



Guide to Student Assessment and Achievement 2022-2023

Grades K–12

Warburg School

5412-50 Street
Warburg AB T0C 2T0

Phone:(780)848-2822
Email: ws@blackgold.ca
Website: www.ws.blackgold.ca

Principal: Mrs. Wendy Maltais

Assistant Principal: Mr. Daniel Hodges

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Guide to Student Assessment and Achievement 2022-2023

In Black Gold School Division, we recognize that successful student learning relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between all of these partners is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- steps we take if your child's work is missing or not finished.

What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Student assessment is ongoing and cumulative. Teachers gather information about what students know and can demonstrate based on the Alberta programs of study (curriculum) and, when applicable, the Instructional Support Plan (ISP) in grades 1-12, or the Individualized Program Plan (IPP) in Kindergarten. Marks are only earned through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests. Teachers won't use your child's attendance, behaviour, effort, attitude, homework completion or work habits to decide on their grades/marks unless it is included in the Alberta programs of study for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course, or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

You can support your child's learning (*Education Act, Section 32*) by:

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- keeping current with your child's progress online through the Power School Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials;
- participating in parent-teacher conferences;
- ensure that the child attends school regularly; and,
- engage in the child's school community.

Teachers will help your child succeed (*Education Act, Section 196*) 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, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning (*Education Act, Section 31*) 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;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress**PowerTeacher Pro Electronic Gradebook:**

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time.

- Schools will provide parents with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes;
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have access to technology to view student grades, please contact the school to make arrangements to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780 848-2822
- Expectations regarding marking/turnaround: maximum of 2 weeks from the due date of the assignment
- Marks will be entered into PowerSchool prior to handing back

Reporting Periods:

Semester 1: August 29, 2022 - January 30, 2023

Semester 2: January 31, 2023- June 27, 2023

Q1	Q2	Q3	Q4
08/29/2022 - 11/04/2022	11/05/2022 - 01/30/2023	01/31/2023 - 04/19/2023	04/20/2023 - 06/27/2023

Formal Reports Issued:

Formal Reports will be issued via email in PDF format to parents on February 1, 2023, & June 30, 2023. Printed copies are available upon request. In addition, School Messenger messages will be sent to all parents at the end of each quarter (Nov 16/22 & Apr 21/23) indicating marks are up to date. Parents are to check their Parent Portal for marks frequently as they are updated often.

If a student has an ISP (or IPP for Kindergarten students), it will be included as part of the formal report. Paper copies will be made available upon request.

Conferences:

Parent communication is important and parents are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents to meet with teachers to discuss student achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

The dates for these conferences are K-12 November 22, 2022 (Parent-Teacher Interviews) and April 25, 2022 (K-6 Student-Led Conferences and Gr 7-12 Parent-Teacher Interviews)

Parents/Guardians can book appointments by using the online booking system for the November Parent-Teacher Interviews. A message will be sent to all parents with the link to book appointments. All Gr. 7-12 interviews will take place in the elementary gymnasium while K-6 interviews and conferences will take place in classrooms.

Parents are encouraged to come and meet their child(ren)'s teachers at the Meet and Greet event held in our west school parking lot from 3:30-5:30 PM on September 14th, 2022.

Early Years Evaluation Teacher Assessment (EYE-TA):

This EYE-TA is used to assess the universal, targeted and individualized areas of growth and strengths of children as they enter kindergarten and as a tool to identify children who may require specialized services and supports. The EYE report along with teacher comments will serve as a first-term report card for the ECS program.

Instructional Support Plan (Gr 1 – 12) and Individualized Program Plan (Kindergarten):

For students who need specialized services and support, the ISP, or IPP for Kindergarten, is a working document that is developed within the first two months of the school year. The ISP (or IPP) is a record of specific goals for a child. It provides information about accommodations and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the guardian are expected to provide input into the ISP, or IPP for Kindergarten.

The ISP, or IPP for Kindergarten, is updated as students show growth and learning. ISP and IPP co-planning conferences will take place in September.

