

School Assessment Plan 2024-2025

Grade 10 to Grade 12

September 2024

Lillian Osborne High School

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School Assessment Plan 2024-2025, 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:

Semester 1: August 29, 2024 to January 28, 2025

Semester 2: January 30, 2025 to June 25, 2025

Progress Reports Issued

A progress report will be issued at the end of each course. Formal Progress Reports will be released by:

Semester 1: Progress Report to SchoolZone - January 29, 2025

Semester 2: Progress Report to SchoolZone - June 26, 2025

Progress reports will be released through SchoolZone.

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.

Individual Student Reports will be issued throughout each semester, as detailed below for each course/module.

Individual Student Reports will be released through Schoolzone during the following time periods:

Semester 1: Interim Reports - October 10, November 15, and December 19

Semester 2: Interim Reports - March 7, April 11, and May 23

Conferences

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

Parent/Caregiver-Teacher conferences will be held online.

Semester 1: Parent/Caregiver/Teacher Interviews -October 17, 2024

Semester 2: Parent/Caregiver/Teacher Interviews -March 20, 2025

Course Drop Deadlines

Students can withdraw from a course prior to the following dates.

Semester 1: November 21, 2024

Semester 2: April 17, 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.

IPP Planning will take place in September/October to organize communication between the school and the parents to begin gathering input into the IPP process. Mrs. Reed, our Inclusive Learning Coordinator, will review, mentor and communicate with each student about their IPP.

Review 1 - November 15, 2024

Review 2 – January 24, 2025

Review 3 – April 11, 2025

Final Review - June 20, 2025

IPP's will be available for review on Schoolzone.

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.

In September, students who are coded English Language Learners, or students who have been identified by teachers as possible English Language Learners, will complete the ELL Benchmarking assessment. Our Curriculum Coordinator of ELL/International Students, Mrs. Tiffany Reed, will work closely with the English Department to assess and benchmark students according to the Alberta Education's Benchmarking criteria. Using that information, students will be coded and receive the appropriate support and exam accommodations. Student coding information will be uploaded to PowerSchool, and a letter will be sent to each parent to notify them of their child's results and the support available. Teachers will also be notified of ELL learners and will work closely with the ELL lead teacher to determine appropriate supports and modifications for instruction and assessments.

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 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.
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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 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
 - 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, our policies include the expectation that students will complete all work directed to them by their teacher, even though this work may not be evaluated. For students who fail to complete assigned homework, the school will provide the following opportunities to ensure student learning: Teacher Interventions, Missed Assessment Room, Student Services Interventions, and Administration interventions. Teachers will maintain communication with parents/guardians throughout the process to ensure all stakeholders are informed.

Course Outlines

At Lillian Osborne, course outline will be provided to students in the first few days of school by their classroom 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 Lillian Osborne High School, our homework policies include the expectation that students will complete all work directed to them by their teacher, even though this work may not be evaluated.

Lillian Osborne Academic Integrity Policy

Teachers are directed by board policy and the Education Act to establish assessment that is both reliable and valid ([HG.AR Student Behaviour and Conduct](#)). Reliable results are repeatable over time and valid results are results that reflect the intended assessment outcomes of the measure.

Academic honesty is an integral part of school culture and is promoted every day at Lillian Osborne across all courses. As such, the following are the responsibilities of all members of our community in regards to academic honesty and integrity:

Student responsibilities:

- familiarize themselves with Lillian Osborne's Academic Integrity Policy
- acknowledge all sources in all academic work appropriately
- ensure all assignments are their original work
- conduct themselves with academic integrity in all courses

Parent responsibilities:

- familiarize themselves with Lillian Osborne's Academic Integrity Policy
- encourage and support students in setting and maintaining integrity in their academic work
- contact school with questions, clarification or concerns

Teacher responsibilities:

- provide instruction to students on correct academic practice as it pertains to their subject area including:
 - study skills
 - writing skills (i.e. paraphrasing)
 - research skills
 - citation methodology
 - ethical digital citizenship

