



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Grades 10-12

Medicine Hat High School

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Guide to Student Assessment, Achievement, and Learning

Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card. In grades 10 through 12, these are often reflected online on Edsby.

ACTIONS TO SUPPORT STUDENT SUCCESS

You can support your child's learning and success by:

- Knowing you are an important part of the team
- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through social media
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

Teachers will help your child's learning and success by:

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the

classroom and/or course

- Using Universal Screening Tools for reading and math to plan for instruction and learning.

Students have a responsibility for their own learning and are expected to:

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions
- Demonstrate their learning by finishing assignments to the best of their ability
- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

HOW DO WE DETERMINE STUDENT ACHIEVEMENT?

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

Formative Assessments

Formative assessment occurs daily to monitor student learning and to provide an ongoing exchange of information between students and teachers about student progress. 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. Formative assessments are generally low stakes, which means they have low or no point value. (Elkford)

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". A variety of opportunities to demonstrate understanding of learning outcomes and receive grades/marks for their work will be provided. These summative assessments are evidence of student learning and come in many forms, depending on the course. Using their judgment as professionals, teachers make decisions and give grades/marks to your child. (Elkford)

Missing or Incomplete Student Work

Minor vs. Major Summative Assessments - Reassessment

Under normal circumstances, students will be expected to complete all assessments on or by the date for which those assessments have been assigned. If, however, students do not meet that expectation, they will need to

consult with their teacher(s) to identify how to best resolve the issue. Teachers will consider the following guidelines when determining how to respond to student work that is **late, missing, incomplete, or unsatisfactory**.

Guiding Principles:

- All grading and assessment should be based on the teacher's best **professional judgement** of students':
 - level of proficiency in the curricular outcomes described in the Program of Studies; and
 - success at achieving the knowledge, skill, and behavioural attributes associated with those outcomes.
- All assessment should be **fair, accurate, and honest** in that students will be neither:
 - unduly punished for shortcomings or errors; nor
 - unjustifiably credited for knowledge and skills they have not demonstrated.
- Whenever applicable, assessment decisions should seek to encourage, rather than discourage, further progress and learning in students and promote student ownership of their learning.

Process:

1. Students with missing, incomplete, or unsatisfactory work should be given a **reasonable** opportunity to complete and submit the assessment or an equivalent, or to re-do/replace work that was unsatisfactory.
 - Note: To avoid having them miss classroom instruction and discussion, it is reasonable to expect students to make up or re-do this work outside of class time (Student Support Time).
2. Late penalties should not be imposed on summative assessments or any other assignments that will be worth more than 5% of the student's overall term grade.
3. In the interests of promoting student responsibility and accountability, before accepting students' work, the teacher may require students to:
 - provide a written or verbal explanation/justification for their missing/incomplete/poorly done task; and/or
 - commit to a plan to reduce the chance of a similar difficulty occurring again.
4. If, at the end of the term, a student has still neglected to complete and/or submit an assessment or assessments, the teacher will need to use his/her best professional judgement to determine whether to omit the task(s) from the student's final grade calculations or to assign a mark of zero to the task(s).
 - An "omit" will normally be the best course of action if:
 - the circumstances leading to the missing, incomplete, or unsatisfactory assessment were out of character for the student and/or substantially beyond his/her control; **and**
 - the knowledge and/or skills required of the task have been sufficiently assessed elsewhere.
 - A "zero" may be required if:
 - the knowledge and/or skills required of the task have not been sufficiently assessed elsewhere; and/or
 - student behaviour in response to the teacher's efforts to encourage completion and submission of the assessment was incorrigible.
5. A student who neglects to complete the summative assessments for essential curricular outcomes may have their final grade withheld by the teacher or be assigned a failing grade for the course.

Other Guidelines:

- Parents will have the opportunity to remain informed of the student's progress or lack thereof.
- The teacher's time and energy, and the needs of other students, will be respected. In other words, the difficulties of delinquent students should not interfere with or compromise the learning of their classmates.
- It is NOT reasonable to expect that students be granted ongoing and/or repeated opportunities to re-do/replace unsatisfactory work or to complete assessments after the expected date. Students with persistent difficulties in these areas will be referred to their counselor and/or administrator.
- Ultimately, a certain level of student autonomy will be respected, in that a student who has consistently demonstrated a reluctance to resolve incomplete or unsatisfactory work may be allowed to accept the consequences of that inaction.

Academic Integrity / Missing Scheduled Exam Days

Medicine Hat High School recognizes that academic **responsibility** and **honesty** are part of the overall development of a student's sense of responsibility, skills, and values.

Definition of terms:

Responsibility includes completing assignments and submitting assignments on the designated due date.

Honesty includes completing assignments in a truthful and responsible way. There will be consequences for cheating, colluding, and plagiarizing.

