EDMONTON PUBLIC SCHOOLS

School Assessment Plan 2025-2026

Grade 10 to Grade 12

September 2025

Outreach Programs

- *Learning Store at Blue Quill*
- *Learning Store at Northgate*
- *Learning Store West Ed*
- *Learning Store on Whyte*

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School Assessment Plan 2025–2026, 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 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.

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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.
- attending parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that is 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 on time, every day.
- finish their assignments, projects and tasks to the best of their ability.
- participate in activities to celebrate learning.
- show evidence they're learning the curricular outcomes.
- use opportunities to revise or redo assignments or tests to demonstrate growth in their knowledge, skills, and understanding.

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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:

Students enrolled in one or more courses at a Learning Store receive their final mark for each course when they complete it.

Progress Reports Issued

Final marks for each course are posted to SchoolZone (see Student Profile -> Interim Marks). Students and/or parents/guardians may also request a paper copy of an *Individual Student Report* (ISR) for each course.

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.

For core subjects (English, Social Studies, Science, Math), an ISR will be posted a minimum of twice during the course. Teachers may choose to release additional ISRs at any time throughout the course/module.

For complementary courses, teachers may choose to release ISRs 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).

Parents/guardians may schedule parent conferences at any point during the school calendar 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.

Every attempt is made to meet with students who require an IPP. During IPP meetings, we discuss goals, strategies and any accommodations that might be necessary throughout a course. IPPs will be posted to SchoolZone in December.

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.

All courses offered through the Learning Stores require English proficiency.

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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%)
(Adapted from Alberta Programs of Study)			
• 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.	• 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.	• 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.	• Student has demonstrated insufficient performance in relation to learner outcomes.

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Division Approved End-of-Term and End-of-Course Codes:

On your child's progress report, a teacher may use these Division codes in place of end-of- term or end-of-course percentage 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. IEA is **not** used as a final course code.
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 evaluation of student achievement and growth on student work or assessments:

OMT	Omit	Evidence has already been or will be collected to inform professional judgment.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available. This code is given when a student has not completed the assessment or the teacher cannot be certain that it was completed by the student.
RNE	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome.

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The following codes provide information about evaluation of student achievement and growth on student work or assessments. Teachers may use these codes when they would like an alternative to a percentage mark.

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 their 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.

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How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways based on evidence gathered. Throughout the year, your child will have many opportunities to demonstrate what they know, understand, and are able to do in relation to the Alberta curriculum.

Evidence of learning is gathered through various methods including:

- Observations: What teachers notice your child doing in class such as presentations, group activities, demonstrations.
- Conversations: Evidence of learning from discussions teachers have with your child about their learning which might include having them elaborate on their thinking and reasoning in order to better understand what they have learned.
- Products: Evidence collected through projects, assignments and tests.

Ongoing collection of evidence of learning helps teachers understand your child's strengths and areas for growth. Teachers use this information to adjust their teaching, provide feedback to help your child improve, and make professional judgements when determining grades to reflect your child's learning.

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 a student enrolled in one or more courses through a Learning Store has missing or incomplete work, we will contact the student or parent/guardian through e-mail, phone calls, and text messages. When possible, teachers will meet with students to develop a plan to complete missed work/assessments. Students who do not complete assignments/assessments may be withdrawn from their course/s.

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Course Outlines

At Learning Stores, course outlines are provided to students upon registration in the course.

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.

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, or 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*.

Students may appeal their grades from 9 a.m. to 12 p.m. on the last day of school with their teacher and/or the principal. The principal's decision is the final decision.

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Supporting Responsible Artificial Intelligence Use

At Edmonton Public Schools, we are dedicated to creating dynamic learning environments that value accountability, collaboration, equity and integrity. As technology evolves, Artificial Intelligence (AI) is becoming a part of our world. We want to help students use it responsibly and ethically to enhance their learning. This information outlines how AI might be used to support student achievement.

AI: A Tool to Empower, Not Replace Learning

A Complementary Tool: The use of AI tools like Google Gemini in the classroom should be used to support and complement effective teaching and learning processes.

Personalized Support for Learning: AI can support instruction by assisting teachers in providing personalized learning resources to support student learning and progress.

Enhancing Assessment: AI tools can play a supportive role in achieving the primary goals of assessment: to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to the Alberta curriculum.

Academic Integrity with AI

Students are expected to use school and personal technology, including AI tools, appropriately and ethically, according to the Responsible Use of Technology Agreement. They should conduct themselves with academic integrity, which is consistent with Administrative Regulation HG.BP Student Behaviour and Conduct which states, “Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources used including AI, and conduct themselves ethically in the completion of assessments and examinations.”

AI in the Classroom: Empowering Students

Teachers have the discretion and flexibility to permit or encourage the use of AI for specific learning purposes such as:

- **Sparking Ideas:** AI can help students brainstorm initial ideas for projects or essays.
- **Improving Writing:** AI can offer suggestions for grammar, style, and clarity, helping refine writing skills and expression.
- **Creating Learning Tools:** AI might be used to create visual aids, study guides, or other materials.
- **Receiving Feedback:** AI can provide quick feedback on practice questions/assignments, helping identify areas for improvement.
- **Learning About AI Itself:** Students will also have opportunities to learn about how AI works, understanding its capabilities and limitations in a safe and educational setting.

Open Communication: A Partnership for Responsible AI Use

Open and clear communication between teachers, students, and parents is important to foster a culture of integrity around AI use.

- **Teachers:**
  - Share course outlines and academic integrity expectations for each course.
  - Share and discuss the Responsible Use of Technology Agreement with students.
  - Provide guidelines on the permitted uses of AI tools within their specific classroom contexts.
  - Review and update classroom expectations as AI technology evolves.
  - Apply professional judgment to effectively support students.
- **Students:**
  - Seek clarification from teachers regarding the appropriate use of AI in classroom activities and assessments.
  - Be transparent about the use of AI tools in their work, as required by their teachers.
  - Review and sign the Responsible Use of Technology Agreement.
- **Parents:**
  - Have conversations with your child and teacher about classroom expectations regarding responsible uses of AI.
  - Check in with your child about any challenges they are facing and help them find ways to use AI to support their own learning.

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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.

Who takes the MIPI?

- students in Grade 10C

The MIPI test(s) may be administered during the administration window in early September. For students writing the MIPI in the second semester, the administration window will be in early February.

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 complete the course, write the diploma exam, and 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 can be found at Diploma exams - overview.

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