



School Assessment Plan 2024-2025

Grade 10 to Grade 12

September 2024

J. Percy Page High School

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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

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

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

Semester 1: August 29, 2024 to January 27, 2025

Semester 2: January 28, 2025 to June 25, 2025

Progress Reports Issued

A progress report (Individual Student Marks Report (ISR)) will be issued at the midpoint and end of each course. Formal Progress Reports (marks and comments) will be released by January 29, 2025 and June 26, 2025.

Progress Reports will be available through SchoolZone. Please contact the general office by email at jpercypage@epsb.ca or by phone at 780 462 3322, if you require a hard copy of the progress report.

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 Report will be issued at the midpoint of each course. 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: October 4, 2024, November 7, 2024 (Midpoint), December 20, 2024
- Semester 2: March 7, 2025, April 11, 2025 (Midpoint), May 30, 2025
- Full-year courses: end of January 2025

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

Conferences

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

J. Percy Page will be hosting in-person parent-teacher conferences each Semester. The conference dates for each semester is as follows:

Semester 1 - November 14, 2024

Semester 2 - April 16, 2025

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.

J Percy Page IPP review dates are set for the following dates:

October 4, 2024 (Baseline)

November 15, 2024 (Review #1)

March 7, 2025 (Review #2)

June 25, 2025 (Final Review)

They will be ready for signature by October 4, 2024.

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.

For students learning English, the ESL 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.

When students register at J Percy Page High School, their documents are screened for second language usage. The areas reviewed include: students born in another country and are new immigrants to Canada, Refugee-status students, Canadian-born students, students who speak a language other than English at home, *International students, and students who are studying under their Parents'/Guardians' Worker's Permit.

A request for service is submitted to the Inclusive Learning Team for a Reception Center Consultation. The Inclusive Learning team, under the umbrella of English Language Learners, schedules an English Language Assessment and Family Interview with the student. An Ethno-Cultural Consultant conducts the Family Interview in the family's first language. The results of the Assessment are shared with the family during this time.

When the school receives the results of the Language Assessments and Family Interview, this information is forwarded to the student's teachers and to the student's administrator. All Language Assessment results are then inputted in the student's ELL Module in PowerSchool, so they can be reviewed and improvement strategies can be identified.

Once students have gone through the initial intake process at the Reception Centre, the school will administer a benchmark assessment annually and the results will then be updated in the ELL Module in PowerSchool. This information is then shared with students and their parents/guardians during meetings, as well as shared with staff.

*International students are not referred to the Reception Centre unless we have concerns about language proficiency and we require the support of the Inclusive Education team. These students are also benchmarked in the EAL Module in PowerSchool, like all other students, and their proficiency levels, descriptors and strategies are shared with their

teachers and their administrator

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.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
<ul style="list-style-type: none"> • Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an efficient manner. 	<ul style="list-style-type: none"> • Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an effective manner. 	<ul style="list-style-type: none"> • Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an acceptable manner. 	<ul style="list-style-type: none"> • Student has not yet demonstrated sufficient knowledge required to meet outcomes. • Student has not yet demonstrated a basic understanding of the concepts relating to outcomes. • Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.
<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 www.aac.ab.ca/go and Performance Standards Word List</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.

IEA	Insufficient Evidence Available	<ul style="list-style-type: none"> IEA is used only as an end-of-term code when a teacher does not have enough evidence about a student's progress to give a mark at the end of a term.
NGC	Not on Graded Curriculum	<ul style="list-style-type: none"> NGC is used as an end-of-term code 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. NGC is used as an end-of-course code when a student is provided a code of NGC in one, two or all three terms.
WDR	Withdrawal	<ul style="list-style-type: none"> WDR is used only as an end of course code 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	<ul style="list-style-type: none"> INC is used only as an end-of-course code 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.

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.

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.

ISR Approved Codes for Evaluation of Student Achievement and Growth

E	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.
P	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.
AD	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.
L	Limited	The student has limited knowledge, skills, and understanding of concepts. The 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 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 implement a reasonable and fair plan for completing the work based on the following rationale:

- Students are expected to prepare for and complete assessments/assignments by the date that the teacher has determined.

- Teachers understand that certain circumstances exist where students do not complete assignments. To give students an opportunity to complete missed work, these factors must be considered:
 - Timing: It is in the students' best interest to complete the assessment as soon as possible in order to increase learning, retention, and provide timely feedback.
 - Assignment Integrity: When assessments are written at different times, there can be concerns that the integrity or security of the assignment becomes compromised.
 - Fairness: Teachers will use their professional judgment to differentiate instruction and assessments. The conditions of an assessment may be different for some students, but still fair for all.
 - Performance Assessments: In some subjects, such as CTS, Fine Arts, Physical Education, and Science labs, performance assessments cannot be completed at another time when class is missed because the assessment conditions cannot be recreated (workshop, lab, gym, etc.)

Course Outlines

At J. Percy Page School, course outlines are provided to students for each subject at the beginning of the course. Evaluation procedures and weightings are consistent for each course. Teachers will provide either a hardcopy outline and/or will post the outline on SchoolZone. Parents are welcome to request a copy from the teacher at any time during the school year.

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 J. Percy Page School, our homework policies include the expectation that homework is relevant and meaningful in supporting the program of studies. Teachers work to provide students with class time to work on homework where possible. This allows the opportunity for on-going support and guidance. In some cases students will be able to complete homework during class time, for other students extra time may be required outside of the school day. Teachers will provide clear direction to students as to when assignments are expected to be completed. It is expected that homework is completed on a regular basis, so teacher feedback can be given and any misconceptions can be addressed before new learning is started. However, homework will not be included as part of a student's summative assessment.

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

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](#).

Advanced Placement (AP) Program

To best prepare students for post-secondary studies, we offer the Advanced Placement Program® (AP). Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school. AP courses are taught by some of the most skilled, dedicated, and inspiring teachers in the world. It provides opportunities for motivated and prepared students to experience college-level courses while in high school, thereby fostering critical thinking and college persistence and success. The refinement of these competencies offers our students tremendous advantages as they learn.

The AP Exam administration each May is not only the culmination of intense study for students but also the onset of rigorous data gathering and evaluation by AP Program statisticians. AP scores show how well students do on the AP Exam. It is also a measure of their achievement in a college level course. This score will be used by colleges and universities to determine if they will grant credit for what the student has already learned, or allow students to skip the equivalent course once they get to college. Many institutions, including the University of Alberta, will take the higher score between the AP Exam and the Alberta Education Final Grade. The score is a weighted combination of scores on the multiple-choice section and on the free response section.

The final score is reported on a 5-point scale as follows:

- 5 = extremely well qualified for credit (U of A equivalency for admission is 96%)
- 4 = well qualified for credit (U of A equivalency for admission is 86%)
- 3 = qualified for credit (U of A equivalency for admission is 76%)
- 2 = possibly qualified for credit (U of A equivalency for admission is 65%)
- 1 = no recommendation (not accepted for admission at U of A)

‘Qualified’ means that students have proven themselves capable of doing the work of an introductory-level course in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college decides which scores it will accept. This is what is meant by ‘Advanced Placement’.

The 2024 AP Exam schedule for J. Percy Page students:

- May 5: Biology
- May 5: European History
- May 6: Chemistry
- May 7: English Literature & Composition
- May 9: Last day to submit digital portfolios for Studio Art
- May 12: Calculus AB