

School Assessment Plan 2023-2024

Grade 10 to Grade 12

September 2023

McNally High School

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School Assessment Plan 2023–2024, Grade 10 to Grade 12

At Edmonton Public Schools, we're committed to success, one student at a time. One of the ways we help all students be successful is by always improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians.
- how we will tell you about your 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 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.

To find out where your child is at in their learning, teachers use many tools. 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 observations, conversations and student work 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

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 newsletters and other school materials going to parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that's suitable for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who've missed important assessments and activities the chance to complete the work.
- clearly explaining what's expected of students in all courses and how student work will be graded/marked (i.e., course outline).
- keeping detailed, accurate notes describing your child's successes and challenges.
- communicating with you regularly about your child's progress and achievement.
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning and are expected to:

- come to school every day and on time.
- finish their assignments, projects and tasks to the best of their ability.
- participate in activities to celebrate learning.
- show that they're learning.
- take advantage of chances to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods:

September 5, 2023 - November 8, 2023

November 9, 2023 - January 30, 2024

February 1, 2024 - April 12, 2024

April 15, 2024 - June 28, 2024

Progress Reports Issued

Interim Progress Reports will be shared by the end of each month. Teachers may choose to release additional Individual Student Reports at any time throughout the course.

Formal Progress Reports will be released by January 30, 2023 and June 28, 2024.

An electronic copy of the progress report will be released on SchoolZone on the above dates.

Individual Student Reports

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 Report will be issued at the mid-point of each course/module. Note that schools may choose to release Individual Student Reports at any time during the school year, but the midpoint Individual Student Reports will be released through Schoolzone during the following time periods:

- Semester 1: November 1–8, 2023
- Semester 2: April 8–12, 2024
- Full-year courses: end of January

Teachers may choose to release additional Individual Student Reports at any time throughout the course.

Conferences

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

November 16, 2023

April 25, 2024

In addition to the formal Parent Teacher Conference, the staff will be doing monthly interim report posts and connecting by phone with parents every other month.

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 will begin in September. Each McNally student will work through a collaborative process with teachers and parents/guardians will create a plan which includes strengths, areas for growth, goal setting, strategies for learning and accommodations. A parent/guardian initial input form will be shared in September through SchoolZone. Please continue to check for ongoing SchoolZone messages to keep parents/guardians updated in regards to the IPP and their child's reviews.

The IPP plan will be posted on SchoolZone by November 30, 2023. Ongoing support will occur around the IPP as the year progresses and parents/guardians are invited and encouraged to discuss the IPP by personal visit Google Meet, email, phone and parent/teacher conferences.

IPP reviews will be posted to SchoolZone on February 6, 2024, April 27, 2024 and June 19, 2024.

The first IPP will be ready for a signature by November 30, 2023. This year, parents can access the Parent Signature Form through SchoolZone. Parents/guardians must go to the "Forms" tab in SchoolZone, then they select "3 Individual Program Plan (IPP) signature page". Parents/guardians are welcome to participate in the parent-student-teacher online conferences to discuss the IPP. A year end review is conducted to ensure that supports carry through to the next school year as needed. Schools can view the "signed" signature page through SchoolZone under, "Reports", "Additional Forms", then by clicking on "3 Individual Program Plan (IPP) signature page".

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.

New students to the school (in person or online) are identified and benchmarked; some students may need to be referred for a visit to a District ELL Reception Centre. Parents/guardians are provided with language supports when a referral is made.

ESL Benchmarking is done in the fall of the current school year and may be revisited in the spring to mark progress for students. All currently identified ELL students are benchmarked by teachers on the criteria (listening, speaking, reading, and writing) using an online tracking sheet which is a working document. The benchmarking process allows teachers to communicate with parents/guardians areas of strength and/or difficulty in their English language development. ELL students are also provided with accommodations and adaptations to ensure their success. The language in the benchmarking (e.g., beginning, developing, expanding) allows for effective reporting related to language proficiency for students.

Grades/Marks and Codes

To determine 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.