- ISP planning input forms will be sent home by September 30th.
- Completed ISPs will be shared with parents by October 18th.
- A completed signature page will be collected via the online parent portal and stored at the school.
- Mid year review with parent/guardian by February 15th
- Year end review by June 15th.

English Language Learners:

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

Grades/Marks and Codes

To decide on 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. All marks are cumulative.

When percentages are used, 47.5 and up will be rounded to 50 as a final grade only. High school students that have a final grade that is rounded up to a pass of 50%, will automatically be required to take the lower stream of core courses. Eg, 48% rounded to a 50% in Math 20-1 must enroll in Math 30-2.

Students in grade 12 with a final mark of 44-47.4% may apply to do Credit Recovery. Credit Recovery is designed for students who need to meet graduation requirements. These students will most commonly be in Grade 12. We view this as an exit strategy, not an entrance strategy for university. This is mostly intended for students wishing to achieve minimum grade requirements to enter the workforce.

Students deemed eligible for credit recovery will meet the following criteria:

- Student's final mark is generally between 44% and 49%* (non-diploma courses)
- Student's final mark is generally between 44% and 47%* (diploma courses)
- Students must have completed the course including having written the final exam.
- If a student meets these criteria, the Credit Recovery Team composed of the teacher, counsellor, and administrator must recommend that it is in the student's best interest to complete and pass the course through the credit recovery model.

*Students achieving 44-49% do not automatically qualify for credit recovery. Students that receive a mark within that threshold by a) poor attendance or b) lack of effort and interaction in class will receive credit recovery privileges only with teacher approval.

*Exceptional circumstances such as mental health, family situations, and/or other issues could impact the decision to initiate credit recovery.

If the student does not meet criteria, recommendations will be made by the administrator and/or counsellor to repeat the course or to transfer streams. (ex. Social 20-1 to Social 30-2)

2022-2023 Grade Scales:

Grades K-3 Grading Scale		
Every course uses K-3 Grading Scale		
Scale Label	Scale	Description
PRF	Proficient	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement inconsistently meets grade level outcomes. Student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

Grades 4-6 Grading Scales		
Elementary Core Courses		
Grades 4-6 core courses grading scale (ELA, FLA, Math, Science and Social)		
Core courses (ELA, FLA, Math, Science, Social) use % (can include letter scale for formative assessment only)		
<ul style="list-style-type: none"> Percentage grades will be given for summative assessment in all core courses (0% - 100%) Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades. 		
Elementary Non-core Courses		
Gr 4 - 6 for all non-core courses and Formative assessment grading scale		
All other courses (Fine Arts, Second Languages, Phys. Ed & Wellness and CTF) use Grades 4-6 Letter Scale		
Scale Label	Scale	Description
EXP	Exemplary	Achievement is exemplary and consistently meets grade level outcomes. Student independently demonstrates in-depth understanding.
PRF	Proficient	Achievement consistently meets grade level outcomes. Student consistently demonstrates achievement independently.
ACQ	Acquiring	Achievement inconsistently meets grade level outcomes. Student requires support in some areas.
BEG	Beginning	Achievement does not yet meet grade level outcomes. Student requires ongoing support.
INS	Insufficient	Insufficient evidence to assess.

Grades 7-9 Grading Scales		
Junior High Core Outcomes Junior High Core courses grading scale		
Core (ELA, FLA, Math, Science, Social, PE) use % (can include Junior High non-Core Outcomes Letter Scale for formative assessment only)		
<ul style="list-style-type: none"> Percentage grades will be given for summative assessment in all core courses (0% - 100%) Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades. 		
Junior High non-Core Outcomes Scale Grades 7-9 Grading Scale for NON-Core subjects		
All other courses (Fine Arts/Options, Second Languages, Health, and CTF) use Junior High non-Core Outcomes Letter Scale		
Scale Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	Proficient	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	Limited	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Grades 10-12 Grading Scale		
Grades 10-12 Grading Scale for ALL subjects Every course uses this grading scale		
All courses use % for summative assessments		
Teachers can include Grade 10-12 Formative Assessment Letter Scale for formative assessment only		
Grades 10-12 Formative Assessment Letter Scale		
This scale can be used by any teacher who wishes to record formative assessment - these marks will not count towards a final grade.		
Scale Label	Scale	Description

