024 to November 1, 2024**

**Term2: November 4, 2024 to January 28, 2025**

**Term3: January 30, 2025 to April 11, 2025**

**Term4: April 14, 2025 to June 25, 2025**

### Progress Reports Issued

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### Individual Student Reports (ISRs)

The term *individual student report* refers to a report that communicates information about a student's marks/grades for specific assignments and learning activities at various times throughout the school year.

Teacher update and post Interim Marks Reports to SchoolZone biweekly throughout the year. Hard copies are available from the school office.

### Conferences

Schools must establish at least two formal parent-teacher conferences per school year.

- Thursday, October 10, 2024 for all grades from 2:30 PM to 5:30 PM and from 6:00 PM to 8:30 PM
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### **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.

Information about your student's individual strengths and areas for growth is sourced from parents and the students as part of the development of the IPP. The IPP is a strategy based document focused on:

- Identification of strengths
- Areas for growth
- Instructional strategies
- Planning for transitions

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

For students learning English, 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.

Vimy Ridge does not offer formal EAL classes. Benchmarks will be completed annually for all English Language Learners and reviewed on a regular basis. Student progress, in relation to the benchmarks, is shared with students and their parents during parent conferences and on progress reports.

## Evaluating Student Achievement

To determine your child’s grade/mark at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

At Vimy Ridge Academy, student grades/marks are reported using percentage grades.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
<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><i>Extensive - ideas and/or actions provide extension or enriched thinking</i></p> <p><i>Insightful - accurate and deep understanding</i></p> <p><i>Efficient - ability to produce desired results with minimal steps or effort</i></p>	<p><i>Substantial- a considerable amount of ideas or degree of a desired quality</i></p> <p><i>Logical - using reason in an orderly and compelling fashion</i></p> <p><i>Effective - producing a result that is wanted</i></p>	<p><i>Sufficient - shows enough evidence of having met the criteria or requirements</i></p> <p><i>Basic - simple or merely functional</i></p> <p><i>Acceptable - 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>

### Grade Level of Programming (GLP)

GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English Language Arts, Mathematics, Science and Social Studies. GLP also appears for French Language Arts and language arts in the target language in bilingual programs. For all other subjects, in situations where the GLP differs from the grade level of enrollment, the GLP will be indicated in the comments of the progress report.

### End-of-Term and End-of-Course Codes

On your child’s progress report, a teacher may use these Division codes for end-of-term and/or end-of-year performance descriptors/letter grades/ percentage marks.

Code	Meaning	Uses
<b>IEA</b>	Insufficient Evidence Available	<ul style="list-style-type: none"> <li>IEA is used only as an <b>end-of-term</b> code when a teacher does not have enough evidence about a student’s progress to give a grade/mark at the end of a term. IEA is <b>not</b> used as a final course code.</li> </ul>
<b>NGC</b>	Not on Graded Curriculum	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Teachers who use the end-of-term or end-of-course code NGC for Mathematics and/or English Language Arts/English Language Arts and Literature on a student’s progress report will leave the GLP blank when reporting GLP.</li> </ul>
<b>CMU</b>	Course Mark Unavailable	<ul style="list-style-type: none"> <li>CMU may be used at the <b>end of a course when a student is provided a code of IEA</b> in at least one term, two or all three terms.</li> <li>CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.</li> </ul>

### Codes for use on Individual Student Reports (ISRs) in SchoolZone:

On your child’s ISR, issued before the end of a term, 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.



### 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

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

### Formative Assessment

Throughout the year, your child will have many opportunities 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 curriculum. 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, teachers will assign clear deadlines and expectations for assignments and other learning activities related to their course. Students are asked to record these deadlines and organize their time appropriately for the completion of these tasks. If a student should not complete an assignment on time, or an exam is missed due to illness or other commitments, the teacher will arrange with the student to attend an Extended Learning Opportunity (ELO), which may occur at noon hour, during sports alternative program time, or during some other time agreed upon between the parent or guardian and teacher. Teachers will contact parents or guardians to

inform them of the ELO process and an alternate time can be arranged if there is a conflict with a family commitment. Timely communication from students and their parents or guardians regarding any extenuating circumstances (e.g. illness, family crisis) or other commitments is considered if a deadline cannot be met.