Percentages are the only grades/marks used for formal reporting in Grade 10 to Grade 12.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
<i>(Adapted from Alberta Programs of Study)</i>			
<ul style="list-style-type: none"> Learning goals are met in an astute and comprehensive way. Assignments are well crafted, organized in a purposeful fashion, and demonstrate attention to precise details. Demonstrates an in-depth understanding and degree of skill on summative assessments. Has assembled an in-depth understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in a practical and thorough way. Assignments are complete, organized in a competent fashion, and demonstrate attention to relevant details. Demonstrates a substantial understanding and degree of skill on summative assessments. Has assembled a thorough understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Learning goals are met in an appropriate and reasonable way. Assignments are generally complete, organized in an acceptable fashion, and demonstrate attention to predictable details. Demonstrates a satisfactory understanding and degree of skill on summative assessments. Has assembled a basic understanding of the concepts, generalizations and skills fundamental to the program. 	<ul style="list-style-type: none"> Student has demonstrated insufficient performance in relation to learner outcomes.

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 grades/marks.

IEA	Insufficient Evidence Available	IEA is used only as a term mark when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
WDR	Withdrawal	WDR is used only as an end of course mark 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.
INC	Incomplete	Incomplete is used only as an end of course mark 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.

Division-Approved Codes for use on Individual Student Reports

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

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

OMIT	Omit	Evidence has already been or will be collected to inform professional judgment.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available.
RNE	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.

E	Exemplary	Student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. Student may require support to further extend understanding of concepts.
P	Proficient	Student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. Student may require occasional support to transfer learning to new situations.
AD	Adequate	Student has adequate knowledge, skills, and understanding of concepts. Student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
L	Limited	Student has limited knowledge, skills, and understanding of concepts. Student requires support to develop and apply learning in highly structured situations.
IEA	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

At Edmonton Public Schools, we determine grades/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 Programs of Study. 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 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, the Division code of IEA (Insufficient Evidence Available) will be applied in a teacher's grade book and will be used to alert parents/guardians of missing assignments. We will use a variety of strategies to support students in completing curricular objectives. These strategies include:

- contact between the teacher and student
- contact with the parents/guardians
- peer tutoring

- instructional and missed assessment support
- targeted tutorials
- alternate assessment

Due to McNally's focus on evidence-based assessment and instruction for student needs, the strategy used to support students in completing missing or incomplete work will vary and will also be found in the course syllabus and through individual communication with teachers.

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 McNally High School, our homework is intended to support course work such as reading background information, reviewing learned material, researching and preparing for summative assessments.

Academic Integrity

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

To appeal the grade/mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, the principal will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the [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

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 2023-2024 can be found at [Diploma exams - overview](#).

International Baccalaureate Program

- McNally also offers the International Baccalaureate program. Students can choose to enroll in the full IB diploma program or take select courses to receive an IB subject specific certificate(s). Availability of online course delivery for certain subjects (and at either SL or HL level), during 2023-24 school year, is not guaranteed.
- During the 2023-24 school year, McNally's IB students take their written examinations in May of the last year of their program. These examinations are marked by external IB examiners. International Baccalaureate (IB) exams for grade 12 students will be scheduled between May 2 to May 19, 2024 for all subject areas and for grade 11 students in Physics. Students will receive exam writing dates and times once that information is finalized by the International Baccalaureate Organization. Both in-person and online students will be required to write examinations within the school (not online).
- IB exams are not blended or averaged with Alberta Education marks. All grades on a student's report card are based on Alberta Education curriculum and standards.
 - As a member school of the Edmonton Public School Board, we only report grades at an Alberta standard on our Alberta transcripts. (Students are not penalized for attempting the more rigorous IB curriculum.) We also generate IB-specific predicted grades and internal assessment grades for our students to satisfy the IB requirements and to use when applying for admission to post-secondary institutions. Students at McNally will earn two transcripts – one from Alberta Education and a separate one from the International Baccalaureate Organization (IBO) in July of their Grade 12 year. Most universities will use the higher of the two marks.
 - Although we are required to satisfy the requirements of both Alberta Education and IBO, it is also our goal to ensure that IB student work is assessed as direct evidence of achievement of the goals stated in each IB syllabus, including encouraging an international outlook and supporting intercultural skill development.
- Students also complete IB assessment tasks in the school, which are either marked by their teachers or by external IB examiners.
- The marks awarded for each course by the IBO range from 1 (lowest) to 7 (highest).
- The IB Diploma is awarded to students who gain at least 24 points across 6 subjects, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the Creativity, Activity, Service requirement (CAS).

- Students can also be awarded up to three additional points for their combined results on the Theory of Knowledge course and the Extended Essay.
- The highest total that an IB Diploma Program student can be awarded is 45 points
- All final IB marks are awarded separately from Alberta Education assessments. This results in students achieving two diplomas at the end of grade 12, if they are full IB candidates. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Program assessment practice.