E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	Proficient	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	Limited	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Principals will ensure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, teachers will do **one or more** of the following:

- provide student with additional time to complete the assignment with a possible mark deduction for lateness
- assign an alternative assignment
- assign student to complete the activity at lunchtime or after school
- provide targeted tutorials
- contact student's parent/guardian
- meet with parents/guardian, teachers, students and administration to emphasize consequences if work is not completed
- create a behavioural contract between the student and the teacher
- Not Handed In (NHI)' which awards a mark of 0 on the assignment

When your child has missing or incomplete work, we will make arrangements for your child to complete the work. This may include

- Teacher/student discussion
- Drop-support
- Removal from complementary courses to complete assignment
- Missed assignment room
- Targeted tutorials through subject/department teachers
- Removal from complementary courses to complete core assignments

If your child is away from school for an extended period of time, other than vacation, please contact their teacher/administrator. As partners in your child's learning, we can work together to design a plan that best meets your child's needs including homework, alternate assignments or other strategies that will support them through their course. Homework can be requested through the school office for extended illness, etc. As well, students can access Google Classroom for specific assignments details.

Vacations:

It is the expectation that students will attend school on scheduled school days and take holidays according to the school year calendar. In the event that parents choose to take their child out of school at times other than school holidays, teachers will not provide work for that time. Any missed work or tests will be made up when the student returns, at the teacher's discretion.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students' work, abilities and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress, but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student's strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.

Summative Assessments:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of student learning and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. Using their judgment as professionals, teachers make decisions and give grades/marks to your child. 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).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used within PowerTeacher Pro for individual assignments.

Other Icons		
Icon	Label	Description
	Missing	Assignment was not handed in. Please contact your teacher to discuss.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	Assignment is late or was handed in late. Please contact your teacher to discuss.
	Incomplete	Assignment is not complete. Please contact your teacher to discuss.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent. Please contact your teacher to discuss.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.
ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.

How We Determine Student Grades/Marks

Course Outlines

In Junior High and High School, teachers will provide a course outline to all students and parents/guardians within the first two days of the course. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

Reluctant Zeroes

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. If students do not take the opportunity to complete the assignment, they may receive a zero.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students by the due date. Parent communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students can access their marks through Powerschool or printouts from their teacher to keep track of their incomplete assignments.
4. Students may only work to complete tasks in the quarter in which it was assigned (current reporting period). Once report cards are issued, marks are locked and zeros will be reluctantly awarded.
5. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered as a reason to take in work beyond a scheduled due date.
6. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
7. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

Late Assignments:

Students are expected to take ownership of their own learning and complete assignments in a timely manner. Teachers can make concessions for late assignments due to extenuating circumstances. Students that hand assignments in late will face a penalty of 5% per day. Students that are consistently late with assignments will be referred to the school administration. No assignments will be taken in by any teacher after the assignment has been handed back to the class. Parents can keep track of late assignments on PowerSchool by clicking on the student mark that is in blue. This results in a list of assignments that comprise the mark.

Academic Integrity:

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources), 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, the teacher and/or school administration will meet with them to discuss the situation. It may be determined that the student can have an

opportunity to redo the assignment, the student may be given a zero for the assignment, or other sanctions. Chronic plagiarism and/or cheating may result in suspension with a possibility for withdrawal from senior high courses.

Grades/Marks Appeal Process:

To appeal a mark (assignment, test or final mark), students/parents/guardians are encouraged to talk to the teacher within 10 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact the principal who will make the final decision. The principal's decision is final.

Exams

Grade 6 PAT is counted as 20% of the student's final mark for each course.