Vimy Ridge Academy has a flexible policy for Missed Major Assessments, providing students with multiple opportunities to complete their missing work and have their grade reflect their overall performance in their courses in relation to the Alberta Program of Studies . It is the expectation that all students complete all the assignments and assessments for each of their courses as products are an essential component of student assessment. Should a student miss a major assessment, there is a three-step process that will be enacted.

First, the student and their parents will be notified of the missing assessment via email. They will be provided the opportunity to arrange a time with their teacher during Academic Coaching to make up the missed assessment (section 4d-e Standard of Evaluation) . If a time is not arranged, then the email will contain a pre-arranged date and time for the student to complete the work at the school. The expectation is that the student will either arrange a time for completion, or attend during the provided time to complete their assessment.

Should the student not arrange a time during Academic Coaching or complete their work at the arranged time, a second email will be sent to ensure on-going and timely communication (section 4f Standard of Evaluation) . Administration will be copied on this email (section 4f-g Standard of Evaluation). The student will be provided with a second date and time in which they can complete their assessment.

In the rare case that all of the above opportunities are missed, students will be provided with a grade of zero for their incomplete assessment. The students, their parents, and administration will be updated via email.

Teachers will use their professional judgment at the end of a course to determine how to deal with any IEA's (Insufficient Evidence Available) remaining in the marks book and ultimately assign a final grade for the student. Students will also have the opportunity to access individual or small group tutorials (Academic Coaching) from 2:05 pm-3:00 pm every Thursday afternoon bar the first Thursday of each month when a general staff meeting is being held at that time. Academic Coaching provides students with an opportunity to catch up on homework, complete missed work, receive help before an assessment, or receive supplementary instruction.

## Course Outlines

At Vimy Ridge Academy School, course outlines are provided at the start of each course and are posted to SchoolZone and Google Classrooms.

## 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

At Vimy Ridge Academy, our homework policy provides the opportunity to temporarily remove students, with parental support, from their alternative sport or physical activity program for a period of time. These students are assigned to a supervised space within the school. This will afford students the chance to catch up, redo and/or review material.

### **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](#).

### **Grades Appeal Process**

To appeal the grade 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 Canadian Achievement Test (CAT4)?

The **Canadian Achievement Test (CAT4)** measures students' reading comprehension, mathematics, computation and estimation skills. CAT4 will support instruction and planning for interventions and supports. The CAT4 is administered in the fall and again in the spring to provide information about student growth.

### Who takes the CAT4?

- students in Grade 4 to Grade 9 including French immersion and bilingual programs

The CAT4 Fall administration dates are September 18 & 19, 2024 for Mathematics and September 24, 2024 for English.

The CAT4 Spring administration dates are April 28, 2025–May 9, 2025.

### What is the Highest Level of Achievement Test (HLAT)?

The **Highest Level of Achievement Test (HLAT)** measures students' writing skills compared with the Alberta curriculum in language arts. It shows teachers in each school how well their students are doing and how they compare to students across the Division.

### Who takes the HLAT?

- students in Grade 1 to Grade 9 in English language arts
- students in Grade 2 to Grade 9 in French Immersion and bilingual programs\*
- students in Grade 8 and Grade 9 in Late French Immersion

\*The bilingual HLAT is called the bilingual writing assessment tool and is specific to certain languages (e.g., Chinese bilingual writing assessment tool, Arabic bilingual writing assessment tool).

The HLAT administration dates for students in English Language Arts are April 7–April 11, 2025.

### What are Provincial Achievement Tests?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the curriculum. Average PAT scores for the school 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.

While PATs are an important part of determining student growth and achievement, they are one part of the assessment process.

