



# School Assessment Plan

## 2024-2025

Grades 7 – 12

### **L. Y. Cairns School**

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## School Assessment Plan 2024–2025, Grades 7 - 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 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

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

Quarter 1: August 29, 2024 to November 7, 2024

Quarter 2: November 14, 2024 to January 28, 2025

Quarter 3: January 30, 2025 to April 16, 2025

Quarter 4: April 22, 2025 to June 25, 2025

### Progress Reports Issued

Printed copies of report cards will be sent home on the following dates (They will also be available on SchoolZone):

- November 7, 2024
- January 28, 2025
- April 16, 2025
- June 25, 2025

### Conferences

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

This year we will continue with virtual conferences (Google Meet or Telephone Conversations) as we found we were able to connect with more families using this format. The first conference will occur on November 14th. The purpose of this conference is to share information, involve parents and students in goal setting processes and encourage growth and improvement. A subsequent conference will be held on February 6<sup>th</sup>. In addition, parents are always welcome to request a meeting with their child's teacher throughout the year.

### 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.

The IPP planning parent input form will be sent home during the week of September 9th. IPPs will be posted on SchoolZone on November 7<sup>th</sup>. A signature page will be sent home and when returned will be stored.

IPP review dates will be:

- January 17, 2025
- April 16, 2025
- June 20, 2025

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.

Teachers report on students' progress in learning English through report cards, IPPs, parent-teacher interviews, phone calls, and emails.

## Evaluating Student Achievement

We will communicate the students progress in relation to the goals established on their Learning Support Plans. Since our students are all receiving modified programming, marks will not be assigned.

### 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.

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

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

<b>E</b>	Exemplary	The student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts.
<b>P</b>	Proficient	The student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations.
<b>AD</b>	Adequate	The student has adequate knowledge, skills, and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
<b>L</b>	Limited	The student has limited knowledge, skills, and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
<b>IEA</b>	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of student achievement and growth.

## How We Determine Student Grades/Marks

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, we will, we will we will support all students with the necessary time and support they need to demonstrate their learning. At L. Y. Cairns School, we have a school-wide learning success plan. L. Y. Cairns is committed to ensuring that all students learn at high levels.

When students require support, they will work alongside their teachers who will provide students with additional time and assistance. This time and assistance can take many different forms. When assigned an additional learning opportunity by their teachers, students are required to attend. This support can occur during regularly scheduled blocks, during rotation programming, or during the lunch hour.

Regular communication between home and school regarding students requiring support will occur on an on-going basis.

## 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 L. Y. Cairns School, our homework policy includes the belief that students are active participants in their learning. Homework provides opportunities to practice new learning and share what they know with their parents.

Homework is not new learning; it is review and completion of already learned material. If time remains, students always benefit from any free reading. Homework is an essential part of the school routine. Homework develops good study habits and ensures success in future studies.

The areas that are a part of the regular homework schedule include:

- completion of work not finished in class;
- completion of daily assignments;
- working on long-term assignments (teachers ensure that longer projects have achievable segments, and that regular monitoring of progress occurs);
- review of learning (up to three quarters of learned material is forgotten within three days, unless regular review occurs);

studying for exams and tests; and reading.

## 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](#).



## The Role of Large Scale Tests

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### 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.