Dates:

- ELA Part A
- ELA Part B - June
- Math Part A & B - June
- Science - June
- Social Studies - June

Grade 9 PAT is counted as 20% of the student's final mark for each course.

Dates:

- ELA Part A
- ELA Part B
- Math Part A & B
- Science
- Social Studies

Please do not book family vacations during this time. A Doctor's note is required for all missed exams.

Junior High Exams

Grade 9 students will use the PAT as their final exam mark. Students not writing the PAT will write a separate teacher-created exam that will count for 20% of their final grade.

Grade 7 and 8 students will not have a cumulative final exam.

Career and technology Studies (CTS) Modules

CTS Coursework is a collection of module based courses which may be undertaken in a classroom environment or as individual study but which are not core classes.

To preserve the security of assessed materials, which may or not be completed under direct supervision of an instructor, CTS booklets will not be returned to students. Once complete students will be given the opportunity, and encouraged, to peruse graded material with their teacher so that they can establish how their mark was arrived at.

Once reviewed these submitted CTS booklets will remain at the school for the Alberta Education mandated time before being destroyed according to BGSD document disposition guidelines. Students handing in their work digitally will have access to the marker's notes containing details on the composition of their mark.

While 50% has traditionally been associated with a passing grade in core classes, certain clearly identified CTS modules require a mark of no less than 75% to receive a passing grade. Two examples of these modules include HCS3000 and HCS3010, modules which are related to student safety in the workplace. However, regardless of the threshold mark for passing any module, **all** material must be completed before it will be accepted for marking.

When undertaking a course composed of several bundled CTS modules **credits will only be awarded upon the successful completion of all modules within that course**. Failure to complete all modules within the course within the specified time will result in the student receiving neither grade nor credits for that course. Examples of bundled modules include Learning Strategies 15, 25, 35.

Provincial Achievement Tests (PATs):

Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Students in Grades 6 and 9 in English language arts, math, science and social studies write PATs. The PATs will be administered on the following dates.

GRADE 9 - SEMESTER ONE, January 2023

- Grade 9 and Grade 9 K&E English Language Arts Part A - Tuesday, January 11.
- Grade 9 and Grade 9 K&E English Language Arts Part B - Wednesday, January 26
- Grade 9 and Grade 9 K&E Science PAT - Thursday, January 27

GRADE 9 SEMESTER TWO, June 2023

- Grade 9 and Grade 9 K&E Social Studies - June 24

- Grade 9 and Grade 9 K&E Math Part A & B - June 27

GRADE SIX - JUNE 2022

- Grade 6 English Language Arts Part A - Wednesday, May 18
- Grade 6 Math Part A & B - Monday, June 20
- Grade 6 Social Studies - Wednesday, June 22
- Grade 6 English Language Arts Part B - Thursday, June 23
- Grade 6 Science - Friday, June 24

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

How do PAT scores affect student marks?

Student final marks will be determined by the classroom teacher and approved by the principal. The weightings and grade calculations will be consistent with what was shared with parents and students prior to the beginning of the course on the course outline.

In Grade 6, the final mark will include the PAT and/or a teacher-developed final exam at the discretion of the principal. The PAT exam mark will be weighted at 20% of the final mark.

In Grade 9, the final exam category will be weighted at 20% of the student's final mark in English and French Language Arts, Math, Science and Social Studies. The final exam category will include the PAT.

The Alberta government requires that we report the raw scores from Grade 6 and 9 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.

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 80% of the total mark, and the diploma examination mark will be weighted at 20% of the total mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50%. More information about the

Diploma Examination Program is available online at
<https://education.alberta.ca/diplomaexam-administration/diploma-examinations-program/>

Diploma Exams at Warburg School for the 2022-2023 School Year

- Thursday, January 20: Mathematics 30–1 & Mathematics 30–2
- Monday, June 13: English Language Arts 30–1 & 30–2 Part A
- Monday, June 20: English Language Arts 30–1 & 30–2 Part B
- Thursday, June 23: Biology 30
- Monday, June 27: Physics 30
- Tuesday, June 28: Science 30