According to **Alberta Education**:

“PATs are only one of many ways to evaluate student learning and are not meant to replace day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers.”

### **Who takes PATs?**

- students in Grade 6 and Grade 9 in English or French language arts, math, science and social studies write PATs

### **When are PATs administered?**

- PATs are typically administered in the spring (PATs may be administered in January for Division schools in a semestered program).
- A draft of PAT dates is available from Alberta Education here: [Provincial Achievement Tests website](#).

The Alberta government expects school divisions to report the scores from Grades 6 and 9 PATs. We will report the results to students and parents/guardians as a progress report comment.



# School Assessment Plan 2024-2025

## Grade 10 to Grade 12

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## Grades/Marks and Codes

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

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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	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<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.
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<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

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At Edmonton Public Schools, we determine grades 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, teachers will assign clear deadlines and expectations for assignments and other learning activities related to their course. Students are asked to record these deadlines and organize their time appropriately for the completion of these tasks. If a student should not complete an assignment on time, or an exam is missed due to illness or other commitments, the teacher will arrange with the student to attend an Extended

Learning Opportunity (ELO), which may occur at noon hour, during sports alternative program time, or during some other time agreed upon between the parent or guardian and teacher. Teachers will contact parents or guardians to inform them of the ELO process and an alternate time can be arranged if there is a conflict with a family commitment. Timely communication from students and their parents or guardians regarding any extenuating circumstances (e.g. illness, family crisis) or other commitments is considered if a deadline cannot be met.

Vimy Ridge Academy has a flexible policy for Missed Major Assessments, providing students with multiple opportunities to complete their missing work and have their grade reflect their overall performance in their courses in relation to the Alberta Program of Studies . It is the expectation that all students complete all the assignments and assessments for each of their courses as products are an essential component of student assessment. Should a student miss a major assessment, there is a three-step process that will be enacted.

First, the student and their parents will be notified of the missing assessment via email. They will be provided the opportunity to arrange a time with their teacher during Academic Coaching to make up the missed assessment (section 4d-e Standard of Evaluation) . If a time is not arranged, then the email will contain a pre-arranged date and time for the student to complete the work at the school. The expectation is that the student will either arrange a time for completion, or attend during the provided time to complete their assessment.

Should the student not arrange a time during Academic Coaching or complete their work at the arranged time, a second email will be sent to ensure on-going and timely communication (section 4f Standard of Evaluation) . Administration will be copied on this email (section 4f-g Standard of Evaluation). The student will be provided with a second date and time in which they can complete their assessment.

In the rare case that all of the above opportunities are missed, students will be provided with a grade of zero for their incomplete assessment. The students, their parents, and administration will be updated via email.

Teachers will use their professional judgment at the end of a course to determine how to deal with any IEA's (Insufficient Evidence Available) remaining in the marks book and ultimately assign a final grade for the student. Students will also have the opportunity to access individual or small group tutorials (Academic Coaching) from 2:05 pm-3:00 pm every Thursday afternoon bar the first Thursday of each month when a general staff meeting is being held at that time. Academic Coaching provides students with an opportunity to catch up on homework, complete missed work, receive help before an assessment, or receive supplementary instruction.

## Course Outlines

At Vimy Ridge Academy School, course outlines are provided at the start of each course and are posted to SchoolZone and Google Classrooms.

## 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.

At Vimy Ridge Academy, our homework policy provides the opportunity to temporarily remove students, with parental support, from their alternative sport or physical activity program for a period of time. These students are assigned to a supervised space within the school. This will afford students the chance to catch up, redo and/or review material.

### **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](#).

In early July, there will be a day to contact the school to appeal June final marks. When this date is set, we will communicate it to you.

## 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 10C, including those in French immersion programs

The MIPI test(s) will be administered during the administration window of August 30, 2024 to September 20, 2024. For students writing the MIPI in the second semester, the administration window will be from February 3–14, 2025.

### 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.

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](#).