EDMONTON PUBLIC SCHOOLS

School Assessment Plan 2026–2027

Grade 10 to Grade 12

September 2026

Elder Dr. Francis Whiskeyjack School
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At Edmonton Public Schools, we're committed to empowering students to shape their futures and communities. One of the ways we help empower students is through our comprehensive process for assessing what students learn. We are dedicated to clearly communicating with you about your child's achievement 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 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 School Assessment Plan, 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 distraction-free space 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 learning activities.
- regularly review what has been taught and ask for help when required.
- 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:

Semester One: September 1, 2026 - January 28, 2027.
Semester Two: February 1, 2027 - June 28, 2027

Progress Reports Issued

Progress Reports will be released on School Zone January 29 and June 28, 2027

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 17-20, 2026
- Semester 2: April 12-16, 2027
- Full-year courses: end of January

At Elder Dr. Francis Whiskeyjack, Individual Student Reports will be released through SchoolZone on the last teaching day of each month (excluding January and June).

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).

Parent/Caregiver - Teacher conferences will occur on November 5, 2026 and April 8, 2026 from 4:00- 8:00 pm. These conferences will take place either online, or in person, in 10 minute intervals in the school gym. Parents are invited to sign up using Schoolsoft Conference Manager. Instructions to sign up will be shared on Schoolzone.

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.

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Student IPP planning will begin in September and we will collect student, teacher and parent input. An IPP baseline report will be released on October 16, 2026. Parents are asked to sign the IPP during the first conferences, or sign the document by completing the online signature through Schoolzone by November 30, 2026. IPPs will be reviewed on December 11, 2026, March 19, 2027, and June 4, 2027 and the final review will be released on June 23, 2027.

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.

Teachers will complete EAL proficiency assessments and communicate this information with parents at the Parent Teacher conferences in November. Additionally, the teacher-assessed benchmark will be available on the Individual Student Report that is released on November 30, 2026.

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Grading and Codes

To determine your child's grades at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

Percentages are the only grades 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%)
• 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.	• 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.	• 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.	• 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.
Extensive - *ideas and/or actions provide extension or enriched thinking* Insightful - *accurate and deep understanding* Efficient - *ability to produce desired results with minimal steps or effort*	Substantial- *a considerable amount of ideas or degree of a desired quality* Logical - *using reason in an orderly and compelling fashion* Effective - *producing a result that is wanted*	Sufficient - *shows enough evidence of having met the criteria or requirements* Basic - *simple or merely functional* Acceptable - *meeting minimum criteria or requirements in a way that is agreeable to others*	* Taken from: https://aac.ab.ca/ and Performance Standards Word List

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Division Approved End-of-Course Codes:

On your child's progress report, a teacher may use these Division codes in place of end-of-course percentage marks:

NGC	Not on Graded Curriculum	• NGC is used as an **end-of-course code** when a student, identified as having special education needs as documented on the student's IPP, is receiving modified programming and therefore no grade or mark is provided.
WDR	Withdrawal	• 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	• 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.

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 how each assessment given to your child has been evaluated:

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	Replace with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome(s).

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How We Determine Student Grades

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 judgments 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 [their] 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 support the student to complete the assessment as soon as possible following the planned assessment. Alternatively, students may be assigned to the Academic Success Centre to complete missing work. Students are expected to fulfill the obligations of the assessment as soon as possible after returning to school. Teachers will contact parents/guardians when students are showing a pattern of missing work or assessments and will indicate IEA on their Individual Student Report. Occasionally teachers may allow a student to

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use more recent evidence of learning to replace a grade on an assessment. When this occurs, a teacher will use the code RNE to indicate a mark has been replaced by new evidence.

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Course Outlines

At Elder Dr. Francis Whiskeyjack School, course outlines are provided at the beginning of each course. Course outlines will indicate key curricular outcomes, the order of units, the relative grade weighting of the units, as well as essential learning materials required. These outlines will also contain information about opportunities to make up missed work.

Curriculum Summaries

Curriculum at a Glance (Alberta Education and Childcare)

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 Elder Dr. Francis Whiskeyjack School, homework is intended to support learning done during class time. Homework may include a review of key concepts, reading background information, completing research, or preparation for 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, 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 Appeal Process

To appeal the grade 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. 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 operational 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 Enhance, Not Replace, Learning

A Complementary Tool: AI tools such as Google Gemini can 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 (optional). 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 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 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 or assignments, helping identify areas for improvement.
- **Learning About AI Itself:** Students may have opportunities to learn about how AI works, understanding its capabilities and limitations in a safe and educational setting.

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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?

- teachers may administer the MIPI as an optional pretest in Grade 10

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 percent 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.

Advanced Placement (AP) courses offer motivated students the chance to take college-level classes in high school. Students enrolled in AP classes study the Alberta curriculum which is enriched by the associated College Board AP course. Students can choose to enroll in the program by taking one AP course, several courses, or a full AP program. While developing the skills and knowledge they will need for their post-secondary studies, students also become more independent learners who are able to balance a number of expectations and commitments. These challenging courses, taught by dedicated teachers, culminate in an internationally recognized exam administered by the College Board that is written in May. Earning a qualifying score on an AP exam may lead to university credit, allowing students to save on tuition and potentially skip introductory courses. This gives students a significant advantage as they transition to post-secondary education and the world beyond high school.

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