- Cheating includes, but is not limited to:
 - copying from another student
 - using cheat/crib notes
 - forbidden sharing of information of the assignment, test, or exam
 - dialogue about the test between students in the same class but in two different time periods, both of which a test is scheduled for that day
 - deception (e.g., giving a dishonest excuse when asking for a deadline extension, or falsely claiming to have submitted work)
 - misrepresentation (e.g., a family or personal situation to get an extension or other special treatment or skipping class under the guise of being ill to delay taking a test)
 - impersonation (a different person than the student assigned an assignment or exam completes it)
 - using IT (Chrome books, hand-held devices, graphing calculators) to access outside sources, notes, or pre-written copies of the assignment.
- Colluding is the unauthorized collaboration and/or sharing of work between students on an assignment. This includes electronic collusion (e.g., "sharing" files on Google Drive).
- Plagiarizing is the deliberate presentation by a student of an assignment which has in fact been copied – in part or in whole – from another source (e.g. electronic texts, published books, periodicals, encyclopedias, etc.), without due acknowledgement in the text. This includes the copying of words, ideas, phrases, photographs, diagrams, statistics, definition, etc. To avoid plagiarism, students must

document the source of information within the assignment.

- Students are encouraged to use www.citationmachine.net to ensure references are documented using a standard MLA format (Modern Language Association) for Humanities, APA format (American Psychological Association) for the Education and the Social Sciences, and (Chicago?) for Sciences.
 - <http://www.citationmachine.net/mla>
 - <http://www.bibme.org/mla/book-citation>
- Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

APPEAL PROCESS FOR STUDENTS AND PARENTS

- an appeal should be made directly to the teacher concerned.
- if not resolved in above, the appeal may be taken to the administrator responsible for that student, who will involve the department head, the teacher and the student in an effort to settle the matter if not resolved in either of the above, the principal, after consultation with the people concerned, will make the final decision.

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Communication Plan for Reporting Progress

Edsby: All teachers will use Edsby to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time (teachers are expected to update every couple weeks). 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 Edsby, please contact 403-527-3371.

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Quarter 1	August 30 - November 9	Parent Teacher Online Interviews – Oct. 4 th -7 th
Quarter 2	November 15 - January 27	Parent Teacher Online Interviews - Dec. 13 th - 16 th
Quarter 3	January 31 - April 12	Parent Teacher Online Interviews - Mar. 7 th - 10 th
Quarter 4	April 13- June 29	Parent Teacher Online Interviews - May 16 th - 20 th

Ongoing Communication:

In addition to Edsby, communication can occur at the following times:

Parent-Teacher-Student Conferences - An opportunity for the *student, parent and teacher to engage in conversations* around the strengths, areas of growth and next steps of the student. These conferences will occur online only.

Parent Phone Calls – Teachers will make phone calls home to parents as required. This provides an opportunity to discuss the overall progress of the student. In addition, monthly calls are made to parents to align to the district attendance plan. Students who miss 4 or more days a month are identified and phone calls are made. During any phone call, teachers may discuss the utilization of the extra supports available.

Individual Support Plans (ISPs) - For students who need specialized services and supports, the ISP 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 ISP is reviewed throughout the year. We expect you and your child (as appropriate) to provide input into the ISP.

English Language Learners (ELL) Proficiency Benchmarks - English as a Second Language (ESL) benchmarks are completed by the classroom teacher or by a designated ELL teacher and are entered into PowerSchool. Specific language learning feedback is also provided through formative and summative assessments.

The Role of Large Scale Assessment Instruments

Over the course of the school year, teachers may administer various screening and/or diagnostic assessments. The purpose of these is to determine current level of performance in order to best support learning. Two Division wide examples are the STAR and MIPI. These universal screens are administered to Grade 2-10 students across the Division. Individual teachers may use other instruments to support their planning and instruction for students.

STAR Reading Assessment - STAR Reading is one of many tools teachers use to assist with planning for instruction and implementing supports for individual students. It is a computer-adaptive multiple choice formatted reading assessment administered to Grade 10 students. While the students begin at their grade level, the questions presented are uniquely determined from the ability level demonstrated as the student completes the assessment. The average time to complete a STAR assessment is 30 minutes and includes 3-5 practice questions (on initial testing) and 34 test questions. The STAR can be administered at various points in the year in order to review potential growth or to explore interventions.

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. The MIPI test(s) will be administered to Grade 10 students during the administration window in September.

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 percent of the total mark, and the diploma examination mark will be weighted at 30 percent of the total 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

<https://education.alberta.ca/diploma-exam-administration/diploma-examinations-program/>

UNDERSTANDING REPORTING (Grades 1 – 9)

WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
Excelling in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.	Meeting grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.	Approaching grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. Additional supports may be necessary to further learning in this area.	Beginning grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. Additional planning and instructional supports will be necessary for further learning in this area.

WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child's achievement is recorded. Your child's teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement	Student is working on provincial curriculum with adjustments made to instruction	Student is working on programming significantly different than provincial curriculum. The student's Individual Support Plan (ISP) will reflect more specific achievement towards goals.

WHAT ABOUT EFFORT OR BEHAVIOUR?

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
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HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.

UNDERSTANDING REPORTING (Grades 10 - 12)

Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post secondary institutions rarely grade using percentages and generally utilize a 4 point scale or letters connected to a 4 point scale.