School responsibilities:

- provide an academic honesty policy for all students, staff, and parents to consult
- review the academic honesty policy annually
- provide professional development for teachers in the area of academic honesty including:

- what constitutes malpractice
- correct referencing
- procedures in cases of suspected malpractice

At Lillian Osborne, the following definitions will be used to clarify specific types of academic misconduct:

Academic Misconduct is the use of the ideas, words, structures, generative tools and/or any other type of work of another individual without proper citation or acknowledgement. Students also participate in academic misconduct when they share work with another student or use their own work for more than one assignment. Students should always discuss how to avoid plagiarism and academic misconduct with their teacher if they are concerned. When in doubt, students should ask their teachers for clarification.

Plagiarism: the representation of the ideas or work of another person as your own.

Collusion: supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.

Duplication of work: the presentation of the same work for different assessment components and/or diploma requirements.

Misconduct during an examination: including, but not limited to, the possession of unauthorized materials.

Statement regarding the use of Chat GPT and other Generative AI tools

With the emergence of generative AI tools such as ChatGPT, students are now wondering under what circumstances the use of such tools might be allowed in their classes. The use of such tools is not automatically forbidden in classes at LO, but it is important to always check with your teacher before using these tools and to declare that they have been used. Furthermore, Chat GPT or other Generative AI cannot be used for any assessed student work unless the use of it has been explicitly approved by the teacher. It is the student's responsibility to ask their teacher if they are unsure and to get approval to avoid academic misconduct.

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](#).

Percentage 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 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 September 5–22, 2024. For students writing the MIPI in the second semester, the administration window will be from February 1–16, 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 2024-2024 can be found at [Diploma exams - overview](#).

Lillian Osborne Missed Final Exam Policy

Diploma Exam and school-based final exam completion is an expectation for course completion in the Province of Alberta and at Lillian Osborne High School. As such, we believe it is vitally important for students to write their final exams in all grades to complete a course. If a student misses a final exam, the school administration will work with the student and their family to find an alternate time to complete the final exam assessment. This will require the student to complete the missed final exam at a later date under supervision. To accommodate students, the time has been set aside for missed exams or conflict exams at the end of the exam break. If students are unable to complete their final exams over an exam break, they will be assigned to a time after the end of the semester, and their course will be finalized once the final exam assessment is completed. A grade of zero (0) may be assessed for the final exam until the assessment has been completed, as course grades must be submitted at the end of each semester.

In the event that a school-based (grade 10, 11 or 12) final exam is missed, the student/family should contact the general office to arrange an alternate writing time, if this is a planned absence, the alternate time will occur after the scheduled final exam, and a zero (0) may be assessed for the missed exam until such time as the final exam is completed.

There is no flexibility on diploma exams as the policies and writing dates are determined by Alberta Education. If a diploma exam is missed, the student/family must contact the general office to determine if an exemption is possible. Please consult Alberta Education for acceptable diploma exam exemptions. If the absence is for a student's illness or a planned vacation, the student will be required to write the diploma exam at the next sitting. Please note that the August, November, and April diploma exams are written in an alternate writing location.

International Baccalaureate

Lillian Osborne offers the International Baccalaureate (IB) program. Students can enroll in the full IB diploma program or take select courses to receive an IB subject-specific certificate(s).

- IB students take written examinations in May of the last year of their program which is marked by external IB examiners. IB examination dates will be posted on the Lillian Osborne calendar.
- IB exams are not blended or averaged with Alberta Education marks. This results in students achieving two diplomas (Alberta Education Diploma and an IB Diploma) at the end of grade 12 if they are full IB candidates.
- Students also complete IB assessment tasks in the school, which are either marked by their teachers or by external examiners.
- The IB Subject Grades range from 1 (lowest) to 7 (highest).
- The IB Diploma is awarded to students who accumulate at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the Creativity, Action, Service (CAS) requirement.
- 